

Applicant's Response to CSAC Initial Report - February 28, 2022



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

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

Response Submitted: Monday, February 28, 2022, at 4:00 PM, EST.

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

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

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

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

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

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

Thank you for this opportunity to reimagine education with us.

Best,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

3. *Promotion and Graduation Requirements*

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

Students' official transcripts will include:

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

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

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

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

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

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

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

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

4. *Relating to recruitment, please:*

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

Proposed Recruitment Timeline*:

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

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

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

BASSE CSAC Report Responses

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

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

Jan. 2023: January application deadline.

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

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

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

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

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

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

5. Enrollment Preferences:

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

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

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

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

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

6. *School Facilities:*

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

Please see our budget update summary in Attachment G.

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

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

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

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

BASSE CSAC Report Responses

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

Please see our updated budget summary in Attachment G.

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

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

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

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

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

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

26. *In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.*

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

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

Please see Attachment F.

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

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

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 support alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

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

BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students' comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE's at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

Please see our teacher support system, below.

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment A - BASSE Offer to Lease**

November 3, 2021

Brian D. Shirey, Esq.
General Counsel
Delaware Technical and Community College
21179 College Drive
Georgetown, Delaware 19947

Re: **Letter of Intent to Lease:**

20346 Ennis Street
Georgetown, Delaware 19947
(Former Howard T. Ennis School on 5.6 acres of land)

Dear Mr. Shirey:

In connection with the above-referenced property, we respectfully submit for your consideration an overview of the general terms and conditions of a proposed lease transaction between Delaware Technical and Community College and The Bryan Allen Stevenson School of Excellence. The Bryan Allen Stevenson School of Excellence is in the process of applying for its charter with the Delaware Department of Education. Our application will be submitted to The Delaware Department of Education on or before December 31, 2021. The approval process will take approximately 120 days upon which a decision will be rendered, and a charter will be issued. Ideally, we would like to enter into a binding letter of intent or lease agreement by the end of November so we can include this document in our application. We have attached to this letter a summary of our charter application, including a five-year projection and assumptions of our financial plan.

Following are the general terms and conditions of a lease agreement:

- 1. Premises:** The former Howard T. Ennis school building located at 20346 Ennis Street, Georgetown, Delaware containing a total of approximately 35,500 +/- square feet of usable space and parking for approximately 120 cars plus drop off lanes. The leased premises shall not include the natatorium or the parking that services the natatorium. Landlord reserves a transferable, non-exclusive right of access to the natatorium and related parking through the existing entrances and roadways.
- 2. Landlord:** Delaware Technical and Community College
- 3. Tenant:** The Bryan Allen Stevenson School of Excellence, a single purpose not-for-profit 501 (c) 3 entity formed for the purpose of operating a charter school for up to 500 students.
- 4. Use:** Tenant will use the property for the operation of a charter high school for up to 500 students. Tenant shall occupy the leased Premises in accordance with all applicable laws. Tenant shall not engage in any use that competes with the programs or operations of Landlord. Any post-secondary courses that may be offered to Tenant's students will be offered in partnership with Landlord.

- 5. Term:** Five (5) continuous years, effective on November 1, 2022. Tenant reserves the right to terminate the lease term early, provided one year's written notice. Tenant also reserves the right to terminate the lease early, with 90-days' written notice, if the school's charter is not renewed by the State Board of Education.
- 6. Lease Commencement Date:** November 1, 2022. Tenant recognizes that the premise is currently occupied by the Indian River School District (IRSD), and that IRSD is entitled to a reasonable period of time to remove its property and vacate the premises following the opening of its new school in September of 2022. To the extent allowable by law, Landlord will grant Tenant early occupancy after the property has been fully vacated by the Indian River School District, for the purpose of installing Tenant's furniture, fixtures, and equipment and to begin any Landlord-approved improvements. Tenant shall not be required to pay rent during any period of early occupancy, but shall be required to obtain property and general liability insurance in an amount agreed upon by Landlord.
- 7. Option to Renew:** Provided Tenant is not in monetary default under the terms of the Lease Agreement, Tenant shall have the right of first refusal to renew the Term for an additional three (3) years, under the same conditions of this lease agreement. Tenant must exercise said Right no later than January 15, 2027.
- 8. Rental Commencement Date:** November 1, 2022.
- 9. Lease Expiration Date:** August 31, 2027.
- 10. Construction and Improvements:** Landlord and Tenant will negotiate the best format for how the construction and improvements are completed. Tenant's analysis of the current building condition has estimated that approximately \$200,000 will be required to make nonstructural cosmetic improvements and repairs and maintenance. Landlord and Tenant each agree that this provision will be mutually worked out between the parties by May, 2022, and Landlord will have final approval on all alterations, additions or modifications to the premises. Tenant will be allowed to install additional modular classrooms on the Premises so long as all local and state laws are followed.

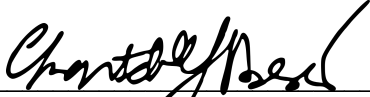
11. Annual Rental Rate:

Rent	Annual Rental	Rent/S.F.	Lease Year
Year 1 (rent payment commences on 11/1/22)	147,917	\$ 5.00	22-23
Year 2	181,050	5.10	23-24
Year 3	184,671	5.20	24-25
Year 4	188,364	5.31	25-26
Year 5	192,132	5.41	26-27
Option			
Year 6	192,132	5.52	27-28
Year 7	199,894	5.63	28-29
Year 8	203,892	5.74	29-30

- 12. Operating Expenses:** The Lease will be triple net. Accordingly, Tenant shall directly pay to each of the appropriate vendors, for all of the operating expenses related to the operation of the Premises, including, but not limited to, electric, natural gas, telephone, cleaning, maintenance of the HVAC and other mechanical systems, general liability, contents and liability insurance, and property and casualty insurance covering the buildings. It is assumed the property is exempt from real estate taxes, but if not, Tenant will be liable for the full payment of any taxes assessed against the property or Tenant's use thereof. Tenant will be responsible for structural-related costs of maintenance, including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, Mechanical, Electrical, and Plumbing and roof expenses.
- 13. Warranty of Habitability:** Tenant acknowledges that the premises are being rented "as-is", and that Landlord has made no representations or warranties regarding their suitability or habitability for any particular use. Tenant hereby confirms that it has had the property inspected by architects/engineers/contractors of its choosing and is fully aware of the condition of the premises and all facilities associated therewith, and hereby accepts them in their present state.
- 14. Landlord and Tenant Operating Partnerships:** Landlord and Tenant each recognize that there are crossover benefits to each entity, and will use best efforts to create crossover shared services. For example, if Landlord creates a teaching program, Landlord will work with Tenant on allowing students to work at the school in student teaching roles. If Tenant creates an early college program, such program shall be created in partnership with Landlord. In addition, Tenant and Landlord will work in good faith to allow Tenant use of Landlord's outdoor athletic fields for its students. Tenant understand and agrees that Landlord and Landlord's teams/operations will have priority in the use of its athletic fields, and any use by Tenant may only occur when the fields are not in use by Landlord. Landlord and Tenant shall agree on Tenant's share of the costs to maintain the athletic fields in the event Landlord's athletic fields are used by Tenant.
- 15. Signage:** Tenant, at its sole cost and expense, shall be permitted to erect signage on the Premises (on the building) and a canopy or awning at the school's entrance, to the extent allowable by law and with the prior written approval of the Landlord; such approval shall not be unreasonably withheld or delayed.
- 16. Brokerage:** Landlord and Tenant acknowledge that they have had no other dealings with Brokers as it relates to this property.
- 17. FORMAL AGREEMENT:** The Landlord and Tenant shall negotiate in good faith in an effort to enter into a formal Lease Agreement on or before December 15, 2021, which agreement shall be subject to the approval of Landlord and Tenant and shall be acceptable in form and legal content of the respective parties. This Letter of Intent to Lease is for discussion purposes only and serves as a preliminary, non-binding letter subject to a fully executed Lease Agreement by both Landlord and Tenant. The terms and conditions herein are subject to change and or withdraw at any time and for any reason. The lease will be contingent on a mutually acceptable Lease Agreement containing the customary covenants, warranties, apportionments and representations. The Lease Agreement, if any, will provide for environmental indemnification by the Landlord as well as zoning and City Code compliance.

We look forward to working with you to a mutually agreeable agreement. Thank you for your kind assistance and willingness to work with our school. I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chantalle Ashford", written over a horizontal line.

Chantalle Ashford
Founder and Board Chair
The Bryan Allen Stevenson School of Excellence

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment B - Enrollment and Withdrawal Policy (revised)**

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

2023 - 2024 BASSE Enrollment & Withdrawal Policy

Admissions

To be eligible for admission to the Bryan Allen Stevenson School of Excellence (BASSE), a student must be eligible to enter:

- the 6th or 7th grade in the 2023-2024 school year;
- the 6th, 7th, or 8th grade in the 2024-2025 school year;
- the 6th through 9th grades in the 2025-2026 school year;
- the 6th through 10th in the 2026-2027 school year;
- the 6th through 11th in the 2027-2028 school year;
- all grades, 6th through 12th, in the 2028-2029 school year.

The student and their family must be Delaware residents.

BASSE will not discriminate against any student in the admission process because of their race, religion, creed, color, sex, disability, or national origin, or due to the student's school district of residence providing a per-student local expenditure lower than another student seeking admission. The only exceptions to restrict student admissions are:

- Age and/or grade-level eligibility, or
- By lottery in the case of over-enrollment

An electronic version of the application for the school will be available to submit online. Additionally, families who are more comfortable may download, print, and mail their applications to BASSE. For families unable to access the school website, BASSE will provide them with paper copies of the application upon request.

Preferences

The selected preferences of BASSE will be (in the ranked order below):

- Siblings of students currently enrolled at the school
- Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
- Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.

Students who have a specific interest in BASSE's teaching methods, philosophy, and education focus will need to submit a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program. A detailed description of this application supplement will be provided with the application on the website and will be explained during parent workshops and recruitment events.

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Timeline

BASSE Student Recruitment & Enrollment Timeline*	
<i>Recruitment & Pre-Application</i>	
Student Recruitment Engagement	Ongoing Online and In-Person (Ads, Social Media, Mailers, etc.)
Student Recruitment Events	June 2022 - December 2023, Monthly
School Choice Parent Workshop #1	August 2022
School Choice Parent Workshop #2	September 2022
School Choice Parent Workshop #3	October 2022
<i>Application</i>	
BASSE Begins Accepting Applications	November 6, 2022
BASSE Application Closes at 11:59 PM*	January 10, 2023
BASSE Notifies All Home LEAs of Received Applications	By January 26, 2023
BASSE Begins Action on Approved Applications	February 29, 2023
BASSE Notifies Parents and Home LEAs of Application Action	By March 8, 2023
BASSE Receives in Notice of Intent from Parents in Writing	By March 15, 2023
<i>Lottery**</i>	
BASSE Performs Lottery for Surplus Applications	March 4, 2023
BASSE Notifies Parents and Home LEAs of Lottery Results and Application Action	By March 8, 2023
<i>Enrollment</i>	
BASSE Enrolls Students for Fall 2023	Beginning March 21, 2023

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

BASSE Hosts Open House for Students and Families Enrolled for Fall 2023	August 31, 2023
BASSE Notifies DDOE of Fall 2023 Projected Enrollment Total	November 30, 2023 - January 30, 2024

*The dates selected are based on the school choice process outlined at <https://www.schoolchoicede.org/>. BASSE will align its timeline when the 2023-2024 dates are released.

**If there are remaining seats, BASSE will continue to receive applications until we are at capacity.

Lottery*

In the case that the number of applications exceeds the number of openings after preference is given to students who meet the preference criteria above, BASSE will hold a lottery on March 4, 2023.

The lottery process will be blind so that all students will have an equal chance of being offered a spot in the remaining available seats. Depending on the type and amount of applications received, the lottery will be run manually or via a computerized method.

Waiting Lists

BASSE will continue to accept applications until we have reached capacity. Students eligible for admission but not selected due to a lack of capacity will be placed on a ranked waiting list until September 5, 2023.

Withdrawals

Application Withdrawal

Any parent who previously applied for their student to attend BASSE may withdraw their application at any time prior to action on the application by our board by giving written notice.

Withdrawal from School

A parent may apply to withdraw their child's enrollment at BASSE at any time by submitting a written application to the school. BASSE will then follow the policy outlined in 14 Del. C. § 407 (c) - (i).

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Re-Enrollment

Accepted BASSE students will remain enrolled until graduation, provided that the student continues to meet the requirements for enrollment.

A student's right to remain enrolled may be terminated prior to graduation if

- a. The student fails to continue to comply with BASSE's requirements for attending school or class, or
- b. Refusal to participate in the school conflict resolution process.

Records

BASSE will maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the student will attend BASSE for at least one complete school year per 14 Del. C. § 506 (c) (3).

Each parent will need to sign and submit this document after BASSE receives their notice of intent in order for their child to continue in the enrollment process.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment C - IB Letter of Support**

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

October 17, 2019

RE: The Bryan Allen Stevenson School of Excellence, Inc

It is encouraging to recognize that families in Sussex County will have the opportunity to provide students with a real-world educational experience where service, rigor, and student leadership is at the center.

The International Baccalaureate Organization (IB) is writing to support the Bryan Allen Stevenson School of Excellence, Inc. The IBO supports the intent of BASSE Inc. to pursue recognition as an IB World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The IB's mission has been built on a cornerstone of creating a better world through education – one which aligns closely with the mission of the BASSE, Inc. and its foundation and partner networks.

Mr. Stevenson built a legacy of service and change that BASSE, Inc. will impress upon their students and families. The IBO supports the efforts BASSE, Inc. will take to make these factors a success and upon pursuit of IB Programmes our organization looks forward to aligning with the BASSE, Inc. community.

As an organization, the IBO provides professional development and academic support services and have a rigorous authorization process prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process every five years.

We look forward to working with the BASSE, Inc.

Sincerely,

Antrina Leeth
Outreach and Development, Manager
International Baccalaureate Organization

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment D - Parent Support Surveys (updated)**

First Name	Last Name	Email Address	Zip Code	Interest Level	Grade Level Your Child Will Be in 2023	Volunteer Interest
Sarah	Bryson	sarahbryson1023@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 7th grade	
Cassandra	Smith	cassie_bordes@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Brooke	Lowe	bmlowe@hotmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Mike	Bryson	mikeetk421@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade, 7th grade	
Leah	Bradford	Leah.bradford3695@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 9th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Ginny	Layfield	ginlayfield@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	
Saima	Kayani	kayanisaima1@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 8th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Christiana	Handy	CLHCRJ@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maureen	Botti Eschbach	mbotti77@hotmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Student Advisory Board
Autumn	Stratton	autumnstratton@gmail.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 8th grade	
Lyndsey	Swensen	lyndseyswensen@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Amanda	Kelley	AKelley95@icloud.com	19956	I am interested in finding out more information about BASSE.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jamika	Jenkins	jamikajenkins2@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade, 7th grade	The BASSE Parent Advisory Board
Melissa	Ockels	mockels@bgclubs.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Amanda	Shaffer	atomlinson22@aol.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Melissa	Penuel	mpen07@gmail.com	19966	I am interested in finding out more information about BASSE.	5th grade, 9th grade	
Maria	Rogers	mariarogers682@icloud.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Erin	McCall	rileyg4@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Stefani	Mowbray	stefdavemad@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Kathryn	Burritt	keliseburritt@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Kerry	Thompson	kerry.n.walsh@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Amber	Lewis	mrs.alewis12@aol.com	19805	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board
Cristiana	Miranda	cristianam2014@icloud.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 10th - 12th grade	
Rukeem	Smith	smithrykeem@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board
Victoria	Bowler	godschild01953@gmail.com	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
samantha	minnick	sminnick209@yahoo.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	

Ragan	Callahan	rlcurphey@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Missy	Rogalia	missrogalia@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Bethany	Phillips	bwharton@udel.edu	19957	I am interested in finding out more information about BASSE.	6th grade	
Michelle	Keenan	michelle.keenan20@gmail.com	19947	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade, 8th grade	The BASSE Parent Advisory Board
Nina	Foltz	nina.foltz@delaware.gov	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Takesha	Bailey	tabailey09@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Bonni	Page	bpage@goodwillde.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Kara	Alo	kaloboyndogs3@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 7th grade, 8th grade	
Tracey	Condonkneifl	traceycondonkneifl@gmail.com	19963	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rev. Heather	Rion Starr	RevHeatherRionStarr@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Austin	Perry	austinperryking@aim.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Lynne	Betts	Lynne03betts@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Airyana	Jimenez	lozanobrenda19@gmail.com	78254	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Ramona	Negron	ramonav525@yahoo.com	19963	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Kristie	Willoughby	kristie.willoughby@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade	
Irene	Johnson	ijohnson14@fordham.edu	19975	I am interested in finding out more information about BASSE.	7th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Shannal	Jones	nellyjones4286@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tonya	Cook	tonyacook90@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Shannon	Payton	spayton24@gmail.com	19973	I am interested in finding out more information about BASSE.	7th grade	
Samantha	Simile	samanthajeon07@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Michelle	Zuravin	kraft2011@hotmail.com	19941	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Deborah	Ross	dsross12sr@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Ashley	Hood	ahood321@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Ryshekia	Smith	ryshekiasmith1988@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Holly	Elzey	holly.liberty@aol.com	19933	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Silvestre	Villalobos-Labra	slyves21@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Test	Test	drjmullen@gmail.com	19901	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board

Kyra	McCray	kaykymac@icloud.com	19901	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Samuel	Ortiz	brookid1970@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Ali	Myers	acmyers1126@gmail.com	19968		Kindergarten - 4th grade	
allison	maione	allison_21230@yahoo.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Donnell	Smack	smackdonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Emily	Herman	ejhill16@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Joseph	Lawson	josephlawson@gmail.com	19958		5th grade	
Nicole	West	nicolewestrealtor@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
Carolyn	Cordrey	carolyn@prescottpr.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Joshua	Clifton	joshuaclifton@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Jenna	Spruill	jenspr2011@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade	
Kasey	Cordell	nursekaseymae@yahoo.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade, 7th grade, 8th grade	The BASSE Parent Advisory Board
Denise	Tonnell	denisetonell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Juan	Berrocal	berrocal.juan@gmail.com	19968	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Jaime	Mcneill	jmbarkley85@gmail.com	19940	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Brian	Joseph	josephbrian652@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rhona	Perkins	rhonalev@yahoo.com	19711	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jennifer	Larsen	spitfire1108@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Isabella	Finney	bela.felix@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
LaTisha	Dismuke	latisha.dismuke79@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Lisa	Martin	martinlisa426@gmail.com	19931	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Sade	Perry	sadeperry33@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	
Lamar	Nichols	lnicks2202@icloud.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maryam	Mansoor	lifeisbeautifulpraiseit@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tamela	Duffy	blessed6807@gmail.com	19952	I am interested in finding out more information about BASSE.	6th grade	
Nicole	Cope	rdale8209@gmail.com	19939	I am interested in finding out more information about BASSE.	6th grade, 8th grade	
Shaneka	Gibbs	lastarr007@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Nicole	Kersic	nicolekersic122889@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board

Eric	Sheridan	sheridanfamily04@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Lori	Pritchett	ljp65@verizon.net	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Cassandra	Gibbs	cassigibbs@gmail.com	19945	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 8th grade	
Jennifer	Mihalics	jennifer.mihalics@gmail.com	19966	I am interested in finding out more information about BASSE.	7th grade	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment E - Letters of Support**

Name	Email Address
Alfonso Jones, Delaware State Police	ajonesblue@hotmail.com
Cheryl Fidderman, CEO Private Practice of Mental Health	newbeginningsfamilyservices@gmail.com
Aekah Riddick, CEO of Engineering Firm	Erica.riddick@riddickengineering.com
Bernice Edwards, CEO of First State Community Action Agency	bedwards@firststatecaa.org
Jerry Lee, Retired Military Professional	jerry.m.lee25@gmail.com
Faye Blake. CEO Pathways	fblake@pathways-2-success.org
Audra Johnson, Impact Delaware Board Member	ajohnson@mscfv.org
Pastor Tambera Stewart, Georgetown Pastor	Tambaras@aol.com
Bishop Jamie Hazzard, Pastor in Sussex County	mamihazz@aol.com
Kiera McGillivray, Chief Program Officer of School Based Services of Children & Families First	kieramft@gmail.com
Amy Walls, Discover Bank	amywalls@discover.com
Cherry Barranco, Retired Teacher in Sussex County	Barrancocherry@gmail.com
ChaTanya Lankford, Social Worker Administrator	mscclankford@gmail.com
Shanett Hynson, Program Manager of Behavioral Health Consultants for Children & Families First	shanett.hynson@cffde.org
Peggy Geisler, Executive Director of Sussex County Health Coalition	pgeisler@pmgconsulting.net
Jennifer Fuqua, Executive Director of La Esperanza	jfuqua@LaEsperanza.org
Chris Crouch, Executive Director of the Boys and Girls Club	
Chris Cannon, Arch Cannon Foundation	cc@arsht.com
Toni Dickerson, Director of Child Care Directors Committee & Director of Little Spouts	toni.dickerson@outlook.com
Kymberly Alvarado LCSW Principal owner at Coastal Counseling and Consulting Services LLC	kymalva57@gmail.com
Regina Sydney Brown, Director of DEAN	rsbrown@uwde.org
Charles Burton, Owner of IG Burton	cburton@igburton.com

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**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment F - Grade 6 Unit 2 Plan and Assessment**

Grade Level: 6th Grade Subject: ELA		Theme: How do the things we create help us to understand ourselves and our communities?	
Unit Topic & Summary			
<p>From EL:</p> <p>“In Unit 2, students will continue to read excerpts from <i>The Lightning Thief</i>. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in <i>The Lightning Thief</i>. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of <i>The Lightning Thief</i> movie with reading about the same events in the novel.”</p> <p>In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit’s anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.</p>			
End of Unit Goals			
Identity Goals		Service-Learning Goals	
Students will explore what stories tell them about what their community values.		Students will explore the relationship between community needs and the stories we tell.	
Intellectual Goals		Criticality Goals	
Students will understand how myths are passed forward.		Students will explore myths from other cultures.	
Skill Goals & Content Standards			
<ul style="list-style-type: none"> 🕒 Read several Greek myths featured in the anchor 🕒 Identify themes 🕒 Compare and Contrast different representations of the same story 🕒 Compose an informational essay using a compare and contrast structure 🕒 Follow a peer critique protocol to revise writing <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>			

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9a - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Text Set*

The Lightning Thief by Rick Riordan
Percy Jackson & The Olympians: The Lightning Thief (2010), excerpts from the movie
 Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia"
[Various Myths as retold by S.E. Schlosser](#)
[PBS Myths and Heroes Website](#)
[Britannica Middle School Myths Entry](#)

End of Unit Performance Assessment

The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of *The Lightning Thief* with the same scene in the novel. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6)

Learning Outline**

Identity Objective:
 Explore the themes in myths.

Total Lesson Time (in minutes): approx. 225 minutes

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Intellectual Objective:</i> Explore why we have myths today.</p> <p><i>Criticality Objective:</i> Explore a myth from another culture.</p> <p><i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text.</p> <p>RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b</p> <p><i>Lesson Texts:</i> "The Lightning Thief" by Rick Riordan Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary.</p> <p><i>Lesson Assessment:</i> How are the themes between related print texts alike and different?</p>	<p>Day(s) in Unit: approx. 5</p>
<p><i>Identity Objective:</i> Explore what the themes in myths reveal about culture.</p> <p><i>Intellectual Objective:</i> Explore the impact of myths on society.</p> <p><i>Criticality Objective:</i> Explore a myth from another culture.</p> <p><i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d</p> <p><i>Lesson Texts:</i> <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning</i></p>	<p>Total Lesson Time (in minutes): approx. 270 minutes Day(s) in Unit: approx. 6</p>

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Thief (2010)</i>, excerpts from the movie PBS Myths and Heroes Website Additional texts to support student learning, if necessary.</p> <p>Lesson Assessment: How are the themes between related texts in different mediums alike and different?</p>	
<p>End of Unit Assessment Skill Objective & Target Standard(s): I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my essay. RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6</p> <p>Lesson Texts: <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning Thief (2010)</i>, excerpts from the movie</p>	<p>Total Lesson Time (in minutes): approx. 180 minutes Day(s) in Unit: approx. 4</p>

*Additional texts will be added to help support students in meeting all unit objectives.

**Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row “A” of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That’s exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus’s lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the “entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . .” (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ **Date:** _____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

- Clearly states a focus and stays focused throughout the piece.
- Uses accurate and relevant examples, details, and quotations to explain your thinking.
- Groups information logically, in a way that makes your thinking clear to the reader.
- Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.
2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.
4. Read the feedback and consider how you can use this feedback to improve your work.
5. Revise your essay, clearly marking what revisions you have made.
 - Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.
 - Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose ³				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	Introduces a topic clearly	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	Concluding statement or section follows from the explanation or information presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	Uses appropriate transitions to clarify the relationships among ideas and concepts	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	Establishes and consistently maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	Varies sentence patterns for meaning, interest, and style	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions ⁴				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁴ See Grade 6 Language standards 1 and 2 for specific expectations.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment G - Budget Summary_100% Enrollment**

Fiscal Year	23/24	24/25	25/26	26/27	27/28	28/29	
Year	1	2	3	4	5	6	
<u>Student Enrollment</u>							
Projected General Education	202	283	364	445	526	607	
Projected Special Education	48	67	86	105	124	143	
Percent Special Education	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Total Student Population (Paid)	250	350	450	550	650	750	
Projected ESL Students	55	77	99	121	143	165	22.00%
<u>Classroom Distribution</u>							100.00%
6th	125	100	100	100	100	100	
7th	125	125	100	100	100	100	
8th		125	125	100	100	100	
9th			125	125	100	100	
10th				125	125	100	
11th					125	125	
12th						125	
Total	250	350	450	550	650	750	
Average Number of Students/Grade	25	25	25	25	25	25	
Approximate # of Classes per Grade	5	2	2	2	2	2	
Total Required # of Classrooms	10	14	18	22	26	30	

Distribution of Enrollment from Surrounding School Districts														
	% Distribution								Federal Funds					
		23/24	24/25	25/26	26/27	27/28	28/29	23/24	24/25	25/26	26/27	27/28	28/29	
Indian River	40.00%													
GENED		82	114	146	179	212	243	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	
SPED		19	28	35	42	50	57	65,145	91,590	116,745	142,545	168,990	193,500	
Delmar	5.00%													
GENED		10	14	18	22	26	30	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	
SPED		2	3	4	5	6	7	5,556	7,871	10,186	12,501	14,816	17,131	
Laurel	5.00%													
GENED		10	14	18	22	26	30	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	
SPED		2	3	4	5	6	7	8,784	12,444	16,104	19,764	23,424	27,084	
Seaford	15.00%													
GENED		30	42	55	67	79	91	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	
SPED		7	10	13	16	19	21	36,852	51,792	67,728	82,668	97,608	111,552	
Woodbridge	7.50%													
GENED		15	21	27	33	39	46	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	
SPED		4	5	6	8	9	11	16,511	22,594	28,677	35,629	41,712	49,533	
Milford	7.50%													
GENED		15	21	27	33	39	46	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	
SPED		4	5	6	8	9	11	14,782	20,228	25,674	31,898	37,344	44,346	
Cape Henlopen	20.00%													
GENED		40	57	73	89	105	121	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	
SPED		10	13	18	21	25	29	27,650	38,710	50,323	60,830	71,890	82,950	
GENED		202	283	364	445	526	607							
SPED		48	67	86	105	124	143							
Total	100.00%	250	350	450	550	650	750	175,280	245,229	315,437	385,835	455,784	526,096	

Estimated Revenue	23/24	24/25	25/26	26/27	27/28	28/29
State Funding (from Revenue Sheets)	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532	\$4,791,978	\$5,420,216
Local Funding (from Revenue Sheets)	\$600,404	\$841,528	\$1,081,529	\$1,315,372	\$1,556,709	\$1,791,256
Federal Funding	\$175,280	\$245,229	\$315,437	\$385,835	\$455,784	\$526,096
Cafeteria Service Revenue	\$168,750	\$236,250	\$303,750	\$371,250	\$438,750	\$506,250
Total Estimated Revenues (State/Local/Federal)	\$2,841,141	\$3,901,172	\$4,968,036	\$6,131,989	\$7,243,221	\$8,243,818

100% Enrollment

Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Executive Director	1	1	1	1	1	1	1						
School Founding Leader	0.5	0	0	0	0	0	0						
Director of Development	1	1	1	1	1	0	0						
Dean of Academic Excellence	0	1	1	1	1	1	1						
Dean of Community Partnerships	0	0	0	0	1	1	1						
6th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
7th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
8th Grade Academic Coach (Lead Teacher)	0	0	1	1	1	1	1						
9th Grade Academic Coach (Lead Teacher)	0	0	0	1	1	1	1						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	1	1	1						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	1	1						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	1						
6th Grade Content Teachers	0	4	3	3	3	3	3						
7th Grade Content Teachers	0	4	4	3	3	3	3						
8th Grade Content Teachers	0	0	4	4	3	3	3						
9th Grade Content Teachers	0	0	0	4	4	3	3						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	4	4	3						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	4	4						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	4						
Special Education Coordinator	0	1	1	1	1	1	1						
Special Education Teacher	0	1	2	2	3	5	5						
Language Teacher	0	0	0	1	2	2	2						
Physical Education & Health	0	1	1	1	1	2	2						
Arts Teacher	0	0.5	0.5	1	1	2	2						
Paraprofessional	0	1	3	3	4	4	4						
Office Staff	0	1	1	2	2	2	2						
Custodian	0	1	2	2	2	3	3						
Cafeteria Aide (Part-Time)	0	3	3	3	4	4	4.5						
Nurse	0	1	1	1	1	1	1						
Counselor	0	1	1	1	1	1	1						
College Career Counselor	0	0	0	0	1	1	1						
Total Staff	2.50	24.50	32.50	39.00	49.00	57.00	61.50						
Health Insurance		346,112	482,040	607,152	801,003	978,348	1,108,538	Average Health Insurance cost by year					
Total Enrollment		250	350	450	550	650	750	1	2	3	4	5	6
								14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

Salary Grid for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Step	Indian River Salary Schedule
Inflation Factor		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	1-2	46,324 BA
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986	3-5	54,955 Masters
School Founding Leader	30,000	30,600	31,212	31,836	32,473	33,122	33,784	6-8	58,992 Masters
Director of Development	68,000	69,360	70,747	72,162	73,605	75,077	76,579	9-12	68,183 Masters +15
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579		
Dean of Community Partnerships		56,000	57,120	58,262	59,427	60,616	61,828	Average	57,114
6th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
6th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
Special Education Coordinator		67,000	68,340	69,707	71,101	72,523	73,973		
Special Education Teacher		59,614	60,806	62,022	63,262	64,527	65,818		
Language Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Physical Education & Health		57,114	58,256	59,421	60,609	61,821	63,057		
Arts Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Paraprofessional		30,000	30,600	31,212	31,836	32,473	33,122		
Office Staff		28,500	29,070	29,651	30,244	30,849	31,466		
Custodian		28,000	28,560	29,131	29,714	30,308	30,914		
Cafeteria Aide (Part-Time)(included 9.31% OEC Rate)		14,081	14,363	14,650	14,943	15,242	15,547		
Nurse		44,600	45,492	46,402	47,330	48,277	49,243		
Counselor		50,000	51,000	52,020	53,060	54,121	55,203		
College Career Counselor		50,000	51,000	52,020	53,060	54,121	55,203		

Total Annual Salary for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986
School Founding Leader	15,000	-	-	-	-	-	-
Director of Development	68,000	69,360	70,747	72,162	73,605	-	-
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579
Dean of Community Partnerships	-	-	-	-	59,427	60,616	61,828
6th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
7th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
8th Grade Academic Coach (Lead Teacher)	-	-	58,256	59,421	60,609	61,821	63,057
9th Grade Academic Coach (Lead Teacher)	-	-	-	59,421	60,609	61,821	63,057
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	60,609	61,821	63,057
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	61,821	63,057
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	63,057
6th Grade Content Teachers	-	228,456	174,768	178,263	181,827	185,463	189,171
7th Grade Content Teachers	-	228,456	233,024	178,263	181,827	185,463	189,171
8th Grade Content Teachers	-	-	233,024	237,684	181,827	185,463	189,171
9th Grade Content Teachers	-	-	-	237,684	242,436	185,463	189,171
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	242,436	247,284	189,171
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	247,284	252,228
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	252,228
Special Education Coordinator	-	67,000	68,340	69,707	71,101	72,523	73,973
Special Education Teacher	-	59,614	121,612	124,044	189,786	322,635	329,090
Language Teacher	-	-	-	59,421	121,218	123,642	126,114
Physical Education & Health	-	57,114	58,256	59,421	60,609	123,642	126,114
Arts Teacher	-	28,557	29,128	59,421	60,609	123,642	126,114
Paraprofessional	-	30,000	91,800	93,636	127,344	129,892	132,488
Office Staff	-	28,500	29,070	59,302	60,488	61,698	62,932
Custodian	-	28,000	57,120	58,262	59,428	90,924	92,742
Cafeteria Aide (Part-Time)	-	42,243	43,089	43,950	59,772	60,968	69,962
Nurse	-	44,600	45,492	46,402	47,330	48,277	49,243
Counselor	-	50,000	51,000	52,020	53,060	54,121	55,203
College Career Counselor	-	-	-	-	53,060	54,121	55,203
Total Salaries	178,000	1,242,388	1,650,823	2,040,303	2,606,671	3,114,012	3,436,281

	Year 0	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Classroom Teachers	-	601,140	11	907,384	17	1,163,214	21	1,460,742	26	1,737,238	30	2,024,198	34
Special Education Coordinator		67,000	1	68,340	1	69,707	1	71,101	1	72,523	1	73,973	1
Special Education Teachers (Federal Funds Tab)	-	59,614	1	121,612	2	124,044	2	189,786	3	322,635	5	329,090	5
Special Teachers (Phys Ed, Art, Music)		57,114	1	58,256	1	178,263	3	242,436	4	370,926	6	378,342	6
Counselors		50,000	1	51,000	1	52,020	1	106,120	2	108,242	2	110,406	2
Principal/Administrative	178,000	166,260	2	169,585	2	172,977	2	235,863	3	240,581	3	245,393	3
Nurse		44,600	1	45,492	1	46,402	1	47,330	1	48,277	1	49,243	1
Clerical		28,500	1	29,070	1	59,302	2	60,488	2	61,698	2	62,932	2
Custodial		28,000	1	57,120	2	58,262	2	59,428	2	90,924	3	92,742	3
Substitutes													
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other Employer Costs (33.11% of Salaries)													
Health Insurance													
Other Benefits													
Total	178,000	1,102,228	20.00	1,507,859	28.00	1,924,191	35.00	2,473,294	44.00	3,053,044	53.00	3,366,319	57.00
Allocated to Principal/Administration-Other													
Funds Sheet-Paid by Foundation Funds	3	97,917	1.5	99,875	1.5	72,162	1	73,605	1	-	0	-	0
Allocated to Cafeteria - Other Funds Sheet	0	42,243	3	43,089	3	43,950	3	59,772	4	60,968	4	69,962	4.5

	30-Jun-23	30-Jun-24	1-Jul-25	2-Jul-26	3-Jul-27	3-Jul-28	Eligibility
Transportation Expense							
Percent Eligible	175	245	315	385	455	525	70.0%
Estimated Annual Cost for Transportation	190,225	271,705	356,265	444,290	535,535	630,525	
Cost per Student	1,087	1,109	1,131	1,154	1,177	1,201	

IB Curriculum Programming Cost	30-Jun-23	29-Jun-24	29-Jun-25	29-Jun-26	30-Jun-27	30-Jun-28
Enrollment	0	250	350	450	550	650
Teacher Count	0	11	17	21	26	30
CP Program Training	-	-	-	-	1,480	1,480
CP Program Authorization Fee	-	-	-	-	8,500	-
Middle Years Program Training	600	7,200	3,600	3,600	3,600	3,000
Application Fee	4,000	-	-	10,500	10,500	10,500
Candidate Fee	-	9,500	9,500	-	-	-
Diploma Program Training	-	-	-	-	-	7,200
Diploma Program Application Fee	-	-	-	-	-	4,000
Candidate Fee	-	-	9,500	9,500	11,650	11,650
Total Cost of IB Programs	4,600	16,700	22,600	23,600	35,730	37,830

Health Insurance Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Local Tab	268,413	385,632	513,744	670,227	823,872	937,300
Federal Funds Tab	14,127	29,664	31,136	49,041	85,820	90,125
Other Funds Tab	21,191	22,248	15,568	16,347	-	-
Total	303,731	437,544	560,448	735,615	909,692	1,027,425
Total Employees	25	33	39	49	57	62

Health Insurance Calculation	Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Highmark Delaware Comprehensive PPO Plan							
Employee	55%	13.48	17.88	21.45	26.95	31.35	33.83
Employee & Spouse	25%	6.13	8.13	9.75	12.25	14.25	15.38
Employee & Child(ren)	10%	2.45	3.25	3.90	4.90	5.70	6.15
Family	10%	2.45	3.25	3.90	4.90	5.70	6.15
Inflation factor	5.0%						
Monthly Cost per Class							
Employee		793.86	833.55	875.23	918.99	964.94	1,013.19
Employee & Spouse		1,647.34	1,729.71	1,816.20	1,907.01	2,002.36	2,102.48
Employee & Child(ren)		1,223.46	1,284.63	1,348.86	1,416.30	1,487.12	1,561.48
Family		2,059.40	2,162.37	2,270.49	2,384.01	2,503.21	2,628.37
Annual Cost per Class-All Employees							
Employee		128,415	178,846	225,284	297,201	363,010	411,315
Employee & Spouse		121,178	168,751	212,495	280,330	342,404	388,034
Employee & Child(ren)		35,970	50,101	63,127	83,278	101,719	115,237
Family		60,546	84,332	106,259	140,180	171,220	193,974
Average Cost/Year/Employee		14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

The Bryan Allen Stevenson School of Excellence
Technology Budget Examples

	Year1	QTY	Extention
Phones - NEC Proposal - DE State Contract	\$ 13,035.21	\$ 1.00	\$ 13,035.21
Shredders	Purchase Price		
Option 1 MBM 2503cc	\$ 1,327.50		
Option 2 MBM 2604cc	\$ 1,797.50	\$ 1.00	\$ 1,797.50
Interactive Board Options	Purchase Price		
Sharp 4T-B70CT1U	\$ 2,319.00	\$ 4.00	\$ 9,276.00
Sharp PN-CE701H	\$ 3,835.00	\$ 4.00	\$ 15,340.00
Sharp PN-C751H	\$ 4,998.00	\$ 1.00	\$ 4,998.00
Sharp PN-CD701	\$ 8,205.00		
Rolling Stand	\$ 908.00	\$ 1.00	\$ 908.00
Wall Mount	\$ 194.00	\$ 8.00	\$ 1,552.00
Laptops for Staff Use	Purchase Price		
Sharp Dynabook Techra A50 15" i5 1.6GHz	\$ 873.00		
Sharp Dynabook Techra A50 15" i7 1.8GHz	\$ 963.00	\$ 16.00	\$ 15,408.00
Translation Solution	Purchase Price		
Xerox Versalink C405dn	\$ 885.00	\$ 1.00	\$ 885.00
100 individual scanned pages	\$ 50.00		
1,000 individual scanned pages	\$ 203.00		
5,000 individual scanned pages	\$ 528.00		
Note: 1 scanned pages with 20 page output, counts as 1 scanned page			
Chrome Books for Students	Purchase Price		
ASUS Chromebook C204EE YS01	\$ 216.57	\$ 260.00	\$ 56,308.20
Sharp Copier Options - Delaware State Contract	Purchase Price		
<u>BW Options</u>			
65ppm - Sharp MX-M6570, 4trays, staple finisher	\$ 5,833.00	\$ 1.00	Lease
50ppm - Sharp MX-M5051, 4trays, staple finisher	\$ 4,093.00		
35ppm - Sharp MX-M3551, 4trays, staple finisher	\$ 3,625.00		
<u>Color Options</u>			
50ppm - Sharp MX-5051, 4trays, staple finisher	\$ 5,274.00		
30ppm - Sharp MX-3051, 4trays, staple finisher	\$ 3,784.00		
Fax Option - Can be added to any of the Sharp options	\$ 266.00		

All Pricing Includes Delivery, Network installation & Training

Total Yr 0 and Yr 1	\$ 119,507.91
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Amount in Budget Yr. 0 and Yr. 1

Computers-State and Local & Other Funds	\$ 100,000.00
Classroom Technology - State and Local & Other Funds	\$ 35,000.00
Computers-Federal Funds	\$ 15,000.00
Total Budget Yr. 0 and Year 1	<u>\$ 150,000.00</u>

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372
3	Prior Year Carryover Funds	\$0	\$0	\$91,100	\$107,638	\$134,141
TOTAL STATE & LOCAL REVENUE		\$0	\$2,497,111	\$3,510,793	\$4,456,487	\$5,509,045

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
5	Special Education Teachers	\$0	0.00	\$67,000	1.00	\$68,340	1.00	\$69,707	1.00	\$71,101	1.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
7	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
8	Principal/Administrative	\$0	0.00	\$166,260	2.00	\$169,585	2.00	\$172,977	2.00	\$235,863	3.00
9	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
10	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (33.11% of Salaries)	\$0		\$345,209		\$458,986		\$596,029		\$756,069	
15	Health Insurance	\$0		\$268,413		\$385,632		\$513,744		\$670,227	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,656,236	19.00	\$2,230,865	26.00	\$2,909,920	33.00	\$3,709,804	41.00

17	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$50,000		\$65,000		\$80,000		\$90,000	
22	Textbooks	\$0		\$0		\$60,000		\$70,000		\$80,000	
23	Curriculum	\$0		\$0		\$22,600		\$23,600		\$35,730	
24	Professional Development	\$0		\$5,000		\$5,000		\$6,000		\$7,500	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
27	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
28	Classroom Technology	\$0		\$16,000		\$20,000		\$25,000		\$35,000	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$65,000		\$80,000		\$100,000	
31	Contracted Services	\$0		\$35,000		\$55,000		\$75,000		\$100,000	
32	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL STUDENT SUPPORT		\$0		\$348,225		\$629,305		\$792,865		\$982,520	

33	Insurance (Property/Liability)	\$0		\$42,000		\$48,260		\$54,708		\$61,349	
34	Rent	\$0		\$181,050		\$184,600		\$188,150		\$192,055	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$0		\$100,000		\$135,000		\$140,000	
37	Maintenance	\$0		\$15,000		\$20,000		\$30,000		\$45,000	
38	Telephone/Communications	\$0		\$5,000		\$7,500		\$10,000		\$15,000	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$253,050		\$370,360		\$427,858		\$463,404	

42	Equipment Lease/Maintenance	\$0		\$3,500		\$5,000		\$5,125		\$8,253	
43	Equipment Purchase	\$0		\$35,000		\$45,000		\$50,000		\$60,000	
44	Supplies and Materials	\$0		\$5,000		\$8,000		\$12,000		\$15,000	
45	Printing and Copying	\$0		\$6,000		\$7,000		\$10,000		\$12,000	
46	Postage and Shipping	\$0		\$1,500		\$3,000		\$3,575		\$5,075	
47	Enrollment / Recruitment	\$0		\$5,000		\$5,125		\$5,253		\$6,753	
48	Staffing (recruitment and assessment)	\$0		\$5,000		\$6,000		\$7,000		\$10,000	
49	Technology Plan	\$0		\$2,500		\$3,500		\$3,750		\$4,750	
50	Other	\$0		\$10,000		\$10,000		\$10,000		\$12,000	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$73,500		\$92,625		\$106,703		\$133,831	

51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$75,000		\$80,000		\$85,000		\$95,000	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$75,000		\$80,000		\$85,000		\$95,000	

STATE & LOCAL EXPENDITURES		\$0	\$2,406,011	\$3,403,155	\$4,322,346	\$5,384,559
56	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$91,100	\$107,638	\$134,141	\$124,486
2% CONTINGENCY CHECK		\$0.00	\$49,942.22	\$70,215.86	\$89,129.74	\$110,180.90

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$175,280	\$245,229	\$315,437	\$385,835
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$175,280	\$245,229	\$315,437	\$385,835
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
4	Special Education Teachers	\$0 0.00	\$59,614 1.00	\$121,612 2.00	\$124,044 2.00	\$189,786 3.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (33.11% of Salaries)	\$0	\$19,738	\$40,266	\$41,071	\$62,838
14	Health Insurance	\$0	\$14,127	\$29,664	\$31,136	\$49,041
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$93,479 1.00	\$191,542 2.00	\$196,251 2.00	\$301,665 3.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$5,000
21	Textbooks	\$0	\$6,801	\$5,842	\$5,742	\$1,281
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$5,000	\$5,000	\$5,000	\$5,000
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
27	Classroom Technology	\$0	\$0	\$0	\$10,000	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$15,000	\$5,000	\$0	\$0
30	Contracted Services	\$0	\$25,000	\$27,845	\$73,680	\$72,332
31	Other	\$0	\$20,000	\$0	\$14,764	\$557
SUBTOTAL STUDENT SUPPORT		\$0	\$81,801	\$53,687	\$119,186	\$84,170
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$175,280	\$245,229	\$315,437	\$385,835
54	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$1,000,000	\$150,000	\$150,000	\$150,000	\$150,000
3	Donations	\$0	\$300,000	\$300,000	\$300,000	\$300,000
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250
6	Miscellaneous Revenue	\$0	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$1,229	\$132,695	\$344,126	\$581,040
TOTAL OTHER REVENUE		\$1,000,000	\$619,979	\$818,945	\$1,097,876	\$1,402,290

Other Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
			FTE		FTE		FTE		FTE		FTE
Personnel Salaries / Other Employer Costs											
8	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
11	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Principal/Administrative	\$178,000	3.00	\$97,917	1.50	\$99,875	1.50	\$72,162	1.00	\$73,605	1.00
13	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
15	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
16	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
17	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
18	Other Employer Costs (33.11% of Salaries)	\$58,936		\$32,420		\$33,069		\$23,893		\$24,371	
19	Health Insurance	\$35,318		\$21,191		\$22,248		\$15,568		\$16,347	
20	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$272,254	3.00	\$193,771	4.50	\$198,281	4.50	\$155,573	4.00	\$174,095	5.00
Student Support											
21	Transportation	\$0		\$0		\$0		\$0		\$0	
22	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
23	Cafeteria	\$0		\$146,813		\$205,538		\$264,263		\$322,988	
24	Extra Curricular	\$0		\$20,000		\$50,000		\$75,000		\$100,000	
25	Supplies and Materials	\$5,000		\$4,000		\$4,000		\$4,000		\$4,000	
26	Textbooks	\$200,000		\$0		\$0		\$0		\$0	
27	Curriculum	\$4,600		\$16,700		\$0		\$0		\$0	
28	Professional Development	\$5,000		\$0		\$0		\$0		\$0	
29	Assessments	\$0		\$0		\$0		\$0		\$0	
30	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
31	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
32	Classroom Technology	\$35,000		\$0		\$0		\$0		\$0	
33	School Climate	\$0		\$0		\$0		\$0		\$0	
34	Computers	\$100,000		\$0		\$0		\$0		\$0	
35	Contracted Services	\$0		\$0		\$0		\$0		\$0	
36	Other	\$0		\$0		\$0		\$0		\$5,000	
SUBTOTAL STUDENT SUPPORT		\$349,600		\$187,513		\$259,538		\$343,263		\$431,988	
Operations and Maintenance of Facilities											
37	Insurance (Property/Liability)	\$25,000		\$0		\$0		\$0		\$0	
38	Rent	\$147,917		\$0		\$0		\$0		\$0	
39	Mortgage	\$0		\$0		\$0		\$0		\$0	
40	Utilities	\$50,000		\$90,000		\$0		\$0		\$0	
41	Maintenance	\$0		\$0		\$0		\$0		\$0	
42	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
43	Construction	\$80,500		\$0		\$0		\$0		\$0	
44	Renovation	\$0		\$0		\$0		\$0		\$0	
45	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$303,417		\$90,000		\$0		\$0		\$0	
Administrative/Operations Support											
46	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
47	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
48	Supplies and Materials	\$2,500		\$0		\$0		\$0		\$0	
49	Printing and Copying	\$2,500		\$0		\$0		\$0		\$0	
50	Postage and Shipping	\$1,500		\$0		\$0		\$0		\$0	
51	Enrollment / Recruitment	\$5,000		\$0		\$0		\$0		\$0	
52	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
53	Technology Plan	\$0		\$0		\$0		\$0		\$0	
54	Other	\$5,000		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$16,500		\$0		\$0		\$0		\$0	
Management Company											
55	Fees	\$0		\$0		\$0		\$0		\$0	
56	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
57	Curriculum	\$0		\$0		\$0		\$0		\$0	
58	Accounting and Payroll	\$45,000		\$0		\$0		\$0		\$0	
59	Other	\$12,000		\$16,000		\$17,000		\$18,000		\$19,000	
SUBTOTAL MANAGEMENT COMPANY		\$57,000		\$16,000		\$17,000		\$18,000		\$19,000	
OTHER EXPENDITURES		\$998,771		\$487,284		\$474,819		\$516,836		\$625,083	
60	# Students	0	250	350	450	550					
REVENUE LESS EXPENDITURES		\$1,229	\$132,695	\$344,126	\$581,040	\$777,207					

Charter School Application Budget Worksheet-Consolidated Funds Statement

The Bryan Allen Stevenson School of Excellence

State & Local Revenue		2022/2023		2023/2024		2024/2025		2025/2026		2026/2027	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532					
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372					
3	Federal Entitlements	\$0	\$175,280	\$245,229	\$315,437	\$385,835					
4	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250					
4	Non Profit Grants	\$0	\$0	\$0	\$0	\$0					
4	Foundation Grants	\$1,000,000	\$450,000	\$450,000	\$450,000	\$450,000					
4	Donations/Other Grants	\$0	\$2	\$0	\$0	\$0					
5	Prior Year Carryover Funds	\$0	\$1,229	\$223,796	\$451,765	\$715,183					
6											
7	TOTAL STATE & LOCAL REVENUE	\$1,000,000	\$3,292,372	\$4,574,968	\$5,869,801	\$7,297,172					
8											
State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs											
			FTE		FTE		FTE		FTE		FTE
10	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
11	Special Education Teachers	\$0	0.00	\$126,614	2.00	\$189,952	3.00	\$193,751	3.00	\$260,887	4.00
12	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
13	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
14	Principal/Administrative	\$178,000	3.00	\$264,177	3.50	\$269,460	3.50	\$245,139	3.00	\$309,468	4.00
15	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
16	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
17	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
18	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
19	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
20	Other Employer Costs (33.11% of Salaries)	\$58,936		\$397,368		\$532,321		\$660,992		\$843,278	
21	Health Insurance	\$35,318		\$303,731		\$437,544		\$560,448		\$735,615	
22	Other Benefits	\$0		\$0		\$0		\$0		\$0	
23											
24	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$272,254	3.0	\$1,943,487	24.5	\$2,620,688	32.5	\$3,261,743	39.0	\$4,185,564	49.0
25											
Student Support											
27	Transportation	\$0	\$190,225	\$271,705	\$356,265	\$444,290					
28	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0					
29	Cafeteria	\$0	\$146,813	\$205,538	\$264,263	\$322,988					
30	Extra Curricular	\$0	\$20,000	\$50,000	\$75,000	\$100,000					
31	Supplies and Materials	\$5,000	\$64,000	\$79,000	\$94,000	\$99,000					
32	Textbooks	\$200,000	\$6,801	\$65,842	\$75,742	\$81,281					
33	Curriculum	\$4,600	\$16,700	\$22,600	\$23,600	\$35,730					
34	Professional Development	\$5,000	\$10,000	\$10,000	\$11,000	\$12,500					
35	Assessments	\$0	\$0	\$0	\$0	\$0					
36	Other Educational Program	\$0	\$5,000	\$10,000	\$12,000	\$15,000					
37	Therapists (Occupational, Speech)	\$0	\$37,000	\$45,000	\$55,000	\$65,000					
38	Classroom Technology	\$35,000	\$16,000	\$20,000	\$35,000	\$35,000					
39	School Climate	\$0	\$0	\$0	\$0	\$0					
40	Computers	\$100,000	\$15,000	\$70,000	\$80,000	\$100,000					
41	Contracted Services	\$0	\$60,000	\$82,845	\$148,680	\$172,332					

100% Enrollment

State & Local Revenue		2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Other	\$0	\$30,000	\$10,000	\$24,764	\$15,557
43						
44	SUBTOTAL STUDENT SUPPORT	\$349,600	\$617,539	\$942,530	\$1,255,314	\$1,498,678
45						
46	Operations and Maintenance of Facilities					
47	Insurance (Property/Liability)	\$25,000	\$42,000	\$48,260	\$54,708	\$61,349
48	Rent	\$147,917	\$181,050	\$184,600	\$188,150	\$192,055
49	Mortgage	\$0	\$0	\$0	\$0	\$0
50	Utilities	\$50,000	\$90,000	\$100,000	\$135,000	\$140,000
51	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
52	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
53	Construction	\$80,500	\$0	\$0	\$0	\$0
54	Renovation	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
56						
57	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$303,417	\$343,050	\$370,360	\$427,858	\$463,404
58						
59	Administrative/Operations Support					
60	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
61	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
62	Supplies and Materials	\$2,500	\$5,000	\$8,000	\$12,000	\$15,000
63	Printing and Copying	\$2,500	\$6,000	\$7,000	\$10,000	\$12,000
64	Postage and Shipping	\$1,500	\$1,500	\$3,000	\$3,575	\$5,075
65	Enrollment / Recruitment	\$5,000	\$5,000	\$5,125	\$5,253	\$6,753
66	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
67	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
68	Other	\$5,000	\$10,000	\$10,000	\$10,000	\$12,000
69						
70	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$16,500	\$73,500	\$92,625	\$106,703	\$133,831
71						
72	Management Company					
73	Fees	\$0	\$0	\$0	\$0	\$0
74	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
75	Curriculum	\$0	\$0	\$0	\$0	\$0
76	Accounting and Payroll	\$45,000	\$75,000	\$80,000	\$85,000	\$95,000
77	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
78						
79	SUBTOTAL MANAGEMENT COMPANY	\$57,000	\$91,000	\$97,000	\$103,000	\$114,000
80	STATE & LOCAL EXPENDITURES	\$998,771	\$3,068,576	\$4,123,203	\$5,154,618	\$6,395,477
81						
82	# Students	0	250	350	450	550
83	REVENUE LESS EXPENDITURES	\$1,229	\$223,796	\$451,765	\$715,183	\$901,695
84	2% CONTINGENCY CHECK	\$20,000.00	\$65,847.44	\$91,499.36	\$117,396.02	\$145,943.44
85	Cummulative Fund Balance	\$1,229.00	\$225,025	\$676,790	\$1,391,973	\$2,293,668
86	Days Cash On Hand		26.77	59.91	98.57	130.90
	Metric				75.00	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment H - Response to EdReports Eureka Math_High School**

Response to EdReports Eureka Math HS

According to the latest EdReports for Eureka Math High School (2013-2014), Eureka Math meets the expectation of “Gateway 1: Focus & Coherence”, with a score of 15. For “Gateway 2: Rigor & Mathematical Practices”, Eureka Math scored a 12, which is categorized as “partially meets expectations.” For “Gateway 3: Usability”, Eureka Math is not scored.

The following is taken directly from the EdReport for Eureka Math, High School:

Indicator 2E

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

Indicator Rating Details

The materials reviewed for this series partially meet the expectations for supporting the intentional development of overarching mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the MPs. The materials do engage students in MP1 and MP6 throughout the materials, and there are not any instances where these two MPs are treated separately from the content standards. Overall, however, there are instances when the materials do not sufficiently support the intentional development of MP1 and MP6 by not accurately attending to the intent of these two MPs and by not fully supporting the instructional implementation of the MPs.

BASSE’s Response

BASSE plans to supplement Eureka Math with videos, additional math exercises and problem solving, and a skill called Intellectual Preparation (Intellectual Prep or IP). Through the practice of IP (which will occur at the independent-level, grade-level, and content-level) teachers will think through, with Content Leaders, and the Dean of Academic Excellence, not only what skills the students need to know and be able to exhibit for each task or objective, but also how to prepare a lesson through its weaknesses, including but not limited to understanding what the end goal is and how each part of the lesson fits together, what activities to work through to get students there, where to scaffold and how to have students show their work.

During IP, teachers will walk through each lesson, working backwards to understand what students need to know at the end of the lesson while working to fill in the gaps of the lesson. Because no curriculum is perfect and every student is different, there will always be gaps that educators need to identify to ensure proper learning of the material being taught.

BASSE will supplement the lessons exemplified below with additional practice or instructional videos and through the use of IP while preparing the lesson, all gaps will be addressed.

The following are examples that do not meet the intent of MP1 and MP6 or are not connected to content:

- Throughout the series, portions of lessons cite MP1, but often what is labeled is a place where students are asked to solve a problem but have been given a prescribed formula or steps to solve the problem in a previous example. The directions will even tell the teacher/student to use the steps already given.
 - An example is **Geometry module 2, topic A, lesson 3, Example 1**. Use of the following [video](#) will assist the teacher in teaching the material, with different content. The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught. The video coupled with the additional practice will ensure MP1 is met. The context changes very little, and the main difference in the problems are numbers.
- For MP1, in **Algebra II module 3 lesson 9 on page 132** of the teacher's edition, students are asked to figure out why social security numbers are 9 digits and how many digits long do phone numbers need to be to meet demand. In the previous example, students are shown how to use logarithms to figure out how many digits for ID numbers of a certain length. While the context changed, the work needed to be done is exactly the same just with larger numbers.
 - Use of the following videos, both the [advanced practice video](#) and the [properties of logarithms video](#) will assist the teacher in teaching the material, with different content.
- For MP6, in **Algebra I module 2, topic D, lesson 16**, students work with residual graphs. However, the materials walk students through the graph and do not require them to attend to precision. Although the materials themselves attend to precision, there is no work for the students to develop this Standard for Mathematical Practice.
 - The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught.

The following are ways in which the materials do not fully support the instructional implementation of the MP1 and MP6 and how BASSE will raise the rigor:

- **At the lesson level**, MPs are identified in three ways in the teacher materials across the series: in Lesson Notes, within the lesson itself, and with a blue box in the margin of the lesson. Across the series, the MPs are usually identified with a blue box in the margin of the lesson, and when the blue box is used, there is little description or guidance as to how the identified portion of the lesson exemplifies the noted MP. Examples of blue MP boxes include the following:
 - For MP1, the blue box found on **page 54 of Algebra I module 4 lesson 4 states**, “This question is open-ended with multiple correct answers. Students may question how to begin and should persevere in solving.” There is no other guidance for teachers on integrating MP1 or description of how the question exemplifies MP1.
 - **To raise the rigor:** MP1 is exemplified here by way of students understanding that their way of solving the problem may not be the way that was taught in this particular lesson or the way other students may solve the problem, however, solving the problem correctly, showing your work, and being able to explain how you solved the problem, with proof, is the way in which MP1 is exemplified here.
 - For MP1, the blue box found on **page 219 of Algebra II module 1 lesson 20** is drawn around four questions that teachers can ask students during a whole-class problem, but there is no guidance for teachers on when to ask the questions or if all or only some of the questions should be asked.
 - **To raise the rigor:** Guidance for asking the questions, understanding that they are meant to scaffold, is to ask the questions in the order that they are written, with the goal being for the students to fit polynomial functions to data values by the end of the lesson [during the problem set, students will have to, at minimum, understand that there are infinite polynomials that pass through a given point as well as having to verify their work].
 - For MP6, the blue box on **page 377 of Geometry module 2 lesson 24** states, “Ask students to summarize the steps of the proof in writing or with a partner.” There is no other guidance for teachers on integrating MP6 or description of how the proof exemplifies MP6.

precise with both their numbers when graphing and the actual plotting of the numbers when graphing.

References:

<https://www.edreports.org/reports/overview/eureka-math-2013-2014>

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment I - Johnson Transportation Letter**

JOHNSON TRANSPORTATION, INC.
37073 JOHNSON ROAD
SELBYVILLE, DE 19975

February 22, 2022

Bryan Allen Stevenson School of Excellence
Attn: Dr. Julius Mullen

To whom it may concern,

Keith and Rebecca Johnson representing Johnson Transportation, Inc. of Selbyville, DE would be interested in providing transportation services for students of the Bryan Allen Stevenson School of Excellence, pending Charter School approval. We have been contractors within the Indian River School District since our establishment in 2010. In addition, Keith and Rebecca are Certified Delaware School Bus Driver Trainers. Johnson Transportation Inc. continues to provide reliable service for Indian River School District and would appreciate the opportunity to provide reliable service to Bryan Allen Stevenson School of Excellence. Should you need letters of recommendation they will be provided upon request.

Thank you for your time and consideration.

Sincerely,

Rebecca V. Johnson Pres.
Johnson Transportation, Inc.
Rebecca V. Johnson, President

2-22-22
Date

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment J - Otsie Transportation Letter**

**OTISE TRANSPORT, Inc.
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

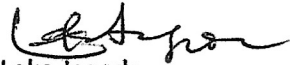
Fax: (302) 678-1185

2-24-2022

Hi Dr. Julius

I would like to request for the opportunity to transport children attending your institution, Bryan Allen School of Excellence, to and from your facility to their residence.

Thank you.



Leke Jegede
Owner/Manager

**Leke Jegede
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

Fax: (302) 678-1185

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

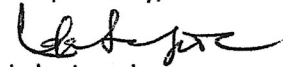
2-24-2022

RE: The Bryan Allen Stevenson School of Excellence, Inc.

I would like to offer my support for the above mentioned school. As an educator, I see the potential impact of the institution on the Sussex county community as it would provide a needed source of education for our children. As a citizen, I see the potential economic impact as the institution would provide job opportunities for the county and the state of Delaware as a whole.

I hope the school's application will be accepted.

Respectively,



Leke Jegede

Applicant's Response to CSAC Initial Report - February 28, 2022



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

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

Response Submitted: Monday, February 28, 2022, at 4:00 PM, EST.

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

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

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

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

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

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

Thank you for this opportunity to reimagine education with us.

Best,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

3. *Promotion and Graduation Requirements*

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

Students' official transcripts will include:

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

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

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

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

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

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

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

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

4. *Relating to recruitment, please:*

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

Proposed Recruitment Timeline*:

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

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

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

BASSE CSAC Report Responses

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

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

Jan. 2023: January application deadline.

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

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

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

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

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

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

5. Enrollment Preferences:

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

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

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

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

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

6. *School Facilities:*

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

Please see our budget update summary in Attachment G.

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

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

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

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

BASSE CSAC Report Responses

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

Please see our updated budget summary in Attachment G.

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

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

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

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

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

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

26. *In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.*

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

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

Please see Attachment F.

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

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

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 support alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

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

BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students' comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE's at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

Please see our teacher support system, below.

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment A - BASSE Offer to Lease**

November 3, 2021

Brian D. Shirey, Esq.
General Counsel
Delaware Technical and Community College
21179 College Drive
Georgetown, Delaware 19947

Re: **Letter of Intent to Lease:**

20346 Ennis Street
Georgetown, Delaware 19947
(Former Howard T. Ennis School on 5.6 acres of land)

Dear Mr. Shirey:

In connection with the above-referenced property, we respectfully submit for your consideration an overview of the general terms and conditions of a proposed lease transaction between Delaware Technical and Community College and The Bryan Allen Stevenson School of Excellence. The Bryan Allen Stevenson School of Excellence is in the process of applying for its charter with the Delaware Department of Education. Our application will be submitted to The Delaware Department of Education on or before December 31, 2021. The approval process will take approximately 120 days upon which a decision will be rendered, and a charter will be issued. Ideally, we would like to enter into a binding letter of intent or lease agreement by the end of November so we can include this document in our application. We have attached to this letter a summary of our charter application, including a five-year projection and assumptions of our financial plan.

Following are the general terms and conditions of a lease agreement:

- 1. Premises:** The former Howard T. Ennis school building located at 20346 Ennis Street, Georgetown, Delaware containing a total of approximately 35,500 +/- square feet of usable space and parking for approximately 120 cars plus drop off lanes. The leased premises shall not include the natatorium or the parking that services the natatorium. Landlord reserves a transferable, non-exclusive right of access to the natatorium and related parking through the existing entrances and roadways.
- 2. Landlord:** Delaware Technical and Community College
- 3. Tenant:** The Bryan Allen Stevenson School of Excellence, a single purpose not-for-profit 501 (c) 3 entity formed for the purpose of operating a charter school for up to 500 students.
- 4. Use:** Tenant will use the property for the operation of a charter high school for up to 500 students. Tenant shall occupy the leased Premises in accordance with all applicable laws. Tenant shall not engage in any use that competes with the programs or operations of Landlord. Any post-secondary courses that may be offered to Tenant's students will be offered in partnership with Landlord.

- 5. Term:** Five (5) continuous years, effective on November 1, 2022. Tenant reserves the right to terminate the lease term early, provided one year's written notice. Tenant also reserves the right to terminate the lease early, with 90-days' written notice, if the school's charter is not renewed by the State Board of Education.
- 6. Lease Commencement Date:** November 1, 2022. Tenant recognizes that the premise is currently occupied by the Indian River School District (IRSD), and that IRSD is entitled to a reasonable period of time to remove its property and vacate the premises following the opening of its new school in September of 2022. To the extent allowable by law, Landlord will grant Tenant early occupancy after the property has been fully vacated by the Indian River School District, for the purpose of installing Tenant's furniture, fixtures, and equipment and to begin any Landlord-approved improvements. Tenant shall not be required to pay rent during any period of early occupancy, but shall be required to obtain property and general liability insurance in an amount agreed upon by Landlord.
- 7. Option to Renew:** Provided Tenant is not in monetary default under the terms of the Lease Agreement, Tenant shall have the right of first refusal to renew the Term for an additional three (3) years, under the same conditions of this lease agreement. Tenant must exercise said Right no later than January 15, 2027.
- 8. Rental Commencement Date:** November 1, 2022.
- 9. Lease Expiration Date:** August 31, 2027.
- 10. Construction and Improvements:** Landlord and Tenant will negotiate the best format for how the construction and improvements are completed. Tenant's analysis of the current building condition has estimated that approximately \$200,000 will be required to make nonstructural cosmetic improvements and repairs and maintenance. Landlord and Tenant each agree that this provision will be mutually worked out between the parties by May, 2022, and Landlord will have final approval on all alterations, additions or modifications to the premises. Tenant will be allowed to install additional modular classrooms on the Premises so long as all local and state laws are followed.

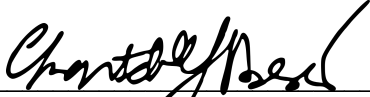
11. Annual Rental Rate:

Rent	Annual Rental	Rent/S.F.	Lease Year
Year 1 (rent payment commences on 11/1/22)	147,917	\$ 5.00	22-23
Year 2	181,050	5.10	23-24
Year 3	184,671	5.20	24-25
Year 4	188,364	5.31	25-26
Year 5	192,132	5.41	26-27
Option			
Year 6	192,132	5.52	27-28
Year 7	199,894	5.63	28-29
Year 8	203,892	5.74	29-30

- 12. Operating Expenses:** The Lease will be triple net. Accordingly, Tenant shall directly pay to each of the appropriate vendors, for all of the operating expenses related to the operation of the Premises, including, but not limited to, electric, natural gas, telephone, cleaning, maintenance of the HVAC and other mechanical systems, general liability, contents and liability insurance, and property and casualty insurance covering the buildings. It is assumed the property is exempt from real estate taxes, but if not, Tenant will be liable for the full payment of any taxes assessed against the property or Tenant's use thereof. Tenant will be responsible for structural-related costs of maintenance, including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, Mechanical, Electrical, and Plumbing and roof expenses.
- 13. Warranty of Habitability:** Tenant acknowledges that the premises are being rented "as-is", and that Landlord has made no representations or warranties regarding their suitability or habitability for any particular use. Tenant hereby confirms that it has had the property inspected by architects/engineers/contractors of its choosing and is fully aware of the condition of the premises and all facilities associated therewith, and hereby accepts them in their present state.
- 14. Landlord and Tenant Operating Partnerships:** Landlord and Tenant each recognize that there are crossover benefits to each entity, and will use best efforts to create crossover shared services. For example, if Landlord creates a teaching program, Landlord will work with Tenant on allowing students to work at the school in student teaching roles. If Tenant creates an early college program, such program shall be created in partnership with Landlord. In addition, Tenant and Landlord will work in good faith to allow Tenant use of Landlord's outdoor athletic fields for its students. Tenant understand and agrees that Landlord and Landlord's teams/operations will have priority in the use of its athletic fields, and any use by Tenant may only occur when the fields are not in use by Landlord. Landlord and Tenant shall agree on Tenant's share of the costs to maintain the athletic fields in the event Landlord's athletic fields are used by Tenant.
- 15. Signage:** Tenant, at its sole cost and expense, shall be permitted to erect signage on the Premises (on the building) and a canopy or awning at the school's entrance, to the extent allowable by law and with the prior written approval of the Landlord; such approval shall not be unreasonably withheld or delayed.
- 16. Brokerage:** Landlord and Tenant acknowledge that they have had no other dealings with Brokers as it relates to this property.
- 17. FORMAL AGREEMENT:** The Landlord and Tenant shall negotiate in good faith in an effort to enter into a formal Lease Agreement on or before December 15, 2021, which agreement shall be subject to the approval of Landlord and Tenant and shall be acceptable in form and legal content of the respective parties. This Letter of Intent to Lease is for discussion purposes only and serves as a preliminary, non-binding letter subject to a fully executed Lease Agreement by both Landlord and Tenant. The terms and conditions herein are subject to change and or withdraw at any time and for any reason. The lease will be contingent on a mutually acceptable Lease Agreement containing the customary covenants, warranties, apportionments and representations. The Lease Agreement, if any, will provide for environmental indemnification by the Landlord as well as zoning and City Code compliance.

We look forward to working with you to a mutually agreeable agreement. Thank you for your kind assistance and willingness to work with our school. I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chantalle Ashford", written over a horizontal line.

Chantalle Ashford
Founder and Board Chair
The Bryan Allen Stevenson School of Excellence

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment B - Enrollment and Withdrawal Policy (revised)**

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawal Policies

2023 - 2024 BASSE Enrollment & Withdrawal Policy

Admissions

To be eligible for admission to the Bryan Allen Stevenson School of Excellence (BASSE), a student must be eligible to enter:

- the 6th or 7th grade in the 2023-2024 school year;
- the 6th, 7th, or 8th grade in the 2024-2025 school year;
- the 6th through 9th grades in the 2025-2026 school year;
- the 6th through 10th in the 2026-2027 school year;
- the 6th through 11th in the 2027-2028 school year;
- all grades, 6th through 12th, in the 2028-2029 school year.

The student and their family must be Delaware residents.

BASSE will not discriminate against any student in the admission process because of their race, religion, creed, color, sex, disability, or national origin, or due to the student's school district of residence providing a per-student local expenditure lower than another student seeking admission. The only exceptions to restrict student admissions are:

- Age and/or grade-level eligibility, or
- By lottery in the case of over-enrollment

An electronic version of the application for the school will be available to submit online. Additionally, families who are more comfortable may download, print, and mail their applications to BASSE. For families unable to access the school website, BASSE will provide them with paper copies of the application upon request.

Preferences

The selected preferences of BASSE will be (in the ranked order below):

- Siblings of students currently enrolled at the school
- Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
- Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.

Students who have a specific interest in BASSE's teaching methods, philosophy, and education focus will need to submit a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program. A detailed description of this application supplement will be provided with the application on the website and will be explained during parent workshops and recruitment events.

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Timeline

BASSE Student Recruitment & Enrollment Timeline*	
<i>Recruitment & Pre-Application</i>	
Student Recruitment Engagement	Ongoing Online and In-Person (Ads, Social Media, Mailers, etc.)
Student Recruitment Events	June 2022 - December 2023, Monthly
School Choice Parent Workshop #1	August 2022
School Choice Parent Workshop #2	September 2022
School Choice Parent Workshop #3	October 2022
<i>Application</i>	
BASSE Begins Accepting Applications	November 6, 2022
BASSE Application Closes at 11:59 PM*	January 10, 2023
BASSE Notifies All Home LEAs of Received Applications	By January 26, 2023
BASSE Begins Action on Approved Applications	February 29, 2023
BASSE Notifies Parents and Home LEAs of Application Action	By March 8, 2023
BASSE Receives in Notice of Intent from Parents in Writing	By March 15, 2023
<i>Lottery**</i>	
BASSE Performs Lottery for Surplus Applications	March 4, 2023
BASSE Notifies Parents and Home LEAs of Lottery Results and Application Action	By March 8, 2023
<i>Enrollment</i>	
BASSE Enrolls Students for Fall 2023	Beginning March 21, 2023

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

BASSE Hosts Open House for Students and Families Enrolled for Fall 2023	August 31, 2023
BASSE Notifies DDOE of Fall 2023 Projected Enrollment Total	November 30, 2023 - January 30, 2024

*The dates selected are based on the school choice process outlined at <https://www.schoolchoicede.org/>. BASSE will align its timeline when the 2023-2024 dates are released.

**If there are remaining seats, BASSE will continue to receive applications until we are at capacity.

Lottery*

In the case that the number of applications exceeds the number of openings after preference is given to students who meet the preference criteria above, BASSE will hold a lottery on March 4, 2023.

The lottery process will be blind so that all students will have an equal chance of being offered a spot in the remaining available seats. Depending on the type and amount of applications received, the lottery will be run manually or via a computerized method.

Waiting Lists

BASSE will continue to accept applications until we have reached capacity. Students eligible for admission but not selected due to a lack of capacity will be placed on a ranked waiting list until September 5, 2023.

Withdrawals

Application Withdrawal

Any parent who previously applied for their student to attend BASSE may withdraw their application at any time prior to action on the application by our board by giving written notice.

Withdrawal from School

A parent may apply to withdraw their child's enrollment at BASSE at any time by submitting a written application to the school. BASSE will then follow the policy outlined in 14 Del. C. § 407 (c) - (i).

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Re-Enrollment

Accepted BASSE students will remain enrolled until graduation, provided that the student continues to meet the requirements for enrollment.

A student's right to remain enrolled may be terminated prior to graduation if

- a. The student fails to continue to comply with BASSE's requirements for attending school or class, or
- b. Refusal to participate in the school conflict resolution process.

Records

BASSE will maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the student will attend BASSE for at least one complete school year per 14 Del. C. § 506 (c) (3).

Each parent will need to sign and submit this document after BASSE receives their notice of intent in order for their child to continue in the enrollment process.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment C - IB Letter of Support**

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

October 17, 2019

RE: The Bryan Allen Stevenson School of Excellence, Inc

It is encouraging to recognize that families in Sussex County will have the opportunity to provide students with a real-world educational experience where service, rigor, and student leadership is at the center.

The International Baccalaureate Organization (IB) is writing to support the Bryan Allen Stevenson School of Excellence, Inc. The IBO supports the intent of BASSE Inc. to pursue recognition as an IB World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The IB's mission has been built on a cornerstone of creating a better world through education – one which aligns closely with the mission of the BASSE, Inc. and its foundation and partner networks.

Mr. Stevenson built a legacy of service and change that BASSE, Inc. will impress upon their students and families. The IBO supports the efforts BASSE, Inc. will take to make these factors a success and upon pursuit of IB Programmes our organization looks forward to aligning with the BASSE, Inc. community.

As an organization, the IBO provides professional development and academic support services and have a rigorous authorization process prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process every five years.

We look forward to working with the BASSE, Inc.

Sincerely,

Antrina Leeth
Outreach and Development, Manager
International Baccalaureate Organization

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment D - Parent Support Surveys (updated)**

First Name	Last Name	Email Address	Zip Code	Interest Level	Grade Level Your Child Will Be in 2023	Volunteer Interest
Sarah	Bryson	sarahbryson1023@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 7th grade	
Cassandra	Smith	cassie_bordes@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Brooke	Lowe	bmlowe@hotmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Mike	Bryson	mikeetk421@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade, 7th grade	
Leah	Bradford	Leah.bradford3695@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 9th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Ginny	Layfield	ginlayfield@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	
Saima	Kayani	kayanisaima1@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 8th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Christiana	Handy	CLHCRJ@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maureen	Botti Eschbach	mbotti77@hotmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Student Advisory Board
Autumn	Stratton	autumnstratton@gmail.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 8th grade	
Lyndsey	Swensen	lyndseyswensen@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Amanda	Kelley	AKelley95@icloud.com	19956	I am interested in finding out more information about BASSE.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jamika	Jenkins	jamikajenkins2@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade, 7th grade	The BASSE Parent Advisory Board
Melissa	Ockels	mockels@bgclubs.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Amanda	Shaffer	atomlinson22@aol.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Melissa	Penuel	mpen07@gmail.com	19966	I am interested in finding out more information about BASSE.	5th grade, 9th grade	
Maria	Rogers	mariarogers682@icloud.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Erin	McCall	rileyg4@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Stefani	Mowbray	stefdavemad@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Kathryn	Burritt	keliseburritt@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Kerry	Thompson	kerry.n.walsh@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Amber	Lewis	mrs.alewis12@aol.com	19805	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board
Cristiana	Miranda	cristianam2014@icloud.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 10th - 12th grade	
Rukeem	Smith	smithrykeem@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board
Victoria	Bowler	godschild01953@gmail.com	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
samantha	minnick	sminnick209@yahoo.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	

Ragan	Callahan	rlcurphey@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Missy	Rogalia	missrogalia@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Bethany	Phillips	bwharton@udel.edu	19957	I am interested in finding out more information about BASSE.	6th grade	
Michelle	Keenan	michelle.keenan20@gmail.com	19947	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade, 8th grade	The BASSE Parent Advisory Board
Nina	Foltz	nina.foltz@delaware.gov	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Takesha	Bailey	tabailey09@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Bonni	Page	bpage@goodwillde.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Kara	Alo	kaloboyndogs3@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 7th grade, 8th grade	
Tracey	Condonkneifl	traceycondonkneifl@gmail.com	19963	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rev. Heather	Rion Starr	RevHeatherRionStarr@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Austin	Perry	austinperryking@aim.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Lynne	Betts	Lynne03betts@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Airyana	Jimenez	lozanobrenda19@gmail.com	78254	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Ramona	Negron	ramonav525@yahoo.com	19963	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Kristie	Willoughby	kristie.willoughby@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade	
Irene	Johnson	ijohnson14@fordham.edu	19975	I am interested in finding out more information about BASSE.	7th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Shannal	Jones	nellyjones4286@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tonya	Cook	tonyacook90@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Shannon	Payton	spayton24@gmail.com	19973	I am interested in finding out more information about BASSE.	7th grade	
Samantha	Simile	samanthajeon07@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Michelle	Zuravin	kraft2011@hotmail.com	19941	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Deborah	Ross	dsross12sr@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Ashley	Hood	ahood321@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Ryshekia	Smith	ryshekiasmith1988@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Holly	Elzey	holly.liberty@aol.com	19933	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Silvestre	Villalobos-Labra	slyves21@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Test	Test	drjmullen@gmail.com	19901	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board

Kyra	McCray	kaykymac@icloud.com	19901	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Samuel	Ortiz	brookid1970@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Ali	Myers	acmyers1126@gmail.com	19968		Kindergarten - 4th grade	
allison	maione	allison_21230@yahoo.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Donnell	Smack	smackdonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Emily	Herman	ejhill16@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Joseph	Lawson	josephlawson@gmail.com	19958		5th grade	
Nicole	West	nicolewestrealtor@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
Carolyn	Cordrey	carolyn@prescottpr.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Joshua	Clifton	joshuaclifton@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Jenna	Spruill	jenspr2011@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade	
Kasey	Cordell	nursekaseymae@yahoo.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade, 7th grade, 8th grade	The BASSE Parent Advisory Board
Denise	Tonnell	denisetonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Juan	Berrocal	berrocal.juan@gmail.com	19968	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Jaime	Mcneill	jmbarkley85@gmail.com	19940	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Brian	Joseph	josephbrian652@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rhona	Perkins	rhonalev@yahoo.com	19711	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jennifer	Larsen	spitfire1108@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Isabella	Finney	bela.felix@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
LaTisha	Dismuke	latisha.dismuke79@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Lisa	Martin	martinlisa426@gmail.com	19931	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Sade	Perry	sadeperry33@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	
Lamar	Nichols	lnicks2202@icloud.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maryam	Mansoor	lifeisbeautifulpraiseit@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tamela	Duffy	blessed6807@gmail.com	19952	I am interested in finding out more information about BASSE.	6th grade	
Nicole	Cope	rdale8209@gmail.com	19939	I am interested in finding out more information about BASSE.	6th grade, 8th grade	
Shaneka	Gibbs	lastarr007@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Nicole	Kersic	nicolekersic122889@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board

Eric	Sheridan	sheridanfamily04@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Lori	Pritchett	ljp65@verizon.net	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Cassandra	Gibbs	cassigibbs@gmail.com	19945	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 8th grade	
Jennifer	Mihalics	jennifer.mihalics@gmail.com	19966	I am interested in finding out more information about BASSE.	7th grade	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment E - Letters of Support**

Name	Email Address
Alfonso Jones, Delaware State Police	ajonesblue@hotmail.com
Cheryl Fidderman, CEO Private Practice of Mental Health	newbeginningsfamilyservices@gmail.com
Aekah Riddick, CEO of Engineering Firm	Erica.riddick@riddickengineering.com
Bernice Edwards, CEO of First State Community Action Agency	bedwards@firststatecaa.org
Jerry Lee, Retired Military Professional	jerry.m.lee25@gmail.com
Faye Blake. CEO Pathways	fblake@pathways-2-success.org
Audra Johnson, Impact Delaware Board Member	ajohnson@mscfv.org
Pastor Tambera Stewart, Georgetown Pastor	Tambaras@aol.com
Bishop Jamie Hazzard, Pastor in Sussex County	mamihazz@aol.com
Kiera McGillivray, Chief Program Officer of School Based Services of Children & Families First	kieramft@gmail.com
Amy Walls, Discover Bank	amywalls@discover.com
Cherry Barranco, Retired Teacher in Sussex County	Barrancocherry@gmail.com
ChaTanya Lankford, Social Worker Administrator	mscclankford@gmail.com
Shanett Hynson, Program Manager of Behavioral Health Consultants for Children & Families First	shanett.hynson@cffde.org
Peggy Geisler, Executive Director of Sussex County Health Coalition	pgeisler@pmgconsulting.net
Jennifer Fuqua, Executive Director of La Esperanza	jfuqua@LaEsperanza.org
Chris Crouch, Executive Director of the Boys and Girls Club	
Chris Cannon, Arch Cannon Foundation	cc@arsht.com
Toni Dickerson, Director of Child Care Directors Committee & Director of Little Spouts	toni.dickerson@outlook.com
Kymberly Alvarado LCSW Principal owner at Coastal Counseling and Consulting Services LLC	kymalva57@gmail.com
Regina Sydney Brown, Director of DEAN	rsbrown@uwde.org
Charles Burton, Owner of IG Burton	cburton@igburton.com

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**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment F - Grade 6 Unit 2 Plan and Assessment**

Grade Level: 6th Grade Subject: ELA		Theme: How do the things we create help us to understand ourselves and our communities?	
Unit Topic & Summary			
<p>From EL:</p> <p>“In Unit 2, students will continue to read excerpts from The Lightning Thief. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in The Lightning Thief. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of The Lightning Thief movie with reading about the same events in the novel.”</p> <p>In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit’s anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.</p>			
End of Unit Goals			
Identity Goals		Service-Learning Goals	
Students will explore what stories tell them about what their community values.		Students will explore the relationship between community needs and the stories we tell.	
Intellectual Goals		Criticality Goals	
Students will understand how myths are passed forward.		Students will explore myths from other cultures.	
Skill Goals & Content Standards			
<ul style="list-style-type: none"> 🕒 Read several Greek myths featured in the anchor 🕒 Identify themes 🕒 Compare and Contrast different representations of the same story 🕒 Compose an informational essay using a compare and contrast structure 🕒 Follow a peer critique protocol to revise writing <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>			

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9a - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Text Set*

The Lightning Thief by Rick Riordan
Percy Jackson & The Olympians: The Lightning Thief (2010), excerpts from the movie
 Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia"
[Various Myths as retold by S.E. Schlosser](#)
[PBS Myths and Heroes Website](#)
[Britannica Middle School Myths Entry](#)

End of Unit Performance Assessment

The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of *The Lightning Thief* with the same scene in the novel. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6)

Learning Outline**

Identity Objective:
 Explore the themes in myths.

Total Lesson Time (in minutes): approx. 225 minutes

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Intellectual Objective:</i> Explore why we have myths today.</p> <p><i>Criticality Objective:</i> Explore a myth from another culture.</p> <p><i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text.</p> <p>RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b</p> <p><i>Lesson Texts:</i> "The Lightning Thief" by Rick Riordan Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary.</p> <p><i>Lesson Assessment:</i> How are the themes between related print texts alike and different?</p>	<p>Day(s) in Unit: approx. 5</p>
<p><i>Identity Objective:</i> Explore what the themes in myths reveal about culture.</p> <p><i>Intellectual Objective:</i> Explore the impact of myths on society.</p> <p><i>Criticality Objective:</i> Explore a myth from another culture.</p> <p><i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d</p> <p><i>Lesson Texts:</i> <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning</i></p>	<p>Total Lesson Time (in minutes): approx. 270 minutes Day(s) in Unit: approx. 6</p>

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Thief (2010)</i>, excerpts from the movie PBS Myths and Heroes Website Additional texts to support student learning, if necessary.</p> <p>Lesson Assessment: How are the themes between related texts in different mediums alike and different?</p>	
<p>End of Unit Assessment Skill Objective & Target Standard(s): I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my essay. RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6</p> <p>Lesson Texts: <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning Thief (2010)</i>, excerpts from the movie</p>	<p>Total Lesson Time (in minutes): approx. 180 minutes Day(s) in Unit: approx. 4</p>

*Additional texts will be added to help support students in meeting all unit objectives.
 **Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row “A” of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That’s exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus’s lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the “entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . .” (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ **Date:** _____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

- Clearly states a focus and stays focused throughout the piece.
- Uses accurate and relevant examples, details, and quotations to explain your thinking.
- Groups information logically, in a way that makes your thinking clear to the reader.
- Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.
2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.
4. Read the feedback and consider how you can use this feedback to improve your work.
5. Revise your essay, clearly marking what revisions you have made.
 - Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.
 - Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose ³				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	Introduces a topic clearly	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	Concluding statement or section follows from the explanation or information presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	Uses appropriate transitions to clarify the relationships among ideas and concepts	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	Establishes and consistently maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	Varies sentence patterns for meaning, interest, and style	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions ⁴				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁴ See Grade 6 Language standards 1 and 2 for specific expectations.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment G - Budget Summary_100% Enrollment**

Fiscal Year	23/24	24/25	25/26	26/27	27/28	28/29	
Year	1	2	3	4	5	6	
<u>Student Enrollment</u>							
Projected General Education	202	283	364	445	526	607	
Projected Special Education	48	67	86	105	124	143	
Percent Special Education	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Total Student Population (Paid)	250	350	450	550	650	750	
Projected ESL Students	55	77	99	121	143	165	22.00%
<u>Classroom Distribution</u>							100.00%
6th	125	100	100	100	100	100	
7th	125	125	100	100	100	100	
8th		125	125	100	100	100	
9th			125	125	100	100	
10th				125	125	100	
11th					125	125	
12th						125	
Total	250	350	450	550	650	750	
Average Number of Students/Grade	25	25	25	25	25	25	
Approximate # of Classes per Grade	5	2	2	2	2	2	
Total Required # of Classrooms	10	14	18	22	26	30	

Distribution of Enrollment from Surrounding School Districts													
	% Distribution	Federal Funds											
		23/24	24/25	25/26	26/27	27/28	28/29	23/24	24/25	25/26	26/27	27/28	28/29
Indian River	40.00%												
GENED		82	114	146	179	212	243	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645
SPED		19	28	35	42	50	57	\$ 65,145	\$ 91,590	\$ 116,745	\$ 142,545	\$ 168,990	\$ 193,500
Delmar	5.00%												
GENED		10	14	18	22	26	30	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463
SPED		2	3	4	5	6	7	\$ 5,556	\$ 7,871	\$ 10,186	\$ 12,501	\$ 14,816	\$ 17,131
Laurel	5.00%												
GENED		10	14	18	22	26	30	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732
SPED		2	3	4	5	6	7	\$ 8,784	\$ 12,444	\$ 16,104	\$ 19,764	\$ 23,424	\$ 27,084
Seaford	15.00%												
GENED		30	42	55	67	79	91	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996
SPED		7	10	13	16	19	21	\$ 36,852	\$ 51,792	\$ 67,728	\$ 82,668	\$ 97,608	\$ 111,552
Woodbridge	7.50%												
GENED		15	21	27	33	39	46	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869
SPED		4	5	6	8	9	11	\$ 16,511	\$ 22,594	\$ 28,677	\$ 35,629	\$ 41,712	\$ 49,533
Milford	7.50%												
GENED		15	21	27	33	39	46	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778
SPED		4	5	6	8	9	11	\$ 14,782	\$ 20,228	\$ 25,674	\$ 31,898	\$ 37,344	\$ 44,346
Cape Henlopen	20.00%												
GENED		40	57	73	89	105	121	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553
SPED		10	13	18	21	25	29	\$ 27,650	\$ 38,710	\$ 50,323	\$ 60,830	\$ 71,890	\$ 82,950
GENED		202	283	364	445	526	607						
SPED		48	67	86	105	124	143						
Total	100.00%	250	350	450	550	650	750	175,280	245,229	315,437	385,835	455,784	526,096

Estimated Revenue	23/24	24/25	25/26	26/27	27/28	28/29
State Funding (from Revenue Sheets)	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532	\$4,791,978	\$5,420,216
Local Funding (from Revenue Sheets)	\$600,404	\$841,528	\$1,081,529	\$1,315,372	\$1,556,709	\$1,791,256
Federal Funding	\$175,280	\$245,229	\$315,437	\$385,835	\$455,784	\$526,096
Cafeteria Service Revenue	\$168,750	\$236,250	\$303,750	\$371,250	\$438,750	\$506,250
Total Estimated Revenues (State/Local/Federal)	\$2,841,141	\$3,901,172	\$4,968,036	\$6,131,989	\$7,243,221	\$8,243,818

100% Enrollment

Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Executive Director	1	1	1	1	1	1	1						
School Founding Leader	0.5	0	0	0	0	0	0						
Director of Development	1	1	1	1	1	0	0						
Dean of Academic Excellence	0	1	1	1	1	1	1						
Dean of Community Partnerships	0	0	0	0	1	1	1						
6th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
7th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
8th Grade Academic Coach (Lead Teacher)	0	0	1	1	1	1	1						
9th Grade Academic Coach (Lead Teacher)	0	0	0	1	1	1	1						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	1	1	1						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	1	1						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	1						
6th Grade Content Teachers	0	4	3	3	3	3	3						
7th Grade Content Teachers	0	4	4	3	3	3	3						
8th Grade Content Teachers	0	0	4	4	3	3	3						
9th Grade Content Teachers	0	0	0	4	4	3	3						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	4	4	3						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	4	4						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	4						
Special Education Coordinator	0	1	1	1	1	1	1						
Special Education Teacher	0	1	2	2	3	5	5						
Language Teacher	0	0	0	1	2	2	2						
Physical Education & Health	0	1	1	1	1	2	2						
Arts Teacher	0	0.5	0.5	1	1	2	2						
Paraprofessional	0	1	3	3	4	4	4						
Office Staff	0	1	1	2	2	2	2						
Custodian	0	1	2	2	2	3	3						
Cafeteria Aide (Part-Time)	0	3	3	3	4	4	4.5						
Nurse	0	1	1	1	1	1	1						
Counselor	0	1	1	1	1	1	1						
College Career Counselor	0	0	0	0	1	1	1						
Total Staff	2.50	24.50	32.50	39.00	49.00	57.00	61.50						
Health Insurance		346,112	482,040	607,152	801,003	978,348	1,108,538						
Total Enrollment		250	350	450	550	650	750						
								Average Health Insurance cost by year					
								1	2	3	4	5	6
								14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

Salary Grid for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Step	Indian River Salary Schedule
Inflation Factor		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	1-2	46,324 BA
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986	3-5	54,955 Masters
School Founding Leader	30,000	30,600	31,212	31,836	32,473	33,122	33,784	6-8	58,992 Masters
Director of Development	68,000	69,360	70,747	72,162	73,605	75,077	76,579	9-12	68,183 Masters +15
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579		
Dean of Community Partnerships		56,000	57,120	58,262	59,427	60,616	61,828	Average	57,114
6th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
6th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
Special Education Coordinator		67,000	68,340	69,707	71,101	72,523	73,973		
Special Education Teacher		59,614	60,806	62,022	63,262	64,527	65,818		
Language Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Physical Education & Health		57,114	58,256	59,421	60,609	61,821	63,057		
Arts Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Paraprofessional		30,000	30,600	31,212	31,836	32,473	33,122		
Office Staff		28,500	29,070	29,651	30,244	30,849	31,466		
Custodian		28,000	28,560	29,131	29,714	30,308	30,914		
Cafeteria Aide (Part-Time)(included 9.31% OEC Rate)		14,081	14,363	14,650	14,943	15,242	15,547		
Nurse		44,600	45,492	46,402	47,330	48,277	49,243		
Counselor		50,000	51,000	52,020	53,060	54,121	55,203		
College Career Counselor		50,000	51,000	52,020	53,060	54,121	55,203		

Total Annual Salary for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986
School Founding Leader	15,000	-	-	-	-	-	-
Director of Development	68,000	69,360	70,747	72,162	73,605	-	-
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579
Dean of Community Partnerships	-	-	-	-	59,427	60,616	61,828
6th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
7th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
8th Grade Academic Coach (Lead Teacher)	-	-	58,256	59,421	60,609	61,821	63,057
9th Grade Academic Coach (Lead Teacher)	-	-	-	59,421	60,609	61,821	63,057
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	60,609	61,821	63,057
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	61,821	63,057
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	63,057
6th Grade Content Teachers	-	228,456	174,768	178,263	181,827	185,463	189,171
7th Grade Content Teachers	-	228,456	233,024	178,263	181,827	185,463	189,171
8th Grade Content Teachers	-	-	233,024	237,684	181,827	185,463	189,171
9th Grade Content Teachers	-	-	-	237,684	242,436	185,463	189,171
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	242,436	247,284	189,171
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	247,284	252,228
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	252,228
Special Education Coordinator	-	67,000	68,340	69,707	71,101	72,523	73,973
Special Education Teacher	-	59,614	121,612	124,044	189,786	322,635	329,090
Language Teacher	-	-	-	59,421	121,218	123,642	126,114
Physical Education & Health	-	57,114	58,256	59,421	60,609	123,642	126,114
Arts Teacher	-	28,557	29,128	59,421	60,609	123,642	126,114
Paraprofessional	-	30,000	91,800	93,636	127,344	129,892	132,488
Office Staff	-	28,500	29,070	59,302	60,488	61,698	62,932
Custodian	-	28,000	57,120	58,262	59,428	90,924	92,742
Cafeteria Aide (Part-Time)	-	42,243	43,089	43,950	59,772	60,968	69,962
Nurse	-	44,600	45,492	46,402	47,330	48,277	49,243
Counselor	-	50,000	51,000	52,020	53,060	54,121	55,203
College Career Counselor	-	-	-	-	53,060	54,121	55,203
Total Salaries	178,000	1,242,388	1,650,823	2,040,303	2,606,671	3,114,012	3,436,281

	Year 0	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Classroom Teachers	-	601,140	11	907,384	17	1,163,214	21	1,460,742	26	1,737,238	30	2,024,198	34
Special Education Coordinator		67,000	1	68,340	1	69,707	1	71,101	1	72,523	1	73,973	1
Special Education Teachers (Federal Funds Tab)	-	59,614	1	121,612	2	124,044	2	189,786	3	322,635	5	329,090	5
Special Teachers (Phys Ed, Art, Music)		57,114	1	58,256	1	178,263	3	242,436	4	370,926	6	378,342	6
Counselors		50,000	1	51,000	1	52,020	1	106,120	2	108,242	2	110,406	2
Principal/Administrative	178,000	166,260	2	169,585	2	172,977	2	235,863	3	240,581	3	245,393	3
Nurse		44,600	1	45,492	1	46,402	1	47,330	1	48,277	1	49,243	1
Clerical		28,500	1	29,070	1	59,302	2	60,488	2	61,698	2	62,932	2
Custodial		28,000	1	57,120	2	58,262	2	59,428	2	90,924	3	92,742	3
Substitutes													
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other Employer Costs (33.11% of Salaries)													
Health Insurance													
Other Benefits													
Total	178,000	1,102,228	20.00	1,507,859	28.00	1,924,191	35.00	2,473,294	44.00	3,053,044	53.00	3,366,319	57.00
Allocated to Principal/Administration-Other													
Funds Sheet-Paid by Foundation Funds	3	97,917	1.5	99,875	1.5	72,162	1	73,605	1	-	0	-	0
Allocated to Cafeteria - Other Funds Sheet	0	42,243	3	43,089	3	43,950	3	59,772	4	60,968	4	69,962	4.5

	30-Jun-23	30-Jun-24	1-Jul-25	2-Jul-26	3-Jul-27	3-Jul-28	Eligibility
Transportation Expense							
Percent Eligible	175	245	315	385	455	525	70.0%
Estimated Annual Cost for Transportation	190,225	271,705	356,265	444,290	535,535	630,525	
Cost per Student	1,087	1,109	1,131	1,154	1,177	1,201	

IB Curriculum Programming Cost	30-Jun-23	29-Jun-24	29-Jun-25	29-Jun-26	30-Jun-27	30-Jun-28
Enrollment	0	250	350	450	550	650
Teacher Count	0	11	17	21	26	30
CP Program Training	-	-	-	-	1,480	1,480
CP Program Authorization Fee	-	-	-	-	8,500	-
Middle Years Program Training	600	7,200	3,600	3,600	3,600	3,000
Application Fee	4,000	-	-	10,500	10,500	10,500
Candidate Fee	-	9,500	9,500	-	-	-
Diploma Program Training	-	-	-	-	-	7,200
Diploma Program Application Fee	-	-	-	-	-	4,000
Candidate Fee	-	-	9,500	9,500	11,650	11,650
Total Cost of IB Programs	4,600	16,700	22,600	23,600	35,730	37,830

Health Insurance Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Local Tab	268,413	385,632	513,744	670,227	823,872	937,300
Federal Funds Tab	14,127	29,664	31,136	49,041	85,820	90,125
Other Funds Tab	21,191	22,248	15,568	16,347	-	-
Total	303,731	437,544	560,448	735,615	909,692	1,027,425
Total Employees	25	33	39	49	57	62

Health Insurance Calculation	Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Highmark Delaware Comprehensive PPO Plan							
Employee	55%	13.48	17.88	21.45	26.95	31.35	33.83
Employee & Spouse	25%	6.13	8.13	9.75	12.25	14.25	15.38
Employee & Child(ren)	10%	2.45	3.25	3.90	4.90	5.70	6.15
Family	10%	2.45	3.25	3.90	4.90	5.70	6.15
Inflation factor	5.0%						
Monthly Cost per Class							
Employee		793.86	833.55	875.23	918.99	964.94	1,013.19
Employee & Spouse		1,647.34	1,729.71	1,816.20	1,907.01	2,002.36	2,102.48
Employee & Child(ren)		1,223.46	1,284.63	1,348.86	1,416.30	1,487.12	1,561.48
Family		2,059.40	2,162.37	2,270.49	2,384.01	2,503.21	2,628.37
Annual Cost per Class-All Employees							
Employee		128,415	178,846	225,284	297,201	363,010	411,315
Employee & Spouse		121,178	168,751	212,495	280,330	342,404	388,034
Employee & Child(ren)		35,970	50,101	63,127	83,278	101,719	115,237
Family		60,546	84,332	106,259	140,180	171,220	193,974
Average Cost/Year/Employee		14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

The Bryan Allen Stevenson School of Excellence
Technology Budget Examples

	Year1	QTY	Extention
Phones - NEC Proposal - DE State Contract	\$ 13,035.21	\$ 1.00	\$ 13,035.21
Shredders	Purchase Price		
Option 1 MBM 2503cc	\$ 1,327.50		
Option 2 MBM 2604cc	\$ 1,797.50	\$ 1.00	\$ 1,797.50
Interactive Board Options	Purchase Price		
Sharp 4T-B70CT1U	\$ 2,319.00	\$ 4.00	\$ 9,276.00
Sharp PN-CE701H	\$ 3,835.00	\$ 4.00	\$ 15,340.00
Sharp PN-C751H	\$ 4,998.00	\$ 1.00	\$ 4,998.00
Sharp PN-CD701	\$ 8,205.00		
Rolling Stand	\$ 908.00	\$ 1.00	\$ 908.00
Wall Mount	\$ 194.00	\$ 8.00	\$ 1,552.00
Laptops for Staff Use	Purchase Price		
Sharp Dynabook Techra A50 15" i5 1.6GHz	\$ 873.00		
Sharp Dynabook Techra A50 15" i7 1.8GHz	\$ 963.00	\$ 16.00	\$ 15,408.00
Translation Solution	Purchase Price		
Xerox Versalink C405dn	\$ 885.00	\$ 1.00	\$ 885.00
100 individual scanned pages	\$ 50.00		
1,000 individual scanned pages	\$ 203.00		
5,000 individual scanned pages	\$ 528.00		
Note: 1 scanned pages with 20 page output, counts as 1 scanned page			
Chrome Books for Students	Purchase Price		
ASUS Chromebook C204EE YS01	\$ 216.57	\$ 260.00	\$ 56,308.20
Sharp Copier Options - Delaware State Contract	Purchase Price		
<u>BW Options</u>			
65ppm - Sharp MX-M6570, 4trays, staple finisher	\$ 5,833.00	\$ 1.00	Lease
50ppm - Sharp MX-M5051, 4trays, staple finisher	\$ 4,093.00		
35ppm - Sharp MX-M3551, 4trays, staple finisher	\$ 3,625.00		
<u>Color Options</u>			
50ppm - Sharp MX-5051, 4trays, staple finisher	\$ 5,274.00		
30ppm - Sharp MX-3051, 4trays, staple finisher	\$ 3,784.00		
Fax Option - Can be added to any of the Sharp options	\$ 266.00		

All Pricing Includes Delivery, Network installation & Training

Total Yr 0 and Yr 1 **\$ 119,507.91**

Amount in Budget Yr. 0 and Yr. 1

Computers-State and Local & Other Funds	\$ 100,000.00
Classroom Technology - State and Local & Other Funds	\$ 35,000.00
Computers-Federal Funds	\$ 15,000.00
Total Budget Yr. 0 and Year 1	\$ 150,000.00

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372
3	Prior Year Carryover Funds	\$0	\$0	\$91,100	\$107,638	\$134,141
TOTAL STATE & LOCAL REVENUE		\$0	\$2,497,111	\$3,510,793	\$4,456,487	\$5,509,045

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
5	Special Education Teachers	\$0	0.00	\$67,000	1.00	\$68,340	1.00	\$69,707	1.00	\$71,101	1.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
7	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
8	Principal/Administrative	\$0	0.00	\$166,260	2.00	\$169,585	2.00	\$172,977	2.00	\$235,863	3.00
9	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
10	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (33.11% of Salaries)	\$0		\$345,209		\$458,986		\$596,029		\$756,069	
15	Health Insurance	\$0		\$268,413		\$385,632		\$513,744		\$670,227	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,656,236	19.00	\$2,230,865	26.00	\$2,909,920	33.00	\$3,709,804	41.00

17	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$50,000		\$65,000		\$80,000		\$90,000	
22	Textbooks	\$0		\$0		\$60,000		\$70,000		\$80,000	
23	Curriculum	\$0		\$0		\$22,600		\$23,600		\$35,730	
24	Professional Development	\$0		\$5,000		\$5,000		\$6,000		\$7,500	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
27	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
28	Classroom Technology	\$0		\$16,000		\$20,000		\$25,000		\$35,000	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$65,000		\$80,000		\$100,000	
31	Contracted Services	\$0		\$35,000		\$55,000		\$75,000		\$100,000	
32	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL STUDENT SUPPORT		\$0		\$348,225		\$629,305		\$792,865		\$982,520	

33	Insurance (Property/Liability)	\$0		\$42,000		\$48,260		\$54,708		\$61,349	
34	Rent	\$0		\$181,050		\$184,600		\$188,150		\$192,055	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$0		\$100,000		\$135,000		\$140,000	
37	Maintenance	\$0		\$15,000		\$20,000		\$30,000		\$45,000	
38	Telephone/Communications	\$0		\$5,000		\$7,500		\$10,000		\$15,000	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$253,050		\$370,360		\$427,858		\$463,404	

42	Equipment Lease/Maintenance	\$0		\$3,500		\$5,000		\$5,125		\$8,253	
43	Equipment Purchase	\$0		\$35,000		\$45,000		\$50,000		\$60,000	
44	Supplies and Materials	\$0		\$5,000		\$8,000		\$12,000		\$15,000	
45	Printing and Copying	\$0		\$6,000		\$7,000		\$10,000		\$12,000	
46	Postage and Shipping	\$0		\$1,500		\$3,000		\$3,575		\$5,075	
47	Enrollment / Recruitment	\$0		\$5,000		\$5,125		\$5,253		\$6,753	
48	Staffing (recruitment and assessment)	\$0		\$5,000		\$6,000		\$7,000		\$10,000	
49	Technology Plan	\$0		\$2,500		\$3,500		\$3,750		\$4,750	
50	Other	\$0		\$10,000		\$10,000		\$10,000		\$12,000	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$73,500		\$92,625		\$106,703		\$133,831	

51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$75,000		\$80,000		\$85,000		\$95,000	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$75,000		\$80,000		\$85,000		\$95,000	
STATE & LOCAL EXPENDITURES		\$0		\$2,406,011		\$3,403,155		\$4,322,346		\$5,384,559	

56	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$91,100	\$107,638	\$134,141	\$124,486
2% CONTINGENCY CHECK		\$0.00	\$49,942.22	\$70,215.86	\$89,129.74	\$110,180.90

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$175,280	\$245,229	\$315,437	\$385,835
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$175,280	\$245,229	\$315,437	\$385,835
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
4	Special Education Teachers	\$0 0.00	\$59,614 1.00	\$121,612 2.00	\$124,044 2.00	\$189,786 3.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (33.11% of Salaries)	\$0	\$19,738	\$40,266	\$41,071	\$62,838
14	Health Insurance	\$0	\$14,127	\$29,664	\$31,136	\$49,041
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$93,479 1.00	\$191,542 2.00	\$196,251 2.00	\$301,665 3.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$5,000
21	Textbooks	\$0	\$6,801	\$5,842	\$5,742	\$1,281
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$5,000	\$5,000	\$5,000	\$5,000
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
27	Classroom Technology	\$0	\$0	\$0	\$10,000	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$15,000	\$5,000	\$0	\$0
30	Contracted Services	\$0	\$25,000	\$27,845	\$73,680	\$72,332
31	Other	\$0	\$20,000	\$0	\$14,764	\$557
SUBTOTAL STUDENT SUPPORT		\$0	\$81,801	\$53,687	\$119,186	\$84,170
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$175,280	\$245,229	\$315,437	\$385,835
54	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$1,000,000	\$150,000	\$150,000	\$150,000	\$150,000
3	Donations	\$0	\$300,000	\$300,000	\$300,000	\$300,000
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250
6	Miscellaneous Revenue	\$0	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$1,229	\$132,695	\$344,126	\$581,040
TOTAL OTHER REVENUE		\$1,000,000	\$619,979	\$818,945	\$1,097,876	\$1,402,290

Other Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
8	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Special Education Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Principal/Administrative	\$178,000 3.00	\$97,917 1.50	\$99,875 1.50	\$72,162 1.00	\$73,605 1.00
13	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
14	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
15	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
16	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
17	Other	\$0 0.00	\$42,243 3.00	\$43,089 3.00	\$43,950 3.00	\$59,772 4.00
18	Other Employer Costs (33.11% of Salaries)	\$58,936	\$32,420	\$33,069	\$23,893	\$24,371
19	Health Insurance	\$35,318	\$21,191	\$22,248	\$15,568	\$16,347
20	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$272,254 3.00	\$193,771 4.50	\$198,281 4.50	\$155,573 4.00	\$174,095 5.00
Student Support						
21	Transportation	\$0	\$0	\$0	\$0	\$0
22	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
23	Cafeteria	\$0	\$146,813	\$205,538	\$264,263	\$322,988
24	Extra Curricular	\$0	\$20,000	\$50,000	\$75,000	\$100,000
25	Supplies and Materials	\$5,000	\$4,000	\$4,000	\$4,000	\$4,000
26	Textbooks	\$200,000	\$0	\$0	\$0	\$0
27	Curriculum	\$4,600	\$16,700	\$0	\$0	\$0
28	Professional Development	\$5,000	\$0	\$0	\$0	\$0
29	Assessments	\$0	\$0	\$0	\$0	\$0
30	Other Educational Program	\$0	\$0	\$0	\$0	\$0
31	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
32	Classroom Technology	\$35,000	\$0	\$0	\$0	\$0
33	School Climate	\$0	\$0	\$0	\$0	\$0
34	Computers	\$100,000	\$0	\$0	\$0	\$0
35	Contracted Services	\$0	\$0	\$0	\$0	\$0
36	Other	\$0	\$0	\$0	\$0	\$5,000
SUBTOTAL STUDENT SUPPORT		\$349,600	\$187,513	\$259,538	\$343,263	\$431,988
Operations and Maintenance of Facilities						
37	Insurance (Property/Liability)	\$25,000	\$0	\$0	\$0	\$0
38	Rent	\$147,917	\$0	\$0	\$0	\$0
39	Mortgage	\$0	\$0	\$0	\$0	\$0
40	Utilities	\$50,000	\$90,000	\$0	\$0	\$0
41	Maintenance	\$0	\$0	\$0	\$0	\$0
42	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
43	Construction	\$80,500	\$0	\$0	\$0	\$0
44	Renovation	\$0	\$0	\$0	\$0	\$0
45	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$303,417	\$90,000	\$0	\$0	\$0
Administrative/Operations Support						
46	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
47	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
48	Supplies and Materials	\$2,500	\$0	\$0	\$0	\$0
49	Printing and Copying	\$2,500	\$0	\$0	\$0	\$0
50	Postage and Shipping	\$1,500	\$0	\$0	\$0	\$0
51	Enrollment / Recruitment	\$5,000	\$0	\$0	\$0	\$0
52	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
53	Technology Plan	\$0	\$0	\$0	\$0	\$0
54	Other	\$5,000	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$16,500	\$0	\$0	\$0	\$0
Management Company						
55	Fees	\$0	\$0	\$0	\$0	\$0
56	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
57	Curriculum	\$0	\$0	\$0	\$0	\$0
58	Accounting and Payroll	\$45,000	\$0	\$0	\$0	\$0
59	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
SUBTOTAL MANAGEMENT COMPANY		\$57,000	\$16,000	\$17,000	\$18,000	\$19,000
OTHER EXPENDITURES		\$998,771	\$487,284	\$474,819	\$516,836	\$625,083
60	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$1,229	\$132,695	\$344,126	\$581,040	\$777,207

Charter School Application Budget Worksheet-Consolidated Funds Statement

The Bryan Allen Stevenson School of Excellence

State & Local Revenue		2022/2023		2023/2024		2024/2025		2025/2026		2026/2027	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0		\$1,896,707		\$2,578,165		\$3,267,320		\$4,059,532	
2	School District Local Fund Transfers	\$0		\$600,404		\$841,528		\$1,081,529		\$1,315,372	
3	Federal Entitlements	\$0		\$175,280		\$245,229		\$315,437		\$385,835	
4	Cafeteria Funds	\$0		\$168,750		\$236,250		\$303,750		\$371,250	
4	Non Profit Grants	\$0		\$0		\$0		\$0		\$0	
4	Foundation Grants	\$1,000,000		\$450,000		\$450,000		\$450,000		\$450,000	
4	Donations/Other Grants	\$0		\$2		\$0		\$0		\$0	
5	Prior Year Carryover Funds	\$0		\$1,229		\$223,796		\$451,765		\$715,183	
6											
7	TOTAL STATE & LOCAL REVENUE	\$1,000,000		\$3,292,372		\$4,574,968		\$5,869,801		\$7,297,172	
8											
State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs			FTE		FTE		FTE		FTE		FTE
10	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
11	Special Education Teachers	\$0	0.00	\$126,614	2.00	\$189,952	3.00	\$193,751	3.00	\$260,887	4.00
12	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
13	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
14	Principal/Administrative	\$178,000	3.00	\$264,177	3.50	\$269,460	3.50	\$245,139	3.00	\$309,468	4.00
15	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
16	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
17	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
18	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
19	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
20	Other Employer Costs (33.11% of Salaries)	\$58,936		\$397,368		\$532,321		\$660,992		\$843,278	
21	Health Insurance	\$35,318		\$303,731		\$437,544		\$560,448		\$735,615	
22	Other Benefits	\$0		\$0		\$0		\$0		\$0	
23											
24	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$272,254	3.0	\$1,943,487	24.5	\$2,620,688	32.5	\$3,261,743	39.0	\$4,185,564	49.0
25											
Student Support											
27	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
28	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
29	Cafeteria	\$0		\$146,813		\$205,538		\$264,263		\$322,988	
30	Extra Curricular	\$0		\$20,000		\$50,000		\$75,000		\$100,000	
31	Supplies and Materials	\$5,000		\$64,000		\$79,000		\$94,000		\$99,000	
32	Textbooks	\$200,000		\$6,801		\$65,842		\$75,742		\$81,281	
33	Curriculum	\$4,600		\$16,700		\$22,600		\$23,600		\$35,730	
34	Professional Development	\$5,000		\$10,000		\$10,000		\$11,000		\$12,500	
35	Assessments	\$0		\$0		\$0		\$0		\$0	
36	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
37	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
38	Classroom Technology	\$35,000		\$16,000		\$20,000		\$35,000		\$35,000	
39	School Climate	\$0		\$0		\$0		\$0		\$0	
40	Computers	\$100,000		\$15,000		\$70,000		\$80,000		\$100,000	
41	Contracted Services	\$0		\$60,000		\$82,845		\$148,680		\$172,332	

100% Enrollment

State & Local Revenue		2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Other	\$0	\$30,000	\$10,000	\$24,764	\$15,557
43						
44	SUBTOTAL STUDENT SUPPORT	\$349,600	\$617,539	\$942,530	\$1,255,314	\$1,498,678
45						
46	Operations and Maintenance of Facilities					
47	Insurance (Property/Liability)	\$25,000	\$42,000	\$48,260	\$54,708	\$61,349
48	Rent	\$147,917	\$181,050	\$184,600	\$188,150	\$192,055
49	Mortgage	\$0	\$0	\$0	\$0	\$0
50	Utilities	\$50,000	\$90,000	\$100,000	\$135,000	\$140,000
51	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
52	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
53	Construction	\$80,500	\$0	\$0	\$0	\$0
54	Renovation	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
56						
57	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$303,417	\$343,050	\$370,360	\$427,858	\$463,404
58						
59	Administrative/Operations Support					
60	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
61	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
62	Supplies and Materials	\$2,500	\$5,000	\$8,000	\$12,000	\$15,000
63	Printing and Copying	\$2,500	\$6,000	\$7,000	\$10,000	\$12,000
64	Postage and Shipping	\$1,500	\$1,500	\$3,000	\$3,575	\$5,075
65	Enrollment / Recruitment	\$5,000	\$5,000	\$5,125	\$5,253	\$6,753
66	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
67	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
68	Other	\$5,000	\$10,000	\$10,000	\$10,000	\$12,000
69						
70	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$16,500	\$73,500	\$92,625	\$106,703	\$133,831
71						
72	Management Company					
73	Fees	\$0	\$0	\$0	\$0	\$0
74	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
75	Curriculum	\$0	\$0	\$0	\$0	\$0
76	Accounting and Payroll	\$45,000	\$75,000	\$80,000	\$85,000	\$95,000
77	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
78						
79	SUBTOTAL MANAGEMENT COMPANY	\$57,000	\$91,000	\$97,000	\$103,000	\$114,000
80	STATE & LOCAL EXPENDITURES	\$998,771	\$3,068,576	\$4,123,203	\$5,154,618	\$6,395,477
81						
82	# Students	0	250	350	450	550
83	REVENUE LESS EXPENDITURES	\$1,229	\$223,796	\$451,765	\$715,183	\$901,695
84	2% CONTINGENCY CHECK	\$20,000.00	\$65,847.44	\$91,499.36	\$117,396.02	\$145,943.44
85	Cummulative Fund Balance	\$1,229.00	\$225,025	\$676,790	\$1,391,973	\$2,293,668
86	Days Cash On Hand		26.77	59.91	98.57	130.90
	Metric				75.00	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment H - Response to EdReports Eureka Math_High School**

Response to EdReports Eureka Math HS

According to the latest EdReports for Eureka Math High School (2013-2014), Eureka Math meets the expectation of “Gateway 1: Focus & Coherence”, with a score of 15. For “Gateway 2: Rigor & Mathematical Practices”, Eureka Math scored a 12, which is categorized as “partially meets expectations.” For “Gateway 3: Usability”, Eureka Math is not scored.

The following is taken directly from the EdReport for Eureka Math, High School:

Indicator 2E

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

Indicator Rating Details

The materials reviewed for this series partially meet the expectations for supporting the intentional development of overarching mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the MPs. The materials do engage students in MP1 and MP6 throughout the materials, and there are not any instances where these two MPs are treated separately from the content standards. Overall, however, there are instances when the materials do not sufficiently support the intentional development of MP1 and MP6 by not accurately attending to the intent of these two MPs and by not fully supporting the instructional implementation of the MPs.

BASSE’s Response

BASSE plans to supplement Eureka Math with videos, additional math exercises and problem solving, and a skill called Intellectual Preparation (Intellectual Prep or IP). Through the practice of IP (which will occur at the independent-level, grade-level, and content-level) teachers will think through, with Content Leaders, and the Dean of Academic Excellence, not only what skills the students need to know and be able to exhibit for each task or objective, but also how to prepare a lesson through its weaknesses, including but not limited to understanding what the end goal is and how each part of the lesson fits together, what activities to work through to get students there, where to scaffold and how to have students show their work.

During IP, teachers will walk through each lesson, working backwards to understand what students need to know at the end of the lesson while working to fill in the gaps of the lesson. Because no curriculum is perfect and every student is different, there will always be gaps that educators need to identify to ensure proper learning of the material being taught.

BASSE will supplement the lessons exemplified below with additional practice or instructional videos and through the use of IP while preparing the lesson, all gaps will be addressed.

The following are examples that do not meet the intent of MP1 and MP6 or are not connected to content:

- Throughout the series, portions of lessons cite MP1, but often what is labeled is a place where students are asked to solve a problem but have been given a prescribed formula or steps to solve the problem in a previous example. The directions will even tell the teacher/student to use the steps already given.
 - An example is **Geometry module 2, topic A, lesson 3, Example 1**. Use of the following [video](#) will assist the teacher in teaching the material, with different content. The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught. The video coupled with the additional practice will ensure MP1 is met. The context changes very little, and the main difference in the problems are numbers.
- For MP1, in **Algebra II module 3 lesson 9 on page 132** of the teacher's edition, students are asked to figure out why social security numbers are 9 digits and how many digits long do phone numbers need to be to meet demand. In the previous example, students are shown how to use logarithms to figure out how many digits for ID numbers of a certain length. While the context changed, the work needed to be done is exactly the same just with larger numbers.
 - Use of the following videos, both the [advanced practice video](#) and the [properties of logarithms video](#) will assist the teacher in teaching the material, with different content.
- For MP6, in **Algebra I module 2, topic D, lesson 16**, students work with residual graphs. However, the materials walk students through the graph and do not require them to attend to precision. Although the materials themselves attend to precision, there is no work for the students to develop this Standard for Mathematical Practice.
 - The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught.

The following are ways in which the materials do not fully support the instructional implementation of the MP1 and MP6 and how BASSE will raise the rigor:

- **At the lesson level**, MPs are identified in three ways in the teacher materials across the series: in Lesson Notes, within the lesson itself, and with a blue box in the margin of the lesson. Across the series, the MPs are usually identified with a blue box in the margin of the lesson, and when the blue box is used, there is little description or guidance as to how the identified portion of the lesson exemplifies the noted MP. Examples of blue MP boxes include the following:
 - For MP1, the blue box found on **page 54 of Algebra I module 4 lesson 4 states**, “This question is open-ended with multiple correct answers. Students may question how to begin and should persevere in solving.” There is no other guidance for teachers on integrating MP1 or description of how the question exemplifies MP1.
 - **To raise the rigor:** MP1 is exemplified here by way of students understanding that their way of solving the problem may not be the way that was taught in this particular lesson or the way other students may solve the problem, however, solving the problem correctly, showing your work, and being able to explain how you solved the problem, with proof, is the way in which MP1 is exemplified here.
 - For MP1, the blue box found on **page 219 of Algebra II module 1 lesson 20** is drawn around four questions that teachers can ask students during a whole-class problem, but there is no guidance for teachers on when to ask the questions or if all or only some of the questions should be asked.
 - **To raise the rigor:** Guidance for asking the questions, understanding that they are meant to scaffold, is to ask the questions in the order that they are written, with the goal being for the students to fit polynomial functions to data values by the end of the lesson [during the problem set, students will have to, at minimum, understand that there are infinite polynomials that pass through a given point as well as having to verify their work].
 - For MP6, the blue box on **page 377 of Geometry module 2 lesson 24** states, “Ask students to summarize the steps of the proof in writing or with a partner.” There is no other guidance for teachers on integrating MP6 or description of how the proof exemplifies MP6.

- **To raise the rigor:** Through IP, teachers will gain the understanding that they will need to follow through with the memo at the bottom of the suggested activity under ‘if time permits’ in order to accurately attend to precision during student explanations.
- **When the MPs are mentioned in the Lesson Notes**, there is typically a brief description as to how the MP will generally be exemplified in the lesson, but these brief descriptions are not necessarily connected to specific portions of the lesson. Examples of this characteristic of the materials include the following:
 - **For MP1, the Lesson Notes on page 109 of Geometry module 1 lesson 13** state, “Additionally, students develop in their ability to persist through challenging problems (MP.1).” There is no connection to portions of this lesson, or following lessons, to indicate where or how students develop their ability to persist.
 - **To raise the rigor:** In this lesson, students are challenged to persist during the entire exploratory challenge. Students are asked to find several angles of rotation, test several points, verify the angle measured is consistent, and continue on with various tasks. Through all of this the students are asked to persist knowing that one wrong turn or measurement calls from them to start their work over, possibly from the onset of the activity.
 - For MP6, the Lesson Notes on **page 250 of Algebra I module 4 lesson 23** state, “Throughout this lesson, students...report their results accurately and with an appropriate level of precision.” There is no connection to any portions of the lesson for MP6, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** Students are asked to translate the verbal context to a quadratic function, graph, interpret, and analyze key functions of a quadratic function with precision, throughout the lesson.
 - For MP6, the Lesson Notes on **page 369 of Algebra II module 3 lesson 23** state, “In the main activity in this lesson, students work in pairs to gather their own data, plot it (MP.6), and... .” There is no connection to any particular part of the main activity, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** The main activity of this lesson is for students to gather data, find a function, and justify their choices to the entire class. During each step of the activity, students are asked to be

precise with both their numbers when graphing and the actual plotting of the numbers when graphing.

References:

<https://www.edreports.org/reports/overview/eureka-math-2013-2014>

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment I - Johnson Transportation Letter**

JOHNSON TRANSPORTATION, INC.
37073 JOHNSON ROAD
SELBYVILLE, DE 19975

February 22, 2022

Bryan Allen Stevenson School of Excellence
Attn: Dr. Julius Mullen

To whom it may concern,

Keith and Rebecca Johnson representing Johnson Transportation, Inc. of Selbyville, DE would be interested in providing transportation services for students of the Bryan Allen Stevenson School of Excellence, pending Charter School approval. We have been contractors within the Indian River School District since our establishment in 2010. In addition, Keith and Rebecca are Certified Delaware School Bus Driver Trainers. Johnson Transportation Inc. continues to provide reliable service for Indian River School District and would appreciate the opportunity to provide reliable service to Bryan Allen Stevenson School of Excellence. Should you need letters of recommendation they will be provided upon request.

Thank you for your time and consideration.

Sincerely,

Rebecca V. Johnson Pres.
Johnson Transportation, Inc.
Rebecca V. Johnson, President

2-22-22
Date

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment J - Otsie Transportation Letter**

**OTISE TRANSPORT, Inc.
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

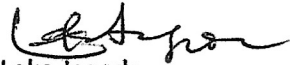
Fax: (302) 678-1185

2-24-2022

Hi Dr. Julius

I would like to request for the opportunity to transport children attending your institution, Bryan Allen School of Excellence, to and from your facility to their residence.

Thank you.



Leke Jegede
Owner/Manager

**Leke Jegede
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

Fax: (302) 678-1185

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

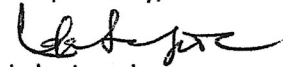
2-24-2022

RE: The Bryan Allen Stevenson School of Excellence, Inc.

I would like to offer my support for the above mentioned school. As an educator, I see the potential impact of the institution on the Sussex county community as it would provide a needed source of education for our children. As a citizen, I see the potential economic impact as the institution would provide job opportunities for the county and the state of Delaware as a whole.

I hope the school's application will be accepted.

Respectively,



Leke Jegede

Applicant's Response to CSAC Initial Report - February 28, 2022



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

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

Response Submitted: Monday, February 28, 2022, at 4:00 PM, EST.

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

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

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

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

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

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

Thank you for this opportunity to reimagine education with us.

Best,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

3. *Promotion and Graduation Requirements*

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

Students' official transcripts will include:

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

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

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

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

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

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

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

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

4. *Relating to recruitment, please:*

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

Proposed Recruitment Timeline*:

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

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

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

BASSE CSAC Report Responses

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

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

Jan. 2023: January application deadline.

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

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

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

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

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

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

5. Enrollment Preferences:

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

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

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

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

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

6. *School Facilities:*

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

Please see our budget update summary in Attachment G.

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

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

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

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

BASSE CSAC Report Responses

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

Please see our updated budget summary in Attachment G.

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

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

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

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

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

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

26. *In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.*

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

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

Please see Attachment F.

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

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

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 support alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

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

BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students' comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE's at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

Please see our teacher support system, below.

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment A - BASSE Offer to Lease**

November 3, 2021

Brian D. Shirey, Esq.
General Counsel
Delaware Technical and Community College
21179 College Drive
Georgetown, Delaware 19947

Re: **Letter of Intent to Lease:**

20346 Ennis Street
Georgetown, Delaware 19947
(Former Howard T. Ennis School on 5.6 acres of land)

Dear Mr. Shirey:

In connection with the above-referenced property, we respectfully submit for your consideration an overview of the general terms and conditions of a proposed lease transaction between Delaware Technical and Community College and The Bryan Allen Stevenson School of Excellence. The Bryan Allen Stevenson School of Excellence is in the process of applying for its charter with the Delaware Department of Education. Our application will be submitted to The Delaware Department of Education on or before December 31, 2021. The approval process will take approximately 120 days upon which a decision will be rendered, and a charter will be issued. Ideally, we would like to enter into a binding letter of intent or lease agreement by the end of November so we can include this document in our application. We have attached to this letter a summary of our charter application, including a five-year projection and assumptions of our financial plan.

Following are the general terms and conditions of a lease agreement:

- 1. Premises:** The former Howard T. Ennis school building located at 20346 Ennis Street, Georgetown, Delaware containing a total of approximately 35,500 +/- square feet of usable space and parking for approximately 120 cars plus drop off lanes. The leased premises shall not include the natatorium or the parking that services the natatorium. Landlord reserves a transferable, non-exclusive right of access to the natatorium and related parking through the existing entrances and roadways.
- 2. Landlord:** Delaware Technical and Community College
- 3. Tenant:** The Bryan Allen Stevenson School of Excellence, a single purpose not-for-profit 501 (c) 3 entity formed for the purpose of operating a charter school for up to 500 students.
- 4. Use:** Tenant will use the property for the operation of a charter high school for up to 500 students. Tenant shall occupy the leased Premises in accordance with all applicable laws. Tenant shall not engage in any use that competes with the programs or operations of Landlord. Any post-secondary courses that may be offered to Tenant's students will be offered in partnership with Landlord.

- 5. Term:** Five (5) continuous years, effective on November 1, 2022. Tenant reserves the right to terminate the lease term early, provided one year's written notice. Tenant also reserves the right to terminate the lease early, with 90-days' written notice, if the school's charter is not renewed by the State Board of Education.
- 6. Lease Commencement Date:** November 1, 2022. Tenant recognizes that the premise is currently occupied by the Indian River School District (IRSD), and that IRSD is entitled to a reasonable period of time to remove its property and vacate the premises following the opening of its new school in September of 2022. To the extent allowable by law, Landlord will grant Tenant early occupancy after the property has been fully vacated by the Indian River School District, for the purpose of installing Tenant's furniture, fixtures, and equipment and to begin any Landlord-approved improvements. Tenant shall not be required to pay rent during any period of early occupancy, but shall be required to obtain property and general liability insurance in an amount agreed upon by Landlord.
- 7. Option to Renew:** Provided Tenant is not in monetary default under the terms of the Lease Agreement, Tenant shall have the right of first refusal to renew the Term for an additional three (3) years, under the same conditions of this lease agreement. Tenant must exercise said Right no later than January 15, 2027.
- 8. Rental Commencement Date:** November 1, 2022.
- 9. Lease Expiration Date:** August 31, 2027.
- 10. Construction and Improvements:** Landlord and Tenant will negotiate the best format for how the construction and improvements are completed. Tenant's analysis of the current building condition has estimated that approximately \$200,000 will be required to make nonstructural cosmetic improvements and repairs and maintenance. Landlord and Tenant each agree that this provision will be mutually worked out between the parties by May, 2022, and Landlord will have final approval on all alterations, additions or modifications to the premises. Tenant will be allowed to install additional modular classrooms on the Premises so long as all local and state laws are followed.

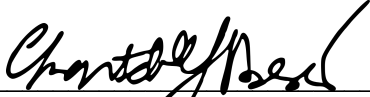
11. Annual Rental Rate:

Rent	Annual Rental	Rent/S.F.	Lease Year
Year 1 (rent payment commences on 11/1/22)	147,917	\$ 5.00	22-23
Year 2	181,050	5.10	23-24
Year 3	184,671	5.20	24-25
Year 4	188,364	5.31	25-26
Year 5	192,132	5.41	26-27
Option			
Year 6	192,132	5.52	27-28
Year 7	199,894	5.63	28-29
Year 8	203,892	5.74	29-30

- 12. Operating Expenses:** The Lease will be triple net. Accordingly, Tenant shall directly pay to each of the appropriate vendors, for all of the operating expenses related to the operation of the Premises, including, but not limited to, electric, natural gas, telephone, cleaning, maintenance of the HVAC and other mechanical systems, general liability, contents and liability insurance, and property and casualty insurance covering the buildings. It is assumed the property is exempt from real estate taxes, but if not, Tenant will be liable for the full payment of any taxes assessed against the property or Tenant's use thereof. Tenant will be responsible for structural-related costs of maintenance, including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, Mechanical, Electrical, and Plumbing and roof expenses.
- 13. Warranty of Habitability:** Tenant acknowledges that the premises are being rented "as-is", and that Landlord has made no representations or warranties regarding their suitability or habitability for any particular use. Tenant hereby confirms that it has had the property inspected by architects/engineers/contractors of its choosing and is fully aware of the condition of the premises and all facilities associated therewith, and hereby accepts them in their present state.
- 14. Landlord and Tenant Operating Partnerships:** Landlord and Tenant each recognize that there are crossover benefits to each entity, and will use best efforts to create crossover shared services. For example, if Landlord creates a teaching program, Landlord will work with Tenant on allowing students to work at the school in student teaching roles. If Tenant creates an early college program, such program shall be created in partnership with Landlord. In addition, Tenant and Landlord will work in good faith to allow Tenant use of Landlord's outdoor athletic fields for its students. Tenant understand and agrees that Landlord and Landlord's teams/operations will have priority in the use of its athletic fields, and any use by Tenant may only occur when the fields are not in use by Landlord. Landlord and Tenant shall agree on Tenant's share of the costs to maintain the athletic fields in the event Landlord's athletic fields are used by Tenant.
- 15. Signage:** Tenant, at its sole cost and expense, shall be permitted to erect signage on the Premises (on the building) and a canopy or awning at the school's entrance, to the extent allowable by law and with the prior written approval of the Landlord; such approval shall not be unreasonably withheld or delayed.
- 16. Brokerage:** Landlord and Tenant acknowledge that they have had no other dealings with Brokers as it relates to this property.
- 17. FORMAL AGREEMENT:** The Landlord and Tenant shall negotiate in good faith in an effort to enter into a formal Lease Agreement on or before December 15, 2021, which agreement shall be subject to the approval of Landlord and Tenant and shall be acceptable in form and legal content of the respective parties. This Letter of Intent to Lease is for discussion purposes only and serves as a preliminary, non-binding letter subject to a fully executed Lease Agreement by both Landlord and Tenant. The terms and conditions herein are subject to change and or withdraw at any time and for any reason. The lease will be contingent on a mutually acceptable Lease Agreement containing the customary covenants, warranties, apportionments and representations. The Lease Agreement, if any, will provide for environmental indemnification by the Landlord as well as zoning and City Code compliance.

We look forward to working with you to a mutually agreeable agreement. Thank you for your kind assistance and willingness to work with our school. I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chantalle Ashford", written over a horizontal line.

Chantalle Ashford
Founder and Board Chair
The Bryan Allen Stevenson School of Excellence

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment B - Enrollment and Withdrawal Policy (revised)**

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

2023 - 2024 BASSE Enrollment & Withdrawal Policy

Admissions

To be eligible for admission to the Bryan Allen Stevenson School of Excellence (BASSE), a student must be eligible to enter:

- the 6th or 7th grade in the 2023-2024 school year;
- the 6th, 7th, or 8th grade in the 2024-2025 school year;
- the 6th through 9th grades in the 2025-2026 school year;
- the 6th through 10th in the 2026-2027 school year;
- the 6th through 11th in the 2027-2028 school year;
- all grades, 6th through 12th, in the 2028-2029 school year.

The student and their family must be Delaware residents.

BASSE will not discriminate against any student in the admission process because of their race, religion, creed, color, sex, disability, or national origin, or due to the student's school district of residence providing a per-student local expenditure lower than another student seeking admission. The only exceptions to restrict student admissions are:

- Age and/or grade-level eligibility, or
- By lottery in the case of over-enrollment

An electronic version of the application for the school will be available to submit online. Additionally, families who are more comfortable may download, print, and mail their applications to BASSE. For families unable to access the school website, BASSE will provide them with paper copies of the application upon request.

Preferences

The selected preferences of BASSE will be (in the ranked order below):

- Siblings of students currently enrolled at the school
- Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
- Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.

Students who have a specific interest in BASSE's teaching methods, philosophy, and education focus will need to submit a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program. A detailed description of this application supplement will be provided with the application on the website and will be explained during parent workshops and recruitment events.

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Timeline

BASSE Student Recruitment & Enrollment Timeline*	
<i>Recruitment & Pre-Application</i>	
Student Recruitment Engagement	Ongoing Online and In-Person (Ads, Social Media, Mailers, etc.)
Student Recruitment Events	June 2022 - December 2023, Monthly
School Choice Parent Workshop #1	August 2022
School Choice Parent Workshop #2	September 2022
School Choice Parent Workshop #3	October 2022
<i>Application</i>	
BASSE Begins Accepting Applications	November 6, 2022
BASSE Application Closes at 11:59 PM*	January 10, 2023
BASSE Notifies All Home LEAs of Received Applications	By January 26, 2023
BASSE Begins Action on Approved Applications	February 29, 2023
BASSE Notifies Parents and Home LEAs of Application Action	By March 8, 2023
BASSE Receives in Notice of Intent from Parents in Writing	By March 15, 2023
<i>Lottery**</i>	
BASSE Performs Lottery for Surplus Applications	March 4, 2023
BASSE Notifies Parents and Home LEAs of Lottery Results and Application Action	By March 8, 2023
<i>Enrollment</i>	
BASSE Enrolls Students for Fall 2023	Beginning March 21, 2023

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

BASSE Hosts Open House for Students and Families Enrolled for Fall 2023	August 31, 2023
BASSE Notifies DDOE of Fall 2023 Projected Enrollment Total	November 30, 2023 - January 30, 2024

*The dates selected are based on the school choice process outlined at <https://www.schoolchoicede.org/>. BASSE will align its timeline when the 2023-2024 dates are released.

**If there are remaining seats, BASSE will continue to receive applications until we are at capacity.

Lottery*

In the case that the number of applications exceeds the number of openings after preference is given to students who meet the preference criteria above, BASSE will hold a lottery on March 4, 2023.

The lottery process will be blind so that all students will have an equal chance of being offered a spot in the remaining available seats. Depending on the type and amount of applications received, the lottery will be run manually or via a computerized method.

Waiting Lists

BASSE will continue to accept applications until we have reached capacity. Students eligible for admission but not selected due to a lack of capacity will be placed on a ranked waiting list until September 5, 2023.

Withdrawals

Application Withdrawal

Any parent who previously applied for their student to attend BASSE may withdraw their application at any time prior to action on the application by our board by giving written notice.

Withdrawal from School

A parent may apply to withdraw their child's enrollment at BASSE at any time by submitting a written application to the school. BASSE will then follow the policy outlined in 14 Del. C. § 407 (c) - (i).

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Re-Enrollment

Accepted BASSE students will remain enrolled until graduation, provided that the student continues to meet the requirements for enrollment.

A student's right to remain enrolled may be terminated prior to graduation if

- a. The student fails to continue to comply with BASSE's requirements for attending school or class, or
- b. Refusal to participate in the school conflict resolution process.

Records

BASSE will maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the student will attend BASSE for at least one complete school year per 14 Del. C. § 506 (c) (3).

Each parent will need to sign and submit this document after BASSE receives their notice of intent in order for their child to continue in the enrollment process.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment C - IB Letter of Support**

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

October 17, 2019

RE: The Bryan Allen Stevenson School of Excellence, Inc

It is encouraging to recognize that families in Sussex County will have the opportunity to provide students with a real-world educational experience where service, rigor, and student leadership is at the center.

The International Baccalaureate Organization (IB) is writing to support the Bryan Allen Stevenson School of Excellence, Inc. The IBO supports the intent of BASSE Inc. to pursue recognition as an IB World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The IB's mission has been built on a cornerstone of creating a better world through education – one which aligns closely with the mission of the BASSE, Inc. and its foundation and partner networks.

Mr. Stevenson built a legacy of service and change that BASSE, Inc. will impress upon their students and families. The IBO supports the efforts BASSE, Inc. will take to make these factors a success and upon pursuit of IB Programmes our organization looks forward to aligning with the BASSE, Inc. community.

As an organization, the IBO provides professional development and academic support services and have a rigorous authorization process prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process every five years.

We look forward to working with the BASSE, Inc.

Sincerely,

Antrina Leeth
Outreach and Development, Manager
International Baccalaureate Organization

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment D - Parent Support Surveys (updated)**

First Name	Last Name	Email Address	Zip Code	Interest Level	Grade Level Your Child Will Be in 2023	Volunteer Interest
Sarah	Bryson	sarahbryson1023@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 7th grade	
Cassandra	Smith	cassie_bordes@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Brooke	Lowe	bmlowe@hotmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Mike	Bryson	mikeetk421@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade, 7th grade	
Leah	Bradford	Leah.bradford3695@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 9th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Ginny	Layfield	ginlayfield@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	
Saima	Kayani	kayanisaima1@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 8th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Christiana	Handy	CLHCRJ@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maureen	Botti Eschbach	mbotti77@hotmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Student Advisory Board
Autumn	Stratton	autumnstratton@gmail.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 8th grade	
Lyndsey	Swensen	lyndseyswensen@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Amanda	Kelley	AKelley95@icloud.com	19956	I am interested in finding out more information about BASSE.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jamika	Jenkins	jamikajenkins2@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade, 7th grade	The BASSE Parent Advisory Board
Melissa	Ockels	mockels@bgclubs.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Amanda	Shaffer	atomlinson22@aol.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Melissa	Penuel	mpen07@gmail.com	19966	I am interested in finding out more information about BASSE.	5th grade, 9th grade	
Maria	Rogers	mariarogers682@icloud.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Erin	McCall	rileyg4@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Stefani	Mowbray	stefdavemad@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Kathryn	Burritt	keliseburritt@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Kerry	Thompson	kerry.n.walsh@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Amber	Lewis	mrs.alewis12@aol.com	19805	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board
Cristiana	Miranda	cristianam2014@icloud.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 10th - 12th grade	
Rukeem	Smith	smithrykeem@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board
Victoria	Bowler	godschild01953@gmail.com	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
samantha	minnick	sminnick209@yahoo.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	

Ragan	Callahan	rlcurphey@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Missy	Rogalia	missrogalia@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Bethany	Phillips	bwharton@udel.edu	19957	I am interested in finding out more information about BASSE.	6th grade	
Michelle	Keenan	michelle.keenan20@gmail.com	19947	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade, 8th grade	The BASSE Parent Advisory Board
Nina	Foltz	nina.foltz@delaware.gov	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Takesha	Bailey	tabailey09@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Bonni	Page	bpage@goodwillde.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Kara	Alo	kaloboyndogs3@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 7th grade, 8th grade	
Tracey	Condonkneifl	traceycondonkneifl@gmail.com	19963	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rev. Heather	Rion Starr	RevHeatherRionStarr@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Austin	Perry	austinperryking@aim.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Lynne	Betts	Lynne03betts@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Airyana	Jimenez	lozanobrenda19@gmail.com	78254	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Ramona	Negron	ramonav525@yahoo.com	19963	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Kristie	Willoughby	kristie.willoughby@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade	
Irene	Johnson	ijohnson14@fordham.edu	19975	I am interested in finding out more information about BASSE.	7th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Shannal	Jones	nellyjones4286@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tonya	Cook	tonyacook90@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Shannon	Payton	spayton24@gmail.com	19973	I am interested in finding out more information about BASSE.	7th grade	
Samantha	Simile	samanthajeon07@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Michelle	Zuravin	kraft2011@hotmail.com	19941	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Deborah	Ross	dsross12sr@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Ashley	Hood	ahood321@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Ryshekia	Smith	ryshekiasmith1988@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Holly	Elzey	holly.liberty@aol.com	19933	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Silvestre	Villalobos-Labra	slyves21@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Test	Test	drjmullen@gmail.com	19901	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board

Kyra	McCray	kaykymac@icloud.com	19901	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Samuel	Ortiz	brookid1970@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Ali	Myers	acmyers1126@gmail.com	19968		Kindergarten - 4th grade	
allison	maione	allison_21230@yahoo.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Donnell	Smack	smackdonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Emily	Herman	ejhill16@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Joseph	Lawson	josephlawson@gmail.com	19958		5th grade	
Nicole	West	nicolewestrealtor@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
Carolyn	Cordrey	carolyn@prescottpr.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Joshua	Clifton	joshuaclifton@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Jenna	Spruill	jenspr2011@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade	
Kasey	Cordell	nursekaseymae@yahoo.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade, 7th grade, 8th grade	The BASSE Parent Advisory Board
Denise	Tonnell	denisetonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Juan	Berrocal	berrocal.juan@gmail.com	19968	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Jaime	Mcneill	jmbarkley85@gmail.com	19940	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Brian	Joseph	josephbrian652@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rhona	Perkins	rhonalev@yahoo.com	19711	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jennifer	Larsen	spitfire1108@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Isabella	Finney	bela.felix@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
LaTisha	Dismuke	latisha.dismuke79@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Lisa	Martin	martinlisa426@gmail.com	19931	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Sade	Perry	sadeperry33@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	
Lamar	Nichols	lnicks2202@icloud.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maryam	Mansoor	lifeisbeautifulpraiseit@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tamela	Duffy	blessed6807@gmail.com	19952	I am interested in finding out more information about BASSE.	6th grade	
Nicole	Cope	rdale8209@gmail.com	19939	I am interested in finding out more information about BASSE.	6th grade, 8th grade	
Shaneka	Gibbs	lastarr007@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Nicole	Kersic	nicolekersic122889@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board

Eric	Sheridan	sheridanfamily04@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Lori	Pritchett	ljp65@verizon.net	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Cassandra	Gibbs	cassigibbs@gmail.com	19945	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 8th grade	
Jennifer	Mihalics	jennifer.mihalics@gmail.com	19966	I am interested in finding out more information about BASSE.	7th grade	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment E - Letters of Support**

Name	Email Address
Alfonso Jones, Delaware State Police	ajonesblue@hotmail.com
Cheryl Fidderman, CEO Private Practice of Mental Health	newbeginningsfamilyservices@gmail.com
Aekah Riddick, CEO of Engineering Firm	Erica.riddick@riddickengineering.com
Bernice Edwards, CEO of First State Community Action Agency	bedwards@firststatecaa.org
Jerry Lee, Retired Military Professional	jerry.m.lee25@gmail.com
Faye Blake. CEO Pathways	fblake@pathways-2-success.org
Audra Johnson, Impact Delaware Board Member	ajohnson@mscfv.org
Pastor Tambera Stewart, Georgetown Pastor	Tambaras@aol.com
Bishop Jamie Hazzard, Pastor in Sussex County	mamihazz@aol.com
Kiera McGillivray, Chief Program Officer of School Based Services of Children & Families First	kieramft@gmail.com
Amy Walls, Discover Bank	amywalls@discover.com
Cherry Barranco, Retired Teacher in Sussex County	Barrancocherry@gmail.com
ChaTanya Lankford, Social Worker Administrator	mscllankford@gmail.com
Shanett Hynson, Program Manager of Behavioral Health Consultants for Children & Families First	shanett.hynson@cffde.org
Peggy Geisler, Executive Director of Sussex County Health Coalition	pgeisler@pmgconsulting.net
Jennifer Fuqua, Executive Director of La Esperanza	jfuqua@LaEsperanza.org
Chris Crouch, Executive Director of the Boys and Girls Club	
Chris Cannon, Arch Cannon Foundation	cc@arsht.com
Toni Dickerson, Director of Child Care Directors Committee & Director of Little Spouts	toni.dickerson@outlook.com
Kymberly Alvarado LCSW Principal owner at Coastal Counseling and Consulting Services LLC	kymalva57@gmail.com
Regina Sydney Brown, Director of DEAN	rsbrown@uwde.org
Charles Burton, Owner of IG Burton	cburton@igburton.com

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**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment F - Grade 6 Unit 2 Plan and Assessment**

Grade Level: 6th Grade Subject: ELA		Theme: How do the things we create help us to understand ourselves and our communities?	
Unit Topic & Summary			
<p>From EL:</p> <p>“In Unit 2, students will continue to read excerpts from <i>The Lightning Thief</i>. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in <i>The Lightning Thief</i>. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of <i>The Lightning Thief</i> movie with reading about the same events in the novel.”</p> <p>In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit’s anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.</p>			
End of Unit Goals			
Identity Goals		Service-Learning Goals	
Students will explore what stories tell them about what their community values.		Students will explore the relationship between community needs and the stories we tell.	
Intellectual Goals		Criticality Goals	
Students will understand how myths are passed forward.		Students will explore myths from other cultures.	
Skill Goals & Content Standards			
<ul style="list-style-type: none"> 🕒 Read several Greek myths featured in the anchor 🕒 Identify themes 🕒 Compare and Contrast different representations of the same story 🕒 Compose an informational essay using a compare and contrast structure 🕒 Follow a peer critique protocol to revise writing <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>			

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9a - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Text Set*

The Lightning Thief by Rick Riordan
Percy Jackson & The Olympians: The Lightning Thief (2010), excerpts from the movie
 Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia"
[Various Myths as retold by S.E. Schlosser](#)
[PBS Myths and Heroes Website](#)
[Britannica Middle School Myths Entry](#)

End of Unit Performance Assessment

The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of *The Lightning Thief* with the same scene in the novel. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6)

Learning Outline**

Identity Objective:
 Explore the themes in myths.

Total Lesson Time (in minutes): approx. 225 minutes

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Intellectual Objective:</i> Explore why we have myths today. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text.</p> <p>RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b</p> <p><i>Lesson Texts:</i> "The Lightning Thief" by Rick Riordan Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary.</p> <p><i>Lesson Assessment:</i> How are the themes between related print texts alike and different?</p>	<p>Day(s) in Unit: approx. 5</p>
<p><i>Identity Objective:</i> Explore what the themes in myths reveal about culture. <i>Intellectual Objective:</i> Explore the impact of myths on society. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d</p> <p><i>Lesson Texts:</i> <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning</i></p>	<p>Total Lesson Time (in minutes): approx. 270 minutes Day(s) in Unit: approx. 6</p>

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Thief (2010)</i>, excerpts from the movie PBS Myths and Heroes Website Additional texts to support student learning, if necessary.</p> <p>Lesson Assessment: How are the themes between related texts in different mediums alike and different?</p>	
<p>End of Unit Assessment Skill Objective & Target Standard(s): I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my essay. RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6</p> <p>Lesson Texts: <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning Thief (2010)</i>, excerpts from the movie</p>	<p>Total Lesson Time (in minutes): approx. 180 minutes Day(s) in Unit: approx. 4</p>

*Additional texts will be added to help support students in meeting all unit objectives.

**Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row “A” of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That’s exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus’s lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the “entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . .” (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ **Date:** _____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

- Clearly states a focus and stays focused throughout the piece.
- Uses accurate and relevant examples, details, and quotations to explain your thinking.
- Groups information logically, in a way that makes your thinking clear to the reader.
- Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.
2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.
4. Read the feedback and consider how you can use this feedback to improve your work.
5. Revise your essay, clearly marking what revisions you have made.
 - Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.
 - Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose ³				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	Introduces a topic clearly	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	Concluding statement or section follows from the explanation or information presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	Uses appropriate transitions to clarify the relationships among ideas and concepts	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	Establishes and consistently maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	Varies sentence patterns for meaning, interest, and style	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions ⁴				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁴ See Grade 6 Language standards 1 and 2 for specific expectations.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment G - Budget Summary_100% Enrollment**

Fiscal Year	23/24	24/25	25/26	26/27	27/28	28/29	
Year	1	2	3	4	5	6	
<u>Student Enrollment</u>							
Projected General Education	202	283	364	445	526	607	
Projected Special Education	48	67	86	105	124	143	
Percent Special Education	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Total Student Population (Paid)	250	350	450	550	650	750	
Projected ESL Students	55	77	99	121	143	165	22.00%
<u>Classroom Distribution</u>							100.00%
6th	125	100	100	100	100	100	
7th	125	125	100	100	100	100	
8th		125	125	100	100	100	
9th			125	125	100	100	
10th				125	125	100	
11th					125	125	
12th						125	
Total	250	350	450	550	650	750	
Average Number of Students/Grade	25	25	25	25	25	25	
Approximate # of Classes per Grade	5	2	2	2	2	2	
Total Required # of Classrooms	10	14	18	22	26	30	

Distribution of Enrollment from Surrounding School Districts														
	% Distribution								Federal Funds					
		23/24	24/25	25/26	26/27	27/28	28/29	23/24	24/25	25/26	26/27	27/28	28/29	
Indian River	40.00%													
GENED		82	114	146	179	212	243	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	
SPED		19	28	35	42	50	57	65,145	91,590	116,745	142,545	168,990	193,500	
Delmar	5.00%													
GENED		10	14	18	22	26	30	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	
SPED		2	3	4	5	6	7	5,556	7,871	10,186	12,501	14,816	17,131	
Laurel	5.00%													
GENED		10	14	18	22	26	30	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	
SPED		2	3	4	5	6	7	8,784	12,444	16,104	19,764	23,424	27,084	
Seaford	15.00%													
GENED		30	42	55	67	79	91	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	
SPED		7	10	13	16	19	21	36,852	51,792	67,728	82,668	97,608	111,552	
Woodbridge	7.50%													
GENED		15	21	27	33	39	46	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	
SPED		4	5	6	8	9	11	16,511	22,594	28,677	35,629	41,712	49,533	
Milford	7.50%													
GENED		15	21	27	33	39	46	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	
SPED		4	5	6	8	9	11	14,782	20,228	25,674	31,898	37,344	44,346	
Cape Henlopen	20.00%													
GENED		40	57	73	89	105	121	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	
SPED		10	13	18	21	25	29	27,650	38,710	50,323	60,830	71,890	82,950	
GENED		202	283	364	445	526	607							
SPED		48	67	86	105	124	143							
Total	100.00%	250	350	450	550	650	750	175,280	245,229	315,437	385,835	455,784	526,096	

Estimated Revenue	23/24	24/25	25/26	26/27	27/28	28/29
State Funding (from Revenue Sheets)	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532	\$4,791,978	\$5,420,216
Local Funding (from Revenue Sheets)	\$600,404	\$841,528	\$1,081,529	\$1,315,372	\$1,556,709	\$1,791,256
Federal Funding	\$175,280	\$245,229	\$315,437	\$385,835	\$455,784	\$526,096
Cafeteria Service Revenue	\$168,750	\$236,250	\$303,750	\$371,250	\$438,750	\$506,250
Total Estimated Revenues (State/Local/Federal)	\$2,841,141	\$3,901,172	\$4,968,036	\$6,131,989	\$7,243,221	\$8,243,818

100% Enrollment

Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Executive Director	1	1	1	1	1	1	1						
School Founding Leader	0.5	0	0	0	0	0	0						
Director of Development	1	1	1	1	1	0	0						
Dean of Academic Excellence	0	1	1	1	1	1	1						
Dean of Community Partnerships	0	0	0	0	1	1	1						
6th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
7th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
8th Grade Academic Coach (Lead Teacher)	0	0	1	1	1	1	1						
9th Grade Academic Coach (Lead Teacher)	0	0	0	1	1	1	1						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	1	1	1						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	1	1						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	1						
6th Grade Content Teachers	0	4	3	3	3	3	3						
7th Grade Content Teachers	0	4	4	3	3	3	3						
8th Grade Content Teachers	0	0	4	4	3	3	3						
9th Grade Content Teachers	0	0	0	4	4	3	3						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	4	4	3						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	4	4						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	4						
Special Education Coordinator	0	1	1	1	1	1	1						
Special Education Teacher	0	1	2	2	3	5	5						
Language Teacher	0	0	0	1	2	2	2						
Physical Education & Health	0	1	1	1	1	2	2						
Arts Teacher	0	0.5	0.5	1	1	2	2						
Paraprofessional	0	1	3	3	4	4	4						
Office Staff	0	1	1	2	2	2	2						
Custodian	0	1	2	2	2	3	3						
Cafeteria Aide (Part-Time)	0	3	3	3	4	4	4.5						
Nurse	0	1	1	1	1	1	1						
Counselor	0	1	1	1	1	1	1						
College Career Counselor	0	0	0	0	1	1	1						
Total Staff	2.50	24.50	32.50	39.00	49.00	57.00	61.50						
Health Insurance		346,112	482,040	607,152	801,003	978,348	1,108,538	Average Health Insurance cost by year					
Total Enrollment		250	350	450	550	650	750	1	2	3	4	5	6
								14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

Salary Grid for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Step	Indian River Salary Schedule
Inflation Factor		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	1-2	46,324 BA
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986	3-5	54,955 Masters
School Founding Leader	30,000	30,600	31,212	31,836	32,473	33,122	33,784	6-8	58,992 Masters
Director of Development	68,000	69,360	70,747	72,162	73,605	75,077	76,579	9-12	68,183 Masters +15
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579		
Dean of Community Partnerships		56,000	57,120	58,262	59,427	60,616	61,828	Average	57,114
6th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
6th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
Special Education Coordinator		67,000	68,340	69,707	71,101	72,523	73,973		
Special Education Teacher		59,614	60,806	62,022	63,262	64,527	65,818		
Language Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Physical Education & Health		57,114	58,256	59,421	60,609	61,821	63,057		
Arts Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Paraprofessional		30,000	30,600	31,212	31,836	32,473	33,122		
Office Staff		28,500	29,070	29,651	30,244	30,849	31,466		
Custodian		28,000	28,560	29,131	29,714	30,308	30,914		
Cafeteria Aide (Part-Time)(included 9.31% OEC Rate)		14,081	14,363	14,650	14,943	15,242	15,547		
Nurse		44,600	45,492	46,402	47,330	48,277	49,243		
Counselor		50,000	51,000	52,020	53,060	54,121	55,203		
College Career Counselor		50,000	51,000	52,020	53,060	54,121	55,203		

Total Annual Salary for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986
School Founding Leader	15,000	-	-	-	-	-	-
Director of Development	68,000	69,360	70,747	72,162	73,605	-	-
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579
Dean of Community Partnerships	-	-	-	-	59,427	60,616	61,828
6th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
7th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
8th Grade Academic Coach (Lead Teacher)	-	-	58,256	59,421	60,609	61,821	63,057
9th Grade Academic Coach (Lead Teacher)	-	-	-	59,421	60,609	61,821	63,057
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	60,609	61,821	63,057
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	61,821	63,057
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	63,057
6th Grade Content Teachers	-	228,456	174,768	178,263	181,827	185,463	189,171
7th Grade Content Teachers	-	228,456	233,024	178,263	181,827	185,463	189,171
8th Grade Content Teachers	-	-	233,024	237,684	181,827	185,463	189,171
9th Grade Content Teachers	-	-	-	237,684	242,436	185,463	189,171
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	242,436	247,284	189,171
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	247,284	252,228
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	252,228
Special Education Coordinator	-	67,000	68,340	69,707	71,101	72,523	73,973
Special Education Teacher	-	59,614	121,612	124,044	189,786	322,635	329,090
Language Teacher	-	-	-	59,421	121,218	123,642	126,114
Physical Education & Health	-	57,114	58,256	59,421	60,609	123,642	126,114
Arts Teacher	-	28,557	29,128	59,421	60,609	123,642	126,114
Paraprofessional	-	30,000	91,800	93,636	127,344	129,892	132,488
Office Staff	-	28,500	29,070	59,302	60,488	61,698	62,932
Custodian	-	28,000	57,120	58,262	59,428	90,924	92,742
Cafeteria Aide (Part-Time)	-	42,243	43,089	43,950	59,772	60,968	69,962
Nurse	-	44,600	45,492	46,402	47,330	48,277	49,243
Counselor	-	50,000	51,000	52,020	53,060	54,121	55,203
College Career Counselor	-	-	-	-	53,060	54,121	55,203
Total Salaries	178,000	1,242,388	1,650,823	2,040,303	2,606,671	3,114,012	3,436,281

	Year 0	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Classroom Teachers	-	601,140	11	907,384	17	1,163,214	21	1,460,742	26	1,737,238	30	2,024,198	34
Special Education Coordinator		67,000	1	68,340	1	69,707	1	71,101	1	72,523	1	73,973	1
Special Education Teachers (Federal Funds Tab)	-	59,614	1	121,612	2	124,044	2	189,786	3	322,635	5	329,090	5
Special Teachers (Phys Ed, Art, Music)		57,114	1	58,256	1	178,263	3	242,436	4	370,926	6	378,342	6
Counselors		50,000	1	51,000	1	52,020	1	106,120	2	108,242	2	110,406	2
Principal/Administrative	178,000	166,260	2	169,585	2	172,977	2	235,863	3	240,581	3	245,393	3
Nurse		44,600	1	45,492	1	46,402	1	47,330	1	48,277	1	49,243	1
Clerical		28,500	1	29,070	1	59,302	2	60,488	2	61,698	2	62,932	2
Custodial		28,000	1	57,120	2	58,262	2	59,428	2	90,924	3	92,742	3
Substitutes													
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other Employer Costs (33.11% of Salaries)													
Health Insurance													
Other Benefits													
Total	178,000	1,102,228	20.00	1,507,859	28.00	1,924,191	35.00	2,473,294	44.00	3,053,044	53.00	3,366,319	57.00
Allocated to Principal/Administration-Other													
Funds Sheet-Paid by Foundation Funds	3	97,917	1.5	99,875	1.5	72,162	1	73,605	1	-	0	-	0
Allocated to Cafeteria - Other Funds Sheet	0	42,243	3	43,089	3	43,950	3	59,772	4	60,968	4	69,962	4.5

	30-Jun-23	30-Jun-24	1-Jul-25	2-Jul-26	3-Jul-27	3-Jul-28	Eligibility
Transportation Expense							
Percent Eligible	175	245	315	385	455	525	70.0%
Estimated Annual Cost for Transportation	190,225	271,705	356,265	444,290	535,535	630,525	
Cost per Student	1,087	1,109	1,131	1,154	1,177	1,201	

IB Curriculum Programming Cost	30-Jun-23	29-Jun-24	29-Jun-25	29-Jun-26	30-Jun-27	30-Jun-28
Enrollment	0	250	350	450	550	650
Teacher Count	0	11	17	21	26	30
CP Program Training	-	-	-	-	1,480	1,480
CP Program Authorization Fee	-	-	-	-	8,500	-
Middle Years Program Training	600	7,200	3,600	3,600	3,600	3,000
Application Fee	4,000	-	-	10,500	10,500	10,500
Candidate Fee	-	9,500	9,500	-	-	-
Diploma Program Training	-	-	-	-	-	7,200
Diploma Program Application Fee	-	-	-	-	-	4,000
Candidate Fee	-	-	9,500	9,500	11,650	11,650
Total Cost of IB Programs	4,600	16,700	22,600	23,600	35,730	37,830

Health Insurance Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Local Tab	268,413	385,632	513,744	670,227	823,872	937,300
Federal Funds Tab	14,127	29,664	31,136	49,041	85,820	90,125
Other Funds Tab	21,191	22,248	15,568	16,347	-	-
Total	303,731	437,544	560,448	735,615	909,692	1,027,425
Total Employees	25	33	39	49	57	62

Health Insurance Calculation	Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Highmark Delaware Comprehensive PPO Plan							
Employee	55%	13.48	17.88	21.45	26.95	31.35	33.83
Employee & Spouse	25%	6.13	8.13	9.75	12.25	14.25	15.38
Employee & Child(ren)	10%	2.45	3.25	3.90	4.90	5.70	6.15
Family	10%	2.45	3.25	3.90	4.90	5.70	6.15
Inflation factor	5.0%						
Monthly Cost per Class							
Employee		793.86	833.55	875.23	918.99	964.94	1,013.19
Employee & Spouse		1,647.34	1,729.71	1,816.20	1,907.01	2,002.36	2,102.48
Employee & Child(ren)		1,223.46	1,284.63	1,348.86	1,416.30	1,487.12	1,561.48
Family		2,059.40	2,162.37	2,270.49	2,384.01	2,503.21	2,628.37
Annual Cost per Class-All Employees							
Employee		128,415	178,846	225,284	297,201	363,010	411,315
Employee & Spouse		121,178	168,751	212,495	280,330	342,404	388,034
Employee & Child(ren)		35,970	50,101	63,127	83,278	101,719	115,237
Family		60,546	84,332	106,259	140,180	171,220	193,974
Average Cost/Year/Employee		14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

The Bryan Allen Stevenson School of Excellence
Technology Budget Examples

	Year1	QTY	Extention
Phones - NEC Proposal - DE State Contract	\$ 13,035.21	\$ 1.00	\$ 13,035.21
Shredders	Purchase Price		
Option 1 MBM 2503cc	\$ 1,327.50		
Option 2 MBM 2604cc	\$ 1,797.50	\$ 1.00	\$ 1,797.50
Interactive Board Options	Purchase Price		
Sharp 4T-B70CT1U	\$ 2,319.00	\$ 4.00	\$ 9,276.00
Sharp PN-CE701H	\$ 3,835.00	\$ 4.00	\$ 15,340.00
Sharp PN-C751H	\$ 4,998.00	\$ 1.00	\$ 4,998.00
Sharp PN-CD701	\$ 8,205.00		
Rolling Stand	\$ 908.00	\$ 1.00	\$ 908.00
Wall Mount	\$ 194.00	\$ 8.00	\$ 1,552.00
Laptops for Staff Use	Purchase Price		
Sharp Dynabook Techra A50 15" i5 1.6GHz	\$ 873.00		
Sharp Dynabook Techra A50 15" i7 1.8GHz	\$ 963.00	\$ 16.00	\$ 15,408.00
Translation Solution	Purchase Price		
Xerox Versalink C405dn	\$ 885.00	\$ 1.00	\$ 885.00
100 individual scanned pages	\$ 50.00		
1,000 individual scanned pages	\$ 203.00		
5,000 individual scanned pages	\$ 528.00		
Note: 1 scanned pages with 20 page output, counts as 1 scanned page			
Chrome Books for Students	Purchase Price		
ASUS Chromebook C204EE YS01	\$ 216.57	\$ 260.00	\$ 56,308.20
Sharp Copier Options - Delaware State Contract	Purchase Price		
<u>BW Options</u>			
65ppm - Sharp MX-M6570, 4trays, staple finisher	\$ 5,833.00	\$ 1.00	Lease
50ppm - Sharp MX-M5051, 4trays, staple finisher	\$ 4,093.00		
35ppm - Sharp MX-M3551, 4trays, staple finisher	\$ 3,625.00		
<u>Color Options</u>			
50ppm - Sharp MX-5051, 4trays, staple finisher	\$ 5,274.00		
30ppm - Sharp MX-3051, 4trays, staple finisher	\$ 3,784.00		
Fax Option - Can be added to any of the Sharp options	\$ 266.00		

All Pricing Includes Delivery, Network installation & Training

Total Yr 0 and Yr 1 **\$ 119,507.91**

Amount in Budget Yr. 0 and Yr. 1

Computers-State and Local & Other Funds	\$ 100,000.00
Classroom Technology - State and Local & Other Funds	\$ 35,000.00
Computers-Federal Funds	\$ 15,000.00
Total Budget Yr. 0 and Year 1	\$ 150,000.00

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372
3	Prior Year Carryover Funds	\$0	\$0	\$91,100	\$107,638	\$134,141
TOTAL STATE & LOCAL REVENUE		\$0	\$2,497,111	\$3,510,793	\$4,456,487	\$5,509,045

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
5	Special Education Teachers	\$0	0.00	\$67,000	1.00	\$68,340	1.00	\$69,707	1.00	\$71,101	1.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
7	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
8	Principal/Administrative	\$0	0.00	\$166,260	2.00	\$169,585	2.00	\$172,977	2.00	\$235,863	3.00
9	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
10	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (33.11% of Salaries)	\$0		\$345,209		\$458,986		\$596,029		\$756,069	
15	Health Insurance	\$0		\$268,413		\$385,632		\$513,744		\$670,227	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,656,236	19.00	\$2,230,865	26.00	\$2,909,920	33.00	\$3,709,804	41.00

17	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$50,000		\$65,000		\$80,000		\$90,000	
22	Textbooks	\$0		\$0		\$60,000		\$70,000		\$80,000	
23	Curriculum	\$0		\$0		\$22,600		\$23,600		\$35,730	
24	Professional Development	\$0		\$5,000		\$5,000		\$6,000		\$7,500	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
27	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
28	Classroom Technology	\$0		\$16,000		\$20,000		\$25,000		\$35,000	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$65,000		\$80,000		\$100,000	
31	Contracted Services	\$0		\$35,000		\$55,000		\$75,000		\$100,000	
32	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL STUDENT SUPPORT		\$0		\$348,225		\$629,305		\$792,865		\$982,520	

33	Insurance (Property/Liability)	\$0		\$42,000		\$48,260		\$54,708		\$61,349	
34	Rent	\$0		\$181,050		\$184,600		\$188,150		\$192,055	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$0		\$100,000		\$135,000		\$140,000	
37	Maintenance	\$0		\$15,000		\$20,000		\$30,000		\$45,000	
38	Telephone/Communications	\$0		\$5,000		\$7,500		\$10,000		\$15,000	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$253,050		\$370,360		\$427,858		\$463,404	

42	Equipment Lease/Maintenance	\$0		\$3,500		\$5,000		\$5,125		\$8,253	
43	Equipment Purchase	\$0		\$35,000		\$45,000		\$50,000		\$60,000	
44	Supplies and Materials	\$0		\$5,000		\$8,000		\$12,000		\$15,000	
45	Printing and Copying	\$0		\$6,000		\$7,000		\$10,000		\$12,000	
46	Postage and Shipping	\$0		\$1,500		\$3,000		\$3,575		\$5,075	
47	Enrollment / Recruitment	\$0		\$5,000		\$5,125		\$5,253		\$6,753	
48	Staffing (recruitment and assessment)	\$0		\$5,000		\$6,000		\$7,000		\$10,000	
49	Technology Plan	\$0		\$2,500		\$3,500		\$3,750		\$4,750	
50	Other	\$0		\$10,000		\$10,000		\$10,000		\$12,000	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$73,500		\$92,625		\$106,703		\$133,831	

51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$75,000		\$80,000		\$85,000		\$95,000	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$75,000		\$80,000		\$85,000		\$95,000	
STATE & LOCAL EXPENDITURES		\$0		\$2,406,011		\$3,403,155		\$4,322,346		\$5,384,559	

56	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$91,100	\$107,638	\$134,141	\$124,486
2% CONTINGENCY CHECK		\$0.00	\$49,942.22	\$70,215.86	\$89,129.74	\$110,180.90

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$175,280	\$245,229	\$315,437	\$385,835
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$175,280	\$245,229	\$315,437	\$385,835
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
4	Special Education Teachers	\$0 0.00	\$59,614 1.00	\$121,612 2.00	\$124,044 2.00	\$189,786 3.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (33.11% of Salaries)	\$0	\$19,738	\$40,266	\$41,071	\$62,838
14	Health Insurance	\$0	\$14,127	\$29,664	\$31,136	\$49,041
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$93,479 1.00	\$191,542 2.00	\$196,251 2.00	\$301,665 3.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$5,000
21	Textbooks	\$0	\$6,801	\$5,842	\$5,742	\$1,281
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$5,000	\$5,000	\$5,000	\$5,000
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
27	Classroom Technology	\$0	\$0	\$0	\$10,000	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$15,000	\$5,000	\$0	\$0
30	Contracted Services	\$0	\$25,000	\$27,845	\$73,680	\$72,332
31	Other	\$0	\$20,000	\$0	\$14,764	\$557
SUBTOTAL STUDENT SUPPORT		\$0	\$81,801	\$53,687	\$119,186	\$84,170
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$175,280	\$245,229	\$315,437	\$385,835
54	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$1,000,000	\$150,000	\$150,000	\$150,000	\$150,000
3	Donations	\$0	\$300,000	\$300,000	\$300,000	\$300,000
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250
6	Miscellaneous Revenue	\$0	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$1,229	\$132,695	\$344,126	\$581,040
TOTAL OTHER REVENUE		\$1,000,000	\$619,979	\$818,945	\$1,097,876	\$1,402,290

Other Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
8	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Special Education Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Principal/Administrative	\$178,000 3.00	\$97,917 1.50	\$99,875 1.50	\$72,162 1.00	\$73,605 1.00
13	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
14	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
15	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
16	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
17	Other	\$0 0.00	\$42,243 3.00	\$43,089 3.00	\$43,950 3.00	\$59,772 4.00
18	Other Employer Costs (33.11% of Salaries)	\$58,936	\$32,420	\$33,069	\$23,893	\$24,371
19	Health Insurance	\$35,318	\$21,191	\$22,248	\$15,568	\$16,347
20	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$272,254 3.00	\$193,771 4.50	\$198,281 4.50	\$155,573 4.00	\$174,095 5.00
Student Support						
21	Transportation	\$0	\$0	\$0	\$0	\$0
22	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
23	Cafeteria	\$0	\$146,813	\$205,538	\$264,263	\$322,988
24	Extra Curricular	\$0	\$20,000	\$50,000	\$75,000	\$100,000
25	Supplies and Materials	\$5,000	\$4,000	\$4,000	\$4,000	\$4,000
26	Textbooks	\$200,000	\$0	\$0	\$0	\$0
27	Curriculum	\$4,600	\$16,700	\$0	\$0	\$0
28	Professional Development	\$5,000	\$0	\$0	\$0	\$0
29	Assessments	\$0	\$0	\$0	\$0	\$0
30	Other Educational Program	\$0	\$0	\$0	\$0	\$0
31	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
32	Classroom Technology	\$35,000	\$0	\$0	\$0	\$0
33	School Climate	\$0	\$0	\$0	\$0	\$0
34	Computers	\$100,000	\$0	\$0	\$0	\$0
35	Contracted Services	\$0	\$0	\$0	\$0	\$0
36	Other	\$0	\$0	\$0	\$0	\$5,000
SUBTOTAL STUDENT SUPPORT		\$349,600	\$187,513	\$259,538	\$343,263	\$431,988
Operations and Maintenance of Facilities						
37	Insurance (Property/Liability)	\$25,000	\$0	\$0	\$0	\$0
38	Rent	\$147,917	\$0	\$0	\$0	\$0
39	Mortgage	\$0	\$0	\$0	\$0	\$0
40	Utilities	\$50,000	\$90,000	\$0	\$0	\$0
41	Maintenance	\$0	\$0	\$0	\$0	\$0
42	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
43	Construction	\$80,500	\$0	\$0	\$0	\$0
44	Renovation	\$0	\$0	\$0	\$0	\$0
45	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$303,417	\$90,000	\$0	\$0	\$0
Administrative/Operations Support						
46	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
47	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
48	Supplies and Materials	\$2,500	\$0	\$0	\$0	\$0
49	Printing and Copying	\$2,500	\$0	\$0	\$0	\$0
50	Postage and Shipping	\$1,500	\$0	\$0	\$0	\$0
51	Enrollment / Recruitment	\$5,000	\$0	\$0	\$0	\$0
52	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
53	Technology Plan	\$0	\$0	\$0	\$0	\$0
54	Other	\$5,000	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$16,500	\$0	\$0	\$0	\$0
Management Company						
55	Fees	\$0	\$0	\$0	\$0	\$0
56	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
57	Curriculum	\$0	\$0	\$0	\$0	\$0
58	Accounting and Payroll	\$45,000	\$0	\$0	\$0	\$0
59	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
SUBTOTAL MANAGEMENT COMPANY		\$57,000	\$16,000	\$17,000	\$18,000	\$19,000
OTHER EXPENDITURES		\$998,771	\$487,284	\$474,819	\$516,836	\$625,083
60	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$1,229	\$132,695	\$344,126	\$581,040	\$777,207

Charter School Application Budget Worksheet-Consolidated Funds Statement

The Bryan Allen Stevenson School of Excellence

State & Local Revenue		2022/2023		2023/2024		2024/2025		2025/2026		2026/2027	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532					
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372					
3	Federal Entitlements	\$0	\$175,280	\$245,229	\$315,437	\$385,835					
4	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250					
4	Non Profit Grants	\$0	\$0	\$0	\$0	\$0					
4	Foundation Grants	\$1,000,000	\$450,000	\$450,000	\$450,000	\$450,000					
4	Donations/Other Grants	\$0	\$2	\$0	\$0	\$0					
5	Prior Year Carryover Funds	\$0	\$1,229	\$223,796	\$451,765	\$715,183					
6											
7	TOTAL STATE & LOCAL REVENUE	\$1,000,000	\$3,292,372	\$4,574,968	\$5,869,801	\$7,297,172					
8											
9	State & Local Expenses										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
10	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
11	Special Education Teachers	\$0	0.00	\$126,614	2.00	\$189,952	3.00	\$193,751	3.00	\$260,887	4.00
12	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
13	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
14	Principal/Administrative	\$178,000	3.00	\$264,177	3.50	\$269,460	3.50	\$245,139	3.00	\$309,468	4.00
15	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
16	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
17	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
18	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
19	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
20	Other Employer Costs (33.11% of Salaries)	\$58,936		\$397,368		\$532,321		\$660,992		\$843,278	
21	Health Insurance	\$35,318		\$303,731		\$437,544		\$560,448		\$735,615	
22	Other Benefits	\$0		\$0		\$0		\$0		\$0	
23											
24	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$272,254	3.0	\$1,943,487	24.5	\$2,620,688	32.5	\$3,261,743	39.0	\$4,185,564	49.0
25											
26	Student Support										
27	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
28	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
29	Cafeteria	\$0		\$146,813		\$205,538		\$264,263		\$322,988	
30	Extra Curricular	\$0		\$20,000		\$50,000		\$75,000		\$100,000	
31	Supplies and Materials	\$5,000		\$64,000		\$79,000		\$94,000		\$99,000	
32	Textbooks	\$200,000		\$6,801		\$65,842		\$75,742		\$81,281	
33	Curriculum	\$4,600		\$16,700		\$22,600		\$23,600		\$35,730	
34	Professional Development	\$5,000		\$10,000		\$10,000		\$11,000		\$12,500	
35	Assessments	\$0		\$0		\$0		\$0		\$0	
36	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
37	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
38	Classroom Technology	\$35,000		\$16,000		\$20,000		\$35,000		\$35,000	
39	School Climate	\$0		\$0		\$0		\$0		\$0	
40	Computers	\$100,000		\$15,000		\$70,000		\$80,000		\$100,000	
41	Contracted Services	\$0		\$60,000		\$82,845		\$148,680		\$172,332	

100% Enrollment

State & Local Revenue		2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Other	\$0	\$30,000	\$10,000	\$24,764	\$15,557
43						
44	SUBTOTAL STUDENT SUPPORT	\$349,600	\$617,539	\$942,530	\$1,255,314	\$1,498,678
45						
46	Operations and Maintenance of Facilities					
47	Insurance (Property/Liability)	\$25,000	\$42,000	\$48,260	\$54,708	\$61,349
48	Rent	\$147,917	\$181,050	\$184,600	\$188,150	\$192,055
49	Mortgage	\$0	\$0	\$0	\$0	\$0
50	Utilities	\$50,000	\$90,000	\$100,000	\$135,000	\$140,000
51	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
52	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
53	Construction	\$80,500	\$0	\$0	\$0	\$0
54	Renovation	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
56						
57	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$303,417	\$343,050	\$370,360	\$427,858	\$463,404
58						
59	Administrative/Operations Support					
60	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
61	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
62	Supplies and Materials	\$2,500	\$5,000	\$8,000	\$12,000	\$15,000
63	Printing and Copying	\$2,500	\$6,000	\$7,000	\$10,000	\$12,000
64	Postage and Shipping	\$1,500	\$1,500	\$3,000	\$3,575	\$5,075
65	Enrollment / Recruitment	\$5,000	\$5,000	\$5,125	\$5,253	\$6,753
66	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
67	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
68	Other	\$5,000	\$10,000	\$10,000	\$10,000	\$12,000
69						
70	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$16,500	\$73,500	\$92,625	\$106,703	\$133,831
71						
72	Management Company					
73	Fees	\$0	\$0	\$0	\$0	\$0
74	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
75	Curriculum	\$0	\$0	\$0	\$0	\$0
76	Accounting and Payroll	\$45,000	\$75,000	\$80,000	\$85,000	\$95,000
77	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
78						
79	SUBTOTAL MANAGEMENT COMPANY	\$57,000	\$91,000	\$97,000	\$103,000	\$114,000
80	STATE & LOCAL EXPENDITURES	\$998,771	\$3,068,576	\$4,123,203	\$5,154,618	\$6,395,477
81						
82	# Students	0	250	350	450	550
83	REVENUE LESS EXPENDITURES	\$1,229	\$223,796	\$451,765	\$715,183	\$901,695
84	2% CONTINGENCY CHECK	\$20,000.00	\$65,847.44	\$91,499.36	\$117,396.02	\$145,943.44
85	Cummulative Fund Balance	\$1,229.00	\$225,025	\$676,790	\$1,391,973	\$2,293,668
86	Days Cash On Hand		26.77	59.91	98.57	130.90
	Metric				75.00	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment H - Response to EdReports Eureka Math_High School**

Response to EdReports Eureka Math HS

According to the latest EdReports for Eureka Math High School (2013-2014), Eureka Math meets the expectation of “Gateway 1: Focus & Coherence”, with a score of 15. For “Gateway 2: Rigor & Mathematical Practices”, Eureka Math scored a 12, which is categorized as “partially meets expectations.” For “Gateway 3: Usability”, Eureka Math is not scored.

The following is taken directly from the EdReport for Eureka Math, High School:

Indicator 2E

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

Indicator Rating Details

The materials reviewed for this series partially meet the expectations for supporting the intentional development of overarching mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the MPs. The materials do engage students in MP1 and MP6 throughout the materials, and there are not any instances where these two MPs are treated separately from the content standards. Overall, however, there are instances when the materials do not sufficiently support the intentional development of MP1 and MP6 by not accurately attending to the intent of these two MPs and by not fully supporting the instructional implementation of the MPs.

BASSE’s Response

BASSE plans to supplement Eureka Math with videos, additional math exercises and problem solving, and a skill called Intellectual Preparation (Intellectual Prep or IP). Through the practice of IP (which will occur at the independent-level, grade-level, and content-level) teachers will think through, with Content Leaders, and the Dean of Academic Excellence, not only what skills the students need to know and be able to exhibit for each task or objective, but also how to prepare a lesson through its weaknesses, including but not limited to understanding what the end goal is and how each part of the lesson fits together, what activities to work through to get students there, where to scaffold and how to have students show their work.

During IP, teachers will walk through each lesson, working backwards to understand what students need to know at the end of the lesson while working to fill in the gaps of the lesson. Because no curriculum is perfect and every student is different, there will always be gaps that educators need to identify to ensure proper learning of the material being taught.

BASSE will supplement the lessons exemplified below with additional practice or instructional videos and through the use of IP while preparing the lesson, all gaps will be addressed.

The following are examples that do not meet the intent of MP1 and MP6 or are not connected to content:

- Throughout the series, portions of lessons cite MP1, but often what is labeled is a place where students are asked to solve a problem but have been given a prescribed formula or steps to solve the problem in a previous example. The directions will even tell the teacher/student to use the steps already given.
 - An example is **Geometry module 2, topic A, lesson 3, Example 1**. Use of the following [video](#) will assist the teacher in teaching the material, with different content. The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught. The video coupled with the additional practice will ensure MP1 is met. The context changes very little, and the main difference in the problems are numbers.
- For MP1, in **Algebra II module 3 lesson 9 on page 132** of the teacher's edition, students are asked to figure out why social security numbers are 9 digits and how many digits long do phone numbers need to be to meet demand. In the previous example, students are shown how to use logarithms to figure out how many digits for ID numbers of a certain length. While the context changed, the work needed to be done is exactly the same just with larger numbers.
 - Use of the following videos, both the [advanced practice video](#) and the [properties of logarithms video](#) will assist the teacher in teaching the material, with different content.
- For MP6, in **Algebra I module 2, topic D, lesson 16**, students work with residual graphs. However, the materials walk students through the graph and do not require them to attend to precision. Although the materials themselves attend to precision, there is no work for the students to develop this Standard for Mathematical Practice.
 - The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught.

The following are ways in which the materials do not fully support the instructional implementation of the MP1 and MP6 and how BASSE will raise the rigor:

- **At the lesson level**, MPs are identified in three ways in the teacher materials across the series: in Lesson Notes, within the lesson itself, and with a blue box in the margin of the lesson. Across the series, the MPs are usually identified with a blue box in the margin of the lesson, and when the blue box is used, there is little description or guidance as to how the identified portion of the lesson exemplifies the noted MP. Examples of blue MP boxes include the following:
 - For MP1, the blue box found on **page 54 of Algebra I module 4 lesson 4 states**, “This question is open-ended with multiple correct answers. Students may question how to begin and should persevere in solving.” There is no other guidance for teachers on integrating MP1 or description of how the question exemplifies MP1.
 - **To raise the rigor:** MP1 is exemplified here by way of students understanding that their way of solving the problem may not be the way that was taught in this particular lesson or the way other students may solve the problem, however, solving the problem correctly, showing your work, and being able to explain how you solved the problem, with proof, is the way in which MP1 is exemplified here.
 - For MP1, the blue box found on **page 219 of Algebra II module 1 lesson 20** is drawn around four questions that teachers can ask students during a whole-class problem, but there is no guidance for teachers on when to ask the questions or if all or only some of the questions should be asked.
 - **To raise the rigor:** Guidance for asking the questions, understanding that they are meant to scaffold, is to ask the questions in the order that they are written, with the goal being for the students to fit polynomial functions to data values by the end of the lesson [during the problem set, students will have to, at minimum, understand that there are infinite polynomials that pass through a given point as well as having to verify their work].
 - For MP6, the blue box on **page 377 of Geometry module 2 lesson 24** states, “Ask students to summarize the steps of the proof in writing or with a partner.” There is no other guidance for teachers on integrating MP6 or description of how the proof exemplifies MP6.

- **To raise the rigor:** Through IP, teachers will gain the understanding that they will need to follow through with the memo at the bottom of the suggested activity under 'if time permits' in order to accurately attend to precision during student explanations.
- **When the MPs are mentioned in the Lesson Notes**, there is typically a brief description as to how the MP will generally be exemplified in the lesson, but these brief descriptions are not necessarily connected to specific portions of the lesson. Examples of this characteristic of the materials include the following:
 - **For MP1, the Lesson Notes on page 109 of Geometry module 1 lesson 13** state, "Additionally, students develop in their ability to persist through challenging problems (MP.1)." There is no connection to portions of this lesson, or following lessons, to indicate where or how students develop their ability to persist.
 - **To raise the rigor:** In this lesson, students are challenged to persist during the entire exploratory challenge. Students are asked to find several angles of rotation, test several points, verify the angle measured is consistent, and continue on with various tasks. Through all of this the students are asked to persist knowing that one wrong turn or measurement calls from them to start their work over, possibly from the onset of the activity.
 - For MP6, the Lesson Notes on **page 250 of Algebra I module 4 lesson 23** state, "Throughout this lesson, students...report their results accurately and with an appropriate level of precision." There is no connection to any portions of the lesson for MP6, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** Students are asked to translate the verbal context to a quadratic function, graph, interpret, and analyze key functions of a quadratic function with precision, throughout the lesson.
 - For MP6, the Lesson Notes on **page 369 of Algebra II module 3 lesson 23** state, "In the main activity in this lesson, students work in pairs to gather their own data, plot it (MP.6), and... ." There is no connection to any particular part of the main activity, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** The main activity of this lesson is for students to gather data, find a function, and justify their choices to the entire class. During each step of the activity, students are asked to be

precise with both their numbers when graphing and the actual plotting of the numbers when graphing.

References:

<https://www.edreports.org/reports/overview/eureka-math-2013-2014>

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment I - Johnson Transportation Letter**

JOHNSON TRANSPORTATION, INC.
37073 JOHNSON ROAD
SELBYVILLE, DE 19975

February 22, 2022

Bryan Allen Stevenson School of Excellence
Attn: Dr. Julius Mullen

To whom it may concern,

Keith and Rebecca Johnson representing Johnson Transportation, Inc. of Selbyville, DE would be interested in providing transportation services for students of the Bryan Allen Stevenson School of Excellence, pending Charter School approval. We have been contractors within the Indian River School District since our establishment in 2010. In addition, Keith and Rebecca are Certified Delaware School Bus Driver Trainers. Johnson Transportation Inc. continues to provide reliable service for Indian River School District and would appreciate the opportunity to provide reliable service to Bryan Allen Stevenson School of Excellence. Should you need letters of recommendation they will be provided upon request.

Thank you for your time and consideration.

Sincerely,

Rebecca V. Johnson Pres.
Johnson Transportation, Inc.
Rebecca V. Johnson, President

2-22-22
Date

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment J - Otsie Transportation Letter**

**OTISE TRANSPORT, Inc.
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

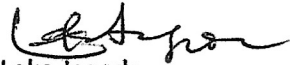
Fax: (302) 678-1185

2-24-2022

Hi Dr. Julius

I would like to request for the opportunity to transport children attending your institution, Bryan Allen School of Excellence, to and from your facility to their residence.

Thank you.



Leke Jegede
Owner/Manager

**Leke Jegede
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

Fax: (302) 678-1185

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

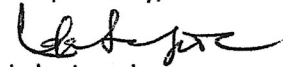
2-24-2022

RE: The Bryan Allen Stevenson School of Excellence, Inc.

I would like to offer my support for the above mentioned school. As an educator, I see the potential impact of the institution on the Sussex county community as it would provide a needed source of education for our children. As a citizen, I see the potential economic impact as the institution would provide job opportunities for the county and the state of Delaware as a whole.

I hope the school's application will be accepted.

Respectively,



Leke Jegede

Applicant's Response to CSAC Initial Report - February 28, 2022



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

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

Response Submitted: Monday, February 28, 2022, at 4:00 PM, EST.

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

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

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

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

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

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

Thank you for this opportunity to reimagine education with us.

Best,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

3. *Promotion and Graduation Requirements*

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

Students' official transcripts will include:

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

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

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

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

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

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

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

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

4. *Relating to recruitment, please:*

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

Proposed Recruitment Timeline*:

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

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

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

BASSE CSAC Report Responses

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

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

Jan. 2023: January application deadline.

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

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

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

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

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

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

5. Enrollment Preferences:

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

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

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

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

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

6. *School Facilities:*

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

Please see our budget update summary in Attachment G.

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

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

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

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

BASSE CSAC Report Responses

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

Please see our updated budget summary in Attachment G.

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

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

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

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

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

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

26. *In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.*

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

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

Please see Attachment F.

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

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

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 support alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

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

BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students' comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE's at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

Please see our teacher support system, below.

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment A - BASSE Offer to Lease**

November 3, 2021

Brian D. Shirey, Esq.
General Counsel
Delaware Technical and Community College
21179 College Drive
Georgetown, Delaware 19947

Re: **Letter of Intent to Lease:**

20346 Ennis Street
Georgetown, Delaware 19947
(Former Howard T. Ennis School on 5.6 acres of land)

Dear Mr. Shirey:

In connection with the above-referenced property, we respectfully submit for your consideration an overview of the general terms and conditions of a proposed lease transaction between Delaware Technical and Community College and The Bryan Allen Stevenson School of Excellence. The Bryan Allen Stevenson School of Excellence is in the process of applying for its charter with the Delaware Department of Education. Our application will be submitted to The Delaware Department of Education on or before December 31, 2021. The approval process will take approximately 120 days upon which a decision will be rendered, and a charter will be issued. Ideally, we would like to enter into a binding letter of intent or lease agreement by the end of November so we can include this document in our application. We have attached to this letter a summary of our charter application, including a five-year projection and assumptions of our financial plan.

Following are the general terms and conditions of a lease agreement:

- 1. Premises:** The former Howard T. Ennis school building located at 20346 Ennis Street, Georgetown, Delaware containing a total of approximately 35,500 +/- square feet of usable space and parking for approximately 120 cars plus drop off lanes. The leased premises shall not include the natatorium or the parking that services the natatorium. Landlord reserves a transferable, non-exclusive right of access to the natatorium and related parking through the existing entrances and roadways.
- 2. Landlord:** Delaware Technical and Community College
- 3. Tenant:** The Bryan Allen Stevenson School of Excellence, a single purpose not-for-profit 501 (c) 3 entity formed for the purpose of operating a charter school for up to 500 students.
- 4. Use:** Tenant will use the property for the operation of a charter high school for up to 500 students. Tenant shall occupy the leased Premises in accordance with all applicable laws. Tenant shall not engage in any use that competes with the programs or operations of Landlord. Any post-secondary courses that may be offered to Tenant's students will be offered in partnership with Landlord.

- 5. Term:** Five (5) continuous years, effective on November 1, 2022. Tenant reserves the right to terminate the lease term early, provided one year's written notice. Tenant also reserves the right to terminate the lease early, with 90-days' written notice, if the school's charter is not renewed by the State Board of Education.
- 6. Lease Commencement Date:** November 1, 2022. Tenant recognizes that the premise is currently occupied by the Indian River School District (IRSD), and that IRSD is entitled to a reasonable period of time to remove its property and vacate the premises following the opening of its new school in September of 2022. To the extent allowable by law, Landlord will grant Tenant early occupancy after the property has been fully vacated by the Indian River School District, for the purpose of installing Tenant's furniture, fixtures, and equipment and to begin any Landlord-approved improvements. Tenant shall not be required to pay rent during any period of early occupancy, but shall be required to obtain property and general liability insurance in an amount agreed upon by Landlord.
- 7. Option to Renew:** Provided Tenant is not in monetary default under the terms of the Lease Agreement, Tenant shall have the right of first refusal to renew the Term for an additional three (3) years, under the same conditions of this lease agreement. Tenant must exercise said Right no later than January 15, 2027.
- 8. Rental Commencement Date:** November 1, 2022.
- 9. Lease Expiration Date:** August 31, 2027.
- 10. Construction and Improvements:** Landlord and Tenant will negotiate the best format for how the construction and improvements are completed. Tenant's analysis of the current building condition has estimated that approximately \$200,000 will be required to make nonstructural cosmetic improvements and repairs and maintenance. Landlord and Tenant each agree that this provision will be mutually worked out between the parties by May, 2022, and Landlord will have final approval on all alterations, additions or modifications to the premises. Tenant will be allowed to install additional modular classrooms on the Premises so long as all local and state laws are followed.

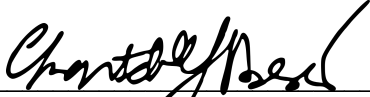
11. Annual Rental Rate:

Rent	Annual Rental	Rent/S.F.	Lease Year
Year 1 (rent payment commences on 11/1/22)	147,917	\$ 5.00	22-23
Year 2	181,050	5.10	23-24
Year 3	184,671	5.20	24-25
Year 4	188,364	5.31	25-26
Year 5	192,132	5.41	26-27
Option			
Year 6	192,132	5.52	27-28
Year 7	199,894	5.63	28-29
Year 8	203,892	5.74	29-30

- 12. Operating Expenses:** The Lease will be triple net. Accordingly, Tenant shall directly pay to each of the appropriate vendors, for all of the operating expenses related to the operation of the Premises, including, but not limited to, electric, natural gas, telephone, cleaning, maintenance of the HVAC and other mechanical systems, general liability, contents and liability insurance, and property and casualty insurance covering the buildings. It is assumed the property is exempt from real estate taxes, but if not, Tenant will be liable for the full payment of any taxes assessed against the property or Tenant's use thereof. Tenant will be responsible for structural-related costs of maintenance, including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, Mechanical, Electrical, and Plumbing and roof expenses.
- 13. Warranty of Habitability:** Tenant acknowledges that the premises are being rented "as-is", and that Landlord has made no representations or warranties regarding their suitability or habitability for any particular use. Tenant hereby confirms that it has had the property inspected by architects/engineers/contractors of its choosing and is fully aware of the condition of the premises and all facilities associated therewith, and hereby accepts them in their present state.
- 14. Landlord and Tenant Operating Partnerships:** Landlord and Tenant each recognize that there are crossover benefits to each entity, and will use best efforts to create crossover shared services. For example, if Landlord creates a teaching program, Landlord will work with Tenant on allowing students to work at the school in student teaching roles. If Tenant creates an early college program, such program shall be created in partnership with Landlord. In addition, Tenant and Landlord will work in good faith to allow Tenant use of Landlord's outdoor athletic fields for its students. Tenant understand and agrees that Landlord and Landlord's teams/operations will have priority in the use of its athletic fields, and any use by Tenant may only occur when the fields are not in use by Landlord. Landlord and Tenant shall agree on Tenant's share of the costs to maintain the athletic fields in the event Landlord's athletic fields are used by Tenant.
- 15. Signage:** Tenant, at its sole cost and expense, shall be permitted to erect signage on the Premises (on the building) and a canopy or awning at the school's entrance, to the extent allowable by law and with the prior written approval of the Landlord; such approval shall not be unreasonably withheld or delayed.
- 16. Brokerage:** Landlord and Tenant acknowledge that they have had no other dealings with Brokers as it relates to this property.
- 17. FORMAL AGREEMENT:** The Landlord and Tenant shall negotiate in good faith in an effort to enter into a formal Lease Agreement on or before December 15, 2021, which agreement shall be subject to the approval of Landlord and Tenant and shall be acceptable in form and legal content of the respective parties. This Letter of Intent to Lease is for discussion purposes only and serves as a preliminary, non-binding letter subject to a fully executed Lease Agreement by both Landlord and Tenant. The terms and conditions herein are subject to change and or withdraw at any time and for any reason. The lease will be contingent on a mutually acceptable Lease Agreement containing the customary covenants, warranties, apportionments and representations. The Lease Agreement, if any, will provide for environmental indemnification by the Landlord as well as zoning and City Code compliance.

We look forward to working with you to a mutually agreeable agreement. Thank you for your kind assistance and willingness to work with our school. I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chantalle Ashford", written over a horizontal line.

Chantalle Ashford
Founder and Board Chair
The Bryan Allen Stevenson School of Excellence

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment B - Enrollment and Withdrawal Policy (revised)**

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

2023 - 2024 BASSE Enrollment & Withdrawal Policy

Admissions

To be eligible for admission to the Bryan Allen Stevenson School of Excellence (BASSE), a student must be eligible to enter:

- the 6th or 7th grade in the 2023-2024 school year;
- the 6th, 7th, or 8th grade in the 2024-2025 school year;
- the 6th through 9th grades in the 2025-2026 school year;
- the 6th through 10th in the 2026-2027 school year;
- the 6th through 11th in the 2027-2028 school year;
- all grades, 6th through 12th, in the 2028-2029 school year.

The student and their family must be Delaware residents.

BASSE will not discriminate against any student in the admission process because of their race, religion, creed, color, sex, disability, or national origin, or due to the student's school district of residence providing a per-student local expenditure lower than another student seeking admission. The only exceptions to restrict student admissions are:

- Age and/or grade-level eligibility, or
- By lottery in the case of over-enrollment

An electronic version of the application for the school will be available to submit online. Additionally, families who are more comfortable may download, print, and mail their applications to BASSE. For families unable to access the school website, BASSE will provide them with paper copies of the application upon request.

Preferences

The selected preferences of BASSE will be (in the ranked order below):

- Siblings of students currently enrolled at the school
- Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
- Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.

Students who have a specific interest in BASSE's teaching methods, philosophy, and education focus will need to submit a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program. A detailed description of this application supplement will be provided with the application on the website and will be explained during parent workshops and recruitment events.

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Timeline

BASSE Student Recruitment & Enrollment Timeline*	
<i>Recruitment & Pre-Application</i>	
Student Recruitment Engagement	Ongoing Online and In-Person (Ads, Social Media, Mailers, etc.)
Student Recruitment Events	June 2022 - December 2023, Monthly
School Choice Parent Workshop #1	August 2022
School Choice Parent Workshop #2	September 2022
School Choice Parent Workshop #3	October 2022
<i>Application</i>	
BASSE Begins Accepting Applications	November 6, 2022
BASSE Application Closes at 11:59 PM*	January 10, 2023
BASSE Notifies All Home LEAs of Received Applications	By January 26, 2023
BASSE Begins Action on Approved Applications	February 29, 2023
BASSE Notifies Parents and Home LEAs of Application Action	By March 8, 2023
BASSE Receives in Notice of Intent from Parents in Writing	By March 15, 2023
<i>Lottery**</i>	
BASSE Performs Lottery for Surplus Applications	March 4, 2023
BASSE Notifies Parents and Home LEAs of Lottery Results and Application Action	By March 8, 2023
<i>Enrollment</i>	
BASSE Enrolls Students for Fall 2023	Beginning March 21, 2023

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

BASSE Hosts Open House for Students and Families Enrolled for Fall 2023	August 31, 2023
BASSE Notifies DDOE of Fall 2023 Projected Enrollment Total	November 30, 2023 - January 30, 2024

*The dates selected are based on the school choice process outlined at <https://www.schoolchoicede.org/>. BASSE will align its timeline when the 2023-2024 dates are released.

**If there are remaining seats, BASSE will continue to receive applications until we are at capacity.

Lottery*

In the case that the number of applications exceeds the number of openings after preference is given to students who meet the preference criteria above, BASSE will hold a lottery on March 4, 2023.

The lottery process will be blind so that all students will have an equal chance of being offered a spot in the remaining available seats. Depending on the type and amount of applications received, the lottery will be run manually or via a computerized method.

Waiting Lists

BASSE will continue to accept applications until we have reached capacity. Students eligible for admission but not selected due to a lack of capacity will be placed on a ranked waiting list until September 5, 2023.

Withdrawals

Application Withdrawal

Any parent who previously applied for their student to attend BASSE may withdraw their application at any time prior to action on the application by our board by giving written notice.

Withdrawal from School

A parent may apply to withdraw their child's enrollment at BASSE at any time by submitting a written application to the school. BASSE will then follow the policy outlined in 14 Del. C. § 407 (c) - (i).

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Re-Enrollment

Accepted BASSE students will remain enrolled until graduation, provided that the student continues to meet the requirements for enrollment.

A student's right to remain enrolled may be terminated prior to graduation if

- a. The student fails to continue to comply with BASSE's requirements for attending school or class, or
- b. Refusal to participate in the school conflict resolution process.

Records

BASSE will maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the student will attend BASSE for at least one complete school year per 14 Del. C. § 506 (c) (3).

Each parent will need to sign and submit this document after BASSE receives their notice of intent in order for their child to continue in the enrollment process.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment C - IB Letter of Support**

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

October 17, 2019

RE: The Bryan Allen Stevenson School of Excellence, Inc

It is encouraging to recognize that families in Sussex County will have the opportunity to provide students with a real-world educational experience where service, rigor, and student leadership is at the center.

The International Baccalaureate Organization (IB) is writing to support the Bryan Allen Stevenson School of Excellence, Inc. The IBO supports the intent of BASSE Inc. to pursue recognition as an IB World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The IB's mission has been built on a cornerstone of creating a better world through education – one which aligns closely with the mission of the BASSE, Inc. and its foundation and partner networks.

Mr. Stevenson built a legacy of service and change that BASSE, Inc. will impress upon their students and families. The IBO supports the efforts BASSE, Inc. will take to make these factors a success and upon pursuit of IB Programmes our organization looks forward to aligning with the BASSE, Inc. community.

As an organization, the IBO provides professional development and academic support services and have a rigorous authorization process prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process every five years.

We look forward to working with the BASSE, Inc.

Sincerely,

Antrina Leeth
Outreach and Development, Manager
International Baccalaureate Organization

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment D - Parent Support Surveys (updated)**

First Name	Last Name	Email Address	Zip Code	Interest Level	Grade Level Your Child Will Be in 2023	Volunteer Interest
Sarah	Bryson	sarahbryson1023@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 7th grade	
Cassandra	Smith	cassie_bordes@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Brooke	Lowe	bmlowe@hotmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Mike	Bryson	mikeetk421@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade, 7th grade	
Leah	Bradford	Leah.bradford3695@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 9th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Ginny	Layfield	ginlayfield@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	
Saima	Kayani	kayanisaima1@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 8th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Christiana	Handy	CLHCRJ@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maureen	Botti Eschbach	mbotti77@hotmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Student Advisory Board
Autumn	Stratton	autumnstratton@gmail.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 8th grade	
Lyndsey	Swensen	lyndseyswensen@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Amanda	Kelley	AKelley95@icloud.com	19956	I am interested in finding out more information about BASSE.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jamika	Jenkins	jamikajenkins2@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade, 7th grade	The BASSE Parent Advisory Board
Melissa	Ockels	mockels@bgclubs.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Amanda	Shaffer	atomlinson22@aol.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Melissa	Penuel	mpen07@gmail.com	19966	I am interested in finding out more information about BASSE.	5th grade, 9th grade	
Maria	Rogers	mariarogers682@icloud.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Erin	McCall	rileyg4@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Stefani	Mowbray	stefdavemad@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Kathryn	Burritt	keliseburritt@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Kerry	Thompson	kerry.n.walsh@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Amber	Lewis	mrs.alewis12@aol.com	19805	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board
Cristiana	Miranda	cristianam2014@icloud.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 10th - 12th grade	
Rukeem	Smith	smithrykeem@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board
Victoria	Bowler	godschild01953@gmail.com	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
samantha	minnick	sminnick209@yahoo.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	

Ragan	Callahan	rlcurphey@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Missy	Rogalia	missrogalia@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Bethany	Phillips	bwharton@udel.edu	19957	I am interested in finding out more information about BASSE.	6th grade	
Michelle	Keenan	michelle.keenan20@gmail.com	19947	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade, 8th grade	The BASSE Parent Advisory Board
Nina	Foltz	nina.foltz@delaware.gov	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Takesha	Bailey	tabailey09@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Bonni	Page	bpage@goodwillde.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Kara	Alo	kaloboyndogs3@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 7th grade, 8th grade	
Tracey	Condonkneifl	traceycondonkneifl@gmail.com	19963	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rev. Heather	Rion Starr	RevHeatherRionStarr@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Austin	Perry	austinperryking@aim.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Lynne	Betts	Lynne03betts@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Airyana	Jimenez	lozanobrenda19@gmail.com	78254	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Ramona	Negron	ramonav525@yahoo.com	19963	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Kristie	Willoughby	kristie.willoughby@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade	
Irene	Johnson	ijohnson14@fordham.edu	19975	I am interested in finding out more information about BASSE.	7th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Shannal	Jones	nellyjones4286@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tonya	Cook	tonyacook90@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Shannon	Payton	spayton24@gmail.com	19973	I am interested in finding out more information about BASSE.	7th grade	
Samantha	Simile	samanthajeon07@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Michelle	Zuravin	kraft2011@hotmail.com	19941	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Deborah	Ross	dsross12sr@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Ashley	Hood	ahood321@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Ryshekia	Smith	ryshekiasmith1988@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Holly	Elzey	holly.liberty@aol.com	19933	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Silvestre	Villalobos-Labra	slyves21@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Test	Test	drjmullen@gmail.com	19901	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board

Kyra	McCray	kaykymac@icloud.com	19901	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Samuel	Ortiz	brookid1970@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Ali	Myers	acmyers1126@gmail.com	19968		Kindergarten - 4th grade	
allison	maione	allison_21230@yahoo.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Donnell	Smack	smackdonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Emily	Herman	ejhill16@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Joseph	Lawson	josephlawson@gmail.com	19958		5th grade	
Nicole	West	nicolewestrealtor@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
Carolyn	Cordrey	carolyn@prescottpr.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Joshua	Clifton	joshuaclifton@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Jenna	Spruill	jenspr2011@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade	
Kasey	Cordell	nursekaseymae@yahoo.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade, 7th grade, 8th grade	The BASSE Parent Advisory Board
Denise	Tonnell	denisetonell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Juan	Berrocal	berrocal.juan@gmail.com	19968	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Jaime	Mcneill	jmbarkley85@gmail.com	19940	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Brian	Joseph	josephbrian652@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rhona	Perkins	rhonalev@yahoo.com	19711	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jennifer	Larsen	spitfire1108@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Isabella	Finney	bela.felix@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
LaTisha	Dismuke	latisha.dismuke79@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Lisa	Martin	martinlisa426@gmail.com	19931	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Sade	Perry	sadeperry33@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	
Lamar	Nichols	lnicks2202@icloud.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maryam	Mansoor	lifeisbeautifulpraiseit@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tamela	Duffy	blessed6807@gmail.com	19952	I am interested in finding out more information about BASSE.	6th grade	
Nicole	Cope	rdale8209@gmail.com	19939	I am interested in finding out more information about BASSE.	6th grade, 8th grade	
Shaneka	Gibbs	lastarr007@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Nicole	Kersic	nicolekersic122889@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board

Eric	Sheridan	sheridanfamily04@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Lori	Pritchett	ljp65@verizon.net	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Cassandra	Gibbs	cassigibbs@gmail.com	19945	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 8th grade	
Jennifer	Mihalics	jennifer.mihalics@gmail.com	19966	I am interested in finding out more information about BASSE.	7th grade	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment E - Letters of Support**

Name	Email Address
Alfonso Jones, Delaware State Police	ajonesblue@hotmail.com
Cheryl Fidderman, CEO Private Practice of Mental Health	newbeginningsfamilyservices@gmail.com
Aekah Riddick, CEO of Engineering Firm	Erica.riddick@riddickengineering.com
Bernice Edwards, CEO of First State Community Action Agency	bedwards@firststatecaa.org
Jerry Lee, Retired Military Professional	jerry.m.lee25@gmail.com
Faye Blake. CEO Pathways	fblake@pathways-2-success.org
Audra Johnson, Impact Delaware Board Member	ajohnson@mscfv.org
Pastor Tambera Stewart, Georgetown Pastor	Tambaras@aol.com
Bishop Jamie Hazzard, Pastor in Sussex County	mamihazz@aol.com
Kiera McGillivray, Chief Program Officer of School Based Services of Children & Families First	kieramft@gmail.com
Amy Walls, Discover Bank	amywalls@discover.com
Cherry Barranco, Retired Teacher in Sussex County	Barrancocherry@gmail.com
ChaTanya Lankford, Social Worker Administrator	mscclankford@gmail.com
Shanett Hynson, Program Manager of Behavioral Health Consultants for Children & Families First	shanett.hynson@cffde.org
Peggy Geisler, Executive Director of Sussex County Health Coalition	pgeisler@pmgconsulting.net
Jennifer Fuqua, Executive Director of La Esperanza	jfuqua@LaEsperanza.org
Chris Crouch, Executive Director of the Boys and Girls Club	
Chris Cannon, Arch Cannon Foundation	cc@arsht.com
Toni Dickerson, Director of Child Care Directors Committee & Director of Little Spouts	toni.dickerson@outlook.com
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**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment F - Grade 6 Unit 2 Plan and Assessment**

Grade Level: 6th Grade Subject: ELA		Theme: How do the things we create help us to understand ourselves and our communities?	
Unit Topic & Summary			
<p>From EL:</p> <p>“In Unit 2, students will continue to read excerpts from <i>The Lightning Thief</i>. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in <i>The Lightning Thief</i>. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of <i>The Lightning Thief</i> movie with reading about the same events in the novel.”</p> <p>In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit’s anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.</p>			
End of Unit Goals			
Identity Goals		Service-Learning Goals	
Students will explore what stories tell them about what their community values.		Students will explore the relationship between community needs and the stories we tell.	
Intellectual Goals		Criticality Goals	
Students will understand how myths are passed forward.		Students will explore myths from other cultures.	
Skill Goals & Content Standards			
<ul style="list-style-type: none"> 🕒 Read several Greek myths featured in the anchor 🕒 Identify themes 🕒 Compare and Contrast different representations of the same story 🕒 Compose an informational essay using a compare and contrast structure 🕒 Follow a peer critique protocol to revise writing <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>			

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9a - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Text Set*

The Lightning Thief by Rick Riordan
Percy Jackson & The Olympians: The Lightning Thief (2010), excerpts from the movie
 Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia"
[Various Myths as retold by S.E. Schlosser](#)
[PBS Myths and Heroes Website](#)
[Britannica Middle School Myths Entry](#)

End of Unit Performance Assessment

The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of *The Lightning Thief* with the same scene in the novel. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6)

Learning Outline**

Identity Objective:
 Explore the themes in myths.

Total Lesson Time (in minutes): approx. 225 minutes

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Intellectual Objective:</i> Explore why we have myths today. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text.</p> <p>RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b</p> <p><i>Lesson Texts:</i> "The Lightning Thief" by Rick Riordan Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary.</p> <p><i>Lesson Assessment:</i> How are the themes between related print texts alike and different?</p>	<p>Day(s) in Unit: approx. 5</p>
<p><i>Identity Objective:</i> Explore what the themes in myths reveal about culture. <i>Intellectual Objective:</i> Explore the impact of myths on society. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d</p> <p><i>Lesson Texts:</i> <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning</i></p>	<p>Total Lesson Time (in minutes): approx. 270 minutes Day(s) in Unit: approx. 6</p>

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Thief (2010)</i>, excerpts from the movie PBS Myths and Heroes Website Additional texts to support student learning, if necessary.</p> <p>Lesson Assessment: How are the themes between related texts in different mediums alike and different?</p>	
<p>End of Unit Assessment Skill Objective & Target Standard(s): I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my essay. RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6</p> <p>Lesson Texts: <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning Thief (2010)</i>, excerpts from the movie</p>	<p>Total Lesson Time (in minutes): approx. 180 minutes Day(s) in Unit: approx. 4</p>

*Additional texts will be added to help support students in meeting all unit objectives.

**Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row “A” of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That’s exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus’s lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the “entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . .” (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ **Date:** _____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

- Clearly states a focus and stays focused throughout the piece.
- Uses accurate and relevant examples, details, and quotations to explain your thinking.
- Groups information logically, in a way that makes your thinking clear to the reader.
- Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.
2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.
4. Read the feedback and consider how you can use this feedback to improve your work.
5. Revise your essay, clearly marking what revisions you have made.
 - Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.
 - Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose ³				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	Introduces a topic clearly	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	Concluding statement or section follows from the explanation or information presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	Uses appropriate transitions to clarify the relationships among ideas and concepts	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	Establishes and consistently maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	Varies sentence patterns for meaning, interest, and style	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions ⁴				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁴ See Grade 6 Language standards 1 and 2 for specific expectations.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment G - Budget Summary_100% Enrollment**

Fiscal Year	23/24	24/25	25/26	26/27	27/28	28/29	
Year	1	2	3	4	5	6	
<u>Student Enrollment</u>							
Projected General Education	202	283	364	445	526	607	
Projected Special Education	48	67	86	105	124	143	
Percent Special Education	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Total Student Population (Paid)	250	350	450	550	650	750	
Projected ESL Students	55	77	99	121	143	165	22.00%
<u>Classroom Distribution</u>							100.00%
6th	125	100	100	100	100	100	
7th	125	125	100	100	100	100	
8th		125	125	100	100	100	
9th			125	125	100	100	
10th				125	125	100	
11th					125	125	
12th						125	
Total	250	350	450	550	650	750	
Average Number of Students/Grade	25	25	25	25	25	25	
Approximate # of Classes per Grade	5	2	2	2	2	2	
Total Required # of Classrooms	10	14	18	22	26	30	

Distribution of Enrollment from Surrounding School Districts													
	% Distribution	Federal Funds											
		23/24	24/25	25/26	26/27	27/28	28/29	23/24	24/25	25/26	26/27	27/28	28/29
Indian River	40.00%												
GENED		82	114	146	179	212	243	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645
SPED		19	28	35	42	50	57	\$ 65,145	\$ 91,590	\$ 116,745	\$ 142,545	\$ 168,990	\$ 193,500
Delmar	5.00%												
GENED		10	14	18	22	26	30	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463
SPED		2	3	4	5	6	7	\$ 5,556	\$ 7,871	\$ 10,186	\$ 12,501	\$ 14,816	\$ 17,131
Laurel	5.00%												
GENED		10	14	18	22	26	30	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732
SPED		2	3	4	5	6	7	\$ 8,784	\$ 12,444	\$ 16,104	\$ 19,764	\$ 23,424	\$ 27,084
Seaford	15.00%												
GENED		30	42	55	67	79	91	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996
SPED		7	10	13	16	19	21	\$ 36,852	\$ 51,792	\$ 67,728	\$ 82,668	\$ 97,608	\$ 111,552
Woodbridge	7.50%												
GENED		15	21	27	33	39	46	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869
SPED		4	5	6	8	9	11	\$ 16,511	\$ 22,594	\$ 28,677	\$ 35,629	\$ 41,712	\$ 49,533
Milford	7.50%												
GENED		15	21	27	33	39	46	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778
SPED		4	5	6	8	9	11	\$ 14,782	\$ 20,228	\$ 25,674	\$ 31,898	\$ 37,344	\$ 44,346
Cape Henlopen	20.00%												
GENED		40	57	73	89	105	121	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553
SPED		10	13	18	21	25	29	\$ 27,650	\$ 38,710	\$ 50,323	\$ 60,830	\$ 71,890	\$ 82,950
GENED		202	283	364	445	526	607						
SPED		48	67	86	105	124	143						
Total	100.00%	250	350	450	550	650	750	175,280	245,229	315,437	385,835	455,784	526,096

Estimated Revenue	23/24	24/25	25/26	26/27	27/28	28/29
State Funding (from Revenue Sheets)	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532	\$4,791,978	\$5,420,216
Local Funding (from Revenue Sheets)	\$600,404	\$841,528	\$1,081,529	\$1,315,372	\$1,556,709	\$1,791,256
Federal Funding	\$175,280	\$245,229	\$315,437	\$385,835	\$455,784	\$526,096
Cafeteria Service Revenue	\$168,750	\$236,250	\$303,750	\$371,250	\$438,750	\$506,250
Total Estimated Revenues (State/Local/Federal)	\$2,841,141	\$3,901,172	\$4,968,036	\$6,131,989	\$7,243,221	\$8,243,818

100% Enrollment

Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Executive Director	1	1	1	1	1	1	1						
School Founding Leader	0.5	0	0	0	0	0	0						
Director of Development	1	1	1	1	1	0	0						
Dean of Academic Excellence	0	1	1	1	1	1	1						
Dean of Community Partnerships	0	0	0	0	1	1	1						
6th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
7th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
8th Grade Academic Coach (Lead Teacher)	0	0	1	1	1	1	1						
9th Grade Academic Coach (Lead Teacher)	0	0	0	1	1	1	1						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	1	1	1						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	1	1						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	1						
6th Grade Content Teachers	0	4	3	3	3	3	3						
7th Grade Content Teachers	0	4	4	3	3	3	3						
8th Grade Content Teachers	0	0	4	4	3	3	3						
9th Grade Content Teachers	0	0	0	4	4	3	3						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	4	4	3						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	4	4						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	4						
Special Education Coordinator	0	1	1	1	1	1	1						
Special Education Teacher	0	1	2	2	3	5	5						
Language Teacher	0	0	0	1	2	2	2						
Physical Education & Health	0	1	1	1	1	2	2						
Arts Teacher	0	0.5	0.5	1	1	2	2						
Paraprofessional	0	1	3	3	4	4	4						
Office Staff	0	1	1	2	2	2	2						
Custodian	0	1	2	2	2	3	3						
Cafeteria Aide (Part-Time)	0	3	3	3	4	4	4.5						
Nurse	0	1	1	1	1	1	1						
Counselor	0	1	1	1	1	1	1						
College Career Counselor	0	0	0	0	1	1	1						
Total Staff	2.50	24.50	32.50	39.00	49.00	57.00	61.50						
Health Insurance		346,112	482,040	607,152	801,003	978,348	1,108,538	Average Health Insurance cost by year					
Total Enrollment		250	350	450	550	650	750	1	2	3	4	5	6
								14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

Salary Grid for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Step	Indian River Salary Schedule
Inflation Factor		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	1-2	46,324 BA
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986	3-5	54,955 Masters
School Founding Leader	30,000	30,600	31,212	31,836	32,473	33,122	33,784	6-8	58,992 Masters
Director of Development	68,000	69,360	70,747	72,162	73,605	75,077	76,579	9-12	68,183 Masters +15
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579		
Dean of Community Partnerships		56,000	57,120	58,262	59,427	60,616	61,828	Average	57,114
6th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
6th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
Special Education Coordinator		67,000	68,340	69,707	71,101	72,523	73,973		
Special Education Teacher		59,614	60,806	62,022	63,262	64,527	65,818		
Language Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Physical Education & Health		57,114	58,256	59,421	60,609	61,821	63,057		
Arts Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Paraprofessional		30,000	30,600	31,212	31,836	32,473	33,122		
Office Staff		28,500	29,070	29,651	30,244	30,849	31,466		
Custodian		28,000	28,560	29,131	29,714	30,308	30,914		
Cafeteria Aide (Part-Time)(included 9.31% OEC Rate)		14,081	14,363	14,650	14,943	15,242	15,547		
Nurse		44,600	45,492	46,402	47,330	48,277	49,243		
Counselor		50,000	51,000	52,020	53,060	54,121	55,203		
College Career Counselor		50,000	51,000	52,020	53,060	54,121	55,203		

Total Annual Salary for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986
School Founding Leader	15,000	-	-	-	-	-	-
Director of Development	68,000	69,360	70,747	72,162	73,605	-	-
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579
Dean of Community Partnerships	-	-	-	-	59,427	60,616	61,828
6th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
7th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
8th Grade Academic Coach (Lead Teacher)	-	-	58,256	59,421	60,609	61,821	63,057
9th Grade Academic Coach (Lead Teacher)	-	-	-	59,421	60,609	61,821	63,057
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	60,609	61,821	63,057
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	61,821	63,057
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	63,057
6th Grade Content Teachers	-	228,456	174,768	178,263	181,827	185,463	189,171
7th Grade Content Teachers	-	228,456	233,024	178,263	181,827	185,463	189,171
8th Grade Content Teachers	-	-	233,024	237,684	181,827	185,463	189,171
9th Grade Content Teachers	-	-	-	237,684	242,436	185,463	189,171
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	242,436	247,284	189,171
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	247,284	252,228
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	252,228
Special Education Coordinator	-	67,000	68,340	69,707	71,101	72,523	73,973
Special Education Teacher	-	59,614	121,612	124,044	189,786	322,635	329,090
Language Teacher	-	-	-	59,421	121,218	123,642	126,114
Physical Education & Health	-	57,114	58,256	59,421	60,609	123,642	126,114
Arts Teacher	-	28,557	29,128	59,421	60,609	123,642	126,114
Paraprofessional	-	30,000	91,800	93,636	127,344	129,892	132,488
Office Staff	-	28,500	29,070	59,302	60,488	61,698	62,932
Custodian	-	28,000	57,120	58,262	59,428	90,924	92,742
Cafeteria Aide (Part-Time)	-	42,243	43,089	43,950	59,772	60,968	69,962
Nurse	-	44,600	45,492	46,402	47,330	48,277	49,243
Counselor	-	50,000	51,000	52,020	53,060	54,121	55,203
College Career Counselor	-	-	-	-	53,060	54,121	55,203
Total Salaries	178,000	1,242,388	1,650,823	2,040,303	2,606,671	3,114,012	3,436,281

	Year 0	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Classroom Teachers	-	601,140	11	907,384	17	1,163,214	21	1,460,742	26	1,737,238	30	2,024,198	34
Special Education Coordinator		67,000	1	68,340	1	69,707	1	71,101	1	72,523	1	73,973	1
Special Education Teachers (Federal Funds Tab)	-	59,614	1	121,612	2	124,044	2	189,786	3	322,635	5	329,090	5
Special Teachers (Phys Ed, Art, Music)		57,114	1	58,256	1	178,263	3	242,436	4	370,926	6	378,342	6
Counselors		50,000	1	51,000	1	52,020	1	106,120	2	108,242	2	110,406	2
Principal/Administrative	178,000	166,260	2	169,585	2	172,977	2	235,863	3	240,581	3	245,393	3
Nurse		44,600	1	45,492	1	46,402	1	47,330	1	48,277	1	49,243	1
Clerical		28,500	1	29,070	1	59,302	2	60,488	2	61,698	2	62,932	2
Custodial		28,000	1	57,120	2	58,262	2	59,428	2	90,924	3	92,742	3
Substitutes													
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other Employer Costs (33.11% of Salaries)													
Health Insurance													
Other Benefits													
Total	178,000	1,102,228	20.00	1,507,859	28.00	1,924,191	35.00	2,473,294	44.00	3,053,044	53.00	3,366,319	57.00
Allocated to Principal/Administration-Other													
Funds Sheet-Paid by Foundation Funds	3	97,917	1.5	99,875	1.5	72,162	1	73,605	1	-	0	-	0
Allocated to Cafeteria - Other Funds Sheet	0	42,243	3	43,089	3	43,950	3	59,772	4	60,968	4	69,962	4.5

	30-Jun-23	30-Jun-24	1-Jul-25	2-Jul-26	3-Jul-27	3-Jul-28	Eligibility
Transportation Expense							
Percent Eligible	175	245	315	385	455	525	70.0%
Estimated Annual Cost for Transportation	190,225	271,705	356,265	444,290	535,535	630,525	
Cost per Student	1,087	1,109	1,131	1,154	1,177	1,201	

IB Curriculum Programming Cost	30-Jun-23	29-Jun-24	29-Jun-25	29-Jun-26	30-Jun-27	30-Jun-28
Enrollment	0	250	350	450	550	650
Teacher Count	0	11	17	21	26	30
CP Program Training	-	-	-	-	1,480	1,480
CP Program Authorization Fee	-	-	-	-	8,500	-
Middle Years Program Training	600	7,200	3,600	3,600	3,600	3,000
Application Fee	4,000	-	-	10,500	10,500	10,500
Candidate Fee	-	9,500	9,500	-	-	-
Diploma Program Training	-	-	-	-	-	7,200
Diploma Program Application Fee	-	-	-	-	-	4,000
Candidate Fee	-	-	9,500	9,500	11,650	11,650
Total Cost of IB Programs	4,600	16,700	22,600	23,600	35,730	37,830

Health Insurance Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Local Tab	268,413	385,632	513,744	670,227	823,872	937,300
Federal Funds Tab	14,127	29,664	31,136	49,041	85,820	90,125
Other Funds Tab	21,191	22,248	15,568	16,347	-	-
Total	303,731	437,544	560,448	735,615	909,692	1,027,425
Total Employees	25	33	39	49	57	62

Health Insurance Calculation	Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Highmark Delaware Comprehensive PPO Plan							
Employee	55%	13.48	17.88	21.45	26.95	31.35	33.83
Employee & Spouse	25%	6.13	8.13	9.75	12.25	14.25	15.38
Employee & Child(ren)	10%	2.45	3.25	3.90	4.90	5.70	6.15
Family	10%	2.45	3.25	3.90	4.90	5.70	6.15
Inflation factor	5.0%						
Monthly Cost per Class							
Employee		793.86	833.55	875.23	918.99	964.94	1,013.19
Employee & Spouse		1,647.34	1,729.71	1,816.20	1,907.01	2,002.36	2,102.48
Employee & Child(ren)		1,223.46	1,284.63	1,348.86	1,416.30	1,487.12	1,561.48
Family		2,059.40	2,162.37	2,270.49	2,384.01	2,503.21	2,628.37
Annual Cost per Class-All Employees							
Employee		128,415	178,846	225,284	297,201	363,010	411,315
Employee & Spouse		121,178	168,751	212,495	280,330	342,404	388,034
Employee & Child(ren)		35,970	50,101	63,127	83,278	101,719	115,237
Family		60,546	84,332	106,259	140,180	171,220	193,974
Average Cost/Year/Employee		14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

The Bryan Allen Stevenson School of Excellence
Technology Budget Examples

	Year1	QTY	Extention
Phones - NEC Proposal - DE State Contract	\$ 13,035.21	\$ 1.00	\$ 13,035.21
Shredders	Purchase Price		
Option 1 MBM 2503cc	\$ 1,327.50		
Option 2 MBM 2604cc	\$ 1,797.50	\$ 1.00	\$ 1,797.50
Interactive Board Options	Purchase Price		
Sharp 4T-B70CT1U	\$ 2,319.00	\$ 4.00	\$ 9,276.00
Sharp PN-CE701H	\$ 3,835.00	\$ 4.00	\$ 15,340.00
Sharp PN-C751H	\$ 4,998.00	\$ 1.00	\$ 4,998.00
Sharp PN-CD701	\$ 8,205.00		
Rolling Stand	\$ 908.00	\$ 1.00	\$ 908.00
Wall Mount	\$ 194.00	\$ 8.00	\$ 1,552.00
Laptops for Staff Use	Purchase Price		
Sharp Dynabook Techra A50 15" i5 1.6GHz	\$ 873.00		
Sharp Dynabook Techra A50 15" i7 1.8GHz	\$ 963.00	\$ 16.00	\$ 15,408.00
Translation Solution	Purchase Price		
Xerox Versalink C405dn	\$ 885.00	\$ 1.00	\$ 885.00
100 individual scanned pages	\$ 50.00		
1,000 individual scanned pages	\$ 203.00		
5,000 individual scanned pages	\$ 528.00		
Note: 1 scanned pages with 20 page output, counts as 1 scanned page			
Chrome Books for Students	Purchase Price		
ASUS Chromebook C204EE YS01	\$ 216.57	\$ 260.00	\$ 56,308.20
Sharp Copier Options - Delaware State Contract	Purchase Price		
<u>BW Options</u>			
65ppm - Sharp MX-M6570, 4trays, staple finisher	\$ 5,833.00	\$ 1.00	Lease
50ppm - Sharp MX-M5051, 4trays, staple finisher	\$ 4,093.00		
35ppm - Sharp MX-M3551, 4trays, staple finisher	\$ 3,625.00		
<u>Color Options</u>			
50ppm - Sharp MX-5051, 4trays, staple finisher	\$ 5,274.00		
30ppm - Sharp MX-3051, 4trays, staple finisher	\$ 3,784.00		
Fax Option - Can be added to any of the Sharp options	\$ 266.00		

All Pricing Includes Delivery, Network installation & Training

Total Yr 0 and Yr 1 **\$ 119,507.91**

Amount in Budget Yr. 0 and Yr. 1

Computers-State and Local & Other Funds	\$ 100,000.00
Classroom Technology - State and Local & Other Funds	\$ 35,000.00
Computers-Federal Funds	\$ 15,000.00
Total Budget Yr. 0 and Year 1	\$ 150,000.00

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372
3	Prior Year Carryover Funds	\$0	\$0	\$91,100	\$107,638	\$134,141
TOTAL STATE & LOCAL REVENUE		\$0	\$2,497,111	\$3,510,793	\$4,456,487	\$5,509,045

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
5	Special Education Teachers	\$0	0.00	\$67,000	1.00	\$68,340	1.00	\$69,707	1.00	\$71,101	1.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
7	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
8	Principal/Administrative	\$0	0.00	\$166,260	2.00	\$169,585	2.00	\$172,977	2.00	\$235,863	3.00
9	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
10	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (33.11% of Salaries)	\$0		\$345,209		\$458,986		\$596,029		\$756,069	
15	Health Insurance	\$0		\$268,413		\$385,632		\$513,744		\$670,227	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,656,236	19.00	\$2,230,865	26.00	\$2,909,920	33.00	\$3,709,804	41.00

17	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$50,000		\$65,000		\$80,000		\$90,000	
22	Textbooks	\$0		\$0		\$60,000		\$70,000		\$80,000	
23	Curriculum	\$0		\$0		\$22,600		\$23,600		\$35,730	
24	Professional Development	\$0		\$5,000		\$5,000		\$6,000		\$7,500	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
27	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
28	Classroom Technology	\$0		\$16,000		\$20,000		\$25,000		\$35,000	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$65,000		\$80,000		\$100,000	
31	Contracted Services	\$0		\$35,000		\$55,000		\$75,000		\$100,000	
32	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL STUDENT SUPPORT		\$0		\$348,225		\$629,305		\$792,865		\$982,520	

33	Insurance (Property/Liability)	\$0		\$42,000		\$48,260		\$54,708		\$61,349	
34	Rent	\$0		\$181,050		\$184,600		\$188,150		\$192,055	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$0		\$100,000		\$135,000		\$140,000	
37	Maintenance	\$0		\$15,000		\$20,000		\$30,000		\$45,000	
38	Telephone/Communications	\$0		\$5,000		\$7,500		\$10,000		\$15,000	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$253,050		\$370,360		\$427,858		\$463,404	

42	Equipment Lease/Maintenance	\$0		\$3,500		\$5,000		\$5,125		\$8,253	
43	Equipment Purchase	\$0		\$35,000		\$45,000		\$50,000		\$60,000	
44	Supplies and Materials	\$0		\$5,000		\$8,000		\$12,000		\$15,000	
45	Printing and Copying	\$0		\$6,000		\$7,000		\$10,000		\$12,000	
46	Postage and Shipping	\$0		\$1,500		\$3,000		\$3,575		\$5,075	
47	Enrollment / Recruitment	\$0		\$5,000		\$5,125		\$5,253		\$6,753	
48	Staffing (recruitment and assessment)	\$0		\$5,000		\$6,000		\$7,000		\$10,000	
49	Technology Plan	\$0		\$2,500		\$3,500		\$3,750		\$4,750	
50	Other	\$0		\$10,000		\$10,000		\$10,000		\$12,000	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$73,500		\$92,625		\$106,703		\$133,831	

51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$75,000		\$80,000		\$85,000		\$95,000	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$75,000		\$80,000		\$85,000		\$95,000	

STATE & LOCAL EXPENDITURES		\$0	\$2,406,011	\$3,403,155	\$4,322,346	\$5,384,559
56	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$91,100	\$107,638	\$134,141	\$124,486
2% CONTINGENCY CHECK		\$0.00	\$49,942.22	\$70,215.86	\$89,129.74	\$110,180.90

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$175,280	\$245,229	\$315,437	\$385,835
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$175,280	\$245,229	\$315,437	\$385,835
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
4	Special Education Teachers	\$0 0.00	\$59,614 1.00	\$121,612 2.00	\$124,044 2.00	\$189,786 3.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (33.11% of Salaries)	\$0	\$19,738	\$40,266	\$41,071	\$62,838
14	Health Insurance	\$0	\$14,127	\$29,664	\$31,136	\$49,041
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$93,479 1.00	\$191,542 2.00	\$196,251 2.00	\$301,665 3.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$5,000
21	Textbooks	\$0	\$6,801	\$5,842	\$5,742	\$1,281
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$5,000	\$5,000	\$5,000	\$5,000
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
27	Classroom Technology	\$0	\$0	\$0	\$10,000	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$15,000	\$5,000	\$0	\$0
30	Contracted Services	\$0	\$25,000	\$27,845	\$73,680	\$72,332
31	Other	\$0	\$20,000	\$0	\$14,764	\$557
SUBTOTAL STUDENT SUPPORT		\$0	\$81,801	\$53,687	\$119,186	\$84,170
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$175,280	\$245,229	\$315,437	\$385,835
54	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$1,000,000	\$150,000	\$150,000	\$150,000	\$150,000
3	Donations	\$0	\$300,000	\$300,000	\$300,000	\$300,000
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250
6	Miscellaneous Revenue	\$0	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$1,229	\$132,695	\$344,126	\$581,040
TOTAL OTHER REVENUE		\$1,000,000	\$619,979	\$818,945	\$1,097,876	\$1,402,290

Other Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
8	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Special Education Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Principal/Administrative	\$178,000 3.00	\$97,917 1.50	\$99,875 1.50	\$72,162 1.00	\$73,605 1.00
13	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
14	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
15	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
16	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
17	Other	\$0 0.00	\$42,243 3.00	\$43,089 3.00	\$43,950 3.00	\$59,772 4.00
18	Other Employer Costs (33.11% of Salaries)	\$58,936	\$32,420	\$33,069	\$23,893	\$24,371
19	Health Insurance	\$35,318	\$21,191	\$22,248	\$15,568	\$16,347
20	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$272,254 3.00	\$193,771 4.50	\$198,281 4.50	\$155,573 4.00	\$174,095 5.00
Student Support						
21	Transportation	\$0	\$0	\$0	\$0	\$0
22	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
23	Cafeteria	\$0	\$146,813	\$205,538	\$264,263	\$322,988
24	Extra Curricular	\$0	\$20,000	\$50,000	\$75,000	\$100,000
25	Supplies and Materials	\$5,000	\$4,000	\$4,000	\$4,000	\$4,000
26	Textbooks	\$200,000	\$0	\$0	\$0	\$0
27	Curriculum	\$4,600	\$16,700	\$0	\$0	\$0
28	Professional Development	\$5,000	\$0	\$0	\$0	\$0
29	Assessments	\$0	\$0	\$0	\$0	\$0
30	Other Educational Program	\$0	\$0	\$0	\$0	\$0
31	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
32	Classroom Technology	\$35,000	\$0	\$0	\$0	\$0
33	School Climate	\$0	\$0	\$0	\$0	\$0
34	Computers	\$100,000	\$0	\$0	\$0	\$0
35	Contracted Services	\$0	\$0	\$0	\$0	\$0
36	Other	\$0	\$0	\$0	\$0	\$5,000
SUBTOTAL STUDENT SUPPORT		\$349,600	\$187,513	\$259,538	\$343,263	\$431,988
Operations and Maintenance of Facilities						
37	Insurance (Property/Liability)	\$25,000	\$0	\$0	\$0	\$0
38	Rent	\$147,917	\$0	\$0	\$0	\$0
39	Mortgage	\$0	\$0	\$0	\$0	\$0
40	Utilities	\$50,000	\$90,000	\$0	\$0	\$0
41	Maintenance	\$0	\$0	\$0	\$0	\$0
42	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
43	Construction	\$80,500	\$0	\$0	\$0	\$0
44	Renovation	\$0	\$0	\$0	\$0	\$0
45	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$303,417	\$90,000	\$0	\$0	\$0
Administrative/Operations Support						
46	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
47	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
48	Supplies and Materials	\$2,500	\$0	\$0	\$0	\$0
49	Printing and Copying	\$2,500	\$0	\$0	\$0	\$0
50	Postage and Shipping	\$1,500	\$0	\$0	\$0	\$0
51	Enrollment / Recruitment	\$5,000	\$0	\$0	\$0	\$0
52	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
53	Technology Plan	\$0	\$0	\$0	\$0	\$0
54	Other	\$5,000	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$16,500	\$0	\$0	\$0	\$0
Management Company						
55	Fees	\$0	\$0	\$0	\$0	\$0
56	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
57	Curriculum	\$0	\$0	\$0	\$0	\$0
58	Accounting and Payroll	\$45,000	\$0	\$0	\$0	\$0
59	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
SUBTOTAL MANAGEMENT COMPANY		\$57,000	\$16,000	\$17,000	\$18,000	\$19,000
OTHER EXPENDITURES		\$998,771	\$487,284	\$474,819	\$516,836	\$625,083
60	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$1,229	\$132,695	\$344,126	\$581,040	\$777,207

Charter School Application Budget Worksheet-Consolidated Funds Statement

The Bryan Allen Stevenson School of Excellence

State & Local Revenue		2022/2023		2023/2024		2024/2025		2025/2026		2026/2027	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532					
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372					
3	Federal Entitlements	\$0	\$175,280	\$245,229	\$315,437	\$385,835					
4	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250					
4	Non Profit Grants	\$0	\$0	\$0	\$0	\$0					
4	Foundation Grants	\$1,000,000	\$450,000	\$450,000	\$450,000	\$450,000					
4	Donations/Other Grants	\$0	\$2	\$0	\$0	\$0					
5	Prior Year Carryover Funds	\$0	\$1,229	\$223,796	\$451,765	\$715,183					
6											
7	TOTAL STATE & LOCAL REVENUE	\$1,000,000	\$3,292,372	\$4,574,968	\$5,869,801	\$7,297,172					
8											
State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs											
			FTE		FTE		FTE		FTE		FTE
10	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
11	Special Education Teachers	\$0	0.00	\$126,614	2.00	\$189,952	3.00	\$193,751	3.00	\$260,887	4.00
12	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
13	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
14	Principal/Administrative	\$178,000	3.00	\$264,177	3.50	\$269,460	3.50	\$245,139	3.00	\$309,468	4.00
15	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
16	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
17	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
18	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
19	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
20	Other Employer Costs (33.11% of Salaries)	\$58,936		\$397,368		\$532,321		\$660,992		\$843,278	
21	Health Insurance	\$35,318		\$303,731		\$437,544		\$560,448		\$735,615	
22	Other Benefits	\$0		\$0		\$0		\$0		\$0	
23											
24	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$272,254	3.0	\$1,943,487	24.5	\$2,620,688	32.5	\$3,261,743	39.0	\$4,185,564	49.0
25											
Student Support											
27	Transportation	\$0	\$190,225	\$271,705	\$356,265	\$444,290					
28	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0					
29	Cafeteria	\$0	\$146,813	\$205,538	\$264,263	\$322,988					
30	Extra Curricular	\$0	\$20,000	\$50,000	\$75,000	\$100,000					
31	Supplies and Materials	\$5,000	\$64,000	\$79,000	\$94,000	\$99,000					
32	Textbooks	\$200,000	\$6,801	\$65,842	\$75,742	\$81,281					
33	Curriculum	\$4,600	\$16,700	\$22,600	\$23,600	\$35,730					
34	Professional Development	\$5,000	\$10,000	\$10,000	\$11,000	\$12,500					
35	Assessments	\$0	\$0	\$0	\$0	\$0					
36	Other Educational Program	\$0	\$5,000	\$10,000	\$12,000	\$15,000					
37	Therapists (Occupational, Speech)	\$0	\$37,000	\$45,000	\$55,000	\$65,000					
38	Classroom Technology	\$35,000	\$16,000	\$20,000	\$35,000	\$35,000					
39	School Climate	\$0	\$0	\$0	\$0	\$0					
40	Computers	\$100,000	\$15,000	\$70,000	\$80,000	\$100,000					
41	Contracted Services	\$0	\$60,000	\$82,845	\$148,680	\$172,332					

100% Enrollment

State & Local Revenue		2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Other	\$0	\$30,000	\$10,000	\$24,764	\$15,557
43						
44	SUBTOTAL STUDENT SUPPORT	\$349,600	\$617,539	\$942,530	\$1,255,314	\$1,498,678
45						
46	Operations and Maintenance of Facilities					
47	Insurance (Property/Liability)	\$25,000	\$42,000	\$48,260	\$54,708	\$61,349
48	Rent	\$147,917	\$181,050	\$184,600	\$188,150	\$192,055
49	Mortgage	\$0	\$0	\$0	\$0	\$0
50	Utilities	\$50,000	\$90,000	\$100,000	\$135,000	\$140,000
51	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
52	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
53	Construction	\$80,500	\$0	\$0	\$0	\$0
54	Renovation	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
56						
57	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$303,417	\$343,050	\$370,360	\$427,858	\$463,404
58						
59	Administrative/Operations Support					
60	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
61	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
62	Supplies and Materials	\$2,500	\$5,000	\$8,000	\$12,000	\$15,000
63	Printing and Copying	\$2,500	\$6,000	\$7,000	\$10,000	\$12,000
64	Postage and Shipping	\$1,500	\$1,500	\$3,000	\$3,575	\$5,075
65	Enrollment / Recruitment	\$5,000	\$5,000	\$5,125	\$5,253	\$6,753
66	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
67	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
68	Other	\$5,000	\$10,000	\$10,000	\$10,000	\$12,000
69						
70	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$16,500	\$73,500	\$92,625	\$106,703	\$133,831
71						
72	Management Company					
73	Fees	\$0	\$0	\$0	\$0	\$0
74	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
75	Curriculum	\$0	\$0	\$0	\$0	\$0
76	Accounting and Payroll	\$45,000	\$75,000	\$80,000	\$85,000	\$95,000
77	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
78						
79	SUBTOTAL MANAGEMENT COMPANY	\$57,000	\$91,000	\$97,000	\$103,000	\$114,000
80	STATE & LOCAL EXPENDITURES	\$998,771	\$3,068,576	\$4,123,203	\$5,154,618	\$6,395,477
81						
82	# Students	0	250	350	450	550
83	REVENUE LESS EXPENDITURES	\$1,229	\$223,796	\$451,765	\$715,183	\$901,695
84	2% CONTINGENCY CHECK	\$20,000.00	\$65,847.44	\$91,499.36	\$117,396.02	\$145,943.44
85	Cummulative Fund Balance	\$1,229.00	\$225,025	\$676,790	\$1,391,973	\$2,293,668
86	Days Cash On Hand		26.77	59.91	98.57	130.90
	Metric				75.00	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment H - Response to EdReports Eureka Math_High School**

Response to EdReports Eureka Math HS

According to the latest EdReports for Eureka Math High School (2013-2014), Eureka Math meets the expectation of “Gateway 1: Focus & Coherence”, with a score of 15. For “Gateway 2: Rigor & Mathematical Practices”, Eureka Math scored a 12, which is categorized as “partially meets expectations.” For “Gateway 3: Usability”, Eureka Math is not scored.

The following is taken directly from the EdReport for Eureka Math, High School:

Indicator 2E

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

Indicator Rating Details

The materials reviewed for this series partially meet the expectations for supporting the intentional development of overarching mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the MPs. The materials do engage students in MP1 and MP6 throughout the materials, and there are not any instances where these two MPs are treated separately from the content standards. Overall, however, there are instances when the materials do not sufficiently support the intentional development of MP1 and MP6 by not accurately attending to the intent of these two MPs and by not fully supporting the instructional implementation of the MPs.

BASSE’s Response

BASSE plans to supplement Eureka Math with videos, additional math exercises and problem solving, and a skill called Intellectual Preparation (Intellectual Prep or IP). Through the practice of IP (which will occur at the independent-level, grade-level, and content-level) teachers will think through, with Content Leaders, and the Dean of Academic Excellence, not only what skills the students need to know and be able to exhibit for each task or objective, but also how to prepare a lesson through its weaknesses, including but not limited to understanding what the end goal is and how each part of the lesson fits together, what activities to work through to get students there, where to scaffold and how to have students show their work.

During IP, teachers will walk through each lesson, working backwards to understand what students need to know at the end of the lesson while working to fill in the gaps of the lesson. Because no curriculum is perfect and every student is different, there will always be gaps that educators need to identify to ensure proper learning of the material being taught.

BASSE will supplement the lessons exemplified below with additional practice or instructional videos and through the use of IP while preparing the lesson, all gaps will be addressed.

The following are examples that do not meet the intent of MP1 and MP6 or are not connected to content:

- Throughout the series, portions of lessons cite MP1, but often what is labeled is a place where students are asked to solve a problem but have been given a prescribed formula or steps to solve the problem in a previous example. The directions will even tell the teacher/student to use the steps already given.
 - An example is **Geometry module 2, topic A, lesson 3, Example 1**. Use of the following [video](#) will assist the teacher in teaching the material, with different content. The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught. The video coupled with the additional practice will ensure MP1 is met. The context changes very little, and the main difference in the problems are numbers.
- For MP1, in **Algebra II module 3 lesson 9 on page 132** of the teacher's edition, students are asked to figure out why social security numbers are 9 digits and how many digits long do phone numbers need to be to meet demand. In the previous example, students are shown how to use logarithms to figure out how many digits for ID numbers of a certain length. While the context changed, the work needed to be done is exactly the same just with larger numbers.
 - Use of the following videos, both the [advanced practice video](#) and the [properties of logarithms video](#) will assist the teacher in teaching the material, with different content.
- For MP6, in **Algebra I module 2, topic D, lesson 16**, students work with residual graphs. However, the materials walk students through the graph and do not require them to attend to precision. Although the materials themselves attend to precision, there is no work for the students to develop this Standard for Mathematical Practice.
 - The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught.

The following are ways in which the materials do not fully support the instructional implementation of the MP1 and MP6 and how BASSE will raise the rigor:

- **At the lesson level**, MPs are identified in three ways in the teacher materials across the series: in Lesson Notes, within the lesson itself, and with a blue box in the margin of the lesson. Across the series, the MPs are usually identified with a blue box in the margin of the lesson, and when the blue box is used, there is little description or guidance as to how the identified portion of the lesson exemplifies the noted MP. Examples of blue MP boxes include the following:
 - For MP1, the blue box found on **page 54 of Algebra I module 4 lesson 4 states**, “This question is open-ended with multiple correct answers. Students may question how to begin and should persevere in solving.” There is no other guidance for teachers on integrating MP1 or description of how the question exemplifies MP1.
 - **To raise the rigor:** MP1 is exemplified here by way of students understanding that their way of solving the problem may not be the way that was taught in this particular lesson or the way other students may solve the problem, however, solving the problem correctly, showing your work, and being able to explain how you solved the problem, with proof, is the way in which MP1 is exemplified here.
 - For MP1, the blue box found on **page 219 of Algebra II module 1 lesson 20** is drawn around four questions that teachers can ask students during a whole-class problem, but there is no guidance for teachers on when to ask the questions or if all or only some of the questions should be asked.
 - **To raise the rigor:** Guidance for asking the questions, understanding that they are meant to scaffold, is to ask the questions in the order that they are written, with the goal being for the students to fit polynomial functions to data values by the end of the lesson [during the problem set, students will have to, at minimum, understand that there are infinite polynomials that pass through a given point as well as having to verify their work].
 - For MP6, the blue box on **page 377 of Geometry module 2 lesson 24** states, “Ask students to summarize the steps of the proof in writing or with a partner.” There is no other guidance for teachers on integrating MP6 or description of how the proof exemplifies MP6.

- **To raise the rigor:** Through IP, teachers will gain the understanding that they will need to follow through with the memo at the bottom of the suggested activity under 'if time permits' in order to accurately attend to precision during student explanations.

- **When the MPs are mentioned in the Lesson Notes**, there is typically a brief description as to how the MP will generally be exemplified in the lesson, but these brief descriptions are not necessarily connected to specific portions of the lesson. Examples of this characteristic of the materials include the following:
 - **For MP1, the Lesson Notes on page 109 of Geometry module 1 lesson 13** state, “Additionally, students develop in their ability to persist through challenging problems (MP.1).” There is no connection to portions of this lesson, or following lessons, to indicate where or how students develop their ability to persist.
 - **To raise the rigor:** In this lesson, students are challenged to persist during the entire exploratory challenge. Students are asked to find several angles of rotation, test several points, verify the angle measured is consistent, and continue on with various tasks. Through all of this the students are asked to persist knowing that one wrong turn or measurement calls from them to start their work over, possibly from the onset of the activity.
 - For MP6, the Lesson Notes on **page 250 of Algebra I module 4 lesson 23** state, “Throughout this lesson, students...report their results accurately and with an appropriate level of precision.” There is no connection to any portions of the lesson for MP6, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:**Students are asked to translate the verbal context to a quadratic function, graph, interpret, and analyze key functions of a quadratic function with precision, throughout the lesson.
 - For MP6, the Lesson Notes on **page 369 of Algebra II module 3 lesson 23** state, “In the main activity in this lesson, students work in pairs to gather their own data, plot it (MP.6), and... .” There is no connection to any particular part of the main activity, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** The main activity of this lesson is for students to gather data, find a function, and justify their choices to the entire class. During each step of the activity, students are asked to be

precise with both their numbers when graphing and the actual plotting of the numbers when graphing.

References:

<https://www.edreports.org/reports/overview/eureka-math-2013-2014>

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment I - Johnson Transportation Letter**

JOHNSON TRANSPORTATION, INC.
37073 JOHNSON ROAD
SELBYVILLE, DE 19975

February 22, 2022

Bryan Allen Stevenson School of Excellence
Attn: Dr. Julius Mullen

To whom it may concern,

Keith and Rebecca Johnson representing Johnson Transportation, Inc. of Selbyville, DE would be interested in providing transportation services for students of the Bryan Allen Stevenson School of Excellence, pending Charter School approval. We have been contractors within the Indian River School District since our establishment in 2010. In addition, Keith and Rebecca are Certified Delaware School Bus Driver Trainers. Johnson Transportation Inc. continues to provide reliable service for Indian River School District and would appreciate the opportunity to provide reliable service to Bryan Allen Stevenson School of Excellence. Should you need letters of recommendation they will be provided upon request.

Thank you for your time and consideration.

Sincerely,

Rebecca V. Johnson Pres.
Johnson Transportation, Inc.
Rebecca V. Johnson, President

2-22-22
Date

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment J - Otsie Transportation Letter**

**OTISE TRANSPORT, Inc.
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

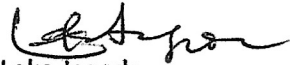
Fax: (302) 678-1185

2-24-2022

Hi Dr. Julius

I would like to request for the opportunity to transport children attending your institution, Bryan Allen School of Excellence, to and from your facility to their residence.

Thank you.



Leke Jegede
Owner/Manager

**Leke Jegede
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

Fax: (302) 678-1185

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

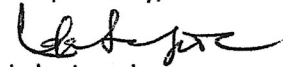
2-24-2022

RE: The Bryan Allen Stevenson School of Excellence, Inc.

I would like to offer my support for the above mentioned school. As an educator, I see the potential impact of the institution on the Sussex county community as it would provide a needed source of education for our children. As a citizen, I see the potential economic impact as the institution would provide job opportunities for the county and the state of Delaware as a whole.

I hope the school's application will be accepted.

Respectively,



Leke Jegede

Applicant's Response to CSAC Initial Report - February 28, 2022



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

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

Response Submitted: Monday, February 28, 2022, at 4:00 PM, EST.

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

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

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

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

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

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

Thank you for this opportunity to reimagine education with us.

Best,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

3. *Promotion and Graduation Requirements*

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

Students' official transcripts will include:

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

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

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

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

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

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

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

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

4. *Relating to recruitment, please:*

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

Proposed Recruitment Timeline*:

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

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

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

BASSE CSAC Report Responses

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

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

Jan. 2023: January application deadline.

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

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

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

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

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

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

5. Enrollment Preferences:

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

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

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

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

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

6. *School Facilities:*

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

BASSE CSAC Report Responses

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

7. *Is there a guarantee that the space within Ennis will be available for initial opening, if the application is approved? If the CEB-like building is not constructed or completed within the anticipated timeline, what is the school's "plan B" for location?*

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

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

Please see our budget update summary in Attachment G.

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

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

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

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

BASSE CSAC Report Responses

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

Please see our updated budget summary in Attachment G.

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

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

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

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

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

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

26. *In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.*

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

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

Please see Attachment F.

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

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

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 support alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

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

BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students' comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE's at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

Please see our teacher support system, below.

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment A - BASSE Offer to Lease**

November 3, 2021

Brian D. Shirey, Esq.
General Counsel
Delaware Technical and Community College
21179 College Drive
Georgetown, Delaware 19947

Re: **Letter of Intent to Lease:**

20346 Ennis Street
Georgetown, Delaware 19947
(Former Howard T. Ennis School on 5.6 acres of land)

Dear Mr. Shirey:

In connection with the above-referenced property, we respectfully submit for your consideration an overview of the general terms and conditions of a proposed lease transaction between Delaware Technical and Community College and The Bryan Allen Stevenson School of Excellence. The Bryan Allen Stevenson School of Excellence is in the process of applying for its charter with the Delaware Department of Education. Our application will be submitted to The Delaware Department of Education on or before December 31, 2021. The approval process will take approximately 120 days upon which a decision will be rendered, and a charter will be issued. Ideally, we would like to enter into a binding letter of intent or lease agreement by the end of November so we can include this document in our application. We have attached to this letter a summary of our charter application, including a five-year projection and assumptions of our financial plan.

Following are the general terms and conditions of a lease agreement:

- 1. Premises:** The former Howard T. Ennis school building located at 20346 Ennis Street, Georgetown, Delaware containing a total of approximately 35,500 +/- square feet of usable space and parking for approximately 120 cars plus drop off lanes. The leased premises shall not include the natatorium or the parking that services the natatorium. Landlord reserves a transferable, non-exclusive right of access to the natatorium and related parking through the existing entrances and roadways.
- 2. Landlord:** Delaware Technical and Community College
- 3. Tenant:** The Bryan Allen Stevenson School of Excellence, a single purpose not-for-profit 501 (c) 3 entity formed for the purpose of operating a charter school for up to 500 students.
- 4. Use:** Tenant will use the property for the operation of a charter high school for up to 500 students. Tenant shall occupy the leased Premises in accordance with all applicable laws. Tenant shall not engage in any use that competes with the programs or operations of Landlord. Any post-secondary courses that may be offered to Tenant's students will be offered in partnership with Landlord.

- 5. Term:** Five (5) continuous years, effective on November 1, 2022. Tenant reserves the right to terminate the lease term early, provided one year's written notice. Tenant also reserves the right to terminate the lease early, with 90-days' written notice, if the school's charter is not renewed by the State Board of Education.
- 6. Lease Commencement Date:** November 1, 2022. Tenant recognizes that the premise is currently occupied by the Indian River School District (IRSD), and that IRSD is entitled to a reasonable period of time to remove its property and vacate the premises following the opening of its new school in September of 2022. To the extent allowable by law, Landlord will grant Tenant early occupancy after the property has been fully vacated by the Indian River School District, for the purpose of installing Tenant's furniture, fixtures, and equipment and to begin any Landlord-approved improvements. Tenant shall not be required to pay rent during any period of early occupancy, but shall be required to obtain property and general liability insurance in an amount agreed upon by Landlord.
- 7. Option to Renew:** Provided Tenant is not in monetary default under the terms of the Lease Agreement, Tenant shall have the right of first refusal to renew the Term for an additional three (3) years, under the same conditions of this lease agreement. Tenant must exercise said Right no later than January 15, 2027.
- 8. Rental Commencement Date:** November 1, 2022.
- 9. Lease Expiration Date:** August 31, 2027.
- 10. Construction and Improvements:** Landlord and Tenant will negotiate the best format for how the construction and improvements are completed. Tenant's analysis of the current building condition has estimated that approximately \$200,000 will be required to make nonstructural cosmetic improvements and repairs and maintenance. Landlord and Tenant each agree that this provision will be mutually worked out between the parties by May, 2022, and Landlord will have final approval on all alterations, additions or modifications to the premises. Tenant will be allowed to install additional modular classrooms on the Premises so long as all local and state laws are followed.

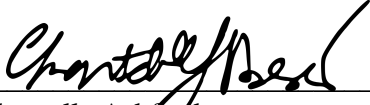
11. Annual Rental Rate:

Rent	Annual Rental	Rent/S.F.	Lease Year
Year 1 (rent payment commences on 11/1/22)	147,917	\$ 5.00	22-23
Year 2	181,050	5.10	23-24
Year 3	184,671	5.20	24-25
Year 4	188,364	5.31	25-26
Year 5	192,132	5.41	26-27
Option			
Year 6	192,132	5.52	27-28
Year 7	199,894	5.63	28-29
Year 8	203,892	5.74	29-30

- 12. Operating Expenses:** The Lease will be triple net. Accordingly, Tenant shall directly pay to each of the appropriate vendors, for all of the operating expenses related to the operation of the Premises, including, but not limited to, electric, natural gas, telephone, cleaning, maintenance of the HVAC and other mechanical systems, general liability, contents and liability insurance, and property and casualty insurance covering the buildings. It is assumed the property is exempt from real estate taxes, but if not, Tenant will be liable for the full payment of any taxes assessed against the property or Tenant's use thereof. Tenant will be responsible for structural-related costs of maintenance, including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, Mechanical, Electrical, and Plumbing and roof expenses.
- 13. Warranty of Habitability:** Tenant acknowledges that the premises are being rented "as-is", and that Landlord has made no representations or warranties regarding their suitability or habitability for any particular use. Tenant hereby confirms that it has had the property inspected by architects/engineers/contractors of its choosing and is fully aware of the condition of the premises and all facilities associated therewith, and hereby accepts them in their present state.
- 14. Landlord and Tenant Operating Partnerships:** Landlord and Tenant each recognize that there are crossover benefits to each entity, and will use best efforts to create crossover shared services. For example, if Landlord creates a teaching program, Landlord will work with Tenant on allowing students to work at the school in student teaching roles. If Tenant creates an early college program, such program shall be created in partnership with Landlord. In addition, Tenant and Landlord will work in good faith to allow Tenant use of Landlord's outdoor athletic fields for its students. Tenant understand and agrees that Landlord and Landlord's teams/operations will have priority in the use of its athletic fields, and any use by Tenant may only occur when the fields are not in use by Landlord. Landlord and Tenant shall agree on Tenant's share of the costs to maintain the athletic fields in the event Landlord's athletic fields are used by Tenant.
- 15. Signage:** Tenant, at its sole cost and expense, shall be permitted to erect signage on the Premises (on the building) and a canopy or awning at the school's entrance, to the extent allowable by law and with the prior written approval of the Landlord; such approval shall not be unreasonably withheld or delayed.
- 16. Brokerage:** Landlord and Tenant acknowledge that they have had no other dealings with Brokers as it relates to this property.
- 17. FORMAL AGREEMENT:** The Landlord and Tenant shall negotiate in good faith in an effort to enter into a formal Lease Agreement on or before December 15, 2021, which agreement shall be subject to the approval of Landlord and Tenant and shall be acceptable in form and legal content of the respective parties. This Letter of Intent to Lease is for discussion purposes only and serves as a preliminary, non-binding letter subject to a fully executed Lease Agreement by both Landlord and Tenant. The terms and conditions herein are subject to change and or withdraw at any time and for any reason. The lease will be contingent on a mutually acceptable Lease Agreement containing the customary covenants, warranties, apportionments and representations. The Lease Agreement, if any, will provide for environmental indemnification by the Landlord as well as zoning and City Code compliance.

We look forward to working with you to a mutually agreeable agreement. Thank you for your kind assistance and willingness to work with our school. I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chantalle Ashford", written over a horizontal line.

Chantalle Ashford
Founder and Board Chair
The Bryan Allen Stevenson School of Excellence

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment B - Enrollment and Withdrawal Policy (revised)**

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

2023 - 2024 BASSE Enrollment & Withdrawal Policy

Admissions

To be eligible for admission to the Bryan Allen Stevenson School of Excellence (BASSE), a student must be eligible to enter:

- the 6th or 7th grade in the 2023-2024 school year;
- the 6th, 7th, or 8th grade in the 2024-2025 school year;
- the 6th through 9th grades in the 2025-2026 school year;
- the 6th through 10th in the 2026-2027 school year;
- the 6th through 11th in the 2027-2028 school year;
- all grades, 6th through 12th, in the 2028-2029 school year.

The student and their family must be Delaware residents.

BASSE will not discriminate against any student in the admission process because of their race, religion, creed, color, sex, disability, or national origin, or due to the student's school district of residence providing a per-student local expenditure lower than another student seeking admission. The only exceptions to restrict student admissions are:

- Age and/or grade-level eligibility, or
- By lottery in the case of over-enrollment

An electronic version of the application for the school will be available to submit online. Additionally, families who are more comfortable may download, print, and mail their applications to BASSE. For families unable to access the school website, BASSE will provide them with paper copies of the application upon request.

Preferences

The selected preferences of BASSE will be (in the ranked order below):

- Siblings of students currently enrolled at the school
- Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
- Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.

Students who have a specific interest in BASSE's teaching methods, philosophy, and education focus will need to submit a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program. A detailed description of this application supplement will be provided with the application on the website and will be explained during parent workshops and recruitment events.

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Timeline

BASSE Student Recruitment & Enrollment Timeline*	
<i>Recruitment & Pre-Application</i>	
Student Recruitment Engagement	Ongoing Online and In-Person (Ads, Social Media, Mailers, etc.)
Student Recruitment Events	June 2022 - December 2023, Monthly
School Choice Parent Workshop #1	August 2022
School Choice Parent Workshop #2	September 2022
School Choice Parent Workshop #3	October 2022
<i>Application</i>	
BASSE Begins Accepting Applications	November 6, 2022
BASSE Application Closes at 11:59 PM*	January 10, 2023
BASSE Notifies All Home LEAs of Received Applications	By January 26, 2023
BASSE Begins Action on Approved Applications	February 29, 2023
BASSE Notifies Parents and Home LEAs of Application Action	By March 8, 2023
BASSE Receives in Notice of Intent from Parents in Writing	By March 15, 2023
<i>Lottery**</i>	
BASSE Performs Lottery for Surplus Applications	March 4, 2023
BASSE Notifies Parents and Home LEAs of Lottery Results and Application Action	By March 8, 2023
<i>Enrollment</i>	
BASSE Enrolls Students for Fall 2023	Beginning March 21, 2023

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

BASSE Hosts Open House for Students and Families Enrolled for Fall 2023	August 31, 2023
BASSE Notifies DDOE of Fall 2023 Projected Enrollment Total	November 30, 2023 - January 30, 2024

*The dates selected are based on the school choice process outlined at <https://www.schoolchoicede.org/>. BASSE will align its timeline when the 2023-2024 dates are released.

**If there are remaining seats, BASSE will continue to receive applications until we are at capacity.

Lottery*

In the case that the number of applications exceeds the number of openings after preference is given to students who meet the preference criteria above, BASSE will hold a lottery on March 4, 2023.

The lottery process will be blind so that all students will have an equal chance of being offered a spot in the remaining available seats. Depending on the type and amount of applications received, the lottery will be run manually or via a computerized method.

Waiting Lists

BASSE will continue to accept applications until we have reached capacity. Students eligible for admission but not selected due to a lack of capacity will be placed on a ranked waiting list until September 5, 2023.

Withdrawals

Application Withdrawal

Any parent who previously applied for their student to attend BASSE may withdraw their application at any time prior to action on the application by our board by giving written notice.

Withdrawal from School

A parent may apply to withdraw their child's enrollment at BASSE at any time by submitting a written application to the school. BASSE will then follow the policy outlined in 14 Del. C. § 407 (c) - (i).

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Re-Enrollment

Accepted BASSE students will remain enrolled until graduation, provided that the student continues to meet the requirements for enrollment.

A student's right to remain enrolled may be terminated prior to graduation if

- a. The student fails to continue to comply with BASSE's requirements for attending school or class, or
- b. Refusal to participate in the school conflict resolution process.

Records

BASSE will maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the student will attend BASSE for at least one complete school year per 14 Del. C. § 506 (c) (3).

Each parent will need to sign and submit this document after BASSE receives their notice of intent in order for their child to continue in the enrollment process.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment C - IB Letter of Support**

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

October 17, 2019

RE: The Bryan Allen Stevenson School of Excellence, Inc

It is encouraging to recognize that families in Sussex County will have the opportunity to provide students with a real-world educational experience where service, rigor, and student leadership is at the center.

The International Baccalaureate Organization (IB) is writing to support the Bryan Allen Stevenson School of Excellence, Inc. The IBO supports the intent of BASSE Inc. to pursue recognition as an IB World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The IB's mission has been built on a cornerstone of creating a better world through education – one which aligns closely with the mission of the BASSE, Inc. and its foundation and partner networks.

Mr. Stevenson built a legacy of service and change that BASSE, Inc. will impress upon their students and families. The IBO supports the efforts BASSE, Inc. will take to make these factors a success and upon pursuit of IB Programmes our organization looks forward to aligning with the BASSE, Inc. community.

As an organization, the IBO provides professional development and academic support services and have a rigorous authorization process prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process every five years.

We look forward to working with the BASSE, Inc.

Sincerely,

Antrina Leeth
Outreach and Development, Manager
International Baccalaureate Organization

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment D - Parent Support Surveys (updated)**

First Name	Last Name	Email Address	Zip Code	Interest Level	Grade Level Your Child Will Be in 2023	Volunteer Interest
Sarah	Bryson	sarahbryson1023@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 7th grade	
Cassandra	Smith	cassie_bordes@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Brooke	Lowe	bmlowe@hotmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Mike	Bryson	mikeetk421@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade, 7th grade	
Leah	Bradford	Leah.bradford3695@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 9th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Ginny	Layfield	ginlayfield@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	
Saima	Kayani	kayanisaima1@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 8th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Christiana	Handy	CLHCRJ@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maureen	Botti Eschbach	mbotti77@hotmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Student Advisory Board
Autumn	Stratton	autumnstratton@gmail.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 8th grade	
Lyndsey	Swensen	lyndseyswensen@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Amanda	Kelley	AKelley95@icloud.com	19956	I am interested in finding out more information about BASSE.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jamika	Jenkins	jamikajenkins2@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade, 7th grade	The BASSE Parent Advisory Board
Melissa	Ockels	mockels@bgclubs.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Amanda	Shaffer	atomlinson22@aol.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Melissa	Penuel	mpen07@gmail.com	19966	I am interested in finding out more information about BASSE.	5th grade, 9th grade	
Maria	Rogers	mariarogers682@icloud.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Erin	McCall	rileyg4@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Stefani	Mowbray	stefdavemad@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Kathryn	Burritt	keliseburritt@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Kerry	Thompson	kerry.n.walsh@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Amber	Lewis	mrs.alewis12@aol.com	19805	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board
Cristiana	Miranda	cristianam2014@icloud.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 10th - 12th grade	
Rukeem	Smith	smithrykeem@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board
Victoria	Bowler	godschild01953@gmail.com	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
samantha	minnick	sminnick209@yahoo.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	

Ragan	Callahan	rlcurphey@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Missy	Rogalia	missrogalia@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Bethany	Phillips	bwharton@udel.edu	19957	I am interested in finding out more information about BASSE.	6th grade	
Michelle	Keenan	michelle.keenan20@gmail.com	19947	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade, 8th grade	The BASSE Parent Advisory Board
Nina	Foltz	nina.foltz@delaware.gov	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Takesha	Bailey	tabailey09@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Bonni	Page	bpage@goodwillde.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Kara	Alo	kaloboyndogs3@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 7th grade, 8th grade	
Tracey	Condonkneifl	traceycondonkneifl@gmail.com	19963	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rev. Heather	Rion Starr	RevHeatherRionStarr@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Austin	Perry	austinperryking@aim.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Lynne	Betts	Lynne03betts@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Airyana	Jimenez	lozanobrenda19@gmail.com	78254	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Ramona	Negron	ramonav525@yahoo.com	19963	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Kristie	Willoughby	kristie.willoughby@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade	
Irene	Johnson	ijohnson14@fordham.edu	19975	I am interested in finding out more information about BASSE.	7th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Shannal	Jones	nellyjones4286@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tonya	Cook	tonyacook90@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Shannon	Payton	spayton24@gmail.com	19973	I am interested in finding out more information about BASSE.	7th grade	
Samantha	Simile	samanthajeon07@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Michelle	Zuravin	kraft2011@hotmail.com	19941	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Deborah	Ross	dsross12sr@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Ashley	Hood	ahood321@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Ryshekia	Smith	ryshekiasmith1988@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Holly	Elzey	holly.liberty@aol.com	19933	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Silvestre	Villalobos-Labra	slyves21@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Test	Test	drjmullen@gmail.com	19901	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board

Kyra	McCray	kaykymac@icloud.com	19901	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Samuel	Ortiz	brookid1970@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Ali	Myers	acmyers1126@gmail.com	19968		Kindergarten - 4th grade	
allison	maione	allison_21230@yahoo.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Donnell	Smack	smackdonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Emily	Herman	ejhill16@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Joseph	Lawson	josephlawson@gmail.com	19958		5th grade	
Nicole	West	nicolewestrealtor@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
Carolyn	Cordrey	carolyn@prescottpr.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Joshua	Clifton	joshuaclifton@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Jenna	Spruill	jenspr2011@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade	
Kasey	Cordell	nursekaseymae@yahoo.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade, 7th grade, 8th grade	The BASSE Parent Advisory Board
Denise	Tonnell	denisetonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Juan	Berrocal	berrocal.juan@gmail.com	19968	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Jaime	Mcneill	jmbarkley85@gmail.com	19940	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Brian	Joseph	josephbrian652@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rhona	Perkins	rhonalev@yahoo.com	19711	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jennifer	Larsen	spitfire1108@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Isabella	Finney	bela.felix@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
LaTisha	Dismuke	latisha.dismuke79@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Lisa	Martin	martinlisa426@gmail.com	19931	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Sade	Perry	sadeperry33@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	
Lamar	Nichols	lnicks2202@icloud.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maryam	Mansoor	lifeisbeautifulpraiseit@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tamela	Duffy	blessed6807@gmail.com	19952	I am interested in finding out more information about BASSE.	6th grade	
Nicole	Cope	rdale8209@gmail.com	19939	I am interested in finding out more information about BASSE.	6th grade, 8th grade	
Shaneka	Gibbs	lastarr007@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Nicole	Kersic	nicolekersic122889@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board

Eric	Sheridan	sheridanfamily04@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Lori	Pritchett	ljp65@verizon.net	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Cassandra	Gibbs	cassigibbs@gmail.com	19945	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 8th grade	
Jennifer	Mihalics	jennifer.mihalics@gmail.com	19966	I am interested in finding out more information about BASSE.	7th grade	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment E - Letters of Support**

Name	Email Address
Alfonso Jones, Delaware State Police	ajonesblue@hotmail.com
Cheryl Fidderman, CEO Private Practice of Mental Health	newbeginningsfamilyservices@gmail.com
Aekah Riddick, CEO of Engineering Firm	Erica.riddick@riddickengineering.com
Bernice Edwards, CEO of First State Community Action Agency	bedwards@firststatecaa.org
Jerry Lee, Retired Military Professional	jerry.m.lee25@gmail.com
Faye Blake. CEO Pathways	fblake@pathways-2-success.org
Audra Johnson, Impact Delaware Board Member	ajohnson@mscfv.org
Pastor Tambera Stewart, Georgetown Pastor	Tambaras@aol.com
Bishop Jamie Hazzard, Pastor in Sussex County	mamihazz@aol.com
Kiera McGillivray, Chief Program Officer of School Based Services of Children & Families First	kieramft@gmail.com
Amy Walls, Discover Bank	amywalls@discover.com
Cherry Barranco, Retired Teacher in Sussex County	Barrancocherry@gmail.com
ChaTanya Lankford, Social Worker Administrator	mscllankford@gmail.com
Shanett Hynson, Program Manager of Behavioral Health Consultants for Children & Families First	shanett.hynson@cffde.org
Peggy Geisler, Executive Director of Sussex County Health Coalition	pgeisler@pmgconsulting.net
Jennifer Fuqua, Executive Director of La Esperanza	jfuqua@LaEsperanza.org
Chris Crouch, Executive Director of the Boys and Girls Club	
Chris Cannon, Arch Cannon Foundation	cc@arsht.com
Toni Dickerson, Director of Child Care Directors Committee & Director of Little Spouts	toni.dickerson@outlook.com
Kymberly Alvarado LCSW Principal owner at Coastal Counseling and Consulting Services LLC	kymalva57@gmail.com
Regina Sydney Brown, Director of DEAN	rsbrown@uwde.org
Charles Burton, Owner of IG Burton	cburton@igburton.com

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**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment F - Grade 6 Unit 2 Plan and Assessment**

Grade Level: 6th Grade Subject: ELA		Theme: How do the things we create help us to understand ourselves and our communities?	
Unit Topic & Summary			
<p>From EL:</p> <p>“In Unit 2, students will continue to read excerpts from <i>The Lightning Thief</i>. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in <i>The Lightning Thief</i>. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of <i>The Lightning Thief</i> movie with reading about the same events in the novel.”</p> <p>In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit’s anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.</p>			
End of Unit Goals			
Identity Goals		Service-Learning Goals	
Students will explore what stories tell them about what their community values.		Students will explore the relationship between community needs and the stories we tell.	
Intellectual Goals		Criticality Goals	
Students will understand how myths are passed forward.		Students will explore myths from other cultures.	
Skill Goals & Content Standards			
<ul style="list-style-type: none"> 🕒 Read several Greek myths featured in the anchor 🕒 Identify themes 🕒 Compare and Contrast different representations of the same story 🕒 Compose an informational essay using a compare and contrast structure 🕒 Follow a peer critique protocol to revise writing <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>			

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9a - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Text Set*

The Lightning Thief by Rick Riordan
Percy Jackson & The Olympians: The Lightning Thief (2010), excerpts from the movie
 Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia"
[Various Myths as retold by S.E. Schlosser](#)
[PBS Myths and Heroes Website](#)
[Britannica Middle School Myths Entry](#)

End of Unit Performance Assessment

The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of *The Lightning Thief* with the same scene in the novel. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6)

Learning Outline**

Identity Objective:
 Explore the themes in myths.

Total Lesson Time (in minutes): approx. 225 minutes

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Intellectual Objective:</i> Explore why we have myths today.</p> <p><i>Criticality Objective:</i> Explore a myth from another culture.</p> <p><i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text.</p> <p>RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b</p> <p><i>Lesson Texts:</i> “The Lightning Thief” by Rick Riordan Greek Myths: “Theseus and the Minotaur,” “Cronus,” “Medusa,” and “Hestia” Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary.</p> <p><i>Lesson Assessment:</i> How are the themes between related print texts alike and different?</p>	<p>Day(s) in Unit: approx. 5</p>
<p><i>Identity Objective:</i> Explore what the themes in myths reveal about culture.</p> <p><i>Intellectual Objective:</i> Explore the impact of myths on society.</p> <p><i>Criticality Objective:</i> Explore a myth from another culture.</p> <p><i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d</p> <p><i>Lesson Texts:</i> <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning</i></p>	<p>Total Lesson Time (in minutes): approx. 270 minutes Day(s) in Unit: approx. 6</p>

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Thief (2010)</i>, excerpts from the movie PBS Myths and Heroes Website Additional texts to support student learning, if necessary.</p> <p>Lesson Assessment: How are the themes between related texts in different mediums alike and different?</p>	
<p>End of Unit Assessment Skill Objective & Target Standard(s): I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my essay. RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6</p> <p>Lesson Texts: <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning Thief (2010)</i>, excerpts from the movie</p>	<p>Total Lesson Time (in minutes): approx. 180 minutes Day(s) in Unit: approx. 4</p>

*Additional texts will be added to help support students in meeting all unit objectives.

**Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row “A” of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That’s exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus’s lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the “entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . .” (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ **Date:** _____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

- Clearly states a focus and stays focused throughout the piece.
- Uses accurate and relevant examples, details, and quotations to explain your thinking.
- Groups information logically, in a way that makes your thinking clear to the reader.
- Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.
2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.
4. Read the feedback and consider how you can use this feedback to improve your work.
5. Revise your essay, clearly marking what revisions you have made.
 - Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.
 - Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose ³				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	Introduces a topic clearly	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	Concluding statement or section follows from the explanation or information presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	Uses appropriate transitions to clarify the relationships among ideas and concepts	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	Establishes and consistently maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	Varies sentence patterns for meaning, interest, and style	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions ⁴				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁴ See Grade 6 Language standards 1 and 2 for specific expectations.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment G - Budget Summary_100% Enrollment**

Fiscal Year	23/24	24/25	25/26	26/27	27/28	28/29	
Year	1	2	3	4	5	6	
<u>Student Enrollment</u>							
Projected General Education	202	283	364	445	526	607	
Projected Special Education	48	67	86	105	124	143	
Percent Special Education	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Total Student Population (Paid)	250	350	450	550	650	750	
Projected ESL Students	55	77	99	121	143	165	22.00%
<u>Classroom Distribution</u>							100.00%
6th	125	100	100	100	100	100	
7th	125	125	100	100	100	100	
8th		125	125	100	100	100	
9th			125	125	100	100	
10th				125	125	100	
11th					125	125	
12th						125	
Total	250	350	450	550	650	750	
Average Number of Students/Grade	25	25	25	25	25	25	
Approximate # of Classes per Grade	5	2	2	2	2	2	
Total Required # of Classrooms	10	14	18	22	26	30	

Distribution of Enrollment from Surrounding School Districts													
	% Distribution	Federal Funds											
		23/24	24/25	25/26	26/27	27/28	28/29	23/24	24/25	25/26	26/27	27/28	28/29
Indian River	40.00%												
GENED		82	114	146	179	212	243	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645
SPED		19	28	35	42	50	57	\$ 65,145	\$ 91,590	\$ 116,745	\$ 142,545	\$ 168,990	\$ 193,500
Delmar	5.00%												
GENED		10	14	18	22	26	30	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463
SPED		2	3	4	5	6	7	\$ 5,556	\$ 7,871	\$ 10,186	\$ 12,501	\$ 14,816	\$ 17,131
Laurel	5.00%												
GENED		10	14	18	22	26	30	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732
SPED		2	3	4	5	6	7	\$ 8,784	\$ 12,444	\$ 16,104	\$ 19,764	\$ 23,424	\$ 27,084
Seaford	15.00%												
GENED		30	42	55	67	79	91	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996
SPED		7	10	13	16	19	21	\$ 36,852	\$ 51,792	\$ 67,728	\$ 82,668	\$ 97,608	\$ 111,552
Woodbridge	7.50%												
GENED		15	21	27	33	39	46	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869
SPED		4	5	6	8	9	11	\$ 16,511	\$ 22,594	\$ 28,677	\$ 35,629	\$ 41,712	\$ 49,533
Milford	7.50%												
GENED		15	21	27	33	39	46	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778
SPED		4	5	6	8	9	11	\$ 14,782	\$ 20,228	\$ 25,674	\$ 31,898	\$ 37,344	\$ 44,346
Cape Henlopen	20.00%												
GENED		40	57	73	89	105	121	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553
SPED		10	13	18	21	25	29	\$ 27,650	\$ 38,710	\$ 50,323	\$ 60,830	\$ 71,890	\$ 82,950
GENED		202	283	364	445	526	607						
SPED		48	67	86	105	124	143						
Total	100.00%	250	350	450	550	650	750	175,280	245,229	315,437	385,835	455,784	526,096

Estimated Revenue	23/24	24/25	25/26	26/27	27/28	28/29
State Funding (from Revenue Sheets)	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532	\$4,791,978	\$5,420,216
Local Funding (from Revenue Sheets)	\$600,404	\$841,528	\$1,081,529	\$1,315,372	\$1,556,709	\$1,791,256
Federal Funding	\$175,280	\$245,229	\$315,437	\$385,835	\$455,784	\$526,096
Cafeteria Service Revenue	\$168,750	\$236,250	\$303,750	\$371,250	\$438,750	\$506,250
Total Estimated Revenues (State/Local/Federal)	\$2,841,141	\$3,901,172	\$4,968,036	\$6,131,989	\$7,243,221	\$8,243,818

100% Enrollment

Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Executive Director	1	1	1	1	1	1	1						
School Founding Leader	0.5	0	0	0	0	0	0						
Director of Development	1	1	1	1	1	0	0						
Dean of Academic Excellence	0	1	1	1	1	1	1						
Dean of Community Partnerships	0	0	0	0	1	1	1						
6th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
7th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
8th Grade Academic Coach (Lead Teacher)	0	0	1	1	1	1	1						
9th Grade Academic Coach (Lead Teacher)	0	0	0	1	1	1	1						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	1	1	1						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	1	1						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	1						
6th Grade Content Teachers	0	4	3	3	3	3	3						
7th Grade Content Teachers	0	4	4	3	3	3	3						
8th Grade Content Teachers	0	0	4	4	3	3	3						
9th Grade Content Teachers	0	0	0	4	4	3	3						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	4	4	3						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	4	4						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	4						
Special Education Coordinator	0	1	1	1	1	1	1						
Special Education Teacher	0	1	2	2	3	5	5						
Language Teacher	0	0	0	1	2	2	2						
Physical Education & Health	0	1	1	1	1	2	2						
Arts Teacher	0	0.5	0.5	1	1	2	2						
Paraprofessional	0	1	3	3	4	4	4						
Office Staff	0	1	1	2	2	2	2						
Custodian	0	1	2	2	2	3	3						
Cafeteria Aide (Part-Time)	0	3	3	3	4	4	4.5						
Nurse	0	1	1	1	1	1	1						
Counselor	0	1	1	1	1	1	1						
College Career Counselor	0	0	0	0	1	1	1						
Total Staff	2.50	24.50	32.50	39.00	49.00	57.00	61.50						
Health Insurance		346,112	482,040	607,152	801,003	978,348	1,108,538	Average Health Insurance cost by year					
Total Enrollment		250	350	450	550	650	750	1	2	3	4	5	6
								14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

Salary Grid for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Step	Indian River Salary Schedule
Inflation Factor		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	1-2	46,324 BA
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986	3-5	54,955 Masters
School Founding Leader	30,000	30,600	31,212	31,836	32,473	33,122	33,784	6-8	58,992 Masters
Director of Development	68,000	69,360	70,747	72,162	73,605	75,077	76,579	9-12	68,183 Masters +15
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579		
Dean of Community Partnerships		56,000	57,120	58,262	59,427	60,616	61,828	Average	57,114
6th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
6th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
Special Education Coordinator		67,000	68,340	69,707	71,101	72,523	73,973		
Special Education Teacher		59,614	60,806	62,022	63,262	64,527	65,818		
Language Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Physical Education & Health		57,114	58,256	59,421	60,609	61,821	63,057		
Arts Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Paraprofessional		30,000	30,600	31,212	31,836	32,473	33,122		
Office Staff		28,500	29,070	29,651	30,244	30,849	31,466		
Custodian		28,000	28,560	29,131	29,714	30,308	30,914		
Cafeteria Aide (Part-Time)(included 9.31% OEC Rate)		14,081	14,363	14,650	14,943	15,242	15,547		
Nurse		44,600	45,492	46,402	47,330	48,277	49,243		
Counselor		50,000	51,000	52,020	53,060	54,121	55,203		
College Career Counselor		50,000	51,000	52,020	53,060	54,121	55,203		

Total Annual Salary for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986
School Founding Leader	15,000	-	-	-	-	-	-
Director of Development	68,000	69,360	70,747	72,162	73,605	-	-
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579
Dean of Community Partnerships	-	-	-	-	59,427	60,616	61,828
6th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
7th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
8th Grade Academic Coach (Lead Teacher)	-	-	58,256	59,421	60,609	61,821	63,057
9th Grade Academic Coach (Lead Teacher)	-	-	-	59,421	60,609	61,821	63,057
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	60,609	61,821	63,057
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	61,821	63,057
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	63,057
6th Grade Content Teachers	-	228,456	174,768	178,263	181,827	185,463	189,171
7th Grade Content Teachers	-	228,456	233,024	178,263	181,827	185,463	189,171
8th Grade Content Teachers	-	-	233,024	237,684	181,827	185,463	189,171
9th Grade Content Teachers	-	-	-	237,684	242,436	185,463	189,171
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	242,436	247,284	189,171
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	247,284	252,228
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	252,228
Special Education Coordinator	-	67,000	68,340	69,707	71,101	72,523	73,973
Special Education Teacher	-	59,614	121,612	124,044	189,786	322,635	329,090
Language Teacher	-	-	-	59,421	121,218	123,642	126,114
Physical Education & Health	-	57,114	58,256	59,421	60,609	123,642	126,114
Arts Teacher	-	28,557	29,128	59,421	60,609	123,642	126,114
Paraprofessional	-	30,000	91,800	93,636	127,344	129,892	132,488
Office Staff	-	28,500	29,070	59,302	60,488	61,698	62,932
Custodian	-	28,000	57,120	58,262	59,428	90,924	92,742
Cafeteria Aide (Part-Time)	-	42,243	43,089	43,950	59,772	60,968	69,962
Nurse	-	44,600	45,492	46,402	47,330	48,277	49,243
Counselor	-	50,000	51,000	52,020	53,060	54,121	55,203
College Career Counselor	-	-	-	-	53,060	54,121	55,203
Total Salaries	178,000	1,242,388	1,650,823	2,040,303	2,606,671	3,114,012	3,436,281

	Year 0	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Classroom Teachers	-	601,140	11	907,384	17	1,163,214	21	1,460,742	26	1,737,238	30	2,024,198	34
Special Education Coordinator		67,000	1	68,340	1	69,707	1	71,101	1	72,523	1	73,973	1
Special Education Teachers (Federal Funds Tab)	-	59,614	1	121,612	2	124,044	2	189,786	3	322,635	5	329,090	5
Special Teachers (Phys Ed, Art, Music)		57,114	1	58,256	1	178,263	3	242,436	4	370,926	6	378,342	6
Counselors		50,000	1	51,000	1	52,020	1	106,120	2	108,242	2	110,406	2
Principal/Administrative	178,000	166,260	2	169,585	2	172,977	2	235,863	3	240,581	3	245,393	3
Nurse		44,600	1	45,492	1	46,402	1	47,330	1	48,277	1	49,243	1
Clerical		28,500	1	29,070	1	59,302	2	60,488	2	61,698	2	62,932	2
Custodial		28,000	1	57,120	2	58,262	2	59,428	2	90,924	3	92,742	3
Substitutes													
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other Employer Costs (33.11% of Salaries)													
Health Insurance													
Other Benefits													
Total	178,000	1,102,228	20.00	1,507,859	28.00	1,924,191	35.00	2,473,294	44.00	3,053,044	53.00	3,366,319	57.00
Allocated to Principal/Administration-Other													
Funds Sheet-Paid by Foundation Funds	3	97,917	1.5	99,875	1.5	72,162	1	73,605	1	-	0	-	0
Allocated to Cafeteria - Other Funds Sheet	0	42,243	3	43,089	3	43,950	3	59,772	4	60,968	4	69,962	4.5

	30-Jun-23	30-Jun-24	1-Jul-25	2-Jul-26	3-Jul-27	3-Jul-28	Eligibility
Transportation Expense							
Percent Eligible	175	245	315	385	455	525	70.0%
Estimated Annual Cost for Transportation	190,225	271,705	356,265	444,290	535,535	630,525	
Cost per Student	1,087	1,109	1,131	1,154	1,177	1,201	

IB Curriculum Programming Cost	30-Jun-23	29-Jun-24	29-Jun-25	29-Jun-26	30-Jun-27	30-Jun-28
Enrollment	0	250	350	450	550	650
Teacher Count	0	11	17	21	26	30
CP Program Training	-	-	-	-	1,480	1,480
CP Program Authorization Fee	-	-	-	-	8,500	-
Middle Years Program Training	600	7,200	3,600	3,600	3,600	3,000
Application Fee	4,000	-	-	10,500	10,500	10,500
Candidate Fee	-	9,500	9,500	-	-	-
Diploma Program Training	-	-	-	-	-	7,200
Diploma Program Application Fee	-	-	-	-	-	4,000
Candidate Fee	-	-	9,500	9,500	11,650	11,650
Total Cost of IB Programs	4,600	16,700	22,600	23,600	35,730	37,830

Health Insurance Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Local Tab	268,413	385,632	513,744	670,227	823,872	937,300
Federal Funds Tab	14,127	29,664	31,136	49,041	85,820	90,125
Other Funds Tab	21,191	22,248	15,568	16,347	-	-
Total	303,731	437,544	560,448	735,615	909,692	1,027,425
Total Employees	25	33	39	49	57	62

Health Insurance Calculation	Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Highmark Delaware Comprehensive PPO Plan							
Employee	55%	13.48	17.88	21.45	26.95	31.35	33.83
Employee & Spouse	25%	6.13	8.13	9.75	12.25	14.25	15.38
Employee & Child(ren)	10%	2.45	3.25	3.90	4.90	5.70	6.15
Family	10%	2.45	3.25	3.90	4.90	5.70	6.15
Inflation factor	5.0%						
Monthly Cost per Class							
Employee		793.86	833.55	875.23	918.99	964.94	1,013.19
Employee & Spouse		1,647.34	1,729.71	1,816.20	1,907.01	2,002.36	2,102.48
Employee & Child(ren)		1,223.46	1,284.63	1,348.86	1,416.30	1,487.12	1,561.48
Family		2,059.40	2,162.37	2,270.49	2,384.01	2,503.21	2,628.37
Annual Cost per Class-All Employees							
Employee		128,415	178,846	225,284	297,201	363,010	411,315
Employee & Spouse		121,178	168,751	212,495	280,330	342,404	388,034
Employee & Child(ren)		35,970	50,101	63,127	83,278	101,719	115,237
Family		60,546	84,332	106,259	140,180	171,220	193,974
Average Cost/Year/Employee		14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

The Bryan Allen Stevenson School of Excellence
Technology Budget Examples

	Year1	QTY	Extention
Phones - NEC Proposal - DE State Contract	\$ 13,035.21	\$ 1.00	\$ 13,035.21
Shredders	Purchase Price		
Option 1 MBM 2503cc	\$ 1,327.50		
Option 2 MBM 2604cc	\$ 1,797.50	\$ 1.00	\$ 1,797.50
Interactive Board Options	Purchase Price		
Sharp 4T-B70CT1U	\$ 2,319.00	\$ 4.00	\$ 9,276.00
Sharp PN-CE701H	\$ 3,835.00	\$ 4.00	\$ 15,340.00
Sharp PN-C751H	\$ 4,998.00	\$ 1.00	\$ 4,998.00
Sharp PN-CD701	\$ 8,205.00		
Rolling Stand	\$ 908.00	\$ 1.00	\$ 908.00
Wall Mount	\$ 194.00	\$ 8.00	\$ 1,552.00
Laptops for Staff Use	Purchase Price		
Sharp Dynabook Techra A50 15" i5 1.6GHz	\$ 873.00		
Sharp Dynabook Techra A50 15" i7 1.8GHz	\$ 963.00	\$ 16.00	\$ 15,408.00
Translation Solution	Purchase Price		
Xerox Versalink C405dn	\$ 885.00	\$ 1.00	\$ 885.00
100 individual scanned pages	\$ 50.00		
1,000 individual scanned pages	\$ 203.00		
5,000 individual scanned pages	\$ 528.00		
Note: 1 scanned pages with 20 page output, counts as 1 scanned page			
Chrome Books for Students	Purchase Price		
ASUS Chromebook C204EE YS01	\$ 216.57	\$ 260.00	\$ 56,308.20
Sharp Copier Options - Delaware State Contract	Purchase Price		
<u>BW Options</u>			
65ppm - Sharp MX-M6570, 4trays, staple finisher	\$ 5,833.00	\$ 1.00	Lease
50ppm - Sharp MX-M5051, 4trays, staple finisher	\$ 4,093.00		
35ppm - Sharp MX-M3551, 4trays, staple finisher	\$ 3,625.00		
<u>Color Options</u>			
50ppm - Sharp MX-5051, 4trays, staple finisher	\$ 5,274.00		
30ppm - Sharp MX-3051, 4trays, staple finisher	\$ 3,784.00		
Fax Option - Can be added to any of the Sharp options	\$ 266.00		

All Pricing Includes Delivery, Network installation & Training

Total Yr 0 and Yr 1	\$ 119,507.91
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Amount in Budget Yr. 0 and Yr. 1

Computers-State and Local & Other Funds	\$ 100,000.00
Classroom Technology - State and Local & Other Funds	\$ 35,000.00
Computers-Federal Funds	\$ 15,000.00
Total Budget Yr. 0 and Year 1	<u>\$ 150,000.00</u>

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372
3	Prior Year Carryover Funds	\$0	\$0	\$91,100	\$107,638	\$134,141
TOTAL STATE & LOCAL REVENUE		\$0	\$2,497,111	\$3,510,793	\$4,456,487	\$5,509,045

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
5	Special Education Teachers	\$0	0.00	\$67,000	1.00	\$68,340	1.00	\$69,707	1.00	\$71,101	1.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
7	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
8	Principal/Administrative	\$0	0.00	\$166,260	2.00	\$169,585	2.00	\$172,977	2.00	\$235,863	3.00
9	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
10	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (33.11% of Salaries)	\$0		\$345,209		\$458,986		\$596,029		\$756,069	
15	Health Insurance	\$0		\$268,413		\$385,632		\$513,744		\$670,227	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,656,236	19.00	\$2,230,865	26.00	\$2,909,920	33.00	\$3,709,804	41.00

17	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$50,000		\$65,000		\$80,000		\$90,000	
22	Textbooks	\$0		\$0		\$60,000		\$70,000		\$80,000	
23	Curriculum	\$0		\$0		\$22,600		\$23,600		\$35,730	
24	Professional Development	\$0		\$5,000		\$5,000		\$6,000		\$7,500	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
27	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
28	Classroom Technology	\$0		\$16,000		\$20,000		\$25,000		\$35,000	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$65,000		\$80,000		\$100,000	
31	Contracted Services	\$0		\$35,000		\$55,000		\$75,000		\$100,000	
32	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL STUDENT SUPPORT		\$0		\$348,225		\$629,305		\$792,865		\$982,520	

33	Insurance (Property/Liability)	\$0		\$42,000		\$48,260		\$54,708		\$61,349	
34	Rent	\$0		\$181,050		\$184,600		\$188,150		\$192,055	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$0		\$100,000		\$135,000		\$140,000	
37	Maintenance	\$0		\$15,000		\$20,000		\$30,000		\$45,000	
38	Telephone/Communications	\$0		\$5,000		\$7,500		\$10,000		\$15,000	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$253,050		\$370,360		\$427,858		\$463,404	

42	Equipment Lease/Maintenance	\$0		\$3,500		\$5,000		\$5,125		\$8,253	
43	Equipment Purchase	\$0		\$35,000		\$45,000		\$50,000		\$60,000	
44	Supplies and Materials	\$0		\$5,000		\$8,000		\$12,000		\$15,000	
45	Printing and Copying	\$0		\$6,000		\$7,000		\$10,000		\$12,000	
46	Postage and Shipping	\$0		\$1,500		\$3,000		\$3,575		\$5,075	
47	Enrollment / Recruitment	\$0		\$5,000		\$5,125		\$5,253		\$6,753	
48	Staffing (recruitment and assessment)	\$0		\$5,000		\$6,000		\$7,000		\$10,000	
49	Technology Plan	\$0		\$2,500		\$3,500		\$3,750		\$4,750	
50	Other	\$0		\$10,000		\$10,000		\$10,000		\$12,000	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$73,500		\$92,625		\$106,703		\$133,831	

51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$75,000		\$80,000		\$85,000		\$95,000	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$75,000		\$80,000		\$85,000		\$95,000	

STATE & LOCAL EXPENDITURES		\$0	\$2,406,011	\$3,403,155	\$4,322,346	\$5,384,559
56	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$91,100	\$107,638	\$134,141	\$124,486
2% CONTINGENCY CHECK		\$0.00	\$49,942.22	\$70,215.86	\$89,129.74	\$110,180.90

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$175,280	\$245,229	\$315,437	\$385,835
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$175,280	\$245,229	\$315,437	\$385,835
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
4	Special Education Teachers	\$0 0.00	\$59,614 1.00	\$121,612 2.00	\$124,044 2.00	\$189,786 3.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (33.11% of Salaries)	\$0	\$19,738	\$40,266	\$41,071	\$62,838
14	Health Insurance	\$0	\$14,127	\$29,664	\$31,136	\$49,041
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$93,479 1.00	\$191,542 2.00	\$196,251 2.00	\$301,665 3.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$5,000
21	Textbooks	\$0	\$6,801	\$5,842	\$5,742	\$1,281
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$5,000	\$5,000	\$5,000	\$5,000
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
27	Classroom Technology	\$0	\$0	\$0	\$10,000	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$15,000	\$5,000	\$0	\$0
30	Contracted Services	\$0	\$25,000	\$27,845	\$73,680	\$72,332
31	Other	\$0	\$20,000	\$0	\$14,764	\$557
SUBTOTAL STUDENT SUPPORT		\$0	\$81,801	\$53,687	\$119,186	\$84,170
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$175,280	\$245,229	\$315,437	\$385,835
54	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$1,000,000	\$150,000	\$150,000	\$150,000	\$150,000
3	Donations	\$0	\$300,000	\$300,000	\$300,000	\$300,000
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250
6	Miscellaneous Revenue	\$0	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$1,229	\$132,695	\$344,126	\$581,040
TOTAL OTHER REVENUE		\$1,000,000	\$619,979	\$818,945	\$1,097,876	\$1,402,290

Other Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
			FTE		FTE		FTE		FTE		FTE
Personnel Salaries / Other Employer Costs											
8	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
11	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Principal/Administrative	\$178,000	3.00	\$97,917	1.50	\$99,875	1.50	\$72,162	1.00	\$73,605	1.00
13	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
15	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
16	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
17	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
18	Other Employer Costs (33.11% of Salaries)	\$58,936		\$32,420		\$33,069		\$23,893		\$24,371	
19	Health Insurance	\$35,318		\$21,191		\$22,248		\$15,568		\$16,347	
20	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$272,254	3.00	\$193,771	4.50	\$198,281	4.50	\$155,573	4.00	\$174,095	5.00
Student Support											
21	Transportation	\$0		\$0		\$0		\$0		\$0	
22	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
23	Cafeteria	\$0		\$146,813		\$205,538		\$264,263		\$322,988	
24	Extra Curricular	\$0		\$20,000		\$50,000		\$75,000		\$100,000	
25	Supplies and Materials	\$5,000		\$4,000		\$4,000		\$4,000		\$4,000	
26	Textbooks	\$200,000		\$0		\$0		\$0		\$0	
27	Curriculum	\$4,600		\$16,700		\$0		\$0		\$0	
28	Professional Development	\$5,000		\$0		\$0		\$0		\$0	
29	Assessments	\$0		\$0		\$0		\$0		\$0	
30	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
31	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
32	Classroom Technology	\$35,000		\$0		\$0		\$0		\$0	
33	School Climate	\$0		\$0		\$0		\$0		\$0	
34	Computers	\$100,000		\$0		\$0		\$0		\$0	
35	Contracted Services	\$0		\$0		\$0		\$0		\$0	
36	Other	\$0		\$0		\$0		\$0		\$5,000	
SUBTOTAL STUDENT SUPPORT		\$349,600		\$187,513		\$259,538		\$343,263		\$431,988	
Operations and Maintenance of Facilities											
37	Insurance (Property/Liability)	\$25,000		\$0		\$0		\$0		\$0	
38	Rent	\$147,917		\$0		\$0		\$0		\$0	
39	Mortgage	\$0		\$0		\$0		\$0		\$0	
40	Utilities	\$50,000		\$90,000		\$0		\$0		\$0	
41	Maintenance	\$0		\$0		\$0		\$0		\$0	
42	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
43	Construction	\$80,500		\$0		\$0		\$0		\$0	
44	Renovation	\$0		\$0		\$0		\$0		\$0	
45	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$303,417		\$90,000		\$0		\$0		\$0	
Administrative/Operations Support											
46	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
47	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
48	Supplies and Materials	\$2,500		\$0		\$0		\$0		\$0	
49	Printing and Copying	\$2,500		\$0		\$0		\$0		\$0	
50	Postage and Shipping	\$1,500		\$0		\$0		\$0		\$0	
51	Enrollment / Recruitment	\$5,000		\$0		\$0		\$0		\$0	
52	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
53	Technology Plan	\$0		\$0		\$0		\$0		\$0	
54	Other	\$5,000		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$16,500		\$0		\$0		\$0		\$0	
Management Company											
55	Fees	\$0		\$0		\$0		\$0		\$0	
56	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
57	Curriculum	\$0		\$0		\$0		\$0		\$0	
58	Accounting and Payroll	\$45,000		\$0		\$0		\$0		\$0	
59	Other	\$12,000		\$16,000		\$17,000		\$18,000		\$19,000	
SUBTOTAL MANAGEMENT COMPANY		\$57,000		\$16,000		\$17,000		\$18,000		\$19,000	
OTHER EXPENDITURES		\$998,771		\$487,284		\$474,819		\$516,836		\$625,083	
60	# Students	0	250	350	450	550					
REVENUE LESS EXPENDITURES		\$1,229	\$132,695	\$344,126	\$581,040	\$777,207					

Charter School Application Budget Worksheet-Consolidated Funds Statement

The Bryan Allen Stevenson School of Excellence

State & Local Revenue		2022/2023		2023/2024		2024/2025		2025/2026		2026/2027	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532					
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372					
3	Federal Entitlements	\$0	\$175,280	\$245,229	\$315,437	\$385,835					
4	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250					
4	Non Profit Grants	\$0	\$0	\$0	\$0	\$0					
4	Foundation Grants	\$1,000,000	\$450,000	\$450,000	\$450,000	\$450,000					
4	Donations/Other Grants	\$0	\$2	\$0	\$0	\$0					
5	Prior Year Carryover Funds	\$0	\$1,229	\$223,796	\$451,765	\$715,183					
6											
7	TOTAL STATE & LOCAL REVENUE	\$1,000,000	\$3,292,372	\$4,574,968	\$5,869,801	\$7,297,172					
8											
9	State & Local Expenses										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
10	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
11	Special Education Teachers	\$0	0.00	\$126,614	2.00	\$189,952	3.00	\$193,751	3.00	\$260,887	4.00
12	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
13	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
14	Principal/Administrative	\$178,000	3.00	\$264,177	3.50	\$269,460	3.50	\$245,139	3.00	\$309,468	4.00
15	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
16	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
17	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
18	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
19	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
20	Other Employer Costs (33.11% of Salaries)	\$58,936		\$397,368		\$532,321		\$660,992		\$843,278	
21	Health Insurance	\$35,318		\$303,731		\$437,544		\$560,448		\$735,615	
22	Other Benefits	\$0		\$0		\$0		\$0		\$0	
23											
24	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$272,254	3.0	\$1,943,487	24.5	\$2,620,688	32.5	\$3,261,743	39.0	\$4,185,564	49.0
25											
26	Student Support										
27	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
28	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
29	Cafeteria	\$0		\$146,813		\$205,538		\$264,263		\$322,988	
30	Extra Curricular	\$0		\$20,000		\$50,000		\$75,000		\$100,000	
31	Supplies and Materials	\$5,000		\$64,000		\$79,000		\$94,000		\$99,000	
32	Textbooks	\$200,000		\$6,801		\$65,842		\$75,742		\$81,281	
33	Curriculum	\$4,600		\$16,700		\$22,600		\$23,600		\$35,730	
34	Professional Development	\$5,000		\$10,000		\$10,000		\$11,000		\$12,500	
35	Assessments	\$0		\$0		\$0		\$0		\$0	
36	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
37	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
38	Classroom Technology	\$35,000		\$16,000		\$20,000		\$35,000		\$35,000	
39	School Climate	\$0		\$0		\$0		\$0		\$0	
40	Computers	\$100,000		\$15,000		\$70,000		\$80,000		\$100,000	
41	Contracted Services	\$0		\$60,000		\$82,845		\$148,680		\$172,332	

100% Enrollment

State & Local Revenue		2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Other	\$0	\$30,000	\$10,000	\$24,764	\$15,557
43						
44	SUBTOTAL STUDENT SUPPORT	\$349,600	\$617,539	\$942,530	\$1,255,314	\$1,498,678
45						
46	Operations and Maintenance of Facilities					
47	Insurance (Property/Liability)	\$25,000	\$42,000	\$48,260	\$54,708	\$61,349
48	Rent	\$147,917	\$181,050	\$184,600	\$188,150	\$192,055
49	Mortgage	\$0	\$0	\$0	\$0	\$0
50	Utilities	\$50,000	\$90,000	\$100,000	\$135,000	\$140,000
51	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
52	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
53	Construction	\$80,500	\$0	\$0	\$0	\$0
54	Renovation	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
56						
57	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$303,417	\$343,050	\$370,360	\$427,858	\$463,404
58						
59	Administrative/Operations Support					
60	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
61	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
62	Supplies and Materials	\$2,500	\$5,000	\$8,000	\$12,000	\$15,000
63	Printing and Copying	\$2,500	\$6,000	\$7,000	\$10,000	\$12,000
64	Postage and Shipping	\$1,500	\$1,500	\$3,000	\$3,575	\$5,075
65	Enrollment / Recruitment	\$5,000	\$5,000	\$5,125	\$5,253	\$6,753
66	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
67	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
68	Other	\$5,000	\$10,000	\$10,000	\$10,000	\$12,000
69						
70	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$16,500	\$73,500	\$92,625	\$106,703	\$133,831
71						
72	Management Company					
73	Fees	\$0	\$0	\$0	\$0	\$0
74	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
75	Curriculum	\$0	\$0	\$0	\$0	\$0
76	Accounting and Payroll	\$45,000	\$75,000	\$80,000	\$85,000	\$95,000
77	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
78						
79	SUBTOTAL MANAGEMENT COMPANY	\$57,000	\$91,000	\$97,000	\$103,000	\$114,000
80	STATE & LOCAL EXPENDITURES	\$998,771	\$3,068,576	\$4,123,203	\$5,154,618	\$6,395,477
81						
82	# Students	0	250	350	450	550
83	REVENUE LESS EXPENDITURES	\$1,229	\$223,796	\$451,765	\$715,183	\$901,695
84	2% CONTINGENCY CHECK	\$20,000.00	\$65,847.44	\$91,499.36	\$117,396.02	\$145,943.44
85	Cummulative Fund Balance	\$1,229.00	\$225,025	\$676,790	\$1,391,973	\$2,293,668
86	Days Cash On Hand		26.77	59.91	98.57	130.90
	Metric				75.00	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment H - Response to EdReports Eureka Math_High School**

Response to EdReports Eureka Math HS

According to the latest EdReports for Eureka Math High School (2013-2014), Eureka Math meets the expectation of “Gateway 1: Focus & Coherence”, with a score of 15. For “Gateway 2: Rigor & Mathematical Practices”, Eureka Math scored a 12, which is categorized as “partially meets expectations.” For “Gateway 3: Usability”, Eureka Math is not scored.

The following is taken directly from the EdReport for Eureka Math, High School:

Indicator 2E

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

Indicator Rating Details

The materials reviewed for this series partially meet the expectations for supporting the intentional development of overarching mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the MPs. The materials do engage students in MP1 and MP6 throughout the materials, and there are not any instances where these two MPs are treated separately from the content standards. Overall, however, there are instances when the materials do not sufficiently support the intentional development of MP1 and MP6 by not accurately attending to the intent of these two MPs and by not fully supporting the instructional implementation of the MPs.

BASSE’s Response

BASSE plans to supplement Eureka Math with videos, additional math exercises and problem solving, and a skill called Intellectual Preparation (Intellectual Prep or IP). Through the practice of IP (which will occur at the independent-level, grade-level, and content-level) teachers will think through, with Content Leaders, and the Dean of Academic Excellence, not only what skills the students need to know and be able to exhibit for each task or objective, but also how to prepare a lesson through its weaknesses, including but not limited to understanding what the end goal is and how each part of the lesson fits together, what activities to work through to get students there, where to scaffold and how to have students show their work.

During IP, teachers will walk through each lesson, working backwards to understand what students need to know at the end of the lesson while working to fill in the gaps of the lesson. Because no curriculum is perfect and every student is different, there will always be gaps that educators need to identify to ensure proper learning of the material being taught.

BASSE will supplement the lessons exemplified below with additional practice or instructional videos and through the use of IP while preparing the lesson, all gaps will be addressed.

The following are examples that do not meet the intent of MP1 and MP6 or are not connected to content:

- Throughout the series, portions of lessons cite MP1, but often what is labeled is a place where students are asked to solve a problem but have been given a prescribed formula or steps to solve the problem in a previous example. The directions will even tell the teacher/student to use the steps already given.
 - An example is **Geometry module 2, topic A, lesson 3, Example 1**. Use of the following [video](#) will assist the teacher in teaching the material, with different content. The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught. The video coupled with the additional practice will ensure MP1 is met. The context changes very little, and the main difference in the problems are numbers.
- For MP1, in **Algebra II module 3 lesson 9 on page 132** of the teacher's edition, students are asked to figure out why social security numbers are 9 digits and how many digits long do phone numbers need to be to meet demand. In the previous example, students are shown how to use logarithms to figure out how many digits for ID numbers of a certain length. While the context changed, the work needed to be done is exactly the same just with larger numbers.
 - Use of the following videos, both the [advanced practice video](#) and the [properties of logarithms video](#) will assist the teacher in teaching the material, with different content.
- For MP6, in **Algebra I module 2, topic D, lesson 16**, students work with residual graphs. However, the materials walk students through the graph and do not require them to attend to precision. Although the materials themselves attend to precision, there is no work for the students to develop this Standard for Mathematical Practice.
 - The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught.

The following are ways in which the materials do not fully support the instructional implementation of the MP1 and MP6 and how BASSE will raise the rigor:

- **At the lesson level**, MPs are identified in three ways in the teacher materials across the series: in Lesson Notes, within the lesson itself, and with a blue box in the margin of the lesson. Across the series, the MPs are usually identified with a blue box in the margin of the lesson, and when the blue box is used, there is little description or guidance as to how the identified portion of the lesson exemplifies the noted MP. Examples of blue MP boxes include the following:
 - For MP1, the blue box found on **page 54 of Algebra I module 4 lesson 4 states**, “This question is open-ended with multiple correct answers. Students may question how to begin and should persevere in solving.” There is no other guidance for teachers on integrating MP1 or description of how the question exemplifies MP1.
 - **To raise the rigor:** MP1 is exemplified here by way of students understanding that their way of solving the problem may not be the way that was taught in this particular lesson or the way other students may solve the problem, however, solving the problem correctly, showing your work, and being able to explain how you solved the problem, with proof, is the way in which MP1 is exemplified here.
 - For MP1, the blue box found on **page 219 of Algebra II module 1 lesson 20** is drawn around four questions that teachers can ask students during a whole-class problem, but there is no guidance for teachers on when to ask the questions or if all or only some of the questions should be asked.
 - **To raise the rigor:** Guidance for asking the questions, understanding that they are meant to scaffold, is to ask the questions in the order that they are written, with the goal being for the students to fit polynomial functions to data values by the end of the lesson [during the problem set, students will have to, at minimum, understand that there are infinite polynomials that pass through a given point as well as having to verify their work].
 - For MP6, the blue box on **page 377 of Geometry module 2 lesson 24** states, “Ask students to summarize the steps of the proof in writing or with a partner.” There is no other guidance for teachers on integrating MP6 or description of how the proof exemplifies MP6.

- **To raise the rigor:** Through IP, teachers will gain the understanding that they will need to follow through with the memo at the bottom of the suggested activity under ‘if time permits’ in order to accurately attend to precision during student explanations.
- **When the MPs are mentioned in the Lesson Notes**, there is typically a brief description as to how the MP will generally be exemplified in the lesson, but these brief descriptions are not necessarily connected to specific portions of the lesson. Examples of this characteristic of the materials include the following:
 - **For MP1, the Lesson Notes on page 109 of Geometry module 1 lesson 13** state, “Additionally, students develop in their ability to persist through challenging problems (MP.1).” There is no connection to portions of this lesson, or following lessons, to indicate where or how students develop their ability to persist.
 - **To raise the rigor:** In this lesson, students are challenged to persist during the entire exploratory challenge. Students are asked to find several angles of rotation, test several points, verify the angle measured is consistent, and continue on with various tasks. Through all of this the students are asked to persist knowing that one wrong turn or measurement calls from them to start their work over, possibly from the onset of the activity.
 - For MP6, the Lesson Notes on **page 250 of Algebra I module 4 lesson 23** state, “Throughout this lesson, students...report their results accurately and with an appropriate level of precision.” There is no connection to any portions of the lesson for MP6, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** Students are asked to translate the verbal context to a quadratic function, graph, interpret, and analyze key functions of a quadratic function with precision, throughout the lesson.
 - For MP6, the Lesson Notes on **page 369 of Algebra II module 3 lesson 23** state, “In the main activity in this lesson, students work in pairs to gather their own data, plot it (MP.6), and... .” There is no connection to any particular part of the main activity, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** The main activity of this lesson is for students to gather data, find a function, and justify their choices to the entire class. During each step of the activity, students are asked to be

precise with both their numbers when graphing and the actual plotting of the numbers when graphing.

References:

<https://www.edreports.org/reports/overview/eureka-math-2013-2014>

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment I - Johnson Transportation Letter**

JOHNSON TRANSPORTATION, INC.
37073 JOHNSON ROAD
SELBYVILLE, DE 19975

February 22, 2022

Bryan Allen Stevenson School of Excellence
Attn: Dr. Julius Mullen

To whom it may concern,

Keith and Rebecca Johnson representing Johnson Transportation, Inc. of Selbyville, DE would be interested in providing transportation services for students of the Bryan Allen Stevenson School of Excellence, pending Charter School approval. We have been contractors within the Indian River School District since our establishment in 2010. In addition, Keith and Rebecca are Certified Delaware School Bus Driver Trainers. Johnson Transportation Inc. continues to provide reliable service for Indian River School District and would appreciate the opportunity to provide reliable service to Bryan Allen Stevenson School of Excellence. Should you need letters of recommendation they will be provided upon request.

Thank you for your time and consideration.

Sincerely,

Rebecca V. Johnson Pres.
Johnson Transportation, Inc.
Rebecca V. Johnson, President

2-22-22
Date

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment J - Otsie Transportation Letter**

**OTISE TRANSPORT, Inc.
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

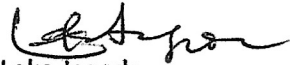
Fax: (302) 678-1185

2-24-2022

Hi Dr. Julius

I would like to request for the opportunity to transport children attending your institution, Bryan Allen School of Excellence, to and from your facility to their residence.

Thank you.



Leke Jegede
Owner/Manager

**Leke Jegede
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

Fax: (302) 678-1185

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

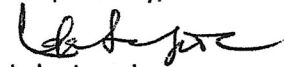
2-24-2022

RE: The Bryan Allen Stevenson School of Excellence, Inc.

I would like to offer my support for the above mentioned school. As an educator, I see the potential impact of the institution on the Sussex county community as it would provide a needed source of education for our children. As a citizen, I see the potential economic impact as the institution would provide job opportunities for the county and the state of Delaware as a whole.

I hope the school's application will be accepted.

Respectively,



Leke Jegede

Applicant's Response to CSAC Initial Report - February 28, 2022



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

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

Response Submitted: Monday, February 28, 2022, at 4:00 PM, EST.

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

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

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

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

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

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

Thank you for this opportunity to reimagine education with us.

Best,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

3. *Promotion and Graduation Requirements*

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

Students' official transcripts will include:

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

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

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

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

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

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

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

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

4. *Relating to recruitment, please:*

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

Proposed Recruitment Timeline*:

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

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

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

BASSE CSAC Report Responses

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

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

Jan. 2023: January application deadline.

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

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

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

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

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

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

5. Enrollment Preferences:

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

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

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

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

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

6. *School Facilities:*

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

BASSE CSAC Report Responses

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

7. *Is there a guarantee that the space within Ennis will be available for initial opening, if the application is approved? If the CEB-like building is not constructed or completed within the anticipated timeline, what is the school's "plan B" for location?*

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

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

BASSE CSAC Report Responses

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

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

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

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

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

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

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

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

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

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

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

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

Please see our budget update summary in Attachment G.

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

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

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

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

BASSE CSAC Report Responses

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

Please see our updated budget summary in Attachment G.

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

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

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

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

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

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

26. *In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.*

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

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

Please see Attachment F.

28. *Part 7 of section 1.3 requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Please provide details about the Tier 3 screening and intervention support provided for students with weak phonics/word analysis, fluency skills in*

addition to comprehension difficulties. The listed intervention resources do not attend to unfinished learning in the foundational reading skills.

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 support alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

29. *In the education plan – section 1.3, number 7, the application requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Additional details specific to the academic elements of MTSS are needed in this response. • [Math] As the school builds its plan for MTSS, leaders are encouraged to refer to and capitalize on the DDOE MTSS resources and professional learning.*

BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students' comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE's at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

BASSE CSAC Report Responses

BASSE fully intends to use the guidance in the “DE-MTSS Essential Component: Evaluation and Selection of Academic and Nonacademic Resources, Supports, and Interventions” as we select the academic interventions for our students which will be determined by using the data collected, the team-based leadership model, and a comprehensive system of assessment, which is outlined in our description of our tiered system of support above.

30. *If the Eureka/EngageNY materials are used for grades 6-8, what is the specific professional learning plan which will be utilized to support teachers, considering the usability challenges cited in the EdReports report?*

Per the [EdReports](#) summary, Engage NY ELA 3-8 meets expectations for grades 6-8 in the category of usability, with all three grade levels scoring a 33 out of a possible 34 points, with the low end of the meets expectations scale being 31. However, due to the stated need for additional extensions and advanced opportunities for students who read, write, speak, or listen above grade level, the following schedule will be implemented. Along with this professional development schedule, teachers will participate in curriculum training for their particular content in the summer prior to opening. This training will continue for all new teachers after our opening year of 2023.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
New hires	Professional Development	Content curriculum training	Dean of Academic Excellence, Academic Coaches, New Hires
Two weeks before the start of a unit	Content PLC	Prior to the start of each unit, intellectual preparation will be completed to internalize each unit’s main topic and learning focus. During these meetings teachers will participate in preparatory practices such as understanding where the unit is going, understanding possible to probable student misconceptions, and understanding where extension	Dean of Academic Excellence, Academic Coach, All Instructional Staff

		activities need to be implemented.	
One week before the start of a unit	Content PLC	To research and/or create lesson extension activities.	Academic Coach, All Instructional Staff
One week before the start of a unit	Content PLC	To adjust the suggested pacing in order to implement any differentiated lessons or extension activities as needed.	Academic Coach, All Instructional Staff
Weekly	Content PLC	To complete lesson internalization for the coming weeks' lessons. This will be the team coming together with a micro-focus on the next 4-5 lessons to completely understand where the students' learning should be at the end of each lesson and what to do if the students are not mastering that skill.	Dean of Academic Excellence, Academic Coach, All Instructional Staff

31. *Are the previous plans and supplements for the high school mathematics resources and the accompanying professional learning still in place?*

Yes, the previous plans and supplements are still in place for high school mathematics. Please see the high school resources in Attachment H.

32. *How will you use your ELL Plan Committee to support instruction for English learners within the most inclusive environments?*

Regardless of the student, BASSE wants the most-inclusive environment for all. Our Dean of Academic Excellence is currently working to become fluent in Spanish. This will directly affect the learning of our Spanish-speaking ELL students in that they will have access to a trusted member of the school community, during the school day, to assist as needed. We will also be working to hire staff members who are bilingual or multilingual to help close the gap for our ELL students through direct support of the students and through supporting instructional staff members with curriculum and social-emotional support. For all of our ELL students, no matter their first language, having the ELL Plan Committee means that we will have direct access to families of students who can assist throughout the school day, school year, and outside of the classroom.

BASSE CSAC Report Responses

The biggest goal of the committee is to ensure that all of our students feel safe and can communicate their needs with our staff during their time with us at BASSE. It is our plan that committee members will volunteer during the school day and during after school activities so that there is always someone in our building to service all of our students in the way that is most comfortable for the student. As is in many schools that service ELL students, not having staff members in the building who can communicate with them comfortably and assess their needs appropriately is a hindrance to those students receiving the best education possible. It is our mission to use the ELL Plan Committee as one of many ways that BASSE will provide the highest quality education possible for all students.

33. *Expeditionary Learning and Paths to College and Career are highly aligned, high quality instructional resources. What teacher supports – training, planning, and coaching – are in place to ensure teachers can implement the curriculum with mastery?*

Please see our teacher support system, below.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
Weekly	PLC (Professional Learning Community)	Behavioral Assessments, Educational-Growth Assessments, Incentives, Adjustments to Behavior Plans	Grade-level Teachers
Weekly	PLC	Planning, Scope and Sequence Alignment, Unit and Lesson Internalization, Lesson Differentiation	Content Teachers, Dean of Academic Excellence, Special Education Coordinator
Daily	Real-Time Coaching in Classrooms	To ensure best practices are in use daily; to ensure students are being pushed to meet rigor; to ensure behavioral expectations are set and being followed	Dean of Academic Excellence, Academic Coach

Monthly	PLC	Data Review	Dean of Academic Excellence, Academic Coaches, All Instructional Staff
End of Reporting Period	PLC and Whole-School	Data review across grade-levels, content areas, general education students, students with special services, whole-school, and teacher-based	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff
Weekly	Individual Teachers and/or Whole-School PD	Teaching of teacher-moves, both educational and behavioral, based upon trends captured through data and real-time coaching	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff

34. *According to your executive summary, nearly two-thirds of the districts here perform below the state average in measures of College and Career Readiness. What is your plan to accelerate the learning of the incoming students not fully prepared for grade-level work?*

To ensure all students attending BASSE are College and Career Ready, all students will have a Personal Learning Plan (PLP). This plan will serve as the primary resource, in addition to a student's IEP, if necessary, for instructional staff to ensure that all students are meeting and exceeding their goals. For students who come to BASSE below grade level, in conjunction with the PLP, during synthesis days, students will have dedicated one-on-one and small group time with all of their teachers. This time will include instructional support similar to what a student in Tier II RTI would receive. Through MTSS, BASSE will be able to specifically identify the student's struggle areas and, in conjunction with the student, their family, their teachers, the applicable Academic Coach, and the Dean of Academic Excellence, a plan will be put in place for how to best support the student's learning and growth when they are not at BASSE during the school day.

Another important piece to the acceleration of student learning for all students who come to BASSE below grade level is our teacher coaching and professional development. The key to all of our students being successful is the amount of professional development our staff receives, as noted in several of our responses. Our teachers will participate in hundreds of hours of professional learning throughout the school year. In addition to this, our teachers will be coached by the Dean of Academic Excellence and their academic coach, in real-time, with feedback, modeling, and coaching happening in the classroom coupled with weekly practice sessions that could include the dean, academic coach, or grade-level teams. Weekly data meetings across content areas will lead the discussion on how to close the gap for students who are below grade

BASSE CSAC Report Responses

level. Through the use of the student's most up-to-date data, the instructional team will be able to make the most comprehensive plan to accelerate their learning.

35. *There is currently a shortage of bus drivers to cover existing routes in districts and charters schools across Delaware. Do you have the commitment from a provider to provide service in 2023? Have you considered securing multiple school bus vendors? If so, a recommendation would be to secure vendors that are based out of the location the route is intended to serve.*

BASSE has reached out to various bus contractors to support our student transportation needs. We have received a letter of commitment from Johnson Transportation and Otsie Transport, see Attachments I and J. Additionally, Layton Bus contractor (Millsboro/Georgetown/Selbyville) has provided us with a verbal commitment and will be drafting a letter of support to submit to CSAC. All companies have offered to assist BASSE in general logistics. We have also engaged five other companies that cover the following areas: Milford/Lincoln, Seaford, Milton, Lewes, Rehoboth, and Laurel.

36. *If the current climate for school bus drivers doesn't improve by September 2023, do you have a backup plan if the commitment from the provider falls through?*

In consultation with the Department of Education, Delaware Charter School Network, other charter schools, and bus contractors, we will use a diverse approach including utilization of varying bus providers. BASSE's unique daily schedule (8:30 AM - 4:30 PM) will allow us to avoid competing with other school districts in the area for bus providers. This allows us to work with multiple vendors in the area and incorporate hub spots. We are also considering other creative solutions, if necessary, such as leasing vans from fleet companies, hiring our own drivers and merging their role within school operations (para, custodial staff), and offering mileage reimbursement to parents by integrating carpooling.

37. *How many students do you foresee not using provided School Transportation?*

Though we cannot accurately predict the number of students who will need school transportation, we do feel confident after our recent conversations with bus contractors, we will be able to provide transportation to all students who may need it based on our diverse transportation plan outlined above.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment A - BASSE Offer to Lease**

November 3, 2021

Brian D. Shirey, Esq.
General Counsel
Delaware Technical and Community College
21179 College Drive
Georgetown, Delaware 19947

Re: **Letter of Intent to Lease:**

20346 Ennis Street
Georgetown, Delaware 19947
(Former Howard T. Ennis School on 5.6 acres of land)

Dear Mr. Shirey:

In connection with the above-referenced property, we respectfully submit for your consideration an overview of the general terms and conditions of a proposed lease transaction between Delaware Technical and Community College and The Bryan Allen Stevenson School of Excellence. The Bryan Allen Stevenson School of Excellence is in the process of applying for its charter with the Delaware Department of Education. Our application will be submitted to The Delaware Department of Education on or before December 31, 2021. The approval process will take approximately 120 days upon which a decision will be rendered, and a charter will be issued. Ideally, we would like to enter into a binding letter of intent or lease agreement by the end of November so we can include this document in our application. We have attached to this letter a summary of our charter application, including a five-year projection and assumptions of our financial plan.

Following are the general terms and conditions of a lease agreement:

- 1. Premises:** The former Howard T. Ennis school building located at 20346 Ennis Street, Georgetown, Delaware containing a total of approximately 35,500 +/- square feet of usable space and parking for approximately 120 cars plus drop off lanes. The leased premises shall not include the natatorium or the parking that services the natatorium. Landlord reserves a transferable, non-exclusive right of access to the natatorium and related parking through the existing entrances and roadways.
- 2. Landlord:** Delaware Technical and Community College
- 3. Tenant:** The Bryan Allen Stevenson School of Excellence, a single purpose not-for-profit 501 (c) 3 entity formed for the purpose of operating a charter school for up to 500 students.
- 4. Use:** Tenant will use the property for the operation of a charter high school for up to 500 students. Tenant shall occupy the leased Premises in accordance with all applicable laws. Tenant shall not engage in any use that competes with the programs or operations of Landlord. Any post-secondary courses that may be offered to Tenant's students will be offered in partnership with Landlord.

- 5. Term:** Five (5) continuous years, effective on November 1, 2022. Tenant reserves the right to terminate the lease term early, provided one year's written notice. Tenant also reserves the right to terminate the lease early, with 90-days' written notice, if the school's charter is not renewed by the State Board of Education.
- 6. Lease Commencement Date:** November 1, 2022. Tenant recognizes that the premise is currently occupied by the Indian River School District (IRSD), and that IRSD is entitled to a reasonable period of time to remove its property and vacate the premises following the opening of its new school in September of 2022. To the extent allowable by law, Landlord will grant Tenant early occupancy after the property has been fully vacated by the Indian River School District, for the purpose of installing Tenant's furniture, fixtures, and equipment and to begin any Landlord-approved improvements. Tenant shall not be required to pay rent during any period of early occupancy, but shall be required to obtain property and general liability insurance in an amount agreed upon by Landlord.
- 7. Option to Renew:** Provided Tenant is not in monetary default under the terms of the Lease Agreement, Tenant shall have the right of first refusal to renew the Term for an additional three (3) years, under the same conditions of this lease agreement. Tenant must exercise said Right no later than January 15, 2027.
- 8. Rental Commencement Date:** November 1, 2022.
- 9. Lease Expiration Date:** August 31, 2027.
- 10. Construction and Improvements:** Landlord and Tenant will negotiate the best format for how the construction and improvements are completed. Tenant's analysis of the current building condition has estimated that approximately \$200,000 will be required to make nonstructural cosmetic improvements and repairs and maintenance. Landlord and Tenant each agree that this provision will be mutually worked out between the parties by May, 2022, and Landlord will have final approval on all alterations, additions or modifications to the premises. Tenant will be allowed to install additional modular classrooms on the Premises so long as all local and state laws are followed.

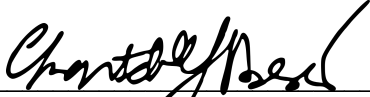
11. Annual Rental Rate:

Rent	Annual Rental	Rent/S.F.	Lease Year
Year 1 (rent payment commences on 11/1/22)	147,917	\$ 5.00	22-23
Year 2	181,050	5.10	23-24
Year 3	184,671	5.20	24-25
Year 4	188,364	5.31	25-26
Year 5	192,132	5.41	26-27
Option			
Year 6	192,132	5.52	27-28
Year 7	199,894	5.63	28-29
Year 8	203,892	5.74	29-30

- 12. Operating Expenses:** The Lease will be triple net. Accordingly, Tenant shall directly pay to each of the appropriate vendors, for all of the operating expenses related to the operation of the Premises, including, but not limited to, electric, natural gas, telephone, cleaning, maintenance of the HVAC and other mechanical systems, general liability, contents and liability insurance, and property and casualty insurance covering the buildings. It is assumed the property is exempt from real estate taxes, but if not, Tenant will be liable for the full payment of any taxes assessed against the property or Tenant's use thereof. Tenant will be responsible for structural-related costs of maintenance, including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, Mechanical, Electrical, and Plumbing and roof expenses.
- 13. Warranty of Habitability:** Tenant acknowledges that the premises are being rented "as-is", and that Landlord has made no representations or warranties regarding their suitability or habitability for any particular use. Tenant hereby confirms that it has had the property inspected by architects/engineers/contractors of its choosing and is fully aware of the condition of the premises and all facilities associated therewith, and hereby accepts them in their present state.
- 14. Landlord and Tenant Operating Partnerships:** Landlord and Tenant each recognize that there are crossover benefits to each entity, and will use best efforts to create crossover shared services. For example, if Landlord creates a teaching program, Landlord will work with Tenant on allowing students to work at the school in student teaching roles. If Tenant creates an early college program, such program shall be created in partnership with Landlord. In addition, Tenant and Landlord will work in good faith to allow Tenant use of Landlord's outdoor athletic fields for its students. Tenant understand and agrees that Landlord and Landlord's teams/operations will have priority in the use of its athletic fields, and any use by Tenant may only occur when the fields are not in use by Landlord. Landlord and Tenant shall agree on Tenant's share of the costs to maintain the athletic fields in the event Landlord's athletic fields are used by Tenant.
- 15. Signage:** Tenant, at its sole cost and expense, shall be permitted to erect signage on the Premises (on the building) and a canopy or awning at the school's entrance, to the extent allowable by law and with the prior written approval of the Landlord; such approval shall not be unreasonably withheld or delayed.
- 16. Brokerage:** Landlord and Tenant acknowledge that they have had no other dealings with Brokers as it relates to this property.
- 17. FORMAL AGREEMENT:** The Landlord and Tenant shall negotiate in good faith in an effort to enter into a formal Lease Agreement on or before December 15, 2021, which agreement shall be subject to the approval of Landlord and Tenant and shall be acceptable in form and legal content of the respective parties. This Letter of Intent to Lease is for discussion purposes only and serves as a preliminary, non-binding letter subject to a fully executed Lease Agreement by both Landlord and Tenant. The terms and conditions herein are subject to change and or withdraw at any time and for any reason. The lease will be contingent on a mutually acceptable Lease Agreement containing the customary covenants, warranties, apportionments and representations. The Lease Agreement, if any, will provide for environmental indemnification by the Landlord as well as zoning and City Code compliance.

We look forward to working with you to a mutually agreeable agreement. Thank you for your kind assistance and willingness to work with our school. I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chantalle Ashford", written over a horizontal line.

Chantalle Ashford
Founder and Board Chair
The Bryan Allen Stevenson School of Excellence

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment B - Enrollment and Withdrawal Policy (revised)**

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawal Policies

2023 - 2024 BASSE Enrollment & Withdrawal Policy

Admissions

To be eligible for admission to the Bryan Allen Stevenson School of Excellence (BASSE), a student must be eligible to enter:

- the 6th or 7th grade in the 2023-2024 school year;
- the 6th, 7th, or 8th grade in the 2024-2025 school year;
- the 6th through 9th grades in the 2025-2026 school year;
- the 6th through 10th in the 2026-2027 school year;
- the 6th through 11th in the 2027-2028 school year;
- all grades, 6th through 12th, in the 2028-2029 school year.

The student and their family must be Delaware residents.

BASSE will not discriminate against any student in the admission process because of their race, religion, creed, color, sex, disability, or national origin, or due to the student's school district of residence providing a per-student local expenditure lower than another student seeking admission. The only exceptions to restrict student admissions are:

- Age and/or grade-level eligibility, or
- By lottery in the case of over-enrollment

An electronic version of the application for the school will be available to submit online. Additionally, families who are more comfortable may download, print, and mail their applications to BASSE. For families unable to access the school website, BASSE will provide them with paper copies of the application upon request.

Preferences

The selected preferences of BASSE will be (in the ranked order below):

- Siblings of students currently enrolled at the school
- Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
- Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.

Students who have a specific interest in BASSE's teaching methods, philosophy, and education focus will need to submit a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program. A detailed description of this application supplement will be provided with the application on the website and will be explained during parent workshops and recruitment events.

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Timeline

BASSE Student Recruitment & Enrollment Timeline*	
<i>Recruitment & Pre-Application</i>	
Student Recruitment Engagement	Ongoing Online and In-Person (Ads, Social Media, Mailers, etc.)
Student Recruitment Events	June 2022 - December 2023, Monthly
School Choice Parent Workshop #1	August 2022
School Choice Parent Workshop #2	September 2022
School Choice Parent Workshop #3	October 2022
<i>Application</i>	
BASSE Begins Accepting Applications	November 6, 2022
BASSE Application Closes at 11:59 PM*	January 10, 2023
BASSE Notifies All Home LEAs of Received Applications	By January 26, 2023
BASSE Begins Action on Approved Applications	February 29, 2023
BASSE Notifies Parents and Home LEAs of Application Action	By March 8, 2023
BASSE Receives in Notice of Intent from Parents in Writing	By March 15, 2023
<i>Lottery**</i>	
BASSE Performs Lottery for Surplus Applications	March 4, 2023
BASSE Notifies Parents and Home LEAs of Lottery Results and Application Action	By March 8, 2023
<i>Enrollment</i>	
BASSE Enrolls Students for Fall 2023	Beginning March 21, 2023

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

BASSE Hosts Open House for Students and Families Enrolled for Fall 2023	August 31, 2023
BASSE Notifies DDOE of Fall 2023 Projected Enrollment Total	November 30, 2023 - January 30, 2024

*The dates selected are based on the school choice process outlined at <https://www.schoolchoicede.org/>. BASSE will align its timeline when the 2023-2024 dates are released.

**If there are remaining seats, BASSE will continue to receive applications until we are at capacity.

Lottery*

In the case that the number of applications exceeds the number of openings after preference is given to students who meet the preference criteria above, BASSE will hold a lottery on March 4, 2023.

The lottery process will be blind so that all students will have an equal chance of being offered a spot in the remaining available seats. Depending on the type and amount of applications received, the lottery will be run manually or via a computerized method.

Waiting Lists

BASSE will continue to accept applications until we have reached capacity. Students eligible for admission but not selected due to a lack of capacity will be placed on a ranked waiting list until September 5, 2023.

Withdrawals

Application Withdrawal

Any parent who previously applied for their student to attend BASSE may withdraw their application at any time prior to action on the application by our board by giving written notice.

Withdrawal from School

A parent may apply to withdraw their child's enrollment at BASSE at any time by submitting a written application to the school. BASSE will then follow the policy outlined in 14 Del. C. § 407 (c) - (i).

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Re-Enrollment

Accepted BASSE students will remain enrolled until graduation, provided that the student continues to meet the requirements for enrollment.

A student's right to remain enrolled may be terminated prior to graduation if

- a. The student fails to continue to comply with BASSE's requirements for attending school or class, or
- b. Refusal to participate in the school conflict resolution process.

Records

BASSE will maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the student will attend BASSE for at least one complete school year per 14 Del. C. § 506 (c) (3).

Each parent will need to sign and submit this document after BASSE receives their notice of intent in order for their child to continue in the enrollment process.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment C - IB Letter of Support**

**Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901-3639**

October 17, 2019

RE: The Bryan Allen Stevenson School of Excellence, Inc

It is encouraging to recognize that families in Sussex County will have the opportunity to provide students with a real-world educational experience where service, rigor, and student leadership is at the center.

The International Baccalaureate Organization (IB) is writing to support the Bryan Allen Stevenson School of Excellence, Inc. The IBO supports the intent of BASSE Inc. to pursue recognition as an IB World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The IB's mission has been built on a cornerstone of creating a better world through education – one which aligns closely with the mission of the BASSE, Inc. and its foundation and partner networks.

Mr. Stevenson built a legacy of service and change that BASSE, Inc. will impress upon their students and families. The IBO supports the efforts BASSE, Inc. will take to make these factors a success and upon pursuit of IB Programmes our organization looks forward to aligning with the BASSE, Inc. community.

As an organization, the IBO provides professional development and academic support services and have a rigorous authorization process prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process every five years.

We look forward to working with the BASSE, Inc.

Sincerely,

Antrina Leeth
Outreach and Development, Manager
International Baccalaureate Organization

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment D - Parent Support Surveys (updated)**

First Name	Last Name	Email Address	Zip Code	Interest Level	Grade Level Your Child Will Be in 2023	Volunteer Interest
Sarah	Bryson	sarahbryson1023@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 7th grade	
Cassandra	Smith	cassie_bordes@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Brooke	Lowe	bmlowe@hotmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Mike	Bryson	mikeetk421@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade, 7th grade	
Leah	Bradford	Leah.bradford3695@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 9th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Ginny	Layfield	ginlayfield@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	
Saima	Kayani	kayanisaima1@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 8th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Christiana	Handy	CLHCRJ@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maureen	Botti Eschbach	mbotti77@hotmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Student Advisory Board
Autumn	Stratton	autumnstratton@gmail.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 8th grade	
Lyndsey	Swensen	lyndseyswensen@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Amanda	Kelley	AKelley95@icloud.com	19956	I am interested in finding out more information about BASSE.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jamika	Jenkins	jamikajenkins2@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade, 7th grade	The BASSE Parent Advisory Board
Melissa	Ockels	mockels@bgclubs.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Amanda	Shaffer	atomlinson22@aol.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Melissa	Penuel	mpen07@gmail.com	19966	I am interested in finding out more information about BASSE.	5th grade, 9th grade	
Maria	Rogers	mariarogers682@icloud.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Erin	McCall	rileyg4@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Stefani	Mowbray	stefdavemad@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Kathryn	Burritt	keliseburritt@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Kerry	Thompson	kerry.n.walsh@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Amber	Lewis	mrs.alewis12@aol.com	19805	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board
Cristiana	Miranda	cristianam2014@icloud.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 10th - 12th grade	
Rukeem	Smith	smithrykeem@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board
Victoria	Bowler	godschild01953@gmail.com	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
samantha	minnick	sminnick209@yahoo.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	

Ragan	Callahan	rlcurphey@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Missy	Rogalia	missrogalia@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Bethany	Phillips	bwharton@udel.edu	19957	I am interested in finding out more information about BASSE.	6th grade	
Michelle	Keenan	michelle.keenan20@gmail.com	19947	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade, 8th grade	The BASSE Parent Advisory Board
Nina	Foltz	nina.foltz@delaware.gov	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Takesha	Bailey	tabailey09@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Bonni	Page	bpage@goodwillde.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Kara	Alo	kaloboyndogs3@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 7th grade, 8th grade	
Tracey	Condonkneifl	traceycondonkneifl@gmail.com	19963	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rev. Heather	Rion Starr	RevHeatherRionStarr@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Austin	Perry	austinperryking@aim.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Lynne	Betts	Lynne03betts@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Airyana	Jimenez	lozanobrenda19@gmail.com	78254	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Ramona	Negron	ramonav525@yahoo.com	19963	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Kristie	Willoughby	kristie.willoughby@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade	
Irene	Johnson	ijohnson14@fordham.edu	19975	I am interested in finding out more information about BASSE.	7th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Shannal	Jones	nellyjones4286@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tonya	Cook	tonyacook90@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Shannon	Payton	spayton24@gmail.com	19973	I am interested in finding out more information about BASSE.	7th grade	
Samantha	Simile	samanthajeon07@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Michelle	Zuravin	kraft2011@hotmail.com	19941	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Deborah	Ross	dsross12sr@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Ashley	Hood	ahood321@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Ryshekia	Smith	ryshekiasmith1988@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Holly	Elzey	holly.liberty@aol.com	19933	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Silvestre	Villalobos-Labra	slyves21@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Test	Test	drjmullen@gmail.com	19901	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board

Kyra	McCray	kaykymac@icloud.com	19901	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Samuel	Ortiz	brookid1970@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Ali	Myers	acmyers1126@gmail.com	19968		Kindergarten - 4th grade	
allison	maione	allison_21230@yahoo.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Donnell	Smack	smackdonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Emily	Herman	ejhill16@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Joseph	Lawson	josephlawson@gmail.com	19958		5th grade	
Nicole	West	nicolewestrealtor@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
Carolyn	Cordrey	carolyn@prescottpr.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Joshua	Clifton	joshuaclifton@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Jenna	Spruill	jenspr2011@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade	
Kasey	Cordell	nursekaseymae@yahoo.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade, 7th grade, 8th grade	The BASSE Parent Advisory Board
Denise	Tonnell	denisetonell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Juan	Berrocal	berrocal.juan@gmail.com	19968	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Jaime	Mcneill	jmbarkley85@gmail.com	19940	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Brian	Joseph	josephbrian652@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rhona	Perkins	rhonalev@yahoo.com	19711	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jennifer	Larsen	spitfire1108@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Isabella	Finney	bela.felix@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
LaTisha	Dismuke	latisha.dismuke79@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Lisa	Martin	martinlisa426@gmail.com	19931	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Sade	Perry	sadeperry33@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	
Lamar	Nichols	lnicks2202@icloud.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maryam	Mansoor	lifeisbeautifulpraiseit@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tamela	Duffy	blessed6807@gmail.com	19952	I am interested in finding out more information about BASSE.	6th grade	
Nicole	Cope	rdale8209@gmail.com	19939	I am interested in finding out more information about BASSE.	6th grade, 8th grade	
Shaneka	Gibbs	lastarr007@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Nicole	Kersic	nicolekersic122889@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board

Eric	Sheridan	sheridanfamily04@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Lori	Pritchett	ljp65@verizon.net	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Cassandra	Gibbs	cassigibbs@gmail.com	19945	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 8th grade	
Jennifer	Mihalics	jennifer.mihalics@gmail.com	19966	I am interested in finding out more information about BASSE.	7th grade	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment E - Letters of Support**

Name	Email Address
Alfonso Jones, Delaware State Police	ajonesblue@hotmail.com
Cheryl Fidderman, CEO Private Practice of Mental Health	newbeginningsfamilyservices@gmail.com
Aekah Riddick, CEO of Engineering Firm	Erica.riddick@riddickengineering.com
Bernice Edwards, CEO of First State Community Action Agency	bedwards@firststatecaa.org
Jerry Lee, Retired Military Professional	jerry.m.lee25@gmail.com
Faye Blake. CEO Pathways	fblake@pathways-2-success.org
Audra Johnson, Impact Delaware Board Member	ajohnson@mscfv.org
Pastor Tambera Stewart, Georgetown Pastor	Tambaras@aol.com
Bishop Jamie Hazzard, Pastor in Sussex County	mamihazz@aol.com
Kiera McGillivray, Chief Program Officer of School Based Services of Children & Families First	kieramft@gmail.com
Amy Walls, Discover Bank	amywalls@discover.com
Cherry Barranco, Retired Teacher in Sussex County	Barrancocherry@gmail.com
ChaTanya Lankford, Social Worker Administrator	mscllankford@gmail.com
Shanett Hynson, Program Manager of Behavioral Health Consultants for Children & Families First	shanett.hynson@cffde.org
Peggy Geisler, Executive Director of Sussex County Health Coalition	pgeisler@pmgconsulting.net
Jennifer Fuqua, Executive Director of La Esperanza	jfuqua@LaEsperanza.org
Chris Crouch, Executive Director of the Boys and Girls Club	
Chris Cannon, Arch Cannon Foundation	cc@arsht.com
Toni Dickerson, Director of Child Care Directors Committee & Director of Little Spouts	toni.dickerson@outlook.com
Kymberly Alvarado LCSW Principal owner at Coastal Counseling and Consulting Services LLC	kymalva57@gmail.com
Regina Sydney Brown, Director of DEAN	rsbrown@uwde.org
Charles Burton, Owner of IG Burton	cburton@igburton.com

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**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment F - Grade 6 Unit 2 Plan and Assessment**

Grade Level: 6th Grade Subject: ELA		Theme: How do the things we create help us to understand ourselves and our communities?	
Unit Topic & Summary			
<p>From EL:</p> <p>“In Unit 2, students will continue to read excerpts from <i>The Lightning Thief</i>. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in <i>The Lightning Thief</i>. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of <i>The Lightning Thief</i> movie with reading about the same events in the novel.”</p> <p>In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit’s anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.</p>			
End of Unit Goals			
Identity Goals		Service-Learning Goals	
Students will explore what stories tell them about what their community values.		Students will explore the relationship between community needs and the stories we tell.	
Intellectual Goals		Criticality Goals	
Students will understand how myths are passed forward.		Students will explore myths from other cultures.	
Skill Goals & Content Standards			
<ul style="list-style-type: none"> 🕒 Read several Greek myths featured in the anchor 🕒 Identify themes 🕒 Compare and Contrast different representations of the same story 🕒 Compose an informational essay using a compare and contrast structure 🕒 Follow a peer critique protocol to revise writing <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>			

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9a - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Text Set*

The Lightning Thief by Rick Riordan
Percy Jackson & The Olympians: The Lightning Thief (2010), excerpts from the movie
 Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia"
[Various Myths as retold by S.E. Schlosser](#)
[PBS Myths and Heroes Website](#)
[Britannica Middle School Myths Entry](#)

End of Unit Performance Assessment

The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of *The Lightning Thief* with the same scene in the novel. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6)

Learning Outline**

Identity Objective:
 Explore the themes in myths.

Total Lesson Time (in minutes): approx. 225 minutes

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 DRAFT ELA Unit Plan - February 2022

<p><i>Intellectual Objective:</i> Explore why we have myths today. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text.</p> <p>RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b</p> <p><i>Lesson Texts:</i> "The Lightning Thief" by Rick Riordan Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary.</p> <p><i>Lesson Assessment:</i> How are the themes between related print texts alike and different?</p>	<p>Day(s) in Unit: approx. 5</p>
<p><i>Identity Objective:</i> Explore what the themes in myths reveal about culture. <i>Intellectual Objective:</i> Explore the impact of myths on society. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d</p> <p><i>Lesson Texts:</i> <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning</i></p>	<p>Total Lesson Time (in minutes): approx. 270 minutes Day(s) in Unit: approx. 6</p>

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 DRAFT ELA Unit Plan - February 2022

<p><i>Thief (2010)</i>, excerpts from the movie PBS Myths and Heroes Website Additional texts to support student learning, if necessary.</p> <p>Lesson Assessment: How are the themes between related texts in different mediums alike and different?</p>	
<p>End of Unit Assessment Skill Objective & Target Standard(s): I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my essay. RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6</p> <p>Lesson Texts: <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning Thief (2010)</i>, excerpts from the movie</p>	<p>Total Lesson Time (in minutes): approx. 180 minutes Day(s) in Unit: approx. 4</p>

*Additional texts will be added to help support students in meeting all unit objectives.
 **Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row “A” of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That’s exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus’s lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the “entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . .” (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ **Date:** _____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

- Clearly states a focus and stays focused throughout the piece.
- Uses accurate and relevant examples, details, and quotations to explain your thinking.
- Groups information logically, in a way that makes your thinking clear to the reader.
- Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.
2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.
4. Read the feedback and consider how you can use this feedback to improve your work.
5. Revise your essay, clearly marking what revisions you have made.
 - Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.
 - Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose ³				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	Introduces a topic clearly	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	Concluding statement or section follows from the explanation or information presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	Uses appropriate transitions to clarify the relationships among ideas and concepts	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	Establishes and consistently maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	Varies sentence patterns for meaning, interest, and style	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions ⁴				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁴ See Grade 6 Language standards 1 and 2 for specific expectations.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment G - Budget Summary_100% Enrollment**

Fiscal Year	23/24	24/25	25/26	26/27	27/28	28/29	
Year	1	2	3	4	5	6	
<u>Student Enrollment</u>							
Projected General Education	202	283	364	445	526	607	
Projected Special Education	48	67	86	105	124	143	
Percent Special Education	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Total Student Population (Paid)	250	350	450	550	650	750	
Projected ESL Students	55	77	99	121	143	165	22.00%
<u>Classroom Distribution</u>							100.00%
6th	125	100	100	100	100	100	
7th	125	125	100	100	100	100	
8th		125	125	100	100	100	
9th			125	125	100	100	
10th				125	125	100	
11th					125	125	
12th						125	
Total	250	350	450	550	650	750	
Average Number of Students/Grade	25	25	25	25	25	25	
Approximate # of Classes per Grade	5	2	2	2	2	2	
Total Required # of Classrooms	10	14	18	22	26	30	

Distribution of Enrollment from Surrounding School Districts														
	% Distribution								Federal Funds					
		23/24	24/25	25/26	26/27	27/28	28/29	23/24	24/25	25/26	26/27	27/28	28/29	
Indian River	40.00%													
GENED		82	114	146	179	212	243	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	
SPED		19	28	35	42	50	57	65,145	91,590	116,745	142,545	168,990	193,500	
Delmar	5.00%													
GENED		10	14	18	22	26	30	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	
SPED		2	3	4	5	6	7	5,556	7,871	10,186	12,501	14,816	17,131	
Laurel	5.00%													
GENED		10	14	18	22	26	30	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	
SPED		2	3	4	5	6	7	8,784	12,444	16,104	19,764	23,424	27,084	
Seaford	15.00%													
GENED		30	42	55	67	79	91	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	
SPED		7	10	13	16	19	21	36,852	51,792	67,728	82,668	97,608	111,552	
Woodbridge	7.50%													
GENED		15	21	27	33	39	46	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	
SPED		4	5	6	8	9	11	16,511	22,594	28,677	35,629	41,712	49,533	
Milford	7.50%													
GENED		15	21	27	33	39	46	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	
SPED		4	5	6	8	9	11	14,782	20,228	25,674	31,898	37,344	44,346	
Cape Henlopen	20.00%													
GENED		40	57	73	89	105	121	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	
SPED		10	13	18	21	25	29	27,650	38,710	50,323	60,830	71,890	82,950	
GENED		202	283	364	445	526	607							
SPED		48	67	86	105	124	143							
Total	100.00%	250	350	450	550	650	750	175,280	245,229	315,437	385,835	455,784	526,096	

Estimated Revenue	23/24	24/25	25/26	26/27	27/28	28/29
State Funding (from Revenue Sheets)	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532	\$4,791,978	\$5,420,216
Local Funding (from Revenue Sheets)	\$600,404	\$841,528	\$1,081,529	\$1,315,372	\$1,556,709	\$1,791,256
Federal Funding	\$175,280	\$245,229	\$315,437	\$385,835	\$455,784	\$526,096
Cafeteria Service Revenue	\$168,750	\$236,250	\$303,750	\$371,250	\$438,750	\$506,250
Total Estimated Revenues (State/Local/Federal)	\$2,841,141	\$3,901,172	\$4,968,036	\$6,131,989	\$7,243,221	\$8,243,818

100% Enrollment

Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Executive Director	1	1	1	1	1	1	1						
School Founding Leader	0.5	0	0	0	0	0	0						
Director of Development	1	1	1	1	1	0	0						
Dean of Academic Excellence	0	1	1	1	1	1	1						
Dean of Community Partnerships	0	0	0	0	1	1	1						
6th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
7th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
8th Grade Academic Coach (Lead Teacher)	0	0	1	1	1	1	1						
9th Grade Academic Coach (Lead Teacher)	0	0	0	1	1	1	1						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	1	1	1						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	1	1						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	1						
6th Grade Content Teachers	0	4	3	3	3	3	3						
7th Grade Content Teachers	0	4	4	3	3	3	3						
8th Grade Content Teachers	0	0	4	4	3	3	3						
9th Grade Content Teachers	0	0	0	4	4	3	3						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	4	4	3						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	4	4						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	4						
Special Education Coordinator	0	1	1	1	1	1	1						
Special Education Teacher	0	1	2	2	3	5	5						
Language Teacher	0	0	0	1	2	2	2						
Physical Education & Health	0	1	1	1	1	2	2						
Arts Teacher	0	0.5	0.5	1	1	2	2						
Paraprofessional	0	1	3	3	4	4	4						
Office Staff	0	1	1	2	2	2	2						
Custodian	0	1	2	2	2	3	3						
Cafeteria Aide (Part-Time)	0	3	3	3	4	4	4.5						
Nurse	0	1	1	1	1	1	1						
Counselor	0	1	1	1	1	1	1						
College Career Counselor	0	0	0	0	1	1	1						
Total Staff	2.50	24.50	32.50	39.00	49.00	57.00	61.50						
Health Insurance		346,112	482,040	607,152	801,003	978,348	1,108,538	Average Health Insurance cost by year					
Total Enrollment		250	350	450	550	650	750	1	2	3	4	5	6
								14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

Salary Grid for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Step	Indian River Salary Schedule
Inflation Factor		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	1-2	46,324 BA
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986	3-5	54,955 Masters
School Founding Leader	30,000	30,600	31,212	31,836	32,473	33,122	33,784	6-8	58,992 Masters
Director of Development	68,000	69,360	70,747	72,162	73,605	75,077	76,579	9-12	68,183 Masters +15
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579		
Dean of Community Partnerships		56,000	57,120	58,262	59,427	60,616	61,828	Average	57,114
6th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
6th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
Special Education Coordinator		67,000	68,340	69,707	71,101	72,523	73,973		
Special Education Teacher		59,614	60,806	62,022	63,262	64,527	65,818		
Language Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Physical Education & Health		57,114	58,256	59,421	60,609	61,821	63,057		
Arts Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Paraprofessional		30,000	30,600	31,212	31,836	32,473	33,122		
Office Staff		28,500	29,070	29,651	30,244	30,849	31,466		
Custodian		28,000	28,560	29,131	29,714	30,308	30,914		
Cafeteria Aide (Part-Time)(included 9.31% OEC Rate)		14,081	14,363	14,650	14,943	15,242	15,547		
Nurse		44,600	45,492	46,402	47,330	48,277	49,243		
Counselor		50,000	51,000	52,020	53,060	54,121	55,203		
College Career Counselor		50,000	51,000	52,020	53,060	54,121	55,203		

Total Annual Salary for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986
School Founding Leader	15,000	-	-	-	-	-	-
Director of Development	68,000	69,360	70,747	72,162	73,605	-	-
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579
Dean of Community Partnerships	-	-	-	-	59,427	60,616	61,828
6th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
7th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
8th Grade Academic Coach (Lead Teacher)	-	-	58,256	59,421	60,609	61,821	63,057
9th Grade Academic Coach (Lead Teacher)	-	-	-	59,421	60,609	61,821	63,057
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	60,609	61,821	63,057
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	61,821	63,057
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	63,057
6th Grade Content Teachers	-	228,456	174,768	178,263	181,827	185,463	189,171
7th Grade Content Teachers	-	228,456	233,024	178,263	181,827	185,463	189,171
8th Grade Content Teachers	-	-	233,024	237,684	181,827	185,463	189,171
9th Grade Content Teachers	-	-	-	237,684	242,436	185,463	189,171
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	242,436	247,284	189,171
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	247,284	252,228
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	252,228
Special Education Coordinator	-	67,000	68,340	69,707	71,101	72,523	73,973
Special Education Teacher	-	59,614	121,612	124,044	189,786	322,635	329,090
Language Teacher	-	-	-	59,421	121,218	123,642	126,114
Physical Education & Health	-	57,114	58,256	59,421	60,609	123,642	126,114
Arts Teacher	-	28,557	29,128	59,421	60,609	123,642	126,114
Paraprofessional	-	30,000	91,800	93,636	127,344	129,892	132,488
Office Staff	-	28,500	29,070	59,302	60,488	61,698	62,932
Custodian	-	28,000	57,120	58,262	59,428	90,924	92,742
Cafeteria Aide (Part-Time)	-	42,243	43,089	43,950	59,772	60,968	69,962
Nurse	-	44,600	45,492	46,402	47,330	48,277	49,243
Counselor	-	50,000	51,000	52,020	53,060	54,121	55,203
College Career Counselor	-	-	-	-	53,060	54,121	55,203
Total Salaries	178,000	1,242,388	1,650,823	2,040,303	2,606,671	3,114,012	3,436,281

	Year 0	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Classroom Teachers	-	601,140	11	907,384	17	1,163,214	21	1,460,742	26	1,737,238	30	2,024,198	34
Special Education Coordinator		67,000	1	68,340	1	69,707	1	71,101	1	72,523	1	73,973	1
Special Education Teachers (Federal Funds Tab)	-	59,614	1	121,612	2	124,044	2	189,786	3	322,635	5	329,090	5
Special Teachers (Phys Ed, Art, Music)		57,114	1	58,256	1	178,263	3	242,436	4	370,926	6	378,342	6
Counselors		50,000	1	51,000	1	52,020	1	106,120	2	108,242	2	110,406	2
Principal/Administrative	178,000	166,260	2	169,585	2	172,977	2	235,863	3	240,581	3	245,393	3
Nurse		44,600	1	45,492	1	46,402	1	47,330	1	48,277	1	49,243	1
Clerical		28,500	1	29,070	1	59,302	2	60,488	2	61,698	2	62,932	2
Custodial		28,000	1	57,120	2	58,262	2	59,428	2	90,924	3	92,742	3
Substitutes													
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other Employer Costs (33.11% of Salaries)													
Health Insurance													
Other Benefits													
Total	178,000	1,102,228	20.00	1,507,859	28.00	1,924,191	35.00	2,473,294	44.00	3,053,044	53.00	3,366,319	57.00
Allocated to Principal/Administration-Other													
Funds Sheet-Paid by Foundation Funds	3	97,917	1.5	99,875	1.5	72,162	1	73,605	1	-	0	-	0
Allocated to Cafeteria - Other Funds Sheet	0	42,243	3	43,089	3	43,950	3	59,772	4	60,968	4	69,962	4.5

	30-Jun-23	30-Jun-24	1-Jul-25	2-Jul-26	3-Jul-27	3-Jul-28	Eligibility
Transportation Expense							
Percent Eligible	175	245	315	385	455	525	70.0%
Estimated Annual Cost for Transportation	190,225	271,705	356,265	444,290	535,535	630,525	
Cost per Student	1,087	1,109	1,131	1,154	1,177	1,201	

IB Curriculum Programming Cost	30-Jun-23	29-Jun-24	29-Jun-25	29-Jun-26	30-Jun-27	30-Jun-28
Enrollment	0	250	350	450	550	650
Teacher Count	0	11	17	21	26	30
CP Program Training	-	-	-	-	1,480	1,480
CP Program Authorization Fee	-	-	-	-	8,500	-
Middle Years Program Training	600	7,200	3,600	3,600	3,600	3,000
Application Fee	4,000	-	-	10,500	10,500	10,500
Candidate Fee	-	9,500	9,500	-	-	-
Diploma Program Training	-	-	-	-	-	7,200
Diploma Program Application Fee	-	-	-	-	-	4,000
Candidate Fee	-	-	9,500	9,500	11,650	11,650
Total Cost of IB Programs	4,600	16,700	22,600	23,600	35,730	37,830

Health Insurance Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Local Tab	268,413	385,632	513,744	670,227	823,872	937,300
Federal Funds Tab	14,127	29,664	31,136	49,041	85,820	90,125
Other Funds Tab	21,191	22,248	15,568	16,347	-	-
Total	303,731	437,544	560,448	735,615	909,692	1,027,425
Total Employees	25	33	39	49	57	62

Health Insurance Calculation	Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Highmark Delaware Comprehensive PPO Plan							
Employee	55%	13.48	17.88	21.45	26.95	31.35	33.83
Employee & Spouse	25%	6.13	8.13	9.75	12.25	14.25	15.38
Employee & Child(ren)	10%	2.45	3.25	3.90	4.90	5.70	6.15
Family	10%	2.45	3.25	3.90	4.90	5.70	6.15
Inflation factor	5.0%						
Monthly Cost per Class							
Employee		793.86	833.55	875.23	918.99	964.94	1,013.19
Employee & Spouse		1,647.34	1,729.71	1,816.20	1,907.01	2,002.36	2,102.48
Employee & Child(ren)		1,223.46	1,284.63	1,348.86	1,416.30	1,487.12	1,561.48
Family		2,059.40	2,162.37	2,270.49	2,384.01	2,503.21	2,628.37
Annual Cost per Class-All Employees							
Employee		128,415	178,846	225,284	297,201	363,010	411,315
Employee & Spouse		121,178	168,751	212,495	280,330	342,404	388,034
Employee & Child(ren)		35,970	50,101	63,127	83,278	101,719	115,237
Family		60,546	84,332	106,259	140,180	171,220	193,974
Average Cost/Year/Employee		14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

The Bryan Allen Stevenson School of Excellence
Technology Budget Examples

	Year1	QTY	Extention
Phones - NEC Proposal - DE State Contract	\$ 13,035.21	\$ 1.00	\$ 13,035.21
Shredders	Purchase Price		
Option 1 MBM 2503cc	\$ 1,327.50		
Option 2 MBM 2604cc	\$ 1,797.50	\$ 1.00	\$ 1,797.50
Interactive Board Options	Purchase Price		
Sharp 4T-B70CT1U	\$ 2,319.00	\$ 4.00	\$ 9,276.00
Sharp PN-CE701H	\$ 3,835.00	\$ 4.00	\$ 15,340.00
Sharp PN-C751H	\$ 4,998.00	\$ 1.00	\$ 4,998.00
Sharp PN-CD701	\$ 8,205.00		
Rolling Stand	\$ 908.00	\$ 1.00	\$ 908.00
Wall Mount	\$ 194.00	\$ 8.00	\$ 1,552.00
Laptops for Staff Use	Purchase Price		
Sharp Dynabook Techra A50 15" i5 1.6GHz	\$ 873.00		
Sharp Dynabook Techra A50 15" i7 1.8GHz	\$ 963.00	\$ 16.00	\$ 15,408.00
Translation Solution	Purchase Price		
Xerox Versalink C405dn	\$ 885.00	\$ 1.00	\$ 885.00
100 individual scanned pages	\$ 50.00		
1,000 individual scanned pages	\$ 203.00		
5,000 individual scanned pages	\$ 528.00		
Note: 1 scanned pages with 20 page output, counts as 1 scanned page			
Chrome Books for Students	Purchase Price		
ASUS Chromebook C204EE YS01	\$ 216.57	\$ 260.00	\$ 56,308.20
Sharp Copier Options - Delaware State Contract	Purchase Price		
<u>BW Options</u>			
65ppm - Sharp MX-M6570, 4trays, staple finisher	\$ 5,833.00	\$ 1.00	Lease
50ppm - Sharp MX-M5051, 4trays, staple finisher	\$ 4,093.00		
35ppm - Sharp MX-M3551, 4trays, staple finisher	\$ 3,625.00		
<u>Color Options</u>			
50ppm - Sharp MX-5051, 4trays, staple finisher	\$ 5,274.00		
30ppm - Sharp MX-3051, 4trays, staple finisher	\$ 3,784.00		
Fax Option - Can be added to any of the Sharp options	\$ 266.00		

All Pricing Includes Delivery, Network installation & Training

Total Yr 0 and Yr 1	\$ 119,507.91
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Amount in Budget Yr. 0 and Yr. 1

Computers-State and Local & Other Funds	\$ 100,000.00
Classroom Technology - State and Local & Other Funds	\$ 35,000.00
Computers-Federal Funds	\$ 15,000.00
Total Budget Yr. 0 and Year 1	<u>\$ 150,000.00</u>

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372
3	Prior Year Carryover Funds	\$0	\$0	\$91,100	\$107,638	\$134,141
TOTAL STATE & LOCAL REVENUE		\$0	\$2,497,111	\$3,510,793	\$4,456,487	\$5,509,045

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
5	Special Education Teachers	\$0	0.00	\$67,000	1.00	\$68,340	1.00	\$69,707	1.00	\$71,101	1.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
7	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
8	Principal/Administrative	\$0	0.00	\$166,260	2.00	\$169,585	2.00	\$172,977	2.00	\$235,863	3.00
9	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
10	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (33.11% of Salaries)	\$0		\$345,209		\$458,986		\$596,029		\$756,069	
15	Health Insurance	\$0		\$268,413		\$385,632		\$513,744		\$670,227	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,656,236	19.00	\$2,230,865	26.00	\$2,909,920	33.00	\$3,709,804	41.00

Student Support		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
17	Transportation	\$0	\$190,225	\$271,705	\$356,265	\$444,290
18	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
19	Cafeteria	\$0	\$0	\$0	\$0	\$0
20	Extra Curricular	\$0	\$0	\$0	\$0	\$0
21	Supplies and Materials	\$0	\$50,000	\$65,000	\$80,000	\$90,000
22	Textbooks	\$0	\$0	\$60,000	\$70,000	\$80,000
23	Curriculum	\$0	\$0	\$22,600	\$23,600	\$35,730
24	Professional Development	\$0	\$5,000	\$5,000	\$6,000	\$7,500
25	Assessments	\$0	\$0	\$0	\$0	\$0
26	Other Educational Program	\$0	\$5,000	\$10,000	\$12,000	\$15,000
27	Therapists (Occupational, Speech)	\$0	\$37,000	\$45,000	\$55,000	\$65,000
28	Classroom Technology	\$0	\$16,000	\$20,000	\$25,000	\$35,000
29	School Climate	\$0	\$0	\$0	\$0	\$0
30	Computers	\$0	\$0	\$65,000	\$80,000	\$100,000
31	Contracted Services	\$0	\$35,000	\$55,000	\$75,000	\$100,000
32	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
SUBTOTAL STUDENT SUPPORT		\$0	\$348,225	\$629,305	\$792,865	\$982,520

Operations and Maintenance of Facilities		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
33	Insurance (Property/Liability)	\$0	\$42,000	\$48,260	\$54,708	\$61,349
34	Rent	\$0	\$181,050	\$184,600	\$188,150	\$192,055
35	Mortgage	\$0	\$0	\$0	\$0	\$0
36	Utilities	\$0	\$0	\$100,000	\$135,000	\$140,000
37	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
38	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
39	Construction	\$0	\$0	\$0	\$0	\$0
40	Renovation	\$0	\$0	\$0	\$0	\$0
41	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$253,050	\$370,360	\$427,858	\$463,404

Administrative/Operations Support		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
43	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
44	Supplies and Materials	\$0	\$5,000	\$8,000	\$12,000	\$15,000
45	Printing and Copying	\$0	\$6,000	\$7,000	\$10,000	\$12,000
46	Postage and Shipping	\$0	\$1,500	\$3,000	\$3,575	\$5,075
47	Enrollment / Recruitment	\$0	\$5,000	\$5,125	\$5,253	\$6,753
48	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
49	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
50	Other	\$0	\$10,000	\$10,000	\$10,000	\$12,000
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$73,500	\$92,625	\$106,703	\$133,831

Management Company		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
51	Fees	\$0	\$0	\$0	\$0	\$0
52	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
53	Curriculum	\$0	\$0	\$0	\$0	\$0
54	Accounting and Payroll	\$0	\$75,000	\$80,000	\$85,000	\$95,000
55	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$75,000	\$80,000	\$85,000	\$95,000

STATE & LOCAL EXPENDITURES		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
STATE & LOCAL EXPENDITURES		\$0	\$2,406,011	\$3,403,155	\$4,322,346	\$5,384,559
56	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$91,100	\$107,638	\$134,141	\$124,486
2% CONTINGENCY CHECK		\$0.00	\$49,942.22	\$70,215.86	\$89,129.74	\$110,180.90

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$175,280	\$245,229	\$315,437	\$385,835
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$175,280	\$245,229	\$315,437	\$385,835
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
4	Special Education Teachers	\$0 0.00	\$59,614 1.00	\$121,612 2.00	\$124,044 2.00	\$189,786 3.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (33.11% of Salaries)	\$0	\$19,738	\$40,266	\$41,071	\$62,838
14	Health Insurance	\$0	\$14,127	\$29,664	\$31,136	\$49,041
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$93,479 1.00	\$191,542 2.00	\$196,251 2.00	\$301,665 3.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$5,000
21	Textbooks	\$0	\$6,801	\$5,842	\$5,742	\$1,281
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$5,000	\$5,000	\$5,000	\$5,000
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
27	Classroom Technology	\$0	\$0	\$0	\$10,000	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$15,000	\$5,000	\$0	\$0
30	Contracted Services	\$0	\$25,000	\$27,845	\$73,680	\$72,332
31	Other	\$0	\$20,000	\$0	\$14,764	\$557
SUBTOTAL STUDENT SUPPORT		\$0	\$81,801	\$53,687	\$119,186	\$84,170
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$175,280	\$245,229	\$315,437	\$385,835
54	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$1,000,000	\$150,000	\$150,000	\$150,000	\$150,000
3	Donations	\$0	\$300,000	\$300,000	\$300,000	\$300,000
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250
6	Miscellaneous Revenue	\$0	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$1,229	\$132,695	\$344,126	\$581,040
TOTAL OTHER REVENUE		\$1,000,000	\$619,979	\$818,945	\$1,097,876	\$1,402,290

Other Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
8	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Special Education Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Principal/Administrative	\$178,000 3.00	\$97,917 1.50	\$99,875 1.50	\$72,162 1.00	\$73,605 1.00
13	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
14	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
15	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
16	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
17	Other	\$0 0.00	\$42,243 3.00	\$43,089 3.00	\$43,950 3.00	\$59,772 4.00
18	Other Employer Costs (33.11% of Salaries)	\$58,936	\$32,420	\$33,069	\$23,893	\$24,371
19	Health Insurance	\$35,318	\$21,191	\$22,248	\$15,568	\$16,347
20	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$272,254 3.00	\$193,771 4.50	\$198,281 4.50	\$155,573 4.00	\$174,095 5.00
Student Support						
21	Transportation	\$0	\$0	\$0	\$0	\$0
22	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
23	Cafeteria	\$0	\$146,813	\$205,538	\$264,263	\$322,988
24	Extra Curricular	\$0	\$20,000	\$50,000	\$75,000	\$100,000
25	Supplies and Materials	\$5,000	\$4,000	\$4,000	\$4,000	\$4,000
26	Textbooks	\$200,000	\$0	\$0	\$0	\$0
27	Curriculum	\$4,600	\$16,700	\$0	\$0	\$0
28	Professional Development	\$5,000	\$0	\$0	\$0	\$0
29	Assessments	\$0	\$0	\$0	\$0	\$0
30	Other Educational Program	\$0	\$0	\$0	\$0	\$0
31	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
32	Classroom Technology	\$35,000	\$0	\$0	\$0	\$0
33	School Climate	\$0	\$0	\$0	\$0	\$0
34	Computers	\$100,000	\$0	\$0	\$0	\$0
35	Contracted Services	\$0	\$0	\$0	\$0	\$0
36	Other	\$0	\$0	\$0	\$0	\$5,000
SUBTOTAL STUDENT SUPPORT		\$349,600	\$187,513	\$259,538	\$343,263	\$431,988
Operations and Maintenance of Facilities						
37	Insurance (Property/Liability)	\$25,000	\$0	\$0	\$0	\$0
38	Rent	\$147,917	\$0	\$0	\$0	\$0
39	Mortgage	\$0	\$0	\$0	\$0	\$0
40	Utilities	\$50,000	\$90,000	\$0	\$0	\$0
41	Maintenance	\$0	\$0	\$0	\$0	\$0
42	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
43	Construction	\$80,500	\$0	\$0	\$0	\$0
44	Renovation	\$0	\$0	\$0	\$0	\$0
45	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$303,417	\$90,000	\$0	\$0	\$0
Administrative/Operations Support						
46	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
47	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
48	Supplies and Materials	\$2,500	\$0	\$0	\$0	\$0
49	Printing and Copying	\$2,500	\$0	\$0	\$0	\$0
50	Postage and Shipping	\$1,500	\$0	\$0	\$0	\$0
51	Enrollment / Recruitment	\$5,000	\$0	\$0	\$0	\$0
52	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
53	Technology Plan	\$0	\$0	\$0	\$0	\$0
54	Other	\$5,000	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$16,500	\$0	\$0	\$0	\$0
Management Company						
55	Fees	\$0	\$0	\$0	\$0	\$0
56	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
57	Curriculum	\$0	\$0	\$0	\$0	\$0
58	Accounting and Payroll	\$45,000	\$0	\$0	\$0	\$0
59	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
SUBTOTAL MANAGEMENT COMPANY		\$57,000	\$16,000	\$17,000	\$18,000	\$19,000
OTHER EXPENDITURES		\$998,771	\$487,284	\$474,819	\$516,836	\$625,083
60	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$1,229	\$132,695	\$344,126	\$581,040	\$777,207

Charter School Application Budget Worksheet-Consolidated Funds Statement

The Bryan Allen Stevenson School of Excellence

State & Local Revenue		2022/2023		2023/2024		2024/2025		2025/2026		2026/2027	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532					
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372					
3	Federal Entitlements	\$0	\$175,280	\$245,229	\$315,437	\$385,835					
4	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250					
4	Non Profit Grants	\$0	\$0	\$0	\$0	\$0					
4	Foundation Grants	\$1,000,000	\$450,000	\$450,000	\$450,000	\$450,000					
4	Donations/Other Grants	\$0	\$2	\$0	\$0	\$0					
5	Prior Year Carryover Funds	\$0	\$1,229	\$223,796	\$451,765	\$715,183					
6											
7	TOTAL STATE & LOCAL REVENUE	\$1,000,000	\$3,292,372	\$4,574,968	\$5,869,801	\$7,297,172					
8											
9	State & Local Expenses										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
10	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
11	Special Education Teachers	\$0	0.00	\$126,614	2.00	\$189,952	3.00	\$193,751	3.00	\$260,887	4.00
12	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
13	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
14	Principal/Administrative	\$178,000	3.00	\$264,177	3.50	\$269,460	3.50	\$245,139	3.00	\$309,468	4.00
15	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
16	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
17	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
18	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
19	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
20	Other Employer Costs (33.11% of Salaries)	\$58,936		\$397,368		\$532,321		\$660,992		\$843,278	
21	Health Insurance	\$35,318		\$303,731		\$437,544		\$560,448		\$735,615	
22	Other Benefits	\$0		\$0		\$0		\$0		\$0	
23											
24	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$272,254	3.0	\$1,943,487	24.5	\$2,620,688	32.5	\$3,261,743	39.0	\$4,185,564	49.0
25											
26	Student Support										
27	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
28	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
29	Cafeteria	\$0		\$146,813		\$205,538		\$264,263		\$322,988	
30	Extra Curricular	\$0		\$20,000		\$50,000		\$75,000		\$100,000	
31	Supplies and Materials	\$5,000		\$64,000		\$79,000		\$94,000		\$99,000	
32	Textbooks	\$200,000		\$6,801		\$65,842		\$75,742		\$81,281	
33	Curriculum	\$4,600		\$16,700		\$22,600		\$23,600		\$35,730	
34	Professional Development	\$5,000		\$10,000		\$10,000		\$11,000		\$12,500	
35	Assessments	\$0		\$0		\$0		\$0		\$0	
36	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
37	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
38	Classroom Technology	\$35,000		\$16,000		\$20,000		\$35,000		\$35,000	
39	School Climate	\$0		\$0		\$0		\$0		\$0	
40	Computers	\$100,000		\$15,000		\$70,000		\$80,000		\$100,000	
41	Contracted Services	\$0		\$60,000		\$82,845		\$148,680		\$172,332	

100% Enrollment

State & Local Revenue		2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Other	\$0	\$30,000	\$10,000	\$24,764	\$15,557
43						
44	SUBTOTAL STUDENT SUPPORT	\$349,600	\$617,539	\$942,530	\$1,255,314	\$1,498,678
45						
46	Operations and Maintenance of Facilities					
47	Insurance (Property/Liability)	\$25,000	\$42,000	\$48,260	\$54,708	\$61,349
48	Rent	\$147,917	\$181,050	\$184,600	\$188,150	\$192,055
49	Mortgage	\$0	\$0	\$0	\$0	\$0
50	Utilities	\$50,000	\$90,000	\$100,000	\$135,000	\$140,000
51	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
52	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
53	Construction	\$80,500	\$0	\$0	\$0	\$0
54	Renovation	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
56						
57	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$303,417	\$343,050	\$370,360	\$427,858	\$463,404
58						
59	Administrative/Operations Support					
60	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
61	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
62	Supplies and Materials	\$2,500	\$5,000	\$8,000	\$12,000	\$15,000
63	Printing and Copying	\$2,500	\$6,000	\$7,000	\$10,000	\$12,000
64	Postage and Shipping	\$1,500	\$1,500	\$3,000	\$3,575	\$5,075
65	Enrollment / Recruitment	\$5,000	\$5,000	\$5,125	\$5,253	\$6,753
66	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
67	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
68	Other	\$5,000	\$10,000	\$10,000	\$10,000	\$12,000
69						
70	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$16,500	\$73,500	\$92,625	\$106,703	\$133,831
71						
72	Management Company					
73	Fees	\$0	\$0	\$0	\$0	\$0
74	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
75	Curriculum	\$0	\$0	\$0	\$0	\$0
76	Accounting and Payroll	\$45,000	\$75,000	\$80,000	\$85,000	\$95,000
77	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
78						
79	SUBTOTAL MANAGEMENT COMPANY	\$57,000	\$91,000	\$97,000	\$103,000	\$114,000
80	STATE & LOCAL EXPENDITURES	\$998,771	\$3,068,576	\$4,123,203	\$5,154,618	\$6,395,477
81						
82	# Students	0	250	350	450	550
83	REVENUE LESS EXPENDITURES	\$1,229	\$223,796	\$451,765	\$715,183	\$901,695
84	2% CONTINGENCY CHECK	\$20,000.00	\$65,847.44	\$91,499.36	\$117,396.02	\$145,943.44
85	Cummulative Fund Balance	\$1,229.00	\$225,025	\$676,790	\$1,391,973	\$2,293,668
86	Days Cash On Hand		26.77	59.91	98.57	130.90
	Metric				75.00	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment H - Response to EdReports Eureka Math_High School**

Response to EdReports Eureka Math HS

According to the latest EdReports for Eureka Math High School (2013-2014), Eureka Math meets the expectation of “Gateway 1: Focus & Coherence”, with a score of 15. For “Gateway 2: Rigor & Mathematical Practices”, Eureka Math scored a 12, which is categorized as “partially meets expectations.” For “Gateway 3: Usability”, Eureka Math is not scored.

The following is taken directly from the EdReport for Eureka Math, High School:

Indicator 2E

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

Indicator Rating Details

The materials reviewed for this series partially meet the expectations for supporting the intentional development of overarching mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the MPs. The materials do engage students in MP1 and MP6 throughout the materials, and there are not any instances where these two MPs are treated separately from the content standards. Overall, however, there are instances when the materials do not sufficiently support the intentional development of MP1 and MP6 by not accurately attending to the intent of these two MPs and by not fully supporting the instructional implementation of the MPs.

BASSE’s Response

BASSE plans to supplement Eureka Math with videos, additional math exercises and problem solving, and a skill called Intellectual Preparation (Intellectual Prep or IP). Through the practice of IP (which will occur at the independent-level, grade-level, and content-level) teachers will think through, with Content Leaders, and the Dean of Academic Excellence, not only what skills the students need to know and be able to exhibit for each task or objective, but also how to prepare a lesson through its weaknesses, including but not limited to understanding what the end goal is and how each part of the lesson fits together, what activities to work through to get students there, where to scaffold and how to have students show their work.

During IP, teachers will walk through each lesson, working backwards to understand what students need to know at the end of the lesson while working to fill in the gaps of the lesson. Because no curriculum is perfect and every student is different, there will always be gaps that educators need to identify to ensure proper learning of the material being taught.

BASSE will supplement the lessons exemplified below with additional practice or instructional videos and through the use of IP while preparing the lesson, all gaps will be addressed.

The following are examples that do not meet the intent of MP1 and MP6 or are not connected to content:

- Throughout the series, portions of lessons cite MP1, but often what is labeled is a place where students are asked to solve a problem but have been given a prescribed formula or steps to solve the problem in a previous example. The directions will even tell the teacher/student to use the steps already given.
 - An example is **Geometry module 2, topic A, lesson 3, Example 1**. Use of the following [video](#) will assist the teacher in teaching the material, with different content. The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught. The video coupled with the additional practice will ensure MP1 is met. The context changes very little, and the main difference in the problems are numbers.
- For MP1, in **Algebra II module 3 lesson 9 on page 132** of the teacher's edition, students are asked to figure out why social security numbers are 9 digits and how many digits long do phone numbers need to be to meet demand. In the previous example, students are shown how to use logarithms to figure out how many digits for ID numbers of a certain length. While the context changed, the work needed to be done is exactly the same just with larger numbers.
 - Use of the following videos, both the [advanced practice video](#) and the [properties of logarithms video](#) will assist the teacher in teaching the material, with different content.
- For MP6, in **Algebra I module 2, topic D, lesson 16**, students work with residual graphs. However, the materials walk students through the graph and do not require them to attend to precision. Although the materials themselves attend to precision, there is no work for the students to develop this Standard for Mathematical Practice.
 - The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught.

The following are ways in which the materials do not fully support the instructional implementation of the MP1 and MP6 and how BASSE will raise the rigor:

- **At the lesson level**, MPs are identified in three ways in the teacher materials across the series: in Lesson Notes, within the lesson itself, and with a blue box in the margin of the lesson. Across the series, the MPs are usually identified with a blue box in the margin of the lesson, and when the blue box is used, there is little description or guidance as to how the identified portion of the lesson exemplifies the noted MP. Examples of blue MP boxes include the following:
 - For MP1, the blue box found on **page 54 of Algebra I module 4 lesson 4 states**, “This question is open-ended with multiple correct answers. Students may question how to begin and should persevere in solving.” There is no other guidance for teachers on integrating MP1 or description of how the question exemplifies MP1.
 - **To raise the rigor:** MP1 is exemplified here by way of students understanding that their way of solving the problem may not be the way that was taught in this particular lesson or the way other students may solve the problem, however, solving the problem correctly, showing your work, and being able to explain how you solved the problem, with proof, is the way in which MP1 is exemplified here.
 - For MP1, the blue box found on **page 219 of Algebra II module 1 lesson 20** is drawn around four questions that teachers can ask students during a whole-class problem, but there is no guidance for teachers on when to ask the questions or if all or only some of the questions should be asked.
 - **To raise the rigor:** Guidance for asking the questions, understanding that they are meant to scaffold, is to ask the questions in the order that they are written, with the goal being for the students to fit polynomial functions to data values by the end of the lesson [during the problem set, students will have to, at minimum, understand that there are infinite polynomials that pass through a given point as well as having to verify their work].
 - For MP6, the blue box on **page 377 of Geometry module 2 lesson 24** states, “Ask students to summarize the steps of the proof in writing or with a partner.” There is no other guidance for teachers on integrating MP6 or description of how the proof exemplifies MP6.

- **To raise the rigor:** Through IP, teachers will gain the understanding that they will need to follow through with the memo at the bottom of the suggested activity under ‘if time permits’ in order to accurately attend to precision during student explanations.
- **When the MPs are mentioned in the Lesson Notes**, there is typically a brief description as to how the MP will generally be exemplified in the lesson, but these brief descriptions are not necessarily connected to specific portions of the lesson. Examples of this characteristic of the materials include the following:
 - **For MP1, the Lesson Notes on page 109 of Geometry module 1 lesson 13** state, “Additionally, students develop in their ability to persist through challenging problems (MP.1).” There is no connection to portions of this lesson, or following lessons, to indicate where or how students develop their ability to persist.
 - **To raise the rigor:** In this lesson, students are challenged to persist during the entire exploratory challenge. Students are asked to find several angles of rotation, test several points, verify the angle measured is consistent, and continue on with various tasks. Through all of this the students are asked to persist knowing that one wrong turn or measurement calls from them to start their work over, possibly from the onset of the activity.
 - For MP6, the Lesson Notes on **page 250 of Algebra I module 4 lesson 23** state, “Throughout this lesson, students...report their results accurately and with an appropriate level of precision.” There is no connection to any portions of the lesson for MP6, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** Students are asked to translate the verbal context to a quadratic function, graph, interpret, and analyze key functions of a quadratic function with precision, throughout the lesson.
 - For MP6, the Lesson Notes on **page 369 of Algebra II module 3 lesson 23** state, “In the main activity in this lesson, students work in pairs to gather their own data, plot it (MP.6), and... .” There is no connection to any particular part of the main activity, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** The main activity of this lesson is for students to gather data, find a function, and justify their choices to the entire class. During each step of the activity, students are asked to be

precise with both their numbers when graphing and the actual plotting of the numbers when graphing.

References:

<https://www.edreports.org/reports/overview/eureka-math-2013-2014>

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment I - Johnson Transportation Letter**

JOHNSON TRANSPORTATION, INC.
37073 JOHNSON ROAD
SELBYVILLE, DE 19975

February 22, 2022

Bryan Allen Stevenson School of Excellence
Attn: Dr. Julius Mullen

To whom it may concern,

Keith and Rebecca Johnson representing Johnson Transportation, Inc. of Selbyville, DE would be interested in providing transportation services for students of the Bryan Allen Stevenson School of Excellence, pending Charter School approval. We have been contractors within the Indian River School District since our establishment in 2010. In addition, Keith and Rebecca are Certified Delaware School Bus Driver Trainers. Johnson Transportation Inc. continues to provide reliable service for Indian River School District and would appreciate the opportunity to provide reliable service to Bryan Allen Stevenson School of Excellence. Should you need letters of recommendation they will be provided upon request.

Thank you for your time and consideration.

Sincerely,

Rebecca V. Johnson Pres.
Johnson Transportation, Inc.
Rebecca V. Johnson, President

2-22-22
Date

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment J - Otsie Transportation Letter**

**OTISE TRANSPORT, Inc.
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

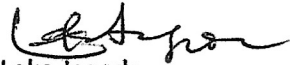
Fax: (302) 678-1185

2-24-2022

Hi Dr. Julius

I would like to request for the opportunity to transport children attending your institution, Bryan Allen School of Excellence, to and from your facility to their residence.

Thank you.



Leke Jegede
Owner/Manager

**Leke Jegede
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

Fax: (302) 678-1185

Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901

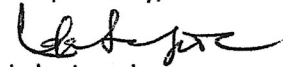
2-24-2022

RE: The Bryan Allen Stevenson School of Excellence, Inc.

I would like to offer my support for the above mentioned school. As an educator, I see the potential impact of the institution on the Sussex county community as it would provide a needed source of education for our children. As a citizen, I see the potential economic impact as the institution would provide job opportunities for the county and the state of Delaware as a whole.

I hope the school's application will be accepted.

Respectively,



Leke Jegede

Applicant's Response to CSAC Initial Report - February 28, 2022



**The Bryan Allen Stevenson School of Excellence
CSAC Initial Report Responses**

Report Received: Friday, February 11, 2022, at 5:01 PM, EST

Response Submitted: Monday, February 28, 2022, at 4:00 PM, EST.

The Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901-3639

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

Thank you for the opportunity to share more about The Bryan Allen Stevenson School of Excellence's educational model. BASSE was specifically designed to help increase Sussex County students' college and career readiness through a service-learning curriculum that will provide students with rigorous academic and real-world learning and application experiences. Students will improve their outcomes via access to opportunities to practice their knowledge and skills and develop their identities as citizens of Sussex County, Delaware.

BASSE will be a free public service-learning secondary school in Sussex County, opening with grades six and seven, with a strong focus on academic rigor and social justice. Our deep belief is in our children and that they are our future; therefore, they require deep investments in their learning both in the classroom and outside of the classroom. BASSE will provide a rigorous, interdisciplinary curriculum to support students using their gained skills and knowledge to complete service projects in the community. Through collaboration with local community organizations, nonprofits, and service organizations, students will become proximate with community needs and develop novel solutions.

Education is at a critical juncture; our students need more options and opportunities to learn in a way that both pushes their thinking and provides a space for each student to imagine the world critically. Through this process of thinking and imagining, BASSE will lead Delaware and Sussex County to a new innovative education destination. BASSE seeks to empower and support our students to design what learning should look like for them, design the future of their community, and position their ideas as central to the future of their community.

Mr. Stevenson shares, "[p]roximity is a pathway through which we learn the kind of things we need to know to make healthier communities." BASSE aims to develop the capacity for leadership in the youth of Sussex County through the passion of learning, the joy of providing service, and the power of proximity.

Thank you for this opportunity to reimagine education with us.

Best,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

BASSE CSAC Report Responses

The following includes BASSE's written responses to address the CSAC Initial Questions and Concerns and clarify responses recorded in the CSAC Initial Report.

1. *Please highlight, in general terms, what you would view as the three key changes or areas of progress made since last year's application and discussion.*

Over the past year, BASSE has developed in four key ways since our initial submission for charter approval in 2021:

First, we hired two staff members to join our previously selected Dean of Academic Excellence (academic head of school), Ms. Kirsten Croner. Dr. Julius Mullen joined us as the founding Executive Director of BASSE, and Ms. Crystal Timmons joined us as our Director of Development. These staff additions round out our full-time team, allowing BASSE to continue executing our aims stated in our application and fulfilling our mission.

Secondly, BASSE successfully received two major grants we were in contention for during the last application cycle: \$1,000,000 from the Longwood Foundation and \$200,000 from the Welfare Foundation. We were honored to be selected as recipients and believe these financial contributions further demonstrate the worthiness of our innovative school idea.

The third key area of development over the last year is securing our initial location. In the fall of 2022, we will begin leasing a school building from the Delaware Technical Community College, Owens Campus, in Georgetown. The building, currently being leased by the Indian River School District, is a fully operational school. Please see Attachment A for the executed agreement to lease.

Finally, BASSE expanded its grade-level offerings at the request of parent and community stakeholders. After surveying parents, BASSE decided to start our model with the earlier middle school grades: six and seven. Given that sixth grade is a natural transition grade level in the State and many parents expressed interest in having new middle school options in Sussex county, we determined we would honor the community's request. BASSE will provide not only an innovative high school model when we expand to offer ninth grade in 2025 but also provide a solid foundation for students' future success in their middle years.

2. *For the record, can you please clarify the role and involvement of Ms. Alonna Berry with the school from January 2022 and moving forward while she is in her role as Education Advisor for the Governor? Her name is mentioned in the application several times.*

Ms. Alonna Berry is no longer a member of the Board of BASSE. However, Ms. Berry is still a founder of the school, and she was the founding Board Chair. Currently, there is a firewall in place to ensure that Ms. Berry can serve in her role as an Education Advisor to the Governor without conflict.

In November of 2021, Ms. Chantalle Ashford and Dr. Teresa Berry assumed the roles of Co-Chairs of the Board. Any mention of Ms. Berry in the application is reflective of her role as a founder and work as the former founding Board Chair prior to January 2022.

3. *Promotion and Graduation Requirements*

- a. *Can you point us to where in your materials the promotion and graduation criteria are discussed? If it's not included in the materials, can you please provide more information?*
- b. *Throughout the application you mention the service-learning requirement, will that be a requirement for graduation? (Not mentioned on pg. 12)*
- c. *Please provide additional information on how your school will meet the "career pathways" graduation requirement, using the prompts listed in the new charter school application.*

- a. In response to Section 1.3, Curriculum and Instructional Design, Question 8, "Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce)," (Section 3, Page 7) we responded:

"The Bryan Allen Stevenson School of Excellence will ensure postsecondary readiness for all students. Our school's two pillars are the International Baccalaureate (IB) program and the service-learning requirement for all students. Our decision to use IB is centered on the Middle Years Programme model, which provides BASSE with the tools to differentiate and personalize learning effectively for all students. As students transition into their upper years, they have the option to choose between the IB Diploma Programme, which has a proven track record of producing some of the most competitive students worldwide in the collegiate environment, or the IB Career-Related Programme, which is based on experiential learning and will offer career and technical education tracks for students to have real-world experience. Finally, all students at BASSE will be required to complete a service-learning experience as a graduation requirement. This experience will put BASSE students in an experiential learning environment in the community where they will build networks and an understanding of the postsecondary world.

BASSE's mission is '[t]o create pathways, through proximity, for our students, their families, and our community' (Case For Support). BASSE believes our model and pillars support our mission, which is centered on postsecondary readiness. Ultimately, BASSE's goal is to ensure every student who walks through our door is prepared for postsecondary success and their role in a global and digital society. As a secondary institution, our role is to prepare students for the jobs that exist and are not yet in existence, for we know our students' innovation will drive the future workforce."

In response to Section 1.3, High School Graduation Requirements, Question 2, "Explain how the school will meet these requirements and monitor them through the use of the State's pupil accounting system. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Delaware, explain the additional requirements," (Section 3, Page 12) we responded:

"The Bryan Allen Stevenson School of Excellence course offerings will allow students to access and earn the required credits to graduate in the State of Delaware. BASSE will use a Standards-Based grading system that can be calculated into grade point averages upon request.

This process will require translating the Standards-Based proficiency levels (Advanced,

BASSE CSAC Report Responses

Proficient, Basic, and Below Basic) into traditional numerical credit values (4.0, 3.0, 2.0, and 1.0) and dividing the earned numerical credit values by the attempted numerical credit values.

Students' official transcripts will include:

- Student's Name
- School Name and Website
- Graduation Date
- Each Course Taken with Overall Proficiency Level (Grade) and Credits Earned
- Proficiency Distribution Across Class
- Calculated GPA
- Weighted GPA
- Any College Entrance Exam Scores
- Service-Learning Requirement Description and Student Completion Level
- If Applicable, IB Diploma Results, AP Courses, College-Level Courses, and Certificate Program Completion"

In response to Section 1.3, High School Graduation Requirements, Question 4, "Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce)," (Section 3, Page 13) we responded:

"Graduates of BASSE will be proficient in the areas of reading, writing, and mathematics. Students' participation in the International Baccalaureate Programme will ensure that students have an opportunity to excel in higher-level courses with the rigor necessary for college success and state assessments. BASSE graduates will also understand the challenges and need to be competitive within any modern global economy because of their coursework and service-learning experiences.

Each BASSE graduate will have completed an Individualized Service Practicum. The Individualized Service Practicum (ISP) will require students, over the course of their 11th and 12th-grade years, to work closely with one of our partner organizations to design and implement a service project. These projects will be aligned to their academic and their postsecondary goals, when possible. Finally, students will be required to complete a paper about their service project and its outcomes. The ISP will help students demonstrate their mastery of the State standards, their gained knowledge from completing the IB coursework, and their practical application of 21st-century skills."

- b. For further clarification, the Individualized Service Practicum (ISP), mentioned by name in response to "High School Graduation Requirements," Question 4, referred to as the "service-learning experience graduation requirement," in response to Curriculum and Instructional Design, Question 8, and referred to as the "Service-Learning Requirement Description and Student Completion Level" as an element of the student transcript in response to "High School Graduation Requirements," Question 2, is our service-learning graduation requirement. It is fully detailed and outlined in response to "High School Graduation Requirements," Question 4, and will include:
- A service-learning project developed by the student in partnership with the school staff and partner organization
 - Completion of aforementioned project

- A paper detailing the aforementioned project and its outcomes
- c. Additionally, BASSE plans to work closely with the Department of Education Office of Career and Technical Education (CTE) to develop alignment between our service-learning experiences and potential career pathways. This will require understanding our students' interests, continuing to build and foster partnerships with local businesses and organizations, and strategic work with the Department. This is one of our first priorities as it is a major component of the school's ability to successfully serve our students.

One of the benefits of starting with the middle grades is that BASSE will have the time, beginning in the planning year, to finalize any of our initial pathway offerings, prior to offering them in 2025, with the full support of the Department. We want to ensure there is clear alignment with the current pathway models and add value by innovating with the addition of our service-learning component. We have had previous conversations with the CTE office concerning this and we plan to engage in the development of these pathway offerings as soon as possible.

BASSE fully intends to meet each requirement of any and all of the Career and Technical pathways we will potentially offer and we will work closely with DDOE to successfully do that.

4. *Relating to recruitment, please:*

- a. *Clarify your recruitment timeline? (Will this begin in 2022 or 2023?)*
 - b. *Share information regarding the existence of other Sussex County IB programs and how they may impact BASSE's location decision, enrollment preferences, and recruitment strategy.*
 - c. *Explain how you will effectively reach out to recruit your English Learner population? (Projected at 22% of enrollment)*
 - d. *Explain what challenges you anticipate in recruiting middle school and high school students? How do you plan to address or overcome these challenges?*
- a. Student recruitment will begin in 2022. Please see the corrected timeline below:

Proposed Recruitment Timeline*:

Jun. 2022 - Aug. 2022: Identify recruitment coordinator and committee. Develop a strategic marketing campaign, and schedule recruitment events (i.e., open houses, parent webinars, tabling at local community events, hosting family/youth activities).

Aug. 2022: Proof and finalize application and marketing materials, including all necessary translations. Submit a copy of the application to the authorizer for approval. Sign up for the Common Online Charter School Application. Publicize upcoming recruitment events on social media and with strategic community partners.

Sept. 2022 – Jan. 2023: Hold several Open Houses and Parent Webinars, at least once a month. Some of these may be held virtual via Zoom or in small groups, depending on the Covid-19 restrictions. Run ads, radio announcements, in the calendar of local newspapers, and/or post flyers in the community and advertise on social media. Attend

BASSE CSAC Report Responses

community partners' events and public events to increase awareness and recruit students.

Nov. 2022: Post application and materials online. Disseminate application and material to partner organizations.

Jan. 2023: January application deadline.

Mar. 2023 – Jun. 2023: Implement an under-enrollment recruitment plan if numbers are lower than needed. This will include a more rigorous round of recruitment events.

*This timeline is subject to change depending on the school choice process dates as posted on schoolchoicede.org.

Additional clarifications have been made to the Enrollment Plan, please see Attachment B.

- b. BASSE will provide a unique IB experience compared to what is currently available in Sussex County ensuring that every student will have access to the IB curriculum and the opportunity to complete the program at the level most appropriate for them while also meeting the Delaware educational standards.

Sussex Central has an IB track for students at their high school and Sussex Academy offers the IB Diploma Programme. In contrast, *all* BASSE students will participate in the IB program. However, not all students will be required to seek the diploma programme; their participation in the full diploma programme will be determined by their personalized learning plan. The IB program also offers the Career Programme, for which BASSE will work with the DDOE to align with the Delaware Pathways program before adopting and offering to students.

- c. BASSE is currently hosting parent signature events virtually and across the County and will continue to do so as we shift into official recruitment after approval. BASSE currently provides informational materials and our parent signature forms, both print and digital, in English, Spanish, and Haitian Creole. Additionally, we are partnering with organizations that serve Sussex County's multilingual residents to get the word out about BASSE.
- d. Finally, because we have transitioned to opening as a middle school, BASSE projects fewer challenges in recruiting high school students because our middle school students will continue to matriculate. As for recruiting middle school students, BASSE elected to open with the sixth grade as it is a natural transition grade. Additionally, as we've continued our parent outreach efforts, parents have consistently said they are seeking different middle school options for their students. BASSE can fill that niche and we are actively working to turn the positive verbal commitments we've received from parents into parent interest signatures.

5. Enrollment Preferences:

- a. *Can you please clarify your enrollment preferences for the record? The 5 mile radius is listed in this document but is not listed in your enrollment policy.*
- b. *Please share:*

- i. *Purpose of each proposed enrollment preference in meeting the vision, mission, educational goals, and ability to reach BASSE's target population;*
 - ii. *Considerations in choosing enrollment preferences and rank-order of these preferences;*
 - iii. *Information regarding how the preferences will differ, based on the location chosen;*
- a. Our enrollment preferences are as follows (and reflect the preferences in our revised enrollment policy):
 - 1. Siblings of students currently enrolled at the school
 - 2. Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
 - 3. Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.
- b. We selected the siblings preference to make it easier for families to choose BASSE as an option for their students. If it is ensured that their students will be able to stay together, it is more likely that a family will select BASSE.

We selected the employee preference so that staff members would be able to offer their children the same educational opportunities that they are providing to our students. This can also be a good lever for teacher retention.

We selected the specific interest in BASSE's teaching methods, philosophy, or educational focus because we want any student who desires to receive their education at BASSE to have that opportunity. BASSE is open and welcome to all of Sussex county's students but if there is a student who is particularly interested in any of the aspects of BASSE that make us innovative, we want to make sure that student is able to attend BASSE.

The preferences are ranked in this order to prioritize students and families that are already members of the BASSE community. Because our preferences are no longer location-based, they will not change based on our final location.

6. *School Facilities:*

- a. *Can you provide documentation from Moonlight Architecture detailing the renovations needed for the Ennis building and associated costs?*
- b. *Can the school provide a leasing agreement or a letter from Delaware Tech indicating an intended partnership, if the new charter school application is approved?*
- c. *Under the lease agreement, who is responsible for maintenance costs?*
- d. *Your application includes a detailed development plan. Can you please specify which, if any, grants (awarded or targeted) are focused on facility renovations?*
- e. *Will the proposed site for the Sussex County Solutions Center facility be located within the Indian River School District. If not, if/how do you anticipate that this will impact your enrollment preferences when the time comes to make the transition?*

BASSE CSAC Report Responses

- a. BASSE is working with Moonlight Architecture to determine the needed renovations for the Ennis Building. A tour and walkthrough have been completed and the blueprints obtained (a floorplan was submitted as a component of the application). However, access to the building is limited because it is currently in use by the Indian River School District. When full access is provided, Moonlight Architecture will be able to complete a full scope of work for the renovation requirements and related architectural plans. The board of directors has budgeted \$80,000 for these costs. The planning phase will begin at the end of this school year when Moonlight Architecture is provided more access to the building.
 - b. As noted above, the Intent to Lease Agreement is included with these responses as Attachment A.
 - c. BASSE is responsible for all maintenance costs.
 - d. Currently, BASSE has not prospected any grants that are specifically focused to provide facility renovation support, however, some of the grants we have received and are currently applying for, such as the Longwood grant, are unrestricted. We intend to use the unrestricted grants we receive, the donations we receive from individual givers, businesses, and, if necessary, a targeted capital campaign to support our building renovation costs.
7. *Is there a guarantee that the space within Ennis will be available for initial opening, if the application is approved? If the CEB-like building is not constructed or completed within the anticipated timeline, what is the school's "plan B" for location?*

If BASSE does not relocate to the CEB-like location, we can choose to extend our lease at the Ennis location under our agreement as we continue to look for another long-term location. Please see our executed Intent to Lease Agreement as Attachment A.

8. *Title 14, Chapter 5, Section 512(11), (11) requires the school to ensure its students' adherence to school attendance requirements comply with state and federal law; Can you point to where in your application this information is included? If not, included can you please provide this information?*

The staff at BASSE, in conjunction with State and Federal regulations, as well as through the utilization of the MTSS process, will conduct weekly audits of the attendance records, ensuring that all students, in particular students who are high-risk or at-risk will go through a continuous system of monitoring. This process will allow us to get ahead of any attendance issues and conduct home visits as often as needed to ensure we are advocating for our students' education and giving them all of the assistance and resources they may need as a part of our school community.

BASSE will ensure all students receive due process in any discussions of school withdrawal. This will be outlined in our code of conduct.

9. *There are points within the application where it is not fully clear if the Academic Dean or the Executive Director will serve as the head of school. Please clarify the roles of those two functions.*

Both the ED and the DAE are heads of school with both shared and distinct responsibilities, however, the DAE reports directly to the ED.

Please see the chart below outlining the roles and responsibilities of the Executive Director (ED) and the Dean of Academic Excellence (DAE).

Executive Director (ED)	Dean of Academic Excellence (DAE)
<ul style="list-style-type: none"> ● oversee hiring staff - ED focuses more on non-instructional staff and DAE focuses more on instructional staff ● developing a vision for the school - the ED's vision-setting is more global but the DAE's vision setting is specifically instructional and cultural ● monitoring school success ● recruiting and meeting with parents, families, and community partners on a regular basis - the ED will focus more on community partners and the DAE will focus more on parents and families ● resolving conflict with and between students and/or staff ● providing an inclusive and welcoming school climate free of any bias in which students can achieve their maximum potential 	
<ul style="list-style-type: none"> ● managing the budget, ● design, develop, and implement the school's strategic plan, ● oversee the BASSE organization's day-to-day operation, which includes managing committees and staff ● developing a business plan in collaboration with the board. ● developing and tracking benchmarks for measuring institutional success ● ensuring that board, state, and federal policies and regulations are followed 	<ul style="list-style-type: none"> ● oversee hiring staff, specifically instructional staff ● ensuring that academic policies and curriculum are followed ● developing and tracking benchmarks for measuring instructional success ● developing and coaching teachers ● meeting and listening to concerns of students on a regular basis

10. *Given that much of the plan is based on using an IB model, has the school had conversations with IB to initiate those conversations?*

We have had an established relationship with the IB organization since 2019. We visited their DC office and they are supportive of our desire to be an IB school. Please see the original letter of support as Attachment C. We have reached out to our contact to submit an updated letter of support.

11. *Why is there no growth beyond 40% of students meeting proficiency?*

Upon researching the 2020-2021 data for Sussex County public schools, we found the average scores for Math and English Language Arts fell within the 40% range. Knowing that students are coming out of two years in a pandemic, we initially decided that it was best to stay within that same range to start so that we could get an accurate assessment of who our students are, what prior knowledge they are bringing to BASSE, and how we need to close the gap for our specific

BASSE CSAC Report Responses

students. After further conversation and research, we decided our SMART goal should be raised to 60%. Through our MTSS, we know we will have the correct systems in place to be able to identify students' areas of strength and growth at the beginning of the year, to both meet our students where they are and begin closing that gap sooner in the school year, helping us to far exceed the initial 40% SMART goal.

12. *Describe your ongoing Professional Learning Plan to maintain the requirements of the special education policies, procedures, and procedural safeguards outlined in Delaware Administrative Code for Unique Populations?*

The following includes both whole-school professional development days as well as professional learning community meetings during the school day.

Date	Professional Development/Training	Attendees
Summer 2023	State of DE mandated Special Education/Services Training	All Staff
Summer 2023	Grade-level Caseload Review	Dean of Academic Excellence (DAE), All Teachers and Educational Support Staff
Summer 2023	IEP Fall Meeting Updates/Letters to Guardians Sent/ Home Visits Scheduled	DAE and Special Education Coordinator
Fall 2023 (Beginning of Q1) (Ongoing until 9/30 count)	2nd Review of Caseload	DAE, All Teachers and Educational Support Staff
Fall 2023	Review of MTSS policies and procedures	DAE, All Teachers and Educational Support Staff
Fall 2023 (Mid Q1) (After 9/30 count finalized)	Whole-school Caseload and Report Card Review with IEP data/MTSS data	School Leadership including Special Education Coordinator (SEC)
Fall 2023	IEP Data Meeting	DAE and SEC followed by Whole Group PD with all Instructional Staff
Fall 2023	State of DE mandated training	All Staff
Winter 2023	IEP Winter Meeting Updates/Letters to Guardians Sent/Home Visits Scheduled	DAE and SEC
Winter 2023 (Prior to Winter Break)	Review each students' PLP as a staff to prepare for student meetings after winter break	DAE, All Teachers and Educational Support Staff

Winter 2024 (Upon Return from Winter Break- 1st PD Day)	Plan for individual student meetings for PLP updates	DAE, All Teachers and Educational Support Staff
Winter 2024	State of DE mandated training	All Staff
Winter 2024	Review of MTSS policies and procedures	DAE, All Teachers and Educational Support Staff
Winter 2024	IEP Spring Meeting Updates/Letters to Guardians Sent/Home Visits Scheduled	DAE and SEC
Winter 2024	IEP Data Meeting	DAE and Special Education Coordinator followed by Whole Group PD with all Instructional Staff
Spring 2024	Review each students' PLP, update as needed	DAE, All Teachers and Educational Support Staff
Spring 2024	Construct End of Year PLP Goals	SEC, All Teachers and Educational Support Staff, Students and Families
Spring 2024	End of Year Data Review	DAE, All Teachers and Educational Support Staff

13. *What is your plan to ensure that BASSE has adequate staffing and resources to fulfill related services requirements for students with disabilities?*

In year one BASSE will hire a special education coordinator and full-time special education teacher. We will also target hiring dual-certified teachers for our general education staff. By year six, we will grow to five special education teachers who will support our grade-level teams.

Additionally, we have budgeted to contract any necessary related service providers such as occupational therapists, speech pathologists, and others.

14. *Please clarify your referral process for students suspected of needing special education services? Provide more details about the process and be sure you are following the regulations outlined in Delaware Admin. code 925.*

Please see further elaboration to our referral process below. Additions to align the process with the updated code are bolded below.

- a. For students enrolled in BASSE who are newly identified for special education services, the referral process is begun by a teacher, state educational agency, physician/health provider, or a parent/guardian/parent surrogate completing a written form. This form will be submitted to the Dean of Academic Excellence and Special Education Coordinator for

BASSE CSAC Report Responses

review with the student's academic team (Advisory teacher, College and Career Readiness counselor, and caregiver) and a special educator, who will serve as the IEP team. The school will then schedule an IEP meeting upon receipt of the referral form. **Before evaluation can begin, there will be parental consent, and subsequently, parental consent for identified educational services and any re-evaluations performed. The evaluation process must begin with 45 school days or 90 calendar days from the point of secure parental permission to conduct the evaluation.**

- b. Permission for assessment in the areas identified by the team for which additional data is needed will be secured. Once permission is granted, the team will ensure that a student suspected of having a disability shall be assessed in all areas related to the suspected disability. A variety of assessment tools and strategies shall be used to gather sufficient relevant functional, cognitive, developmental, behavioral, and physical information, academic information, and information provided by the parent/guardian/parent surrogate to enable the IEP team to determine:
- If the student is a student with a disability, i.e. meets criteria for at least one of twelve distinct educational classifications identified in sections 6.6-6.17 of DE Administrative Code 925;
 - The student's educational **support services** needs;
 - The content of a student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum;
 - Each special education and related service needed by the student, **including transitional services and extended school year services if needed**, regardless of whether the need is linked to the student's disability.

15. *How will parents/guardians be informed of students' progress through the MTSS process?*

Parents will be informed throughout the MTSS process, as it will align closely with the development and implementation of the students' personalized learning plan (PLP). The teacher will build a relationship with the parent by finding connections with both the student and the parent. The school will create a forum during back-to-school nights and parents can provide feedback there, in scheduled one-on-one, and via digital forms. The teachers will stay in constant contact with parents and families to reinforce the relationship. Though the amount of contact any parent will receive will depend upon their child's progress, at minimum, parents will be updated on the MTSS process quarterly.

16. *In sections 3-9 your high school science curriculum is intended to be IB with "clear alignment between IB and both the Delaware Content Standards and the Next Generation Science Standards." The DE Science Coalition does not support IB materials, and a crosswalk of IB curriculum and the NGSS to illustrate this clear alignment along with an intention of incorporating NGSS aligned pedagogy (via professional learning— perhaps using NGSX or other PL modules) has not been provided. Please provide this.*

Below is a crosswalk showing alignment between the IB program and the NGSS. All topics covered in IB directly correlate with the topics covered in NGSS and the overlap between topics occurs in multiple places within the IB curriculum. To ensure that our teachers are clear on the

designer’s intent with NGSS and the correlation between the IB curriculum, IB training will be provided for all of our teachers prior to the start of our first year in 2023. BASSE will contact DOE for assistance in setting up training with NGSS so that the instructional staff including the Dean of Academic Excellence and the academic coaches have a clear understanding of how to directly align each unit with NGSS. The alignment training will happen yearly. BASSE wants to ensure instructional staff is clear on how to incorporate NGSS into IB. BASSE will also take the recommendation to incorporate the Next Generation Science Exemplar (NGSX) professional learning.

Additionally, please see the document linked here that discusses the compatibility between IB and the NGSS.

Middle Years Program	NGSS Congruence with Topics
Patterns	Patterns
Cause and Effect	Movement, Transformation and Consequence
Scale, Proportion and Quantity	Models
Systems and System Models	Systems and Models
Energy and Matter	Energy
Structure and Function	Form
Stability and Change	Change, Balance and Movement
Diploma Program	NGSS Congruence with Topics
Systems and Systems Models	HS Life Science, HS Physical Science, HS Earth and Space Science
Scale, Proportion, and Quantity	HS Life Science, HS Physical Science, HS Earth and Space Science
Cause and Effect	HS Life Science, HS Physical Science, HS Earth and Space Science
Energy and Matter	HS Life Science, HS Physical Science, HS Earth and Space Science
Structure and Function	HS Life Science, HS Physical Science, HS Earth and Space Science

17. *In section 1.3, Attachment 8, the results of the parent support surveys are still concerning. There were only about twenty 6th and 7th grade entries on the spreadsheet. Only four of the 6th and 7th grade entries indicated that BASSE would be their first choice. Please elaborate on the interest in the school.*

BASSE CSAC Report Responses

As of Saturday, February 26, 2022, we have 47 age-appropriate signatures, 32 of which have indicated that they would send their children in 2023, and 53 signatures of parents of potential future BASSE students. Please see Attachment D.

Parent support surveys are increasing weekly. BASSE has contracted a firm to help manage and increase parent engagement, which includes a targeted social media plan and a targeted outreach plan. The verbal commitments received to date will be turned to written commitments. Creative engagement strategies have been employed to mitigate COVID restrictions which have presented some challenges with in-person engagement, for instance, a number of virtual events have been scheduled. Recruitment efforts are intended to maximize the use of various social media platforms as well as a number of traditional, grassroots approaches such as marketing drops at barbershops, hair salons, childcare centers, youth leagues, churches, etc. with an emphasis on diversity and equity.

Over one thousand flyers and marketing materials have been taken to child care centers, barbershops, hair/nail salons, and churches while weekly marketing messages are posted on social media. One virtual parent webinar was held on February 16, 2022, and two more will be held in March 2022. Existing interested parents were personally called by the Executive Director, and all indicated a continuous interest in their child attending the school and willingness to participate on the parent advisory committee. Notable barriers have included the inability to conduct in-person outreach events, the inability to provide marketing materials to many entities. However, we have been able to partner with several Boys and Girls Clubs to table at parent pick-up. We had our first event on February 23rd and we were able to collect two pages of signatures. This gives us confidence that we will meet the parent support survey threshold before the end of the approval process.

18. *In section 1.3, Attachment 9, the applicant seems to indicate that they will not allow parents to withdraw an application after the board has taken action on it. It also seems that they will not allow a parent to withdraw their child's enrollment once they accept a spot at the school. This stance may hurt the school in the long run (unhappy families). Please explain the thinking behind this.*

This was not our intent. Please see the updated language in Attachment B.

19. *In section 1.6, page 5, the applicant states that they would be compelled to delay opening if the school does not reach a minimum of 250 students enrolled. Is this minimum to be met by April 1, May 1, or some later date? What if enrollment is at 230 or 240 students? Will that delay the opening?*

If BASSE has at least 80% of our proposed students enrolled, 200 students, by May 1st, BASSE will not delay opening as we have prepared to be fiscally viable at 80% enrollment. We would continue to work to increase enrollment to 100%, forecasting a new budget as the enrollment number changes to ensure the school will be operational. If we are not at 80% by May 1st, we would delay opening.

20. *In section 1.7, Attachment 17.1, most of the letters of support simply state support for approval of the charter application. Very few of the letters submitted actually offered some kind of tangible support to the applicant group (most included a vague statement about "supporting the school in*

a way that best utilized our resources”). Most of the letters seemed to be a standard form letter that individuals added their name(s) to and submitted. Some of the standard form letters failed to provide anything besides a name (no address, telephone number or email address). Additionally, the letters of support are from 2019 and 2020. Did the applicant secure any new letters of support? Did the applicant reach out to the original supporters to verify that they are still willing/able to provide support given the new timeline?

BASSE has made personal phone calls to each parent and supporter that has submitted a letter of support to request that they update their letters with the requested updated information. Additionally, our newly hired staff have also worked to help add new supporters to our community of partners which continues to grow. Please see Attachment E, the list of new partners we have engaged as of February 2022.

21. *Is the “Arts Teacher” for all Related Arts? If so, will the same teacher be covering physical education, health, art, music, technology etc.? There is only 1.0 FTE in the budget in years 1 and 2. Please provide more information on how all of these subjects will be covered by 1.0 FTE and will be able to serve all students in all required subjects.*

BASSE has updated its budget to include both a 1 FTE for a physical education and health teacher and an 0.5 FTE to support an arts educator. We are also looking to partner with other schools in our area to provide support for additional related arts instructional opportunities. Because of our nontraditional schedule, we can be creative with our Synthesis Days to ensure that students will receive all of their necessary academic hours in these subjects and that we will have the staffing to support their instructional needs.

Please see our budget update summary in Attachment G.

22. *In line 30 of the budget, Computers, in Section 1.3, Attachment 10, the applicant indicates that all students will be provided with a device (such as a Chromebook). The applicant’s 1:1 technology plan does not appear to be represented in the budget. The narrative states that they “will setup a computer lab and provide computers throughout the school to support the educational programs.” They reference a partnership with NerdiT Foundation, however, the letter that was provided in Section 1.7, Attachment 17.2 (see page 11) does not provide any details regarding this arrangement. The amount budgeted in Year 0 and 1 (\$100,000 and \$0) may not be sufficient to provide an adequate number of devices to students and staff. Can the applicant clarify their intent to provide students with a device (1:1 plan)?*

The NERDiT Foundation and BASSE met to discuss how they could help us source devices to support our students having 1:1 access. They agreed to, once we received approval from our authorizers, support us in obtaining the necessary devices. However, we also have planned to purchase these items on our own, projected these costs, and included them in our updated budget summary in Attachment G.

23. *On line 31 of the budget, contracted services, please provide a breakout of all items covered under this line, to include items noted in line 25.*

Line 31, contracted services, includes the hiring and managing of substitute teachers, information technology specialists, and other types of educational supports and consultants that are deemed necessary by our students. Additionally, we plan to contract with an outside company to provide

BASSE CSAC Report Responses

services for progress monitoring and summative assessments, and that cost is also captured here.

Please see our updated budget summary in Attachment G.

24. *In “Other Funds Budget” – how much of the Longwood and Welfare grants have been spent thus far? If some amounts have already been spent, are they accounted for in the Year 0 budget?*

The current budget reflects the \$2.3 million gap needed to cover BASSE’s expenses from our planning year through years 4 and 5. To date, we have raised more than half of the necessary funds. We are currently in the decision phase of the New Schools Venture Fund grant, worth \$200,000 and we have plans to submit more.

That being said, we acknowledge that we have spent some of our previously raised funds to support the organization during our pre-planning year. Please see the budget that reflects the new gap, caused by the necessary spending of previously raised funds, in Attachment G.

However, we have currently pending and planned pursuits of additional dollars which demonstrate our ability to close our gaps in funding.

25. *In “Other Funds Budget” - line 58 shows accounting and payroll expenses during the planning year (Year 0). Does the applicant intend to access state systems for payroll and accounting during the planning year? If yes, what is the timeframe that access will be needed (immediately upon application approval? July 1, 2022? Some other time prior to opening?)?*

BASSE has budgeted to access the state systems for payroll and accounting during our planning year on July 1, 2022, at the beginning of our fiscal year. We are working with Michelle Lambert to help train our team and manage our use of the state systems.

26. *In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.*

BASSE has designed our budget to meet the necessary cash reserve to cover possible closure by December 31 of our third year of operation.

27. *Provide one middle level ELA unit of instruction employing the provided templates to the curricular resource. Please ensure there is a culminating summative assignment with a corresponding scoring rubric.*

Please see Attachment F.

28. *Part 7 of section 1.3 requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Please provide details about the Tier 3 screening and intervention support provided for students with weak phonics/word analysis, fluency skills in*

addition to comprehension difficulties. The listed intervention resources do not attend to unfinished learning in the foundational reading skills.

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 support alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

29. *In the education plan – section 1.3, number 7, the application requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Additional details specific to the academic elements of MTSS are needed in this response. • [Math] As the school builds its plan for MTSS, leaders are encouraged to refer to and capitalize on the DDOE MTSS resources and professional learning.*

BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students' comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE's at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

BASSE CSAC Report Responses

BASSE fully intends to use the guidance in the “DE-MTSS Essential Component: Evaluation and Selection of Academic and Nonacademic Resources, Supports, and Interventions” as we select the academic interventions for our students which will be determined by using the data collected, the team-based leadership model, and a comprehensive system of assessment, which is outlined in our description of our tiered system of support above.

30. *If the Eureka/EngageNY materials are used for grades 6-8, what is the specific professional learning plan which will be utilized to support teachers, considering the usability challenges cited in the EdReports report?*

Per the [EdReports](#) summary, Engage NY ELA 3-8 meets expectations for grades 6-8 in the category of usability, with all three grade levels scoring a 33 out of a possible 34 points, with the low end of the meets expectations scale being 31. However, due to the stated need for additional extensions and advanced opportunities for students who read, write, speak, or listen above grade level, the following schedule will be implemented. Along with this professional development schedule, teachers will participate in curriculum training for their particular content in the summer prior to opening. This training will continue for all new teachers after our opening year of 2023.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
New hires	Professional Development	Content curriculum training	Dean of Academic Excellence, Academic Coaches, New Hires
Two weeks before the start of a unit	Content PLC	Prior to the start of each unit, intellectual preparation will be completed to internalize each unit’s main topic and learning focus. During these meetings teachers will participate in preparatory practices such as understanding where the unit is going, understanding possible to probable student misconceptions, and understanding where extension	Dean of Academic Excellence, Academic Coach, All Instructional Staff

		activities need to be implemented.	
One week before the start of a unit	Content PLC	To research and/or create lesson extension activities.	Academic Coach, All Instructional Staff
One week before the start of a unit	Content PLC	To adjust the suggested pacing in order to implement any differentiated lessons or extension activities as needed.	Academic Coach, All Instructional Staff
Weekly	Content PLC	To complete lesson internalization for the coming weeks' lessons. This will be the team coming together with a micro-focus on the next 4-5 lessons to completely understand where the students' learning should be at the end of each lesson and what to do if the students are not mastering that skill.	Dean of Academic Excellence, Academic Coach, All Instructional Staff

31. *Are the previous plans and supplements for the high school mathematics resources and the accompanying professional learning still in place?*

Yes, the previous plans and supplements are still in place for high school mathematics. Please see the high school resources in Attachment H.

32. *How will you use your ELL Plan Committee to support instruction for English learners within the most inclusive environments?*

Regardless of the student, BASSE wants the most-inclusive environment for all. Our Dean of Academic Excellence is currently working to become fluent in Spanish. This will directly affect the learning of our Spanish-speaking ELL students in that they will have access to a trusted member of the school community, during the school day, to assist as needed. We will also be working to hire staff members who are bilingual or multilingual to help close the gap for our ELL students through direct support of the students and through supporting instructional staff members with curriculum and social-emotional support. For all of our ELL students, no matter their first language, having the ELL Plan Committee means that we will have direct access to families of students who can assist throughout the school day, school year, and outside of the classroom.

BASSE CSAC Report Responses

The biggest goal of the committee is to ensure that all of our students feel safe and can communicate their needs with our staff during their time with us at BASSE. It is our plan that committee members will volunteer during the school day and during after school activities so that there is always someone in our building to service all of our students in the way that is most comfortable for the student. As is in many schools that service ELL students, not having staff members in the building who can communicate with them comfortably and assess their needs appropriately is a hindrance to those students receiving the best education possible. It is our mission to use the ELL Plan Committee as one of many ways that BASSE will provide the highest quality education possible for all students.

33. *Expeditionary Learning and Paths to College and Career are highly aligned, high quality instructional resources. What teacher supports – training, planning, and coaching – are in place to ensure teachers can implement the curriculum with mastery?*

Please see our teacher support system, below.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
Weekly	PLC (Professional Learning Community)	Behavioral Assessments, Educational-Growth Assessments, Incentives, Adjustments to Behavior Plans	Grade-level Teachers
Weekly	PLC	Planning, Scope and Sequence Alignment, Unit and Lesson Internalization, Lesson Differentiation	Content Teachers, Dean of Academic Excellence, Special Education Coordinator
Daily	Real-Time Coaching in Classrooms	To ensure best practices are in use daily; to ensure students are being pushed to meet rigor; to ensure behavioral expectations are set and being followed	Dean of Academic Excellence, Academic Coach

Monthly	PLC	Data Review	Dean of Academic Excellence, Academic Coaches, All Instructional Staff
End of Reporting Period	PLC and Whole-School	Data review across grade-levels, content areas, general education students, students with special services, whole-school, and teacher-based	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff
Weekly	Individual Teachers and/or Whole-School PD	Teaching of teacher-moves, both educational and behavioral, based upon trends captured through data and real-time coaching	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff

34. *According to your executive summary, nearly two-thirds of the districts here perform below the state average in measures of College and Career Readiness. What is your plan to accelerate the learning of the incoming students not fully prepared for grade-level work?*

To ensure all students attending BASSE are College and Career Ready, all students will have a Personal Learning Plan (PLP). This plan will serve as the primary resource, in addition to a student's IEP, if necessary, for instructional staff to ensure that all students are meeting and exceeding their goals. For students who come to BASSE below grade level, in conjunction with the PLP, during synthesis days, students will have dedicated one-on-one and small group time with all of their teachers. This time will include instructional support similar to what a student in Tier II RTI would receive. Through MTSS, BASSE will be able to specifically identify the student's struggle areas and, in conjunction with the student, their family, their teachers, the applicable Academic Coach, and the Dean of Academic Excellence, a plan will be put in place for how to best support the student's learning and growth when they are not at BASSE during the school day.

Another important piece to the acceleration of student learning for all students who come to BASSE below grade level is our teacher coaching and professional development. The key to all of our students being successful is the amount of professional development our staff receives, as noted in several of our responses. Our teachers will participate in hundreds of hours of professional learning throughout the school year. In addition to this, our teachers will be coached by the Dean of Academic Excellence and their academic coach, in real-time, with feedback, modeling, and coaching happening in the classroom coupled with weekly practice sessions that could include the dean, academic coach, or grade-level teams. Weekly data meetings across content areas will lead the discussion on how to close the gap for students who are below grade

BASSE CSAC Report Responses

level. Through the use of the student's most up-to-date data, the instructional team will be able to make the most comprehensive plan to accelerate their learning.

35. *There is currently a shortage of bus drivers to cover existing routes in districts and charters schools across Delaware. Do you have the commitment from a provider to provide service in 2023? Have you considered securing multiple school bus vendors? If so, a recommendation would be to secure vendors that are based out of the location the route is intended to serve.*

BASSE has reached out to various bus contractors to support our student transportation needs. We have received a letter of commitment from Johnson Transportation and Otsie Transport, see Attachments I and J. Additionally, Layton Bus contractor (Millsboro/Georgetown/Selbyville) has provided us with a verbal commitment and will be drafting a letter of support to submit to CSAC. All companies have offered to assist BASSE in general logistics. We have also engaged five other companies that cover the following areas: Milford/Lincoln, Seaford, Milton, Lewes, Rehoboth, and Laurel.

36. *If the current climate for school bus drivers doesn't improve by September 2023, do you have a backup plan if the commitment from the provider falls through?*

In consultation with the Department of Education, Delaware Charter School Network, other charter schools, and bus contractors, we will use a diverse approach including utilization of varying bus providers. BASSE's unique daily schedule (8:30 AM - 4:30 PM) will allow us to avoid competing with other school districts in the area for bus providers. This allows us to work with multiple vendors in the area and incorporate hub spots. We are also considering other creative solutions, if necessary, such as leasing vans from fleet companies, hiring our own drivers and merging their role within school operations (para, custodial staff), and offering mileage reimbursement to parents by integrating carpooling.

37. *How many students do you foresee not using provided School Transportation?*

Though we cannot accurately predict the number of students who will need school transportation, we do feel confident after our recent conversations with bus contractors, we will be able to provide transportation to all students who may need it based on our diverse transportation plan outlined above.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment A - BASSE Offer to Lease**

November 3, 2021

Brian D. Shirey, Esq.
General Counsel
Delaware Technical and Community College
21179 College Drive
Georgetown, Delaware 19947

Re: **Letter of Intent to Lease:**

20346 Ennis Street
Georgetown, Delaware 19947
(Former Howard T. Ennis School on 5.6 acres of land)

Dear Mr. Shirey:

In connection with the above-referenced property, we respectfully submit for your consideration an overview of the general terms and conditions of a proposed lease transaction between Delaware Technical and Community College and The Bryan Allen Stevenson School of Excellence. The Bryan Allen Stevenson School of Excellence is in the process of applying for its charter with the Delaware Department of Education. Our application will be submitted to The Delaware Department of Education on or before December 31, 2021. The approval process will take approximately 120 days upon which a decision will be rendered, and a charter will be issued. Ideally, we would like to enter into a binding letter of intent or lease agreement by the end of November so we can include this document in our application. We have attached to this letter a summary of our charter application, including a five-year projection and assumptions of our financial plan.

Following are the general terms and conditions of a lease agreement:

- 1. Premises:** The former Howard T. Ennis school building located at 20346 Ennis Street, Georgetown, Delaware containing a total of approximately 35,500 +/- square feet of usable space and parking for approximately 120 cars plus drop off lanes. The leased premises shall not include the natatorium or the parking that services the natatorium. Landlord reserves a transferable, non-exclusive right of access to the natatorium and related parking through the existing entrances and roadways.
- 2. Landlord:** Delaware Technical and Community College
- 3. Tenant:** The Bryan Allen Stevenson School of Excellence, a single purpose not-for-profit 501 (c) 3 entity formed for the purpose of operating a charter school for up to 500 students.
- 4. Use:** Tenant will use the property for the operation of a charter high school for up to 500 students. Tenant shall occupy the leased Premises in accordance with all applicable laws. Tenant shall not engage in any use that competes with the programs or operations of Landlord. Any post-secondary courses that may be offered to Tenant's students will be offered in partnership with Landlord.

- 5. Term:** Five (5) continuous years, effective on November 1, 2022. Tenant reserves the right to terminate the lease term early, provided one year's written notice. Tenant also reserves the right to terminate the lease early, with 90-days' written notice, if the school's charter is not renewed by the State Board of Education.
- 6. Lease Commencement Date:** November 1, 2022. Tenant recognizes that the premise is currently occupied by the Indian River School District (IRSD), and that IRSD is entitled to a reasonable period of time to remove its property and vacate the premises following the opening of its new school in September of 2022. To the extent allowable by law, Landlord will grant Tenant early occupancy after the property has been fully vacated by the Indian River School District, for the purpose of installing Tenant's furniture, fixtures, and equipment and to begin any Landlord-approved improvements. Tenant shall not be required to pay rent during any period of early occupancy, but shall be required to obtain property and general liability insurance in an amount agreed upon by Landlord.
- 7. Option to Renew:** Provided Tenant is not in monetary default under the terms of the Lease Agreement, Tenant shall have the right of first refusal to renew the Term for an additional three (3) years, under the same conditions of this lease agreement. Tenant must exercise said Right no later than January 15, 2027.
- 8. Rental Commencement Date:** November 1, 2022.
- 9. Lease Expiration Date:** August 31, 2027.
- 10. Construction and Improvements:** Landlord and Tenant will negotiate the best format for how the construction and improvements are completed. Tenant's analysis of the current building condition has estimated that approximately \$200,000 will be required to make nonstructural cosmetic improvements and repairs and maintenance. Landlord and Tenant each agree that this provision will be mutually worked out between the parties by May, 2022, and Landlord will have final approval on all alterations, additions or modifications to the premises. Tenant will be allowed to install additional modular classrooms on the Premises so long as all local and state laws are followed.

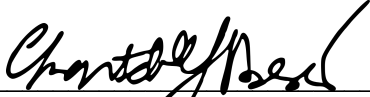
11. Annual Rental Rate:

Rent	Annual Rental	Rent/S.F.	Lease Year
Year 1 (rent payment commences on 11/1/22)	147,917	\$ 5.00	22-23
Year 2	181,050	5.10	23-24
Year 3	184,671	5.20	24-25
Year 4	188,364	5.31	25-26
Year 5	192,132	5.41	26-27
Option			
Year 6	192,132	5.52	27-28
Year 7	199,894	5.63	28-29
Year 8	203,892	5.74	29-30

- 12. Operating Expenses:** The Lease will be triple net. Accordingly, Tenant shall directly pay to each of the appropriate vendors, for all of the operating expenses related to the operation of the Premises, including, but not limited to, electric, natural gas, telephone, cleaning, maintenance of the HVAC and other mechanical systems, general liability, contents and liability insurance, and property and casualty insurance covering the buildings. It is assumed the property is exempt from real estate taxes, but if not, Tenant will be liable for the full payment of any taxes assessed against the property or Tenant's use thereof. Tenant will be responsible for structural-related costs of maintenance, including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, Mechanical, Electrical, and Plumbing and roof expenses.
- 13. Warranty of Habitability:** Tenant acknowledges that the premises are being rented "as-is", and that Landlord has made no representations or warranties regarding their suitability or habitability for any particular use. Tenant hereby confirms that it has had the property inspected by architects/engineers/contractors of its choosing and is fully aware of the condition of the premises and all facilities associated therewith, and hereby accepts them in their present state.
- 14. Landlord and Tenant Operating Partnerships:** Landlord and Tenant each recognize that there are crossover benefits to each entity, and will use best efforts to create crossover shared services. For example, if Landlord creates a teaching program, Landlord will work with Tenant on allowing students to work at the school in student teaching roles. If Tenant creates an early college program, such program shall be created in partnership with Landlord. In addition, Tenant and Landlord will work in good faith to allow Tenant use of Landlord's outdoor athletic fields for its students. Tenant understand and agrees that Landlord and Landlord's teams/operations will have priority in the use of its athletic fields, and any use by Tenant may only occur when the fields are not in use by Landlord. Landlord and Tenant shall agree on Tenant's share of the costs to maintain the athletic fields in the event Landlord's athletic fields are used by Tenant.
- 15. Signage:** Tenant, at its sole cost and expense, shall be permitted to erect signage on the Premises (on the building) and a canopy or awning at the school's entrance, to the extent allowable by law and with the prior written approval of the Landlord; such approval shall not be unreasonably withheld or delayed.
- 16. Brokerage:** Landlord and Tenant acknowledge that they have had no other dealings with Brokers as it relates to this property.
- 17. FORMAL AGREEMENT:** The Landlord and Tenant shall negotiate in good faith in an effort to enter into a formal Lease Agreement on or before December 15, 2021, which agreement shall be subject to the approval of Landlord and Tenant and shall be acceptable in form and legal content of the respective parties. This Letter of Intent to Lease is for discussion purposes only and serves as a preliminary, non-binding letter subject to a fully executed Lease Agreement by both Landlord and Tenant. The terms and conditions herein are subject to change and or withdraw at any time and for any reason. The lease will be contingent on a mutually acceptable Lease Agreement containing the customary covenants, warranties, apportionments and representations. The Lease Agreement, if any, will provide for environmental indemnification by the Landlord as well as zoning and City Code compliance.

We look forward to working with you to a mutually agreeable agreement. Thank you for your kind assistance and willingness to work with our school. I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chantalle Ashford", written over a horizontal line.

Chantalle Ashford
Founder and Board Chair
The Bryan Allen Stevenson School of Excellence

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment B - Enrollment and Withdrawal Policy (revised)**

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawal Policies

2023 - 2024 BASSE Enrollment & Withdrawal Policy

Admissions

To be eligible for admission to the Bryan Allen Stevenson School of Excellence (BASSE), a student must be eligible to enter:

- the 6th or 7th grade in the 2023-2024 school year;
- the 6th, 7th, or 8th grade in the 2024-2025 school year;
- the 6th through 9th grades in the 2025-2026 school year;
- the 6th through 10th in the 2026-2027 school year;
- the 6th through 11th in the 2027-2028 school year;
- all grades, 6th through 12th, in the 2028-2029 school year.

The student and their family must be Delaware residents.

BASSE will not discriminate against any student in the admission process because of their race, religion, creed, color, sex, disability, or national origin, or due to the student's school district of residence providing a per-student local expenditure lower than another student seeking admission. The only exceptions to restrict student admissions are:

- Age and/or grade-level eligibility, or
- By lottery in the case of over-enrollment

An electronic version of the application for the school will be available to submit online. Additionally, families who are more comfortable may download, print, and mail their applications to BASSE. For families unable to access the school website, BASSE will provide them with paper copies of the application upon request.

Preferences

The selected preferences of BASSE will be (in the ranked order below):

- Siblings of students currently enrolled at the school
- Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
- Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.

Students who have a specific interest in BASSE's teaching methods, philosophy, and education focus will need to submit a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program. A detailed description of this application supplement will be provided with the application on the website and will be explained during parent workshops and recruitment events.

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Timeline

BASSE Student Recruitment & Enrollment Timeline*	
<i>Recruitment & Pre-Application</i>	
Student Recruitment Engagement	Ongoing Online and In-Person (Ads, Social Media, Mailers, etc.)
Student Recruitment Events	June 2022 - December 2023, Monthly
School Choice Parent Workshop #1	August 2022
School Choice Parent Workshop #2	September 2022
School Choice Parent Workshop #3	October 2022
<i>Application</i>	
BASSE Begins Accepting Applications	November 6, 2022
BASSE Application Closes at 11:59 PM*	January 10, 2023
BASSE Notifies All Home LEAs of Received Applications	By January 26, 2023
BASSE Begins Action on Approved Applications	February 29, 2023
BASSE Notifies Parents and Home LEAs of Application Action	By March 8, 2023
BASSE Receives in Notice of Intent from Parents in Writing	By March 15, 2023
<i>Lottery**</i>	
BASSE Performs Lottery for Surplus Applications	March 4, 2023
BASSE Notifies Parents and Home LEAs of Lottery Results and Application Action	By March 8, 2023
<i>Enrollment</i>	
BASSE Enrolls Students for Fall 2023	Beginning March 21, 2023

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

BASSE Hosts Open House for Students and Families Enrolled for Fall 2023	August 31, 2023
BASSE Notifies DDOE of Fall 2023 Projected Enrollment Total	November 30, 2023 - January 30, 2024

*The dates selected are based on the school choice process outlined at <https://www.schoolchoicede.org/>. BASSE will align its timeline when the 2023-2024 dates are released.

**If there are remaining seats, BASSE will continue to receive applications until we are at capacity.

Lottery*

In the case that the number of applications exceeds the number of openings after preference is given to students who meet the preference criteria above, BASSE will hold a lottery on March 4, 2023.

The lottery process will be blind so that all students will have an equal chance of being offered a spot in the remaining available seats. Depending on the type and amount of applications received, the lottery will be run manually or via a computerized method.

Waiting Lists

BASSE will continue to accept applications until we have reached capacity. Students eligible for admission but not selected due to a lack of capacity will be placed on a ranked waiting list until September 5, 2023.

Withdrawals

Application Withdrawal

Any parent who previously applied for their student to attend BASSE may withdraw their application at any time prior to action on the application by our board by giving written notice.

Withdrawal from School

A parent may apply to withdraw their child's enrollment at BASSE at any time by submitting a written application to the school. BASSE will then follow the policy outlined in 14 Del. C. § 407 (c) - (i).

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Re-Enrollment

Accepted BASSE students will remain enrolled until graduation, provided that the student continues to meet the requirements for enrollment.

A student's right to remain enrolled may be terminated prior to graduation if

- a. The student fails to continue to comply with BASSE's requirements for attending school or class, or
- b. Refusal to participate in the school conflict resolution process.

Records

BASSE will maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the student will attend BASSE for at least one complete school year per 14 Del. C. § 506 (c) (3).

Each parent will need to sign and submit this document after BASSE receives their notice of intent in order for their child to continue in the enrollment process.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment C - IB Letter of Support**

**Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901-3639**

October 17, 2019

RE: The Bryan Allen Stevenson School of Excellence, Inc

It is encouraging to recognize that families in Sussex County will have the opportunity to provide students with a real-world educational experience where service, rigor, and student leadership is at the center.

The International Baccalaureate Organization (IB) is writing to support the Bryan Allen Stevenson School of Excellence, Inc. The IBO supports the intent of BASSE Inc. to pursue recognition as an IB World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The IB's mission has been built on a cornerstone of creating a better world through education – one which aligns closely with the mission of the BASSE, Inc. and its foundation and partner networks.

Mr. Stevenson built a legacy of service and change that BASSE, Inc. will impress upon their students and families. The IBO supports the efforts BASSE, Inc. will take to make these factors a success and upon pursuit of IB Programmes our organization looks forward to aligning with the BASSE, Inc. community.

As an organization, the IBO provides professional development and academic support services and have a rigorous authorization process prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process every five years.

We look forward to working with the BASSE, Inc.

Sincerely,

Antrina Leeth
Outreach and Development, Manager
International Baccalaureate Organization

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment D - Parent Support Surveys (updated)**

First Name	Last Name	Email Address	Zip Code	Interest Level	Grade Level Your Child Will Be in 2023	Volunteer Interest
Sarah	Bryson	sarahbryson1023@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 7th grade	
Cassandra	Smith	cassie_bordes@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Brooke	Lowe	bmlowe@hotmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Mike	Bryson	mikeetk421@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade, 7th grade	
Leah	Bradford	Leah.bradford3695@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 9th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Ginny	Layfield	ginlayfield@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	
Saima	Kayani	kayanisaima1@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 8th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Christiana	Handy	CLHCRJ@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maureen	Botti Eschbach	mbotti77@hotmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Student Advisory Board
Autumn	Stratton	autumnstratton@gmail.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 8th grade	
Lyndsey	Swensen	lyndseyswensen@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Amanda	Kelley	AKelley95@icloud.com	19956	I am interested in finding out more information about BASSE.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jamika	Jenkins	jamikajenkins2@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade, 7th grade	The BASSE Parent Advisory Board
Melissa	Ockels	mockels@bgclubs.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Amanda	Shaffer	atomlinson22@aol.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Melissa	Penuel	mpen07@gmail.com	19966	I am interested in finding out more information about BASSE.	5th grade, 9th grade	
Maria	Rogers	mariarogers682@icloud.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Erin	McCall	rileyg4@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Stefani	Mowbray	stefdavemad@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Kathryn	Burritt	keliseburritt@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Kerry	Thompson	kerry.n.walsh@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Amber	Lewis	mrs.alewis12@aol.com	19805	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board
Cristiana	Miranda	cristianam2014@icloud.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 10th - 12th grade	
Rukeem	Smith	smithrykeem@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board
Victoria	Bowler	godschild01953@gmail.com	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
samantha	minnick	sminnick209@yahoo.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	

Ragan	Callahan	rlcurphey@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Missy	Rogalia	missrogalia@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Bethany	Phillips	bwharton@udel.edu	19957	I am interested in finding out more information about BASSE.	6th grade	
Michelle	Keenan	michelle.keenan20@gmail.com	19947	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade, 8th grade	The BASSE Parent Advisory Board
Nina	Foltz	nina.foltz@delaware.gov	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Takesha	Bailey	tabailey09@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Bonni	Page	bpage@goodwillde.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Kara	Alo	kaloboyndogs3@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 7th grade, 8th grade	
Tracey	Condonkneifl	traceycondonkneifl@gmail.com	19963	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rev. Heather	Rion Starr	RevHeatherRionStarr@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Austin	Perry	austinperryking@aim.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Lynne	Betts	Lynne03betts@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Airyana	Jimenez	lozanobrenda19@gmail.com	78254	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Ramona	Negron	ramonav525@yahoo.com	19963	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Kristie	Willoughby	kristie.willoughby@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade	
Irene	Johnson	ijohnson14@fordham.edu	19975	I am interested in finding out more information about BASSE.	7th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Shannal	Jones	nellyjones4286@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tonya	Cook	tonyacook90@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Shannon	Payton	spayton24@gmail.com	19973	I am interested in finding out more information about BASSE.	7th grade	
Samantha	Simile	samanthajeon07@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Michelle	Zuravin	kraft2011@hotmail.com	19941	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Deborah	Ross	dsross12sr@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Ashley	Hood	ahood321@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Ryshekia	Smith	ryshekiasmith1988@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Holly	Elzey	holly.liberty@aol.com	19933	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Silvestre	Villalobos-Labra	slyves21@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Test	Test	drjmullen@gmail.com	19901	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board

Kyra	McCray	kaykymac@icloud.com	19901	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Samuel	Ortiz	brookid1970@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Ali	Myers	acmyers1126@gmail.com	19968		Kindergarten - 4th grade	
allison	maione	allison_21230@yahoo.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Donnell	Smack	smackdonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Emily	Herman	ejhill16@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Joseph	Lawson	josephlawson@gmail.com	19958		5th grade	
Nicole	West	nicolewestrealtor@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
Carolyn	Cordrey	carolyn@prescottpr.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Joshua	Clifton	joshuaclifton@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Jenna	Spruill	jenspr2011@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade	
Kasey	Cordell	nursekaseymae@yahoo.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade, 7th grade, 8th grade	The BASSE Parent Advisory Board
Denise	Tonnell	denisetonell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Juan	Berrocal	berrocal.juan@gmail.com	19968	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Jaime	Mcneill	jmbarkley85@gmail.com	19940	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Brian	Joseph	josephbrian652@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rhona	Perkins	rhonalev@yahoo.com	19711	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jennifer	Larsen	spitfire1108@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Isabella	Finney	bela.felix@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
LaTisha	Dismuke	latisha.dismuke79@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Lisa	Martin	martinlisa426@gmail.com	19931	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Sade	Perry	sadeperry33@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	
Lamar	Nichols	lnicks2202@icloud.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maryam	Mansoor	lifeisbeautifulpraiseit@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tamela	Duffy	blessed6807@gmail.com	19952	I am interested in finding out more information about BASSE.	6th grade	
Nicole	Cope	rdale8209@gmail.com	19939	I am interested in finding out more information about BASSE.	6th grade, 8th grade	
Shaneka	Gibbs	lastarr007@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Nicole	Kersic	nicolekersic122889@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board

Eric	Sheridan	sheridanfamily04@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Lori	Pritchett	ljp65@verizon.net	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Cassandra	Gibbs	cassigibbs@gmail.com	19945	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 8th grade	
Jennifer	Mihalics	jennifer.mihalics@gmail.com	19966	I am interested in finding out more information about BASSE.	7th grade	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment E - Letters of Support**

Name	Email Address
Alfonso Jones, Delaware State Police	ajonesblue@hotmail.com
Cheryl Fidderman, CEO Private Practice of Mental Health	newbeginningsfamilyservices@gmail.com
Aekah Riddick, CEO of Engineering Firm	Erica.riddick@riddickengineering.com
Bernice Edwards, CEO of First State Community Action Agency	bedwards@firststatecaa.org
Jerry Lee, Retired Military Professional	jerry.m.lee25@gmail.com
Faye Blake. CEO Pathways	fblake@pathways-2-success.org
Audra Johnson, Impact Delaware Board Member	ajohnson@mscfv.org
Pastor Tambera Stewart, Georgetown Pastor	Tambaras@aol.com
Bishop Jamie Hazzard, Pastor in Sussex County	mamihazz@aol.com
Kiera McGillivray, Chief Program Officer of School Based Services of Children & Families First	kieramft@gmail.com
Amy Walls, Discover Bank	amywalls@discover.com
Cherry Barranco, Retired Teacher in Sussex County	Barrancocherry@gmail.com
ChaTanya Lankford, Social Worker Administrator	mscclankford@gmail.com
Shanett Hynson, Program Manager of Behavioral Health Consultants for Children & Families First	shanett.hynson@cffde.org
Peggy Geisler, Executive Director of Sussex County Health Coalition	pgeisler@pmgconsulting.net
Jennifer Fuqua, Executive Director of La Esperanza	jfuqua@LaEsperanza.org
Chris Crouch, Executive Director of the Boys and Girls Club	
Chris Cannon, Arch Cannon Foundation	cc@arsht.com
Toni Dickerson, Director of Child Care Directors Committee & Director of Little Spouts	toni.dickerson@outlook.com
Kymberly Alvarado LCSW Principal owner at Coastal Counseling and Consulting Services LLC	kymalva57@gmail.com
Regina Sydney Brown, Director of DEAN	rsbrown@uwde.org
Charles Burton, Owner of IG Burton	cburton@igburton.com

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**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment F - Grade 6 Unit 2 Plan and Assessment**

Grade Level: 6th Grade Subject: ELA		Theme: How do the things we create help us to understand ourselves and our communities?	
Unit Topic & Summary			
<p>From EL:</p> <p>“In Unit 2, students will continue to read excerpts from <i>The Lightning Thief</i>. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in <i>The Lightning Thief</i>. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of <i>The Lightning Thief</i> movie with reading about the same events in the novel.”</p> <p>In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit’s anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.</p>			
End of Unit Goals			
Identity Goals		Service-Learning Goals	
Students will explore what stories tell them about what their community values.		Students will explore the relationship between community needs and the stories we tell.	
Intellectual Goals		Criticality Goals	
Students will understand how myths are passed forward.		Students will explore myths from other cultures.	
Skill Goals & Content Standards			
<ul style="list-style-type: none"> 🕒 Read several Greek myths featured in the anchor 🕒 Identify themes 🕒 Compare and Contrast different representations of the same story 🕒 Compose an informational essay using a compare and contrast structure 🕒 Follow a peer critique protocol to revise writing <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>			

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9a - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Text Set*

The Lightning Thief by Rick Riordan
Percy Jackson & The Olympians: The Lightning Thief (2010), excerpts from the movie
 Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia"
[Various Myths as retold by S.E. Schlosser](#)
[PBS Myths and Heroes Website](#)
[Britannica Middle School Myths Entry](#)

End of Unit Performance Assessment

The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of *The Lightning Thief* with the same scene in the novel. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6)

Learning Outline**

Identity Objective:
 Explore the themes in myths.

Total Lesson Time (in minutes): approx. 225 minutes

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Intellectual Objective:</i> Explore why we have myths today. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text.</p> <p>RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b</p> <p><i>Lesson Texts:</i> "The Lightning Thief" by Rick Riordan Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary.</p> <p><i>Lesson Assessment:</i> How are the themes between related print texts alike and different?</p>	<p>Day(s) in Unit: approx. 5</p>
<p><i>Identity Objective:</i> Explore what the themes in myths reveal about culture. <i>Intellectual Objective:</i> Explore the impact of myths on society. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d</p> <p><i>Lesson Texts:</i> <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning</i></p>	<p>Total Lesson Time (in minutes): approx. 270 minutes Day(s) in Unit: approx. 6</p>

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Thief (2010)</i>, excerpts from the movie PBS Myths and Heroes Website Additional texts to support student learning, if necessary.</p> <p>Lesson Assessment: How are the themes between related texts in different mediums alike and different?</p>	
<p>End of Unit Assessment Skill Objective & Target Standard(s): I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my essay. RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6</p> <p>Lesson Texts: <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning Thief (2010)</i>, excerpts from the movie</p>	<p>Total Lesson Time (in minutes): approx. 180 minutes Day(s) in Unit: approx. 4</p>

*Additional texts will be added to help support students in meeting all unit objectives.

**Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row “A” of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That’s exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus’s lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the “entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . .” (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ **Date:** _____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

- Clearly states a focus and stays focused throughout the piece.
- Uses accurate and relevant examples, details, and quotations to explain your thinking.
- Groups information logically, in a way that makes your thinking clear to the reader.
- Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.
2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.
4. Read the feedback and consider how you can use this feedback to improve your work.
5. Revise your essay, clearly marking what revisions you have made.
 - Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.
 - Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose ³				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	Introduces a topic clearly	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	Concluding statement or section follows from the explanation or information presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	Uses appropriate transitions to clarify the relationships among ideas and concepts	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	Establishes and consistently maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	Varies sentence patterns for meaning, interest, and style	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions ⁴				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁴ See Grade 6 Language standards 1 and 2 for specific expectations.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment G - Budget Summary_100% Enrollment**

Fiscal Year	23/24	24/25	25/26	26/27	27/28	28/29	
Year	1	2	3	4	5	6	
<u>Student Enrollment</u>							
Projected General Education	202	283	364	445	526	607	
Projected Special Education	48	67	86	105	124	143	
Percent Special Education	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Total Student Population (Paid)	250	350	450	550	650	750	
Projected ESL Students	55	77	99	121	143	165	22.00%
<u>Classroom Distribution</u>							100.00%
6th	125	100	100	100	100	100	
7th	125	125	100	100	100	100	
8th		125	125	100	100	100	
9th			125	125	100	100	
10th				125	125	100	
11th					125	125	
12th						125	
Total	250	350	450	550	650	750	
Average Number of Students/Grade	25	25	25	25	25	25	
Approximate # of Classes per Grade	5	2	2	2	2	2	
Total Required # of Classrooms	10	14	18	22	26	30	

Distribution of Enrollment from Surrounding School Districts														
	% Distribution								Federal Funds					
		23/24	24/25	25/26	26/27	27/28	28/29	23/24	24/25	25/26	26/27	27/28	28/29	
Indian River	40.00%													
GENED		82	114	146	179	212	243	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	
SPED		19	28	35	42	50	57	65,145	91,590	116,745	142,545	168,990	193,500	
Delmar	5.00%													
GENED		10	14	18	22	26	30	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	
SPED		2	3	4	5	6	7	5,556	7,871	10,186	12,501	14,816	17,131	
Laurel	5.00%													
GENED		10	14	18	22	26	30	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	
SPED		2	3	4	5	6	7	8,784	12,444	16,104	19,764	23,424	27,084	
Seaford	15.00%													
GENED		30	42	55	67	79	91	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	
SPED		7	10	13	16	19	21	36,852	51,792	67,728	82,668	97,608	111,552	
Woodbridge	7.50%													
GENED		15	21	27	33	39	46	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	
SPED		4	5	6	8	9	11	16,511	22,594	28,677	35,629	41,712	49,533	
Milford	7.50%													
GENED		15	21	27	33	39	46	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	
SPED		4	5	6	8	9	11	14,782	20,228	25,674	31,898	37,344	44,346	
Cape Henlopen	20.00%													
GENED		40	57	73	89	105	121	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	
SPED		10	13	18	21	25	29	27,650	38,710	50,323	60,830	71,890	82,950	
GENED		202	283	364	445	526	607							
SPED		48	67	86	105	124	143							
Total	100.00%	250	350	450	550	650	750	175,280	245,229	315,437	385,835	455,784	526,096	

Estimated Revenue	23/24	24/25	25/26	26/27	27/28	28/29
State Funding (from Revenue Sheets)	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532	\$4,791,978	\$5,420,216
Local Funding (from Revenue Sheets)	\$600,404	\$841,528	\$1,081,529	\$1,315,372	\$1,556,709	\$1,791,256
Federal Funding	\$175,280	\$245,229	\$315,437	\$385,835	\$455,784	\$526,096
Cafeteria Service Revenue	\$168,750	\$236,250	\$303,750	\$371,250	\$438,750	\$506,250
Total Estimated Revenues (State/Local/Federal)	\$2,841,141	\$3,901,172	\$4,968,036	\$6,131,989	\$7,243,221	\$8,243,818

100% Enrollment

Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6								
Executive Director	1	1	1	1	1	1	1								
School Founding Leader	0.5	0	0	0	0	0	0								
Director of Development	1	1	1	1	1	0	0								
Dean of Academic Excellence	0	1	1	1	1	1	1								
Dean of Community Partnerships	0	0	0	0	1	1	1								
6th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1								
7th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1								
8th Grade Academic Coach (Lead Teacher)	0	0	1	1	1	1	1								
9th Grade Academic Coach (Lead Teacher)	0	0	0	1	1	1	1								
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	1	1	1								
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	1	1								
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	1								
6th Grade Content Teachers	0	4	3	3	3	3	3								
7th Grade Content Teachers	0	4	4	3	3	3	3								
8th Grade Content Teachers	0	0	4	4	3	3	3								
9th Grade Content Teachers	0	0	0	4	4	3	3								
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	4	4	3								
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	4	4								
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	4								
Special Education Coordinator	0	1	1	1	1	1	1								
Special Education Teacher	0	1	2	2	3	5	5								
Language Teacher	0	0	0	1	2	2	2								
Physical Education & Health	0	1	1	1	1	2	2								
Arts Teacher	0	0.5	0.5	1	1	2	2								
Paraprofessional	0	1	3	3	4	4	4								
Office Staff	0	1	1	2	2	2	2								
Custodian	0	1	2	2	2	3	3								
Cafeteria Aide (Part-Time)	0	3	3	3	4	4	4.5								
Nurse	0	1	1	1	1	1	1								
Counselor	0	1	1	1	1	1	1								
College Career Counselor	0	0	0	0	1	1	1								
Total Staff	2.50	24.50	32.50	39.00	49.00	57.00	61.50								
Health Insurance		346,112	482,040	607,152	801,003	978,348	1,108,538								
Total Enrollment		250	350	450	550	650	750								
								Average Health Insurance cost by year							
								1	2	3	4	5	6		
								14,127	14,832	15,568	16,347	17,164	18,025		

100% Enrollment

Salary Grid for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Step	Indian River Salary Schedule
Inflation Factor		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	1-2	46,324 BA
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986	3-5	54,955 Masters
School Founding Leader	30,000	30,600	31,212	31,836	32,473	33,122	33,784	6-8	58,992 Masters
Director of Development	68,000	69,360	70,747	72,162	73,605	75,077	76,579	9-12	68,183 Masters +15
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579		
Dean of Community Partnerships		56,000	57,120	58,262	59,427	60,616	61,828	Average	57,114
6th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
6th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
Special Education Coordinator		67,000	68,340	69,707	71,101	72,523	73,973		
Special Education Teacher		59,614	60,806	62,022	63,262	64,527	65,818		
Language Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Physical Education & Health		57,114	58,256	59,421	60,609	61,821	63,057		
Arts Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Paraprofessional		30,000	30,600	31,212	31,836	32,473	33,122		
Office Staff		28,500	29,070	29,651	30,244	30,849	31,466		
Custodian		28,000	28,560	29,131	29,714	30,308	30,914		
Cafeteria Aide (Part-Time)(included 9.31% OEC Rate)		14,081	14,363	14,650	14,943	15,242	15,547		
Nurse		44,600	45,492	46,402	47,330	48,277	49,243		
Counselor		50,000	51,000	52,020	53,060	54,121	55,203		
College Career Counselor		50,000	51,000	52,020	53,060	54,121	55,203		

Total Annual Salary for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986
School Founding Leader	15,000	-	-	-	-	-	-
Director of Development	68,000	69,360	70,747	72,162	73,605	-	-
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579
Dean of Community Partnerships	-	-	-	-	59,427	60,616	61,828
6th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
7th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
8th Grade Academic Coach (Lead Teacher)	-	-	58,256	59,421	60,609	61,821	63,057
9th Grade Academic Coach (Lead Teacher)	-	-	-	59,421	60,609	61,821	63,057
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	60,609	61,821	63,057
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	61,821	63,057
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	63,057
6th Grade Content Teachers	-	228,456	174,768	178,263	181,827	185,463	189,171
7th Grade Content Teachers	-	228,456	233,024	178,263	181,827	185,463	189,171
8th Grade Content Teachers	-	-	233,024	237,684	181,827	185,463	189,171
9th Grade Content Teachers	-	-	-	237,684	242,436	185,463	189,171
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	242,436	247,284	189,171
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	247,284	252,228
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	252,228
Special Education Coordinator	-	67,000	68,340	69,707	71,101	72,523	73,973
Special Education Teacher	-	59,614	121,612	124,044	189,786	322,635	329,090
Language Teacher	-	-	-	59,421	121,218	123,642	126,114
Physical Education & Health	-	57,114	58,256	59,421	60,609	123,642	126,114
Arts Teacher	-	28,557	29,128	59,421	60,609	123,642	126,114
Paraprofessional	-	30,000	91,800	93,636	127,344	129,892	132,488
Office Staff	-	28,500	29,070	59,302	60,488	61,698	62,932
Custodian	-	28,000	57,120	58,262	59,428	90,924	92,742
Cafeteria Aide (Part-Time)	-	42,243	43,089	43,950	59,772	60,968	69,962
Nurse	-	44,600	45,492	46,402	47,330	48,277	49,243
Counselor	-	50,000	51,000	52,020	53,060	54,121	55,203
College Career Counselor	-	-	-	-	53,060	54,121	55,203
Total Salaries	178,000	1,242,388	1,650,823	2,040,303	2,606,671	3,114,012	3,436,281

	Year 0	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Classroom Teachers	-	601,140	11	907,384	17	1,163,214	21	1,460,742	26	1,737,238	30	2,024,198	34
Special Education Coordinator		67,000	1	68,340	1	69,707	1	71,101	1	72,523	1	73,973	1
Special Education Teachers (Federal Funds Tab)	-	59,614	1	121,612	2	124,044	2	189,786	3	322,635	5	329,090	5
Special Teachers (Phys Ed, Art, Music)		57,114	1	58,256	1	178,263	3	242,436	4	370,926	6	378,342	6
Counselors		50,000	1	51,000	1	52,020	1	106,120	2	108,242	2	110,406	2
Principal/Administrative	178,000	166,260	2	169,585	2	172,977	2	235,863	3	240,581	3	245,393	3
Nurse		44,600	1	45,492	1	46,402	1	47,330	1	48,277	1	49,243	1
Clerical		28,500	1	29,070	1	59,302	2	60,488	2	61,698	2	62,932	2
Custodial		28,000	1	57,120	2	58,262	2	59,428	2	90,924	3	92,742	3
Substitutes													
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other Employer Costs (33.11% of Salaries)													
Health Insurance													
Other Benefits													
Total	178,000	1,102,228	20.00	1,507,859	28.00	1,924,191	35.00	2,473,294	44.00	3,053,044	53.00	3,366,319	57.00
Allocated to Principal/Administration-Other													
Funds Sheet-Paid by Foundation Funds	3	97,917	1.5	99,875	1.5	72,162	1	73,605	1	-	0	-	0
Allocated to Cafeteria - Other Funds Sheet	0	42,243	3	43,089	3	43,950	3	59,772	4	60,968	4	69,962	4.5

	30-Jun-23	30-Jun-24	1-Jul-25	2-Jul-26	3-Jul-27	3-Jul-28	Eligibility
Transportation Expense							
Percent Eligible	175	245	315	385	455	525	70.0%
Estimated Annual Cost for Transportation	190,225	271,705	356,265	444,290	535,535	630,525	
Cost per Student	1,087	1,109	1,131	1,154	1,177	1,201	

IB Curriculum Programming Cost	30-Jun-23	29-Jun-24	29-Jun-25	29-Jun-26	30-Jun-27	30-Jun-28
Enrollment	0	250	350	450	550	650
Teacher Count	0	11	17	21	26	30
CP Program Training	-	-	-	-	1,480	1,480
CP Program Authorization Fee	-	-	-	-	8,500	-
Middle Years Program Training	600	7,200	3,600	3,600	3,600	3,000
Application Fee	4,000	-	-	10,500	10,500	10,500
Candidate Fee	-	9,500	9,500	-	-	-
Diploma Program Training	-	-	-	-	-	7,200
Diploma Program Application Fee	-	-	-	-	-	4,000
Candidate Fee	-	-	9,500	9,500	11,650	11,650
Total Cost of IB Programs	4,600	16,700	22,600	23,600	35,730	37,830

Health Insurance Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Local Tab	268,413	385,632	513,744	670,227	823,872	937,300
Federal Funds Tab	14,127	29,664	31,136	49,041	85,820	90,125
Other Funds Tab	21,191	22,248	15,568	16,347	-	-
Total	303,731	437,544	560,448	735,615	909,692	1,027,425
Total Employees	25	33	39	49	57	62

Health Insurance Calculation	Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Highmark Delaware Comprehensive PPO Plan							
Employee	55%	13.48	17.88	21.45	26.95	31.35	33.83
Employee & Spouse	25%	6.13	8.13	9.75	12.25	14.25	15.38
Employee & Child(ren)	10%	2.45	3.25	3.90	4.90	5.70	6.15
Family	10%	2.45	3.25	3.90	4.90	5.70	6.15
Inflation factor	5.0%						
Monthly Cost per Class							
Employee		793.86	833.55	875.23	918.99	964.94	1,013.19
Employee & Spouse		1,647.34	1,729.71	1,816.20	1,907.01	2,002.36	2,102.48
Employee & Child(ren)		1,223.46	1,284.63	1,348.86	1,416.30	1,487.12	1,561.48
Family		2,059.40	2,162.37	2,270.49	2,384.01	2,503.21	2,628.37
Annual Cost per Class-All Employees							
Employee		128,415	178,846	225,284	297,201	363,010	411,315
Employee & Spouse		121,178	168,751	212,495	280,330	342,404	388,034
Employee & Child(ren)		35,970	50,101	63,127	83,278	101,719	115,237
Family		60,546	84,332	106,259	140,180	171,220	193,974
Average Cost/Year/Employee		14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

The Bryan Allen Stevenson School of Excellence
Technology Budget Examples

	Year1	QTY	Extention
Phones - NEC Proposal - DE State Contract	\$ 13,035.21	\$ 1.00	\$ 13,035.21
Shredders	Purchase Price		
Option 1 MBM 2503cc	\$ 1,327.50		
Option 2 MBM 2604cc	\$ 1,797.50	\$ 1.00	\$ 1,797.50
Interactive Board Options	Purchase Price		
Sharp 4T-B70CT1U	\$ 2,319.00	\$ 4.00	\$ 9,276.00
Sharp PN-CE701H	\$ 3,835.00	\$ 4.00	\$ 15,340.00
Sharp PN-C751H	\$ 4,998.00	\$ 1.00	\$ 4,998.00
Sharp PN-CD701	\$ 8,205.00		
Rolling Stand	\$ 908.00	\$ 1.00	\$ 908.00
Wall Mount	\$ 194.00	\$ 8.00	\$ 1,552.00
Laptops for Staff Use	Purchase Price		
Sharp Dynabook Techra A50 15" i5 1.6GHz	\$ 873.00		
Sharp Dynabook Techra A50 15" i7 1.8GHz	\$ 963.00	\$ 16.00	\$ 15,408.00
Translation Solution	Purchase Price		
Xerox Versalink C405dn	\$ 885.00	\$ 1.00	\$ 885.00
100 individual scanned pages	\$ 50.00		
1,000 individual scanned pages	\$ 203.00		
5,000 individual scanned pages	\$ 528.00		
Note: 1 scanned pages with 20 page output, counts as 1 scanned page			
Chrome Books for Students	Purchase Price		
ASUS Chromebook C204EE YS01	\$ 216.57	\$ 260.00	\$ 56,308.20
Sharp Copier Options - Delaware State Contract	Purchase Price		
<u>BW Options</u>			
65ppm - Sharp MX-M6570, 4trays, staple finisher	\$ 5,833.00	\$ 1.00	Lease
50ppm - Sharp MX-M5051, 4trays, staple finisher	\$ 4,093.00		
35ppm - Sharp MX-M3551, 4trays, staple finisher	\$ 3,625.00		
<u>Color Options</u>			
50ppm - Sharp MX-5051, 4trays, staple finisher	\$ 5,274.00		
30ppm - Sharp MX-3051, 4trays, staple finisher	\$ 3,784.00		
Fax Option - Can be added to any of the Sharp options	\$ 266.00		

All Pricing Includes Delivery, Network installation & Training

Total Yr 0 and Yr 1	\$ 119,507.91
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Amount in Budget Yr. 0 and Yr. 1

Computers-State and Local & Other Funds	\$ 100,000.00
Classroom Technology - State and Local & Other Funds	\$ 35,000.00
Computers-Federal Funds	\$ 15,000.00
Total Budget Yr. 0 and Year 1	<u>\$ 150,000.00</u>

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372
3	Prior Year Carryover Funds	\$0	\$0	\$91,100	\$107,638	\$134,141
TOTAL STATE & LOCAL REVENUE		\$0	\$2,497,111	\$3,510,793	\$4,456,487	\$5,509,045

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
5	Special Education Teachers	\$0	0.00	\$67,000	1.00	\$68,340	1.00	\$69,707	1.00	\$71,101	1.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
7	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
8	Principal/Administrative	\$0	0.00	\$166,260	2.00	\$169,585	2.00	\$172,977	2.00	\$235,863	3.00
9	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
10	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (33.11% of Salaries)	\$0		\$345,209		\$458,986		\$596,029		\$756,069	
15	Health Insurance	\$0		\$268,413		\$385,632		\$513,744		\$670,227	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,656,236	19.00	\$2,230,865	26.00	\$2,909,920	33.00	\$3,709,804	41.00

17	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$50,000		\$65,000		\$80,000		\$90,000	
22	Textbooks	\$0		\$0		\$60,000		\$70,000		\$80,000	
23	Curriculum	\$0		\$0		\$22,600		\$23,600		\$35,730	
24	Professional Development	\$0		\$5,000		\$5,000		\$6,000		\$7,500	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
27	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
28	Classroom Technology	\$0		\$16,000		\$20,000		\$25,000		\$35,000	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$65,000		\$80,000		\$100,000	
31	Contracted Services	\$0		\$35,000		\$55,000		\$75,000		\$100,000	
32	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL STUDENT SUPPORT		\$0		\$348,225		\$629,305		\$792,865		\$982,520	

33	Insurance (Property/Liability)	\$0		\$42,000		\$48,260		\$54,708		\$61,349	
34	Rent	\$0		\$181,050		\$184,600		\$188,150		\$192,055	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$0		\$100,000		\$135,000		\$140,000	
37	Maintenance	\$0		\$15,000		\$20,000		\$30,000		\$45,000	
38	Telephone/Communications	\$0		\$5,000		\$7,500		\$10,000		\$15,000	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$253,050		\$370,360		\$427,858		\$463,404	

42	Equipment Lease/Maintenance	\$0		\$3,500		\$5,000		\$5,125		\$8,253	
43	Equipment Purchase	\$0		\$35,000		\$45,000		\$50,000		\$60,000	
44	Supplies and Materials	\$0		\$5,000		\$8,000		\$12,000		\$15,000	
45	Printing and Copying	\$0		\$6,000		\$7,000		\$10,000		\$12,000	
46	Postage and Shipping	\$0		\$1,500		\$3,000		\$3,575		\$5,075	
47	Enrollment / Recruitment	\$0		\$5,000		\$5,125		\$5,253		\$6,753	
48	Staffing (recruitment and assessment)	\$0		\$5,000		\$6,000		\$7,000		\$10,000	
49	Technology Plan	\$0		\$2,500		\$3,500		\$3,750		\$4,750	
50	Other	\$0		\$10,000		\$10,000		\$10,000		\$12,000	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$73,500		\$92,625		\$106,703		\$133,831	

51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$75,000		\$80,000		\$85,000		\$95,000	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$75,000		\$80,000		\$85,000		\$95,000	

STATE & LOCAL EXPENDITURES		\$0	\$2,406,011	\$3,403,155	\$4,322,346	\$5,384,559
56	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$91,100	\$107,638	\$134,141	\$124,486
2% CONTINGENCY CHECK		\$0.00	\$49,942.22	\$70,215.86	\$89,129.74	\$110,180.90

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$175,280	\$245,229	\$315,437	\$385,835
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$175,280	\$245,229	\$315,437	\$385,835
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
4	Special Education Teachers	\$0 0.00	\$59,614 1.00	\$121,612 2.00	\$124,044 2.00	\$189,786 3.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (33.11% of Salaries)	\$0	\$19,738	\$40,266	\$41,071	\$62,838
14	Health Insurance	\$0	\$14,127	\$29,664	\$31,136	\$49,041
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$93,479 1.00	\$191,542 2.00	\$196,251 2.00	\$301,665 3.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$5,000
21	Textbooks	\$0	\$6,801	\$5,842	\$5,742	\$1,281
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$5,000	\$5,000	\$5,000	\$5,000
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
27	Classroom Technology	\$0	\$0	\$0	\$10,000	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$15,000	\$5,000	\$0	\$0
30	Contracted Services	\$0	\$25,000	\$27,845	\$73,680	\$72,332
31	Other	\$0	\$20,000	\$0	\$14,764	\$557
SUBTOTAL STUDENT SUPPORT		\$0	\$81,801	\$53,687	\$119,186	\$84,170
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$175,280	\$245,229	\$315,437	\$385,835
54	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$1,000,000	\$150,000	\$150,000	\$150,000	\$150,000
3	Donations	\$0	\$300,000	\$300,000	\$300,000	\$300,000
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250
6	Miscellaneous Revenue	\$0	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$1,229	\$132,695	\$344,126	\$581,040
TOTAL OTHER REVENUE		\$1,000,000	\$619,979	\$818,945	\$1,097,876	\$1,402,290

Other Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
			FTE		FTE		FTE		FTE		FTE
Personnel Salaries / Other Employer Costs											
8	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
11	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Principal/Administrative	\$178,000	3.00	\$97,917	1.50	\$99,875	1.50	\$72,162	1.00	\$73,605	1.00
13	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
15	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
16	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
17	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
18	Other Employer Costs (33.11% of Salaries)	\$58,936		\$32,420		\$33,069		\$23,893		\$24,371	
19	Health Insurance	\$35,318		\$21,191		\$22,248		\$15,568		\$16,347	
20	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$272,254	3.00	\$193,771	4.50	\$198,281	4.50	\$155,573	4.00	\$174,095	5.00
Student Support											
21	Transportation	\$0		\$0		\$0		\$0		\$0	
22	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
23	Cafeteria	\$0		\$146,813		\$205,538		\$264,263		\$322,988	
24	Extra Curricular	\$0		\$20,000		\$50,000		\$75,000		\$100,000	
25	Supplies and Materials	\$5,000		\$4,000		\$4,000		\$4,000		\$4,000	
26	Textbooks	\$200,000		\$0		\$0		\$0		\$0	
27	Curriculum	\$4,600		\$16,700		\$0		\$0		\$0	
28	Professional Development	\$5,000		\$0		\$0		\$0		\$0	
29	Assessments	\$0		\$0		\$0		\$0		\$0	
30	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
31	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
32	Classroom Technology	\$35,000		\$0		\$0		\$0		\$0	
33	School Climate	\$0		\$0		\$0		\$0		\$0	
34	Computers	\$100,000		\$0		\$0		\$0		\$0	
35	Contracted Services	\$0		\$0		\$0		\$0		\$0	
36	Other	\$0		\$0		\$0		\$0		\$5,000	
SUBTOTAL STUDENT SUPPORT		\$349,600		\$187,513		\$259,538		\$343,263		\$431,988	
Operations and Maintenance of Facilities											
37	Insurance (Property/Liability)	\$25,000		\$0		\$0		\$0		\$0	
38	Rent	\$147,917		\$0		\$0		\$0		\$0	
39	Mortgage	\$0		\$0		\$0		\$0		\$0	
40	Utilities	\$50,000		\$90,000		\$0		\$0		\$0	
41	Maintenance	\$0		\$0		\$0		\$0		\$0	
42	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
43	Construction	\$80,500		\$0		\$0		\$0		\$0	
44	Renovation	\$0		\$0		\$0		\$0		\$0	
45	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$303,417		\$90,000		\$0		\$0		\$0	
Administrative/Operations Support											
46	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
47	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
48	Supplies and Materials	\$2,500		\$0		\$0		\$0		\$0	
49	Printing and Copying	\$2,500		\$0		\$0		\$0		\$0	
50	Postage and Shipping	\$1,500		\$0		\$0		\$0		\$0	
51	Enrollment / Recruitment	\$5,000		\$0		\$0		\$0		\$0	
52	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
53	Technology Plan	\$0		\$0		\$0		\$0		\$0	
54	Other	\$5,000		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$16,500		\$0		\$0		\$0		\$0	
Management Company											
55	Fees	\$0		\$0		\$0		\$0		\$0	
56	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
57	Curriculum	\$0		\$0		\$0		\$0		\$0	
58	Accounting and Payroll	\$45,000		\$0		\$0		\$0		\$0	
59	Other	\$12,000		\$16,000		\$17,000		\$18,000		\$19,000	
SUBTOTAL MANAGEMENT COMPANY		\$57,000		\$16,000		\$17,000		\$18,000		\$19,000	
OTHER EXPENDITURES		\$998,771		\$487,284		\$474,819		\$516,836		\$625,083	
60	# Students	0	250	350	450	550					
REVENUE LESS EXPENDITURES		\$1,229	\$132,695	\$344,126	\$581,040	\$777,207					

Charter School Application Budget Worksheet-Consolidated Funds Statement

The Bryan Allen Stevenson School of Excellence

State & Local Revenue		2022/2023		2023/2024		2024/2025		2025/2026		2026/2027	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532					
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372					
3	Federal Entitlements	\$0	\$175,280	\$245,229	\$315,437	\$385,835					
4	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250					
4	Non Profit Grants	\$0	\$0	\$0	\$0	\$0					
4	Foundation Grants	\$1,000,000	\$450,000	\$450,000	\$450,000	\$450,000					
4	Donations/Other Grants	\$0	\$2	\$0	\$0	\$0					
5	Prior Year Carryover Funds	\$0	\$1,229	\$223,796	\$451,765	\$715,183					
6											
7	TOTAL STATE & LOCAL REVENUE	\$1,000,000	\$3,292,372	\$4,574,968	\$5,869,801	\$7,297,172					
8											
State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs											
			FTE		FTE		FTE		FTE		FTE
10	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
11	Special Education Teachers	\$0	0.00	\$126,614	2.00	\$189,952	3.00	\$193,751	3.00	\$260,887	4.00
12	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
13	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
14	Principal/Administrative	\$178,000	3.00	\$264,177	3.50	\$269,460	3.50	\$245,139	3.00	\$309,468	4.00
15	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
16	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
17	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
18	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
19	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
20	Other Employer Costs (33.11% of Salaries)	\$58,936		\$397,368		\$532,321		\$660,992		\$843,278	
21	Health Insurance	\$35,318		\$303,731		\$437,544		\$560,448		\$735,615	
22	Other Benefits	\$0		\$0		\$0		\$0		\$0	
23											
24	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$272,254	3.0	\$1,943,487	24.5	\$2,620,688	32.5	\$3,261,743	39.0	\$4,185,564	49.0
25											
Student Support											
27	Transportation	\$0	\$190,225	\$271,705	\$356,265	\$444,290					
28	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0					
29	Cafeteria	\$0	\$146,813	\$205,538	\$264,263	\$322,988					
30	Extra Curricular	\$0	\$20,000	\$50,000	\$75,000	\$100,000					
31	Supplies and Materials	\$5,000	\$64,000	\$79,000	\$94,000	\$99,000					
32	Textbooks	\$200,000	\$6,801	\$65,842	\$75,742	\$81,281					
33	Curriculum	\$4,600	\$16,700	\$22,600	\$23,600	\$35,730					
34	Professional Development	\$5,000	\$10,000	\$10,000	\$11,000	\$12,500					
35	Assessments	\$0	\$0	\$0	\$0	\$0					
36	Other Educational Program	\$0	\$5,000	\$10,000	\$12,000	\$15,000					
37	Therapists (Occupational, Speech)	\$0	\$37,000	\$45,000	\$55,000	\$65,000					
38	Classroom Technology	\$35,000	\$16,000	\$20,000	\$35,000	\$35,000					
39	School Climate	\$0	\$0	\$0	\$0	\$0					
40	Computers	\$100,000	\$15,000	\$70,000	\$80,000	\$100,000					
41	Contracted Services	\$0	\$60,000	\$82,845	\$148,680	\$172,332					

100% Enrollment

State & Local Revenue		2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Other	\$0	\$30,000	\$10,000	\$24,764	\$15,557
43						
44	SUBTOTAL STUDENT SUPPORT	\$349,600	\$617,539	\$942,530	\$1,255,314	\$1,498,678
45						
46	Operations and Maintenance of Facilities					
47	Insurance (Property/Liability)	\$25,000	\$42,000	\$48,260	\$54,708	\$61,349
48	Rent	\$147,917	\$181,050	\$184,600	\$188,150	\$192,055
49	Mortgage	\$0	\$0	\$0	\$0	\$0
50	Utilities	\$50,000	\$90,000	\$100,000	\$135,000	\$140,000
51	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
52	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
53	Construction	\$80,500	\$0	\$0	\$0	\$0
54	Renovation	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
56						
57	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$303,417	\$343,050	\$370,360	\$427,858	\$463,404
58						
59	Administrative/Operations Support					
60	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
61	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
62	Supplies and Materials	\$2,500	\$5,000	\$8,000	\$12,000	\$15,000
63	Printing and Copying	\$2,500	\$6,000	\$7,000	\$10,000	\$12,000
64	Postage and Shipping	\$1,500	\$1,500	\$3,000	\$3,575	\$5,075
65	Enrollment / Recruitment	\$5,000	\$5,000	\$5,125	\$5,253	\$6,753
66	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
67	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
68	Other	\$5,000	\$10,000	\$10,000	\$10,000	\$12,000
69						
70	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$16,500	\$73,500	\$92,625	\$106,703	\$133,831
71						
72	Management Company					
73	Fees	\$0	\$0	\$0	\$0	\$0
74	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
75	Curriculum	\$0	\$0	\$0	\$0	\$0
76	Accounting and Payroll	\$45,000	\$75,000	\$80,000	\$85,000	\$95,000
77	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
78						
79	SUBTOTAL MANAGEMENT COMPANY	\$57,000	\$91,000	\$97,000	\$103,000	\$114,000
80	STATE & LOCAL EXPENDITURES	\$998,771	\$3,068,576	\$4,123,203	\$5,154,618	\$6,395,477
81						
82	# Students	0	250	350	450	550
83	REVENUE LESS EXPENDITURES	\$1,229	\$223,796	\$451,765	\$715,183	\$901,695
84	2% CONTINGENCY CHECK	\$20,000.00	\$65,847.44	\$91,499.36	\$117,396.02	\$145,943.44
85	Cummulative Fund Balance	\$1,229.00	\$225,025	\$676,790	\$1,391,973	\$2,293,668
86	Days Cash On Hand		26.77	59.91	98.57	130.90
	Metric				75.00	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment H - Response to EdReports Eureka Math_High School**

Response to EdReports Eureka Math HS

According to the latest EdReports for Eureka Math High School (2013-2014), Eureka Math meets the expectation of “Gateway 1: Focus & Coherence”, with a score of 15. For “Gateway 2: Rigor & Mathematical Practices”, Eureka Math scored a 12, which is categorized as “partially meets expectations.” For “Gateway 3: Usability”, Eureka Math is not scored.

The following is taken directly from the EdReport for Eureka Math, High School:

Indicator 2E

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

Indicator Rating Details

The materials reviewed for this series partially meet the expectations for supporting the intentional development of overarching mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the MPs. The materials do engage students in MP1 and MP6 throughout the materials, and there are not any instances where these two MPs are treated separately from the content standards. Overall, however, there are instances when the materials do not sufficiently support the intentional development of MP1 and MP6 by not accurately attending to the intent of these two MPs and by not fully supporting the instructional implementation of the MPs.

BASSE’s Response

BASSE plans to supplement Eureka Math with videos, additional math exercises and problem solving, and a skill called Intellectual Preparation (Intellectual Prep or IP). Through the practice of IP (which will occur at the independent-level, grade-level, and content-level) teachers will think through, with Content Leaders, and the Dean of Academic Excellence, not only what skills the students need to know and be able to exhibit for each task or objective, but also how to prepare a lesson through its weaknesses, including but not limited to understanding what the end goal is and how each part of the lesson fits together, what activities to work through to get students there, where to scaffold and how to have students show their work.

During IP, teachers will walk through each lesson, working backwards to understand what students need to know at the end of the lesson while working to fill in the gaps of the lesson. Because no curriculum is perfect and every student is different, there will always be gaps that educators need to identify to ensure proper learning of the material being taught.

BASSE will supplement the lessons exemplified below with additional practice or instructional videos and through the use of IP while preparing the lesson, all gaps will be addressed.

The following are examples that do not meet the intent of MP1 and MP6 or are not connected to content:

- Throughout the series, portions of lessons cite MP1, but often what is labeled is a place where students are asked to solve a problem but have been given a prescribed formula or steps to solve the problem in a previous example. The directions will even tell the teacher/student to use the steps already given.
 - An example is **Geometry module 2, topic A, lesson 3, Example 1**. Use of the following [video](#) will assist the teacher in teaching the material, with different content. The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught. The video coupled with the additional practice will ensure MP1 is met. The context changes very little, and the main difference in the problems are numbers.
- For MP1, in **Algebra II module 3 lesson 9 on page 132** of the teacher's edition, students are asked to figure out why social security numbers are 9 digits and how many digits long do phone numbers need to be to meet demand. In the previous example, students are shown how to use logarithms to figure out how many digits for ID numbers of a certain length. While the context changed, the work needed to be done is exactly the same just with larger numbers.
 - Use of the following videos, both the [advanced practice video](#) and the [properties of logarithms video](#) will assist the teacher in teaching the material, with different content.
- For MP6, in **Algebra I module 2, topic D, lesson 16**, students work with residual graphs. However, the materials walk students through the graph and do not require them to attend to precision. Although the materials themselves attend to precision, there is no work for the students to develop this Standard for Mathematical Practice.
 - The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught.

The following are ways in which the materials do not fully support the instructional implementation of the MP1 and MP6 and how BASSE will raise the rigor:

- **At the lesson level**, MPs are identified in three ways in the teacher materials across the series: in Lesson Notes, within the lesson itself, and with a blue box in the margin of the lesson. Across the series, the MPs are usually identified with a blue box in the margin of the lesson, and when the blue box is used, there is little description or guidance as to how the identified portion of the lesson exemplifies the noted MP. Examples of blue MP boxes include the following:
 - For MP1, the blue box found on **page 54 of Algebra I module 4 lesson 4 states**, “This question is open-ended with multiple correct answers. Students may question how to begin and should persevere in solving.” There is no other guidance for teachers on integrating MP1 or description of how the question exemplifies MP1.
 - **To raise the rigor:** MP1 is exemplified here by way of students understanding that their way of solving the problem may not be the way that was taught in this particular lesson or the way other students may solve the problem, however, solving the problem correctly, showing your work, and being able to explain how you solved the problem, with proof, is the way in which MP1 is exemplified here.
 - For MP1, the blue box found on **page 219 of Algebra II module 1 lesson 20** is drawn around four questions that teachers can ask students during a whole-class problem, but there is no guidance for teachers on when to ask the questions or if all or only some of the questions should be asked.
 - **To raise the rigor:** Guidance for asking the questions, understanding that they are meant to scaffold, is to ask the questions in the order that they are written, with the goal being for the students to fit polynomial functions to data values by the end of the lesson [during the problem set, students will have to, at minimum, understand that there are infinite polynomials that pass through a given point as well as having to verify their work].
 - For MP6, the blue box on **page 377 of Geometry module 2 lesson 24** states, “Ask students to summarize the steps of the proof in writing or with a partner.” There is no other guidance for teachers on integrating MP6 or description of how the proof exemplifies MP6.

- **To raise the rigor:** Through IP, teachers will gain the understanding that they will need to follow through with the memo at the bottom of the suggested activity under ‘if time permits’ in order to accurately attend to precision during student explanations.
- **When the MPs are mentioned in the Lesson Notes**, there is typically a brief description as to how the MP will generally be exemplified in the lesson, but these brief descriptions are not necessarily connected to specific portions of the lesson. Examples of this characteristic of the materials include the following:
 - **For MP1, the Lesson Notes on page 109 of Geometry module 1 lesson 13** state, “Additionally, students develop in their ability to persist through challenging problems (MP.1).” There is no connection to portions of this lesson, or following lessons, to indicate where or how students develop their ability to persist.
 - **To raise the rigor:** In this lesson, students are challenged to persist during the entire exploratory challenge. Students are asked to find several angles of rotation, test several points, verify the angle measured is consistent, and continue on with various tasks. Through all of this the students are asked to persist knowing that one wrong turn or measurement calls from them to start their work over, possibly from the onset of the activity.
 - For MP6, the Lesson Notes on **page 250 of Algebra I module 4 lesson 23** state, “Throughout this lesson, students...report their results accurately and with an appropriate level of precision.” There is no connection to any portions of the lesson for MP6, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** Students are asked to translate the verbal context to a quadratic function, graph, interpret, and analyze key functions of a quadratic function with precision, throughout the lesson.
 - For MP6, the Lesson Notes on **page 369 of Algebra II module 3 lesson 23** state, “In the main activity in this lesson, students work in pairs to gather their own data, plot it (MP.6), and... .” There is no connection to any particular part of the main activity, and MP6 is not directly referenced at any other point in the lesson.
 - **To raise the rigor:** The main activity of this lesson is for students to gather data, find a function, and justify their choices to the entire class. During each step of the activity, students are asked to be

precise with both their numbers when graphing and the actual plotting of the numbers when graphing.

References:

<https://www.edreports.org/reports/overview/eureka-math-2013-2014>

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment I - Johnson Transportation Letter**

JOHNSON TRANSPORTATION, INC.
37073 JOHNSON ROAD
SELBYVILLE, DE 19975

February 22, 2022

Bryan Allen Stevenson School of Excellence
Attn: Dr. Julius Mullen

To whom it may concern,

Keith and Rebecca Johnson representing Johnson Transportation, Inc. of Selbyville, DE would be interested in providing transportation services for students of the Bryan Allen Stevenson School of Excellence, pending Charter School approval. We have been contractors within the Indian River School District since our establishment in 2010. In addition, Keith and Rebecca are Certified Delaware School Bus Driver Trainers. Johnson Transportation Inc. continues to provide reliable service for Indian River School District and would appreciate the opportunity to provide reliable service to Bryan Allen Stevenson School of Excellence. Should you need letters of recommendation they will be provided upon request.

Thank you for your time and consideration.

Sincerely,

Rebecca V. Johnson Pres.
Johnson Transportation, Inc.
Rebecca V. Johnson, President

2-22-22
Date

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment J - Otsie Transportation Letter**

**OTISE TRANSPORT, Inc.
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

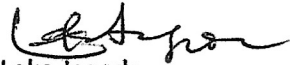
Fax: (302) 678-1185

2-24-2022

Hi Dr. Julius

I would like to request for the opportunity to transport children attending your institution, Bryan Allen School of Excellence, to and from your facility to their residence.

Thank you.



Leke Jegede
Owner/Manager

**Leke Jegede
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

Fax: (302) 678-1185

Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901

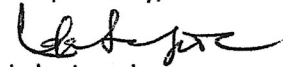
2-24-2022

RE: The Bryan Allen Stevenson School of Excellence, Inc.

I would like to offer my support for the above mentioned school. As an educator, I see the potential impact of the institution on the Sussex county community as it would provide a needed source of education for our children. As a citizen, I see the potential economic impact as the institution would provide job opportunities for the county and the state of Delaware as a whole.

I hope the school's application will be accepted.

Respectively,



Leke Jegede

Applicant's Response to CSAC Initial Report - February 28, 2022



**The Bryan Allen Stevenson School of Excellence
CSAC Initial Report Responses**

Report Received: Friday, February 11, 2022, at 5:01 PM, EST

Response Submitted: Monday, February 28, 2022, at 4:00 PM, EST.

The Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901-3639

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

Thank you for the opportunity to share more about The Bryan Allen Stevenson School of Excellence's educational model. BASSE was specifically designed to help increase Sussex County students' college and career readiness through a service-learning curriculum that will provide students with rigorous academic and real-world learning and application experiences. Students will improve their outcomes via access to opportunities to practice their knowledge and skills and develop their identities as citizens of Sussex County, Delaware.

BASSE will be a free public service-learning secondary school in Sussex County, opening with grades six and seven, with a strong focus on academic rigor and social justice. Our deep belief is in our children and that they are our future; therefore, they require deep investments in their learning both in the classroom and outside of the classroom. BASSE will provide a rigorous, interdisciplinary curriculum to support students using their gained skills and knowledge to complete service projects in the community. Through collaboration with local community organizations, nonprofits, and service organizations, students will become proximate with community needs and develop novel solutions.

Education is at a critical juncture; our students need more options and opportunities to learn in a way that both pushes their thinking and provides a space for each student to imagine the world critically. Through this process of thinking and imagining, BASSE will lead Delaware and Sussex County to a new innovative education destination. BASSE seeks to empower and support our students to design what learning should look like for them, design the future of their community, and position their ideas as central to the future of their community.

Mr. Stevenson shares, "[p]roximity is a pathway through which we learn the kind of things we need to know to make healthier communities." BASSE aims to develop the capacity for leadership in the youth of Sussex County through the passion of learning, the joy of providing service, and the power of proximity.

Thank you for this opportunity to reimagine education with us.

Best,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

BASSE CSAC Report Responses

The following includes BASSE's written responses to address the CSAC Initial Questions and Concerns and clarify responses recorded in the CSAC Initial Report.

1. *Please highlight, in general terms, what you would view as the three key changes or areas of progress made since last year's application and discussion.*

Over the past year, BASSE has developed in four key ways since our initial submission for charter approval in 2021:

First, we hired two staff members to join our previously selected Dean of Academic Excellence (academic head of school), Ms. Kirsten Croner. Dr. Julius Mullen joined us as the founding Executive Director of BASSE, and Ms. Crystal Timmons joined us as our Director of Development. These staff additions round out our full-time team, allowing BASSE to continue executing our aims stated in our application and fulfilling our mission.

Secondly, BASSE successfully received two major grants we were in contention for during the last application cycle: \$1,000,000 from the Longwood Foundation and \$200,000 from the Welfare Foundation. We were honored to be selected as recipients and believe these financial contributions further demonstrate the worthiness of our innovative school idea.

The third key area of development over the last year is securing our initial location. In the fall of 2022, we will begin leasing a school building from the Delaware Technical Community College, Owens Campus, in Georgetown. The building, currently being leased by the Indian River School District, is a fully operational school. Please see Attachment A for the executed agreement to lease.

Finally, BASSE expanded its grade-level offerings at the request of parent and community stakeholders. After surveying parents, BASSE decided to start our model with the earlier middle school grades: six and seven. Given that sixth grade is a natural transition grade level in the State and many parents expressed interest in having new middle school options in Sussex county, we determined we would honor the community's request. BASSE will provide not only an innovative high school model when we expand to offer ninth grade in 2025 but also provide a solid foundation for students' future success in their middle years.

2. *For the record, can you please clarify the role and involvement of Ms. Alonna Berry with the school from January 2022 and moving forward while she is in her role as Education Advisor for the Governor? Her name is mentioned in the application several times.*

Ms. Alonna Berry is no longer a member of the Board of BASSE. However, Ms. Berry is still a founder of the school, and she was the founding Board Chair. Currently, there is a firewall in place to ensure that Ms. Berry can serve in her role as an Education Advisor to the Governor without conflict.

In November of 2021, Ms. Chantalle Ashford and Dr. Teresa Berry assumed the roles of Co-Chairs of the Board. Any mention of Ms. Berry in the application is reflective of her role as a founder and work as the former founding Board Chair prior to January 2022.

3. *Promotion and Graduation Requirements*

- a. *Can you point us to where in your materials the promotion and graduation criteria are discussed? If it's not included in the materials, can you please provide more information?*
- b. *Throughout the application you mention the service-learning requirement, will that be a requirement for graduation? (Not mentioned on pg. 12)*
- c. *Please provide additional information on how your school will meet the "career pathways" graduation requirement, using the prompts listed in the new charter school application.*

- a. In response to Section 1.3, Curriculum and Instructional Design, Question 8, "Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce)," (Section 3, Page 7) we responded:

"The Bryan Allen Stevenson School of Excellence will ensure postsecondary readiness for all students. Our school's two pillars are the International Baccalaureate (IB) program and the service-learning requirement for all students. Our decision to use IB is centered on the Middle Years Programme model, which provides BASSE with the tools to differentiate and personalize learning effectively for all students. As students transition into their upper years, they have the option to choose between the IB Diploma Programme, which has a proven track record of producing some of the most competitive students worldwide in the collegiate environment, or the IB Career-Related Programme, which is based on experiential learning and will offer career and technical education tracks for students to have real-world experience. Finally, all students at BASSE will be required to complete a service-learning experience as a graduation requirement. This experience will put BASSE students in an experiential learning environment in the community where they will build networks and an understanding of the postsecondary world.

BASSE's mission is '[t]o create pathways, through proximity, for our students, their families, and our community' (Case For Support). BASSE believes our model and pillars support our mission, which is centered on postsecondary readiness. Ultimately, BASSE's goal is to ensure every student who walks through our door is prepared for postsecondary success and their role in a global and digital society. As a secondary institution, our role is to prepare students for the jobs that exist and are not yet in existence, for we know our students' innovation will drive the future workforce."

In response to Section 1.3, High School Graduation Requirements, Question 2, "Explain how the school will meet these requirements and monitor them through the use of the State's pupil accounting system. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Delaware, explain the additional requirements," (Section 3, Page 12) we responded:

"The Bryan Allen Stevenson School of Excellence course offerings will allow students to access and earn the required credits to graduate in the State of Delaware. BASSE will use a Standards-Based grading system that can be calculated into grade point averages upon request.

This process will require translating the Standards-Based proficiency levels (Advanced,

BASSE CSAC Report Responses

Proficient, Basic, and Below Basic) into traditional numerical credit values (4.0, 3.0, 2.0, and 1.0) and dividing the earned numerical credit values by the attempted numerical credit values.

Students' official transcripts will include:

- Student's Name
- School Name and Website
- Graduation Date
- Each Course Taken with Overall Proficiency Level (Grade) and Credits Earned
- Proficiency Distribution Across Class
- Calculated GPA
- Weighted GPA
- Any College Entrance Exam Scores
- Service-Learning Requirement Description and Student Completion Level
- If Applicable, IB Diploma Results, AP Courses, College-Level Courses, and Certificate Program Completion"

In response to Section 1.3, High School Graduation Requirements, Question 4, "Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce)," (Section 3, Page 13) we responded:

"Graduates of BASSE will be proficient in the areas of reading, writing, and mathematics. Students' participation in the International Baccalaureate Programme will ensure that students have an opportunity to excel in higher-level courses with the rigor necessary for college success and state assessments. BASSE graduates will also understand the challenges and need to be competitive within any modern global economy because of their coursework and service-learning experiences.

Each BASSE graduate will have completed an Individualized Service Practicum. The Individualized Service Practicum (ISP) will require students, over the course of their 11th and 12th-grade years, to work closely with one of our partner organizations to design and implement a service project. These projects will be aligned to their academic and their postsecondary goals, when possible. Finally, students will be required to complete a paper about their service project and its outcomes. The ISP will help students demonstrate their mastery of the State standards, their gained knowledge from completing the IB coursework, and their practical application of 21st-century skills."

- b. For further clarification, the Individualized Service Practicum (ISP), mentioned by name in response to "High School Graduation Requirements," Question 4, referred to as the "service-learning experience graduation requirement," in response to Curriculum and Instructional Design, Question 8, and referred to as the "Service-Learning Requirement Description and Student Completion Level" as an element of the student transcript in response to "High School Graduation Requirements," Question 2, is our service-learning graduation requirement. It is fully detailed and outlined in response to "High School Graduation Requirements," Question 4, and will include:
- A service-learning project developed by the student in partnership with the school staff and partner organization
 - Completion of aforementioned project

- A paper detailing the aforementioned project and its outcomes
- c. Additionally, BASSE plans to work closely with the Department of Education Office of Career and Technical Education (CTE) to develop alignment between our service-learning experiences and potential career pathways. This will require understanding our students' interests, continuing to build and foster partnerships with local businesses and organizations, and strategic work with the Department. This is one of our first priorities as it is a major component of the school's ability to successfully serve our students.

One of the benefits of starting with the middle grades is that BASSE will have the time, beginning in the planning year, to finalize any of our initial pathway offerings, prior to offering them in 2025, with the full support of the Department. We want to ensure there is clear alignment with the current pathway models and add value by innovating with the addition of our service-learning component. We have had previous conversations with the CTE office concerning this and we plan to engage in the development of these pathway offerings as soon as possible.

BASSE fully intends to meet each requirement of any and all of the Career and Technical pathways we will potentially offer and we will work closely with DDOE to successfully do that.

4. *Relating to recruitment, please:*

- a. *Clarify your recruitment timeline? (Will this begin in 2022 or 2023?)*
 - b. *Share information regarding the existence of other Sussex County IB programs and how they may impact BASSE's location decision, enrollment preferences, and recruitment strategy.*
 - c. *Explain how you will effectively reach out to recruit your English Learner population? (Projected at 22% of enrollment)*
 - d. *Explain what challenges you anticipate in recruiting middle school and high school students? How do you plan to address or overcome these challenges?*
- a. Student recruitment will begin in 2022. Please see the corrected timeline below:

Proposed Recruitment Timeline*:

Jun. 2022 - Aug. 2022: Identify recruitment coordinator and committee. Develop a strategic marketing campaign, and schedule recruitment events (i.e., open houses, parent webinars, tabling at local community events, hosting family/youth activities).

Aug. 2022: Proof and finalize application and marketing materials, including all necessary translations. Submit a copy of the application to the authorizer for approval. Sign up for the Common Online Charter School Application. Publicize upcoming recruitment events on social media and with strategic community partners.

Sept. 2022 – Jan. 2023: Hold several Open Houses and Parent Webinars, at least once a month. Some of these may be held virtual via Zoom or in small groups, depending on the Covid-19 restrictions. Run ads, radio announcements, in the calendar of local newspapers, and/or post flyers in the community and advertise on social media. Attend

BASSE CSAC Report Responses

community partners' events and public events to increase awareness and recruit students.

Nov. 2022: Post application and materials online. Disseminate application and material to partner organizations.

Jan. 2023: January application deadline.

Mar. 2023 – Jun. 2023: Implement an under-enrollment recruitment plan if numbers are lower than needed. This will include a more rigorous round of recruitment events.

*This timeline is subject to change depending on the school choice process dates as posted on schoolchoicede.org.

Additional clarifications have been made to the Enrollment Plan, please see Attachment B.

- b. BASSE will provide a unique IB experience compared to what is currently available in Sussex County ensuring that every student will have access to the IB curriculum and the opportunity to complete the program at the level most appropriate for them while also meeting the Delaware educational standards.

Sussex Central has an IB track for students at their high school and Sussex Academy offers the IB Diploma Programme. In contrast, *all* BASSE students will participate in the IB program. However, not all students will be required to seek the diploma programme; their participation in the full diploma programme will be determined by their personalized learning plan. The IB program also offers the Career Programme, for which BASSE will work with the DDOE to align with the Delaware Pathways program before adopting and offering to students.

- c. BASSE is currently hosting parent signature events virtually and across the County and will continue to do so as we shift into official recruitment after approval. BASSE currently provides informational materials and our parent signature forms, both print and digital, in English, Spanish, and Haitian Creole. Additionally, we are partnering with organizations that serve Sussex County's multilingual residents to get the word out about BASSE.
- d. Finally, because we have transitioned to opening as a middle school, BASSE projects fewer challenges in recruiting high school students because our middle school students will continue to matriculate. As for recruiting middle school students, BASSE elected to open with the sixth grade as it is a natural transition grade. Additionally, as we've continued our parent outreach efforts, parents have consistently said they are seeking different middle school options for their students. BASSE can fill that niche and we are actively working to turn the positive verbal commitments we've received from parents into parent interest signatures.

5. Enrollment Preferences:

- a. *Can you please clarify your enrollment preferences for the record? The 5 mile radius is listed in this document but is not listed in your enrollment policy.*
- b. *Please share:*

- i. *Purpose of each proposed enrollment preference in meeting the vision, mission, educational goals, and ability to reach BASSE's target population;*
 - ii. *Considerations in choosing enrollment preferences and rank-order of these preferences;*
 - iii. *Information regarding how the preferences will differ, based on the location chosen;*
- a. Our enrollment preferences are as follows (and reflect the preferences in our revised enrollment policy):
 - 1. Siblings of students currently enrolled at the school
 - 2. Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
 - 3. Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.
- b. We selected the siblings preference to make it easier for families to choose BASSE as an option for their students. If it is ensured that their students will be able to stay together, it is more likely that a family will select BASSE.

We selected the employee preference so that staff members would be able to offer their children the same educational opportunities that they are providing to our students. This can also be a good lever for teacher retention.

We selected the specific interest in BASSE's teaching methods, philosophy, or educational focus because we want any student who desires to receive their education at BASSE to have that opportunity. BASSE is open and welcome to all of Sussex county's students but if there is a student who is particularly interested in any of the aspects of BASSE that make us innovative, we want to make sure that student is able to attend BASSE.

The preferences are ranked in this order to prioritize students and families that are already members of the BASSE community. Because our preferences are no longer location-based, they will not change based on our final location.

6. *School Facilities:*

- a. *Can you provide documentation from Moonlight Architecture detailing the renovations needed for the Ennis building and associated costs?*
- b. *Can the school provide a leasing agreement or a letter from Delaware Tech indicating an intended partnership, if the new charter school application is approved?*
- c. *Under the lease agreement, who is responsible for maintenance costs?*
- d. *Your application includes a detailed development plan. Can you please specify which, if any, grants (awarded or targeted) are focused on facility renovations?*
- e. *Will the proposed site for the Sussex County Solutions Center facility be located within the Indian River School District. If not, if/how do you anticipate that this will impact your enrollment preferences when the time comes to make the transition?*

BASSE CSAC Report Responses

- a. BASSE is working with Moonlight Architecture to determine the needed renovations for the Ennis Building. A tour and walkthrough have been completed and the blueprints obtained (a floorplan was submitted as a component of the application). However, access to the building is limited because it is currently in use by the Indian River School District. When full access is provided, Moonlight Architecture will be able to complete a full scope of work for the renovation requirements and related architectural plans. The board of directors has budgeted \$80,000 for these costs. The planning phase will begin at the end of this school year when Moonlight Architecture is provided more access to the building.
- b. As noted above, the Intent to Lease Agreement is included with these responses as Attachment A.
- c. BASSE is responsible for all maintenance costs.
- d. Currently, BASSE has not prospected any grants that are specifically focused to provide facility renovation support, however, some of the grants we have received and are currently applying for, such as the Longwood grant, are unrestricted. We intend to use the unrestricted grants we receive, the donations we receive from individual givers, businesses, and, if necessary, a targeted capital campaign to support our building renovation costs.

7. *Is there a guarantee that the space within Ennis will be available for initial opening, if the application is approved? If the CEB-like building is not constructed or completed within the anticipated timeline, what is the school's "plan B" for location?*

If BASSE does not relocate to the CEB-like location, we can choose to extend our lease at the Ennis location under our agreement as we continue to look for another long-term location. Please see our executed Intent to Lease Agreement as Attachment A.

8. *Title 14, Chapter 5, Section 512(11), (11) requires the school to ensure its students' adherence to school attendance requirements comply with state and federal law; Can you point to where in your application this information is included? If not, included can you please provide this information?*

The staff at BASSE, in conjunction with State and Federal regulations, as well as through the utilization of the MTSS process, will conduct weekly audits of the attendance records, ensuring that all students, in particular students who are high-risk or at-risk will go through a continuous system of monitoring. This process will allow us to get ahead of any attendance issues and conduct home visits as often as needed to ensure we are advocating for our students' education and giving them all of the assistance and resources they may need as a part of our school community.

BASSE will ensure all students receive due process in any discussions of school withdrawal. This will be outlined in our code of conduct.

9. *There are points within the application where it is not fully clear if the Academic Dean or the Executive Director will serve as the head of school. Please clarify the roles of those two functions.*

Both the ED and the DAE are heads of school with both shared and distinct responsibilities, however, the DAE reports directly to the ED.

Please see the chart below outlining the roles and responsibilities of the Executive Director (ED) and the Dean of Academic Excellence (DAE).

Executive Director (ED)	Dean of Academic Excellence (DAE)
<ul style="list-style-type: none"> ● oversee hiring staff - ED focuses more on non-instructional staff and DAE focuses more on instructional staff ● developing a vision for the school - the ED's vision-setting is more global but the DAE's vision setting is specifically instructional and cultural ● monitoring school success ● recruiting and meeting with parents, families, and community partners on a regular basis - the ED will focus more on community partners and the DAE will focus more on parents and families ● resolving conflict with and between students and/or staff ● providing an inclusive and welcoming school climate free of any bias in which students can achieve their maximum potential 	
<ul style="list-style-type: none"> ● managing the budget, ● design, develop, and implement the school's strategic plan, ● oversee the BASSE organization's day-to-day operation, which includes managing committees and staff ● developing a business plan in collaboration with the board. ● developing and tracking benchmarks for measuring institutional success ● ensuring that board, state, and federal policies and regulations are followed 	<ul style="list-style-type: none"> ● oversee hiring staff, specifically instructional staff ● ensuring that academic policies and curriculum are followed ● developing and tracking benchmarks for measuring instructional success ● developing and coaching teachers ● meeting and listening to concerns of students on a regular basis

10. *Given that much of the plan is based on using an IB model, has the school had conversations with IB to initiate those conversations?*

We have had an established relationship with the IB organization since 2019. We visited their DC office and they are supportive of our desire to be an IB school. Please see the original letter of support as Attachment C. We have reached out to our contact to submit an updated letter of support.

11. *Why is there no growth beyond 40% of students meeting proficiency?*

Upon researching the 2020-2021 data for Sussex County public schools, we found the average scores for Math and English Language Arts fell within the 40% range. Knowing that students are coming out of two years in a pandemic, we initially decided that it was best to stay within that same range to start so that we could get an accurate assessment of who our students are, what prior knowledge they are bringing to BASSE, and how we need to close the gap for our specific

BASSE CSAC Report Responses

students. After further conversation and research, we decided our SMART goal should be raised to 60%. Through our MTSS, we know we will have the correct systems in place to be able to identify students' areas of strength and growth at the beginning of the year, to both meet our students where they are and begin closing that gap sooner in the school year, helping us to far exceed the initial 40% SMART goal.

12. *Describe your ongoing Professional Learning Plan to maintain the requirements of the special education policies, procedures, and procedural safeguards outlined in Delaware Administrative Code for Unique Populations?*

The following includes both whole-school professional development days as well as professional learning community meetings during the school day.

Date	Professional Development/Training	Attendees
Summer 2023	State of DE mandated Special Education/Services Training	All Staff
Summer 2023	Grade-level Caseload Review	Dean of Academic Excellence (DAE), All Teachers and Educational Support Staff
Summer 2023	IEP Fall Meeting Updates/Letters to Guardians Sent/ Home Visits Scheduled	DAE and Special Education Coordinator
Fall 2023 (Beginning of Q1) (Ongoing until 9/30 count)	2nd Review of Caseload	DAE, All Teachers and Educational Support Staff
Fall 2023	Review of MTSS policies and procedures	DAE, All Teachers and Educational Support Staff
Fall 2023 (Mid Q1) (After 9/30 count finalized)	Whole-school Caseload and Report Card Review with IEP data/MTSS data	School Leadership including Special Education Coordinator (SEC)
Fall 2023	IEP Data Meeting	DAE and SEC followed by Whole Group PD with all Instructional Staff
Fall 2023	State of DE mandated training	All Staff
Winter 2023	IEP Winter Meeting Updates/Letters to Guardians Sent/Home Visits Scheduled	DAE and SEC
Winter 2023 (Prior to Winter Break)	Review each students' PLP as a staff to prepare for student meetings after winter break	DAE, All Teachers and Educational Support Staff

Winter 2024 (Upon Return from Winter Break- 1st PD Day)	Plan for individual student meetings for PLP updates	DAE, All Teachers and Educational Support Staff
Winter 2024	State of DE mandated training	All Staff
Winter 2024	Review of MTSS policies and procedures	DAE, All Teachers and Educational Support Staff
Winter 2024	IEP Spring Meeting Updates/Letters to Guardians Sent/Home Visits Scheduled	DAE and SEC
Winter 2024	IEP Data Meeting	DAE and Special Education Coordinator followed by Whole Group PD with all Instructional Staff
Spring 2024	Review each students' PLP, update as needed	DAE, All Teachers and Educational Support Staff
Spring 2024	Construct End of Year PLP Goals	SEC, All Teachers and Educational Support Staff, Students and Families
Spring 2024	End of Year Data Review	DAE, All Teachers and Educational Support Staff

13. *What is your plan to ensure that BASSE has adequate staffing and resources to fulfill related services requirements for students with disabilities?*

In year one BASSE will hire a special education coordinator and full-time special education teacher. We will also target hiring dual-certified teachers for our general education staff. By year six, we will grow to five special education teachers who will support our grade-level teams.

Additionally, we have budgeted to contract any necessary related service providers such as occupational therapists, speech pathologists, and others.

14. *Please clarify your referral process for students suspected of needing special education services? Provide more details about the process and be sure you are following the regulations outlined in Delaware Admin. code 925.*

Please see further elaboration to our referral process below. Additions to align the process with the updated code are bolded below.

- a. For students enrolled in BASSE who are newly identified for special education services, the referral process is begun by a teacher, state educational agency, physician/health provider, or a parent/guardian/parent surrogate completing a written form. This form will be submitted to the Dean of Academic Excellence and Special Education Coordinator for

BASSE CSAC Report Responses

review with the student's academic team (Advisory teacher, College and Career Readiness counselor, and caregiver) and a special educator, who will serve as the IEP team. The school will then schedule an IEP meeting upon receipt of the referral form. **Before evaluation can begin, there will be parental consent, and subsequently, parental consent for identified educational services and any re-evaluations performed. The evaluation process must begin with 45 school days or 90 calendar days from the point of secure parental permission to conduct the evaluation.**

- b. Permission for assessment in the areas identified by the team for which additional data is needed will be secured. Once permission is granted, the team will ensure that a student suspected of having a disability shall be assessed in all areas related to the suspected disability. A variety of assessment tools and strategies shall be used to gather sufficient relevant functional, cognitive, developmental, behavioral, and physical information, academic information, and information provided by the parent/guardian/parent surrogate to enable the IEP team to determine:
- If the student is a student with a disability, i.e. meets criteria for at least one of twelve distinct educational classifications identified in sections 6.6-6.17 of DE Administrative Code 925;
 - The student's educational **support services** needs;
 - The content of a student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum;
 - Each special education and related service needed by the student, **including transitional services and extended school year services if needed**, regardless of whether the need is linked to the student's disability.

15. *How will parents/guardians be informed of students' progress through the MTSS process?*

Parents will be informed throughout the MTSS process, as it will align closely with the development and implementation of the students' personalized learning plan (PLP). The teacher will build a relationship with the parent by finding connections with both the student and the parent. The school will create a forum during back-to-school nights and parents can provide feedback there, in scheduled one-on-one, and via digital forms. The teachers will stay in constant contact with parents and families to reinforce the relationship. Though the amount of contact any parent will receive will depend upon their child's progress, at minimum, parents will be updated on the MTSS process quarterly.

16. *In sections 3-9 your high school science curriculum is intended to be IB with "clear alignment between IB and both the Delaware Content Standards and the Next Generation Science Standards." The DE Science Coalition does not support IB materials, and a crosswalk of IB curriculum and the NGSS to illustrate this clear alignment along with an intention of incorporating NGSS aligned pedagogy (via professional learning— perhaps using NGSX or other PL modules) has not been provided. Please provide this.*

Below is a crosswalk showing alignment between the IB program and the NGSS. All topics covered in IB directly correlate with the topics covered in NGSS and the overlap between topics occurs in multiple places within the IB curriculum. To ensure that our teachers are clear on the

designer’s intent with NGSS and the correlation between the IB curriculum, IB training will be provided for all of our teachers prior to the start of our first year in 2023. BASSE will contact DOE for assistance in setting up training with NGSS so that the instructional staff including the Dean of Academic Excellence and the academic coaches have a clear understanding of how to directly align each unit with NGSS. The alignment training will happen yearly. BASSE wants to ensure instructional staff is clear on how to incorporate NGSS into IB. BASSE will also take the recommendation to incorporate the Next Generation Science Exemplar (NGSX) professional learning.

Additionally, please see the document linked here that discusses the compatibility between IB and the NGSS.

Middle Years Program	NGSS Congruence with Topics
Patterns	Patterns
Cause and Effect	Movement, Transformation and Consequence
Scale, Proportion and Quantity	Models
Systems and System Models	Systems and Models
Energy and Matter	Energy
Structure and Function	Form
Stability and Change	Change, Balance and Movement
Diploma Program	NGSS Congruence with Topics
Systems and Systems Models	HS Life Science, HS Physical Science, HS Earth and Space Science
Scale, Proportion, and Quantity	HS Life Science, HS Physical Science, HS Earth and Space Science
Cause and Effect	HS Life Science, HS Physical Science, HS Earth and Space Science
Energy and Matter	HS Life Science, HS Physical Science, HS Earth and Space Science
Structure and Function	HS Life Science, HS Physical Science, HS Earth and Space Science

17. *In section 1.3, Attachment 8, the results of the parent support surveys are still concerning. There were only about twenty 6th and 7th grade entries on the spreadsheet. Only four of the 6th and 7th grade entries indicated that BASSE would be their first choice. Please elaborate on the interest in the school.*

BASSE CSAC Report Responses

As of Saturday, February 26, 2022, we have 47 age-appropriate signatures, 32 of which have indicated that they would send their children in 2023, and 53 signatures of parents of potential future BASSE students. Please see Attachment D.

Parent support surveys are increasing weekly. BASSE has contracted a firm to help manage and increase parent engagement, which includes a targeted social media plan and a targeted outreach plan. The verbal commitments received to date will be turned to written commitments. Creative engagement strategies have been employed to mitigate COVID restrictions which have presented some challenges with in-person engagement, for instance, a number of virtual events have been scheduled. Recruitment efforts are intended to maximize the use of various social media platforms as well as a number of traditional, grassroots approaches such as marketing drops at barbershops, hair salons, childcare centers, youth leagues, churches, etc. with an emphasis on diversity and equity.

Over one thousand flyers and marketing materials have been taken to child care centers, barbershops, hair/nail salons, and churches while weekly marketing messages are posted on social media. One virtual parent webinar was held on February 16, 2022, and two more will be held in March 2022. Existing interested parents were personally called by the Executive Director, and all indicated a continuous interest in their child attending the school and willingness to participate on the parent advisory committee. Notable barriers have included the inability to conduct in-person outreach events, the inability to provide marketing materials to many entities. However, we have been able to partner with several Boys and Girls Clubs to table at parent pick-up. We had our first event on February 23rd and we were able to collect two pages of signatures. This gives us confidence that we will meet the parent support survey threshold before the end of the approval process.

18. *In section 1.3, Attachment 9, the applicant seems to indicate that they will not allow parents to withdraw an application after the board has taken action on it. It also seems that they will not allow a parent to withdraw their child's enrollment once they accept a spot at the school. This stance may hurt the school in the long run (unhappy families). Please explain the thinking behind this.*

This was not our intent. Please see the updated language in Attachment B.

19. *In section 1.6, page 5, the applicant states that they would be compelled to delay opening if the school does not reach a minimum of 250 students enrolled. Is this minimum to be met by April 1, May 1, or some later date? What if enrollment is at 230 or 240 students? Will that delay the opening?*

If BASSE has at least 80% of our proposed students enrolled, 200 students, by May 1st, BASSE will not delay opening as we have prepared to be fiscally viable at 80% enrollment. We would continue to work to increase enrollment to 100%, forecasting a new budget as the enrollment number changes to ensure the school will be operational. If we are not at 80% by May 1st, we would delay opening.

20. *In section 1.7, Attachment 17.1, most of the letters of support simply state support for approval of the charter application. Very few of the letters submitted actually offered some kind of tangible support to the applicant group (most included a vague statement about "supporting the school in*

a way that best utilized our resources”). Most of the letters seemed to be a standard form letter that individuals added their name(s) to and submitted. Some of the standard form letters failed to provide anything besides a name (no address, telephone number or email address). Additionally, the letters of support are from 2019 and 2020. Did the applicant secure any new letters of support? Did the applicant reach out to the original supporters to verify that they are still willing/able to provide support given the new timeline?

BASSE has made personal phone calls to each parent and supporter that has submitted a letter of support to request that they update their letters with the requested updated information. Additionally, our newly hired staff have also worked to help add new supporters to our community of partners which continues to grow. Please see Attachment E, the list of new partners we have engaged as of February 2022.

21. *Is the “Arts Teacher” for all Related Arts? If so, will the same teacher be covering physical education, health, art, music, technology etc.? There is only 1.0 FTE in the budget in years 1 and 2. Please provide more information on how all of these subjects will be covered by 1.0 FTE and will be able to serve all students in all required subjects.*

BASSE has updated its budget to include both a 1 FTE for a physical education and health teacher and an 0.5 FTE to support an arts educator. We are also looking to partner with other schools in our area to provide support for additional related arts instructional opportunities. Because of our nontraditional schedule, we can be creative with our Synthesis Days to ensure that students will receive all of their necessary academic hours in these subjects and that we will have the staffing to support their instructional needs.

Please see our budget update summary in Attachment G.

22. *In line 30 of the budget, Computers, in Section 1.3, Attachment 10, the applicant indicates that all students will be provided with a device (such as a Chromebook). The applicant’s 1:1 technology plan does not appear to be represented in the budget. The narrative states that they “will setup a computer lab and provide computers throughout the school to support the educational programs.” They reference a partnership with NerdiT Foundation, however, the letter that was provided in Section 1.7, Attachment 17.2 (see page 11) does not provide any details regarding this arrangement. The amount budgeted in Year 0 and 1 (\$100,000 and \$0) may not be sufficient to provide an adequate number of devices to students and staff. Can the applicant clarify their intent to provide students with a device (1:1 plan)?*

The NERDiT Foundation and BASSE met to discuss how they could help us source devices to support our students having 1:1 access. They agreed to, once we received approval from our authorizers, support us in obtaining the necessary devices. However, we also have planned to purchase these items on our own, projected these costs, and included them in our updated budget summary in Attachment G.

23. *On line 31 of the budget, contracted services, please provide a breakout of all items covered under this line, to include items noted in line 25.*

Line 31, contracted services, includes the hiring and managing of substitute teachers, information technology specialists, and other types of educational supports and consultants that are deemed necessary by our students. Additionally, we plan to contract with an outside company to provide

BASSE CSAC Report Responses

services for progress monitoring and summative assessments, and that cost is also captured here.

Please see our updated budget summary in Attachment G.

24. *In “Other Funds Budget” – how much of the Longwood and Welfare grants have been spent thus far? If some amounts have already been spent, are they accounted for in the Year 0 budget?*

The current budget reflects the \$2.3 million gap needed to cover BASSE’s expenses from our planning year through years 4 and 5. To date, we have raised more than half of the necessary funds. We are currently in the decision phase of the New Schools Venture Fund grant, worth \$200,000 and we have plans to submit more.

That being said, we acknowledge that we have spent some of our previously raised funds to support the organization during our pre-planning year. Please see the budget that reflects the new gap, caused by the necessary spending of previously raised funds, in Attachment G.

However, we have currently pending and planned pursuits of additional dollars which demonstrate our ability to close our gaps in funding.

25. *In “Other Funds Budget” - line 58 shows accounting and payroll expenses during the planning year (Year 0). Does the applicant intend to access state systems for payroll and accounting during the planning year? If yes, what is the timeframe that access will be needed (immediately upon application approval? July 1, 2022? Some other time prior to opening?)?*

BASSE has budgeted to access the state systems for payroll and accounting during our planning year on July 1, 2022, at the beginning of our fiscal year. We are working with Michelle Lambert to help train our team and manage our use of the state systems.

26. *In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.*

BASSE has designed our budget to meet the necessary cash reserve to cover possible closure by December 31 of our third year of operation.

27. *Provide one middle level ELA unit of instruction employing the provided templates to the curricular resource. Please ensure there is a culminating summative assignment with a corresponding scoring rubric.*

Please see Attachment F.

28. *Part 7 of section 1.3 requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Please provide details about the Tier 3 screening and intervention support provided for students with weak phonics/word analysis, fluency skills in*

addition to comprehension difficulties. The listed intervention resources do not attend to unfinished learning in the foundational reading skills.

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 support alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

29. *In the education plan – section 1.3, number 7, the application requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Additional details specific to the academic elements of MTSS are needed in this response. • [Math] As the school builds its plan for MTSS, leaders are encouraged to refer to and capitalize on the DDOE MTSS resources and professional learning.*

BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students' comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE's at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

BASSE CSAC Report Responses

BASSE fully intends to use the guidance in the “DE-MTSS Essential Component: Evaluation and Selection of Academic and Nonacademic Resources, Supports, and Interventions” as we select the academic interventions for our students which will be determined by using the data collected, the team-based leadership model, and a comprehensive system of assessment, which is outlined in our description of our tiered system of support above.

30. *If the Eureka/EngageNY materials are used for grades 6-8, what is the specific professional learning plan which will be utilized to support teachers, considering the usability challenges cited in the EdReports report?*

Per the [EdReports](#) summary, Engage NY ELA 3-8 meets expectations for grades 6-8 in the category of usability, with all three grade levels scoring a 33 out of a possible 34 points, with the low end of the meets expectations scale being 31. However, due to the stated need for additional extensions and advanced opportunities for students who read, write, speak, or listen above grade level, the following schedule will be implemented. Along with this professional development schedule, teachers will participate in curriculum training for their particular content in the summer prior to opening. This training will continue for all new teachers after our opening year of 2023.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
New hires	Professional Development	Content curriculum training	Dean of Academic Excellence, Academic Coaches, New Hires
Two weeks before the start of a unit	Content PLC	Prior to the start of each unit, intellectual preparation will be completed to internalize each unit’s main topic and learning focus. During these meetings teachers will participate in preparatory practices such as understanding where the unit is going, understanding possible to probable student misconceptions, and understanding where extension	Dean of Academic Excellence, Academic Coach, All Instructional Staff

		activities need to be implemented.	
One week before the start of a unit	Content PLC	To research and/or create lesson extension activities.	Academic Coach, All Instructional Staff
One week before the start of a unit	Content PLC	To adjust the suggested pacing in order to implement any differentiated lessons or extension activities as needed.	Academic Coach, All Instructional Staff
Weekly	Content PLC	To complete lesson internalization for the coming weeks' lessons. This will be the team coming together with a micro-focus on the next 4-5 lessons to completely understand where the students' learning should be at the end of each lesson and what to do if the students are not mastering that skill.	Dean of Academic Excellence, Academic Coach, All Instructional Staff

31. *Are the previous plans and supplements for the high school mathematics resources and the accompanying professional learning still in place?*

Yes, the previous plans and supplements are still in place for high school mathematics. Please see the high school resources in Attachment H.

32. *How will you use your ELL Plan Committee to support instruction for English learners within the most inclusive environments?*

Regardless of the student, BASSE wants the most-inclusive environment for all. Our Dean of Academic Excellence is currently working to become fluent in Spanish. This will directly affect the learning of our Spanish-speaking ELL students in that they will have access to a trusted member of the school community, during the school day, to assist as needed. We will also be working to hire staff members who are bilingual or multilingual to help close the gap for our ELL students through direct support of the students and through supporting instructional staff members with curriculum and social-emotional support. For all of our ELL students, no matter their first language, having the ELL Plan Committee means that we will have direct access to families of students who can assist throughout the school day, school year, and outside of the classroom.

BASSE CSAC Report Responses

The biggest goal of the committee is to ensure that all of our students feel safe and can communicate their needs with our staff during their time with us at BASSE. It is our plan that committee members will volunteer during the school day and during after school activities so that there is always someone in our building to service all of our students in the way that is most comfortable for the student. As is in many schools that service ELL students, not having staff members in the building who can communicate with them comfortably and assess their needs appropriately is a hindrance to those students receiving the best education possible. It is our mission to use the ELL Plan Committee as one of many ways that BASSE will provide the highest quality education possible for all students.

33. *Expeditionary Learning and Paths to College and Career are highly aligned, high quality instructional resources. What teacher supports – training, planning, and coaching – are in place to ensure teachers can implement the curriculum with mastery?*

Please see our teacher support system, below.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
Weekly	PLC (Professional Learning Community)	Behavioral Assessments, Educational-Growth Assessments, Incentives, Adjustments to Behavior Plans	Grade-level Teachers
Weekly	PLC	Planning, Scope and Sequence Alignment, Unit and Lesson Internalization, Lesson Differentiation	Content Teachers, Dean of Academic Excellence, Special Education Coordinator
Daily	Real-Time Coaching in Classrooms	To ensure best practices are in use daily; to ensure students are being pushed to meet rigor; to ensure behavioral expectations are set and being followed	Dean of Academic Excellence, Academic Coach

Monthly	PLC	Data Review	Dean of Academic Excellence, Academic Coaches, All Instructional Staff
End of Reporting Period	PLC and Whole-School	Data review across grade-levels, content areas, general education students, students with special services, whole-school, and teacher-based	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff
Weekly	Individual Teachers and/or Whole-School PD	Teaching of teacher-moves, both educational and behavioral, based upon trends captured through data and real-time coaching	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff

34. *According to your executive summary, nearly two-thirds of the districts here perform below the state average in measures of College and Career Readiness. What is your plan to accelerate the learning of the incoming students not fully prepared for grade-level work?*

To ensure all students attending BASSE are College and Career Ready, all students will have a Personal Learning Plan (PLP). This plan will serve as the primary resource, in addition to a student's IEP, if necessary, for instructional staff to ensure that all students are meeting and exceeding their goals. For students who come to BASSE below grade level, in conjunction with the PLP, during synthesis days, students will have dedicated one-on-one and small group time with all of their teachers. This time will include instructional support similar to what a student in Tier II RTI would receive. Through MTSS, BASSE will be able to specifically identify the student's struggle areas and, in conjunction with the student, their family, their teachers, the applicable Academic Coach, and the Dean of Academic Excellence, a plan will be put in place for how to best support the student's learning and growth when they are not at BASSE during the school day.

Another important piece to the acceleration of student learning for all students who come to BASSE below grade level is our teacher coaching and professional development. The key to all of our students being successful is the amount of professional development our staff receives, as noted in several of our responses. Our teachers will participate in hundreds of hours of professional learning throughout the school year. In addition to this, our teachers will be coached by the Dean of Academic Excellence and their academic coach, in real-time, with feedback, modeling, and coaching happening in the classroom coupled with weekly practice sessions that could include the dean, academic coach, or grade-level teams. Weekly data meetings across content areas will lead the discussion on how to close the gap for students who are below grade

BASSE CSAC Report Responses

level. Through the use of the student's most up-to-date data, the instructional team will be able to make the most comprehensive plan to accelerate their learning.

35. *There is currently a shortage of bus drivers to cover existing routes in districts and charters schools across Delaware. Do you have the commitment from a provider to provide service in 2023? Have you considered securing multiple school bus vendors? If so, a recommendation would be to secure vendors that are based out of the location the route is intended to serve.*

BASSE has reached out to various bus contractors to support our student transportation needs. We have received a letter of commitment from Johnson Transportation and Otsie Transport, see Attachments I and J. Additionally, Layton Bus contractor (Millsboro/Georgetown/Selbyville) has provided us with a verbal commitment and will be drafting a letter of support to submit to CSAC. All companies have offered to assist BASSE in general logistics. We have also engaged five other companies that cover the following areas: Milford/Lincoln, Seaford, Milton, Lewes, Rehoboth, and Laurel.

36. *If the current climate for school bus drivers doesn't improve by September 2023, do you have a backup plan if the commitment from the provider falls through?*

In consultation with the Department of Education, Delaware Charter School Network, other charter schools, and bus contractors, we will use a diverse approach including utilization of varying bus providers. BASSE's unique daily schedule (8:30 AM - 4:30 PM) will allow us to avoid competing with other school districts in the area for bus providers. This allows us to work with multiple vendors in the area and incorporate hub spots. We are also considering other creative solutions, if necessary, such as leasing vans from fleet companies, hiring our own drivers and merging their role within school operations (para, custodial staff), and offering mileage reimbursement to parents by integrating carpooling.

37. *How many students do you foresee not using provided School Transportation?*

Though we cannot accurately predict the number of students who will need school transportation, we do feel confident after our recent conversations with bus contractors, we will be able to provide transportation to all students who may need it based on our diverse transportation plan outlined above.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment A - BASSE Offer to Lease**

November 3, 2021

Brian D. Shirey, Esq.
General Counsel
Delaware Technical and Community College
21179 College Drive
Georgetown, Delaware 19947

Re: **Letter of Intent to Lease:**

20346 Ennis Street
Georgetown, Delaware 19947
(Former Howard T. Ennis School on 5.6 acres of land)

Dear Mr. Shirey:

In connection with the above-referenced property, we respectfully submit for your consideration an overview of the general terms and conditions of a proposed lease transaction between Delaware Technical and Community College and The Bryan Allen Stevenson School of Excellence. The Bryan Allen Stevenson School of Excellence is in the process of applying for its charter with the Delaware Department of Education. Our application will be submitted to The Delaware Department of Education on or before December 31, 2021. The approval process will take approximately 120 days upon which a decision will be rendered, and a charter will be issued. Ideally, we would like to enter into a binding letter of intent or lease agreement by the end of November so we can include this document in our application. We have attached to this letter a summary of our charter application, including a five-year projection and assumptions of our financial plan.

Following are the general terms and conditions of a lease agreement:

- 1. Premises:** The former Howard T. Ennis school building located at 20346 Ennis Street, Georgetown, Delaware containing a total of approximately 35,500 +/- square feet of usable space and parking for approximately 120 cars plus drop off lanes. The leased premises shall not include the natatorium or the parking that services the natatorium. Landlord reserves a transferable, non-exclusive right of access to the natatorium and related parking through the existing entrances and roadways.
- 2. Landlord:** Delaware Technical and Community College
- 3. Tenant:** The Bryan Allen Stevenson School of Excellence, a single purpose not-for-profit 501 (c) 3 entity formed for the purpose of operating a charter school for up to 500 students.
- 4. Use:** Tenant will use the property for the operation of a charter high school for up to 500 students. Tenant shall occupy the leased Premises in accordance with all applicable laws. Tenant shall not engage in any use that competes with the programs or operations of Landlord. Any post-secondary courses that may be offered to Tenant's students will be offered in partnership with Landlord.

- 5. Term:** Five (5) continuous years, effective on November 1, 2022. Tenant reserves the right to terminate the lease term early, provided one year's written notice. Tenant also reserves the right to terminate the lease early, with 90-days' written notice, if the school's charter is not renewed by the State Board of Education.
- 6. Lease Commencement Date:** November 1, 2022. Tenant recognizes that the premise is currently occupied by the Indian River School District (IRSD), and that IRSD is entitled to a reasonable period of time to remove its property and vacate the premises following the opening of its new school in September of 2022. To the extent allowable by law, Landlord will grant Tenant early occupancy after the property has been fully vacated by the Indian River School District, for the purpose of installing Tenant's furniture, fixtures, and equipment and to begin any Landlord-approved improvements. Tenant shall not be required to pay rent during any period of early occupancy, but shall be required to obtain property and general liability insurance in an amount agreed upon by Landlord.
- 7. Option to Renew:** Provided Tenant is not in monetary default under the terms of the Lease Agreement, Tenant shall have the right of first refusal to renew the Term for an additional three (3) years, under the same conditions of this lease agreement. Tenant must exercise said Right no later than January 15, 2027.
- 8. Rental Commencement Date:** November 1, 2022.
- 9. Lease Expiration Date:** August 31, 2027.
- 10. Construction and Improvements:** Landlord and Tenant will negotiate the best format for how the construction and improvements are completed. Tenant's analysis of the current building condition has estimated that approximately \$200,000 will be required to make nonstructural cosmetic improvements and repairs and maintenance. Landlord and Tenant each agree that this provision will be mutually worked out between the parties by May, 2022, and Landlord will have final approval on all alterations, additions or modifications to the premises. Tenant will be allowed to install additional modular classrooms on the Premises so long as all local and state laws are followed.

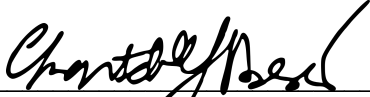
11. Annual Rental Rate:

Rent	Annual Rental	Rent/S.F.	Lease Year
Year 1 (rent payment commences on 11/1/22)	147,917	\$ 5.00	22-23
Year 2	181,050	5.10	23-24
Year 3	184,671	5.20	24-25
Year 4	188,364	5.31	25-26
Year 5	192,132	5.41	26-27
Option			
Year 6	192,132	5.52	27-28
Year 7	199,894	5.63	28-29
Year 8	203,892	5.74	29-30

- 12. Operating Expenses:** The Lease will be triple net. Accordingly, Tenant shall directly pay to each of the appropriate vendors, for all of the operating expenses related to the operation of the Premises, including, but not limited to, electric, natural gas, telephone, cleaning, maintenance of the HVAC and other mechanical systems, general liability, contents and liability insurance, and property and casualty insurance covering the buildings. It is assumed the property is exempt from real estate taxes, but if not, Tenant will be liable for the full payment of any taxes assessed against the property or Tenant's use thereof. Tenant will be responsible for structural-related costs of maintenance, including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, Mechanical, Electrical, and Plumbing and roof expenses.
- 13. Warranty of Habitability:** Tenant acknowledges that the premises are being rented "as-is", and that Landlord has made no representations or warranties regarding their suitability or habitability for any particular use. Tenant hereby confirms that it has had the property inspected by architects/engineers/contractors of its choosing and is fully aware of the condition of the premises and all facilities associated therewith, and hereby accepts them in their present state.
- 14. Landlord and Tenant Operating Partnerships:** Landlord and Tenant each recognize that there are crossover benefits to each entity, and will use best efforts to create crossover shared services. For example, if Landlord creates a teaching program, Landlord will work with Tenant on allowing students to work at the school in student teaching roles. If Tenant creates an early college program, such program shall be created in partnership with Landlord. In addition, Tenant and Landlord will work in good faith to allow Tenant use of Landlord's outdoor athletic fields for its students. Tenant understand and agrees that Landlord and Landlord's teams/operations will have priority in the use of its athletic fields, and any use by Tenant may only occur when the fields are not in use by Landlord. Landlord and Tenant shall agree on Tenant's share of the costs to maintain the athletic fields in the event Landlord's athletic fields are used by Tenant.
- 15. Signage:** Tenant, at its sole cost and expense, shall be permitted to erect signage on the Premises (on the building) and a canopy or awning at the school's entrance, to the extent allowable by law and with the prior written approval of the Landlord; such approval shall not be unreasonably withheld or delayed.
- 16. Brokerage:** Landlord and Tenant acknowledge that they have had no other dealings with Brokers as it relates to this property.
- 17. FORMAL AGREEMENT:** The Landlord and Tenant shall negotiate in good faith in an effort to enter into a formal Lease Agreement on or before December 15, 2021, which agreement shall be subject to the approval of Landlord and Tenant and shall be acceptable in form and legal content of the respective parties. This Letter of Intent to Lease is for discussion purposes only and serves as a preliminary, non-binding letter subject to a fully executed Lease Agreement by both Landlord and Tenant. The terms and conditions herein are subject to change and or withdraw at any time and for any reason. The lease will be contingent on a mutually acceptable Lease Agreement containing the customary covenants, warranties, apportionments and representations. The Lease Agreement, if any, will provide for environmental indemnification by the Landlord as well as zoning and City Code compliance.

We look forward to working with you to a mutually agreeable agreement. Thank you for your kind assistance and willingness to work with our school. I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chantalle Ashford", written over a horizontal line.

Chantalle Ashford
Founder and Board Chair
The Bryan Allen Stevenson School of Excellence

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment B - Enrollment and Withdrawal Policy (revised)**

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawal Policies

2023 - 2024 BASSE Enrollment & Withdrawal Policy

Admissions

To be eligible for admission to the Bryan Allen Stevenson School of Excellence (BASSE), a student must be eligible to enter:

- the 6th or 7th grade in the 2023-2024 school year;
- the 6th, 7th, or 8th grade in the 2024-2025 school year;
- the 6th through 9th grades in the 2025-2026 school year;
- the 6th through 10th in the 2026-2027 school year;
- the 6th through 11th in the 2027-2028 school year;
- all grades, 6th through 12th, in the 2028-2029 school year.

The student and their family must be Delaware residents.

BASSE will not discriminate against any student in the admission process because of their race, religion, creed, color, sex, disability, or national origin, or due to the student's school district of residence providing a per-student local expenditure lower than another student seeking admission. The only exceptions to restrict student admissions are:

- Age and/or grade-level eligibility, or
- By lottery in the case of over-enrollment

An electronic version of the application for the school will be available to submit online. Additionally, families who are more comfortable may download, print, and mail their applications to BASSE. For families unable to access the school website, BASSE will provide them with paper copies of the application upon request.

Preferences

The selected preferences of BASSE will be (in the ranked order below):

- Siblings of students currently enrolled at the school
- Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
- Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.

Students who have a specific interest in BASSE's teaching methods, philosophy, and education focus will need to submit a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program. A detailed description of this application supplement will be provided with the application on the website and will be explained during parent workshops and recruitment events.

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Timeline

BASSE Student Recruitment & Enrollment Timeline*	
<i>Recruitment & Pre-Application</i>	
Student Recruitment Engagement	Ongoing Online and In-Person (Ads, Social Media, Mailers, etc.)
Student Recruitment Events	June 2022 - December 2023, Monthly
School Choice Parent Workshop #1	August 2022
School Choice Parent Workshop #2	September 2022
School Choice Parent Workshop #3	October 2022
<i>Application</i>	
BASSE Begins Accepting Applications	November 6, 2022
BASSE Application Closes at 11:59 PM*	January 10, 2023
BASSE Notifies All Home LEAs of Received Applications	By January 26, 2023
BASSE Begins Action on Approved Applications	February 29, 2023
BASSE Notifies Parents and Home LEAs of Application Action	By March 8, 2023
BASSE Receives in Notice of Intent from Parents in Writing	By March 15, 2023
<i>Lottery**</i>	
BASSE Performs Lottery for Surplus Applications	March 4, 2023
BASSE Notifies Parents and Home LEAs of Lottery Results and Application Action	By March 8, 2023
<i>Enrollment</i>	
BASSE Enrolls Students for Fall 2023	Beginning March 21, 2023

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

BASSE Hosts Open House for Students and Families Enrolled for Fall 2023	August 31, 2023
BASSE Notifies DDOE of Fall 2023 Projected Enrollment Total	November 30, 2023 - January 30, 2024

*The dates selected are based on the school choice process outlined at <https://www.schoolchoicede.org/>. BASSE will align its timeline when the 2023-2024 dates are released.

**If there are remaining seats, BASSE will continue to receive applications until we are at capacity.

Lottery*

In the case that the number of applications exceeds the number of openings after preference is given to students who meet the preference criteria above, BASSE will hold a lottery on March 4, 2023.

The lottery process will be blind so that all students will have an equal chance of being offered a spot in the remaining available seats. Depending on the type and amount of applications received, the lottery will be run manually or via a computerized method.

Waiting Lists

BASSE will continue to accept applications until we have reached capacity. Students eligible for admission but not selected due to a lack of capacity will be placed on a ranked waiting list until September 5, 2023.

Withdrawals

Application Withdrawal

Any parent who previously applied for their student to attend BASSE may withdraw their application at any time prior to action on the application by our board by giving written notice.

Withdrawal from School

A parent may apply to withdraw their child's enrollment at BASSE at any time by submitting a written application to the school. BASSE will then follow the policy outlined in 14 Del. C. § 407 (c) - (i).

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Re-Enrollment

Accepted BASSE students will remain enrolled until graduation, provided that the student continues to meet the requirements for enrollment.

A student's right to remain enrolled may be terminated prior to graduation if

- a. The student fails to continue to comply with BASSE's requirements for attending school or class, or
- b. Refusal to participate in the school conflict resolution process.

Records

BASSE will maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the student will attend BASSE for at least one complete school year per 14 Del. C. § 506 (c) (3).

Each parent will need to sign and submit this document after BASSE receives their notice of intent in order for their child to continue in the enrollment process.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment C - IB Letter of Support**

**Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901-3639**

October 17, 2019

RE: The Bryan Allen Stevenson School of Excellence, Inc

It is encouraging to recognize that families in Sussex County will have the opportunity to provide students with a real-world educational experience where service, rigor, and student leadership is at the center.

The International Baccalaureate Organization (IB) is writing to support the Bryan Allen Stevenson School of Excellence, Inc. The IBO supports the intent of BASSE Inc. to pursue recognition as an IB World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The IB's mission has been built on a cornerstone of creating a better world through education – one which aligns closely with the mission of the BASSE, Inc. and its foundation and partner networks.

Mr. Stevenson built a legacy of service and change that BASSE, Inc. will impress upon their students and families. The IBO supports the efforts BASSE, Inc. will take to make these factors a success and upon pursuit of IB Programmes our organization looks forward to aligning with the BASSE, Inc. community.

As an organization, the IBO provides professional development and academic support services and have a rigorous authorization process prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process every five years.

We look forward to working with the BASSE, Inc.

Sincerely,

Antrina Leeth
Outreach and Development, Manager
International Baccalaureate Organization

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment D - Parent Support Surveys (updated)**

First Name	Last Name	Email Address	Zip Code	Interest Level	Grade Level Your Child Will Be in 2023	Volunteer Interest
Sarah	Bryson	sarahbryson1023@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 7th grade	
Cassandra	Smith	cassie_bordes@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Brooke	Lowe	bmlowe@hotmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Mike	Bryson	mikeetk421@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade, 7th grade	
Leah	Bradford	Leah.bradford3695@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 9th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Ginny	Layfield	ginlayfield@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	
Saima	Kayani	kayanisaima1@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 8th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Christiana	Handy	CLHCRJ@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maureen	Botti Eschbach	mbotti77@hotmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Student Advisory Board
Autumn	Stratton	autumnstratton@gmail.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 8th grade	
Lyndsey	Swensen	lyndseyswensen@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Amanda	Kelley	AKelley95@icloud.com	19956	I am interested in finding out more information about BASSE.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jamika	Jenkins	jamikajenkins2@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade, 7th grade	The BASSE Parent Advisory Board
Melissa	Ockels	mockels@bgclubs.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Amanda	Shaffer	atomlinson22@aol.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Melissa	Penuel	mpen07@gmail.com	19966	I am interested in finding out more information about BASSE.	5th grade, 9th grade	
Maria	Rogers	mariarogers682@icloud.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Erin	McCall	rileyg4@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Stefani	Mowbray	stefdavemad@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Kathryn	Burritt	keliseburritt@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Kerry	Thompson	kerry.n.walsh@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Amber	Lewis	mrs.alewis12@aol.com	19805	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board
Cristiana	Miranda	cristianam2014@icloud.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 10th - 12th grade	
Rukeem	Smith	smithrykeem@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board
Victoria	Bowler	godschild01953@gmail.com	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
samantha	minnick	sminnick209@yahoo.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	

Ragan	Callahan	rlcurphey@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Missy	Rogalia	missrogalia@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Bethany	Phillips	bwharton@udel.edu	19957	I am interested in finding out more information about BASSE.	6th grade	
Michelle	Keenan	michelle.keenan20@gmail.com	19947	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade, 8th grade	The BASSE Parent Advisory Board
Nina	Foltz	nina.foltz@delaware.gov	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Takesha	Bailey	tabailey09@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Bonni	Page	bpage@goodwillde.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Kara	Alo	kaloboyndogs3@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 7th grade, 8th grade	
Tracey	Condonkneifl	traceycondonkneifl@gmail.com	19963	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rev. Heather	Rion Starr	RevHeatherRionStarr@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Austin	Perry	austinperryking@aim.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Lynne	Betts	Lynne03betts@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Airyana	Jimenez	lozanobrenda19@gmail.com	78254	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Ramona	Negron	ramonav525@yahoo.com	19963	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Kristie	Willoughby	kristie.willoughby@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade	
Irene	Johnson	ijohnson14@fordham.edu	19975	I am interested in finding out more information about BASSE.	7th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Shannal	Jones	nellyjones4286@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tonya	Cook	tonyacook90@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Shannon	Payton	spayton24@gmail.com	19973	I am interested in finding out more information about BASSE.	7th grade	
Samantha	Simile	samanthajeon07@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Michelle	Zuravin	kraft2011@hotmail.com	19941	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Deborah	Ross	dsross12sr@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Ashley	Hood	ahood321@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Ryshekia	Smith	ryshekiasmith1988@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Holly	Elzey	holly.liberty@aol.com	19933	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Silvestre	Villalobos-Labra	slyves21@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Test	Test	drjmullen@gmail.com	19901	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board

Kyra	McCray	kaykymac@icloud.com	19901	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Samuel	Ortiz	brookid1970@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Ali	Myers	acmyers1126@gmail.com	19968		Kindergarten - 4th grade	
allison	maione	allison_21230@yahoo.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Donnell	Smack	smackdonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Emily	Herman	ejhill16@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Joseph	Lawson	josephlawson@gmail.com	19958		5th grade	
Nicole	West	nicolewestrealtor@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
Carolyn	Cordrey	carolyn@prescottpr.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Joshua	Clifton	joshuaclifton@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Jenna	Spruill	jenspr2011@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade	
Kasey	Cordell	nursekaseymae@yahoo.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade, 7th grade, 8th grade	The BASSE Parent Advisory Board
Denise	Tonnell	denisetonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Juan	Berrocal	berrocal.juan@gmail.com	19968	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Jaime	Mcneill	jmbarkley85@gmail.com	19940	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Brian	Joseph	josephbrian652@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rhona	Perkins	rhonalev@yahoo.com	19711	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jennifer	Larsen	spitfire1108@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Isabella	Finney	bela.felix@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
LaTisha	Dismuke	latisha.dismuke79@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Lisa	Martin	martinlisa426@gmail.com	19931	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Sade	Perry	sadeperry33@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	
Lamar	Nichols	lnicks2202@icloud.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maryam	Mansoor	lifeisbeautifulpraiseit@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tamela	Duffy	blessed6807@gmail.com	19952	I am interested in finding out more information about BASSE.	6th grade	
Nicole	Cope	rdale8209@gmail.com	19939	I am interested in finding out more information about BASSE.	6th grade, 8th grade	
Shaneka	Gibbs	lastarr007@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Nicole	Kersic	nicolekersic122889@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board

Eric	Sheridan	sheridanfamily04@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Lori	Pritchett	ljp65@verizon.net	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Cassandra	Gibbs	cassigibbs@gmail.com	19945	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 8th grade	
Jennifer	Mihalics	jennifer.mihalics@gmail.com	19966	I am interested in finding out more information about BASSE.	7th grade	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment E - Letters of Support**

Name	Email Address
Alfonso Jones, Delaware State Police	ajonesblue@hotmail.com
Cheryl Fidderman, CEO Private Practice of Mental Health	newbeginningsfamilyservices@gmail.com
Aekah Riddick, CEO of Engineering Firm	Erica.riddick@riddickengineering.com
Bernice Edwards, CEO of First State Community Action Agency	bedwards@firststatecaa.org
Jerry Lee, Retired Military Professional	jerry.m.lee25@gmail.com
Faye Blake. CEO Pathways	fblake@pathways-2-success.org
Audra Johnson, Impact Delaware Board Member	ajohnson@mscfv.org
Pastor Tambera Stewart, Georgetown Pastor	Tambaras@aol.com
Bishop Jamie Hazzard, Pastor in Sussex County	mamihazz@aol.com
Kiera McGillivray, Chief Program Officer of School Based Services of Children & Families First	kieramft@gmail.com
Amy Walls, Discover Bank	amywalls@discover.com
Cherry Barranco, Retired Teacher in Sussex County	Barrancocherry@gmail.com
ChaTanya Lankford, Social Worker Administrator	mscllankford@gmail.com
Shanett Hynson, Program Manager of Behavioral Health Consultants for Children & Families First	shanett.hynson@cffde.org
Peggy Geisler, Executive Director of Sussex County Health Coalition	pgeisler@pmgconsulting.net
Jennifer Fuqua, Executive Director of La Esperanza	jfuqua@LaEsperanza.org
Chris Crouch, Executive Director of the Boys and Girls Club	
Chris Cannon, Arch Cannon Foundation	cc@arsht.com
Toni Dickerson, Director of Child Care Directors Committee & Director of Little Spouts	toni.dickerson@outlook.com
Kymberly Alvarado LCSW Principal owner at Coastal Counseling and Consulting Services LLC	kymalva57@gmail.com
Regina Sydney Brown, Director of DEAN	rsbrown@uwde.org
Charles Burton, Owner of IG Burton	cburton@igburton.com

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**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment F - Grade 6 Unit 2 Plan and Assessment**

Grade Level: 6th Grade Subject: ELA		Theme: How do the things we create help us to understand ourselves and our communities?	
Unit Topic & Summary			
<p>From EL:</p> <p>“In Unit 2, students will continue to read excerpts from The Lightning Thief. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in The Lightning Thief. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of The Lightning Thief movie with reading about the same events in the novel.”</p> <p>In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit’s anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.</p>			
End of Unit Goals			
Identity Goals		Service-Learning Goals	
Students will explore what stories tell them about what their community values.		Students will explore the relationship between community needs and the stories we tell.	
Intellectual Goals		Criticality Goals	
Students will understand how myths are passed forward.		Students will explore myths from other cultures.	
Skill Goals & Content Standards			
<ul style="list-style-type: none"> 🕒 Read several Greek myths featured in the anchor 🕒 Identify themes 🕒 Compare and Contrast different representations of the same story 🕒 Compose an informational essay using a compare and contrast structure 🕒 Follow a peer critique protocol to revise writing <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>			

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9a - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Text Set*

The Lightning Thief by Rick Riordan
Percy Jackson & The Olympians: The Lightning Thief (2010), excerpts from the movie
 Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia"
[Various Myths as retold by S.E. Schlosser](#)
[PBS Myths and Heroes Website](#)
[Britannica Middle School Myths Entry](#)

End of Unit Performance Assessment

The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of *The Lightning Thief* with the same scene in the novel. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6)

Learning Outline**

Identity Objective:
 Explore the themes in myths.

Total Lesson Time (in minutes): approx. 225 minutes

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Intellectual Objective:</i> Explore why we have myths today.</p> <p><i>Criticality Objective:</i> Explore a myth from another culture.</p> <p><i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text.</p> <p>RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b</p> <p><i>Lesson Texts:</i> "The Lightning Thief" by Rick Riordan Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary.</p> <p><i>Lesson Assessment:</i> How are the themes between related print texts alike and different?</p>	<p>Day(s) in Unit: approx. 5</p>
<p><i>Identity Objective:</i> Explore what the themes in myths reveal about culture.</p> <p><i>Intellectual Objective:</i> Explore the impact of myths on society.</p> <p><i>Criticality Objective:</i> Explore a myth from another culture.</p> <p><i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d</p> <p><i>Lesson Texts:</i> <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning</i></p>	<p>Total Lesson Time (in minutes): approx. 270 minutes Day(s) in Unit: approx. 6</p>

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Thief (2010)</i>, excerpts from the movie PBS Myths and Heroes Website Additional texts to support student learning, if necessary.</p> <p>Lesson Assessment: How are the themes between related texts in different mediums alike and different?</p>	
<p>End of Unit Assessment Skill Objective & Target Standard(s): I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my essay. RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6</p> <p>Lesson Texts: <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning Thief (2010)</i>, excerpts from the movie</p>	<p>Total Lesson Time (in minutes): approx. 180 minutes Day(s) in Unit: approx. 4</p>

*Additional texts will be added to help support students in meeting all unit objectives.

**Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row “A” of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That’s exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus’s lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the “entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . .” (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ **Date:** _____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

- Clearly states a focus and stays focused throughout the piece.
- Uses accurate and relevant examples, details, and quotations to explain your thinking.
- Groups information logically, in a way that makes your thinking clear to the reader.
- Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.
2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.
4. Read the feedback and consider how you can use this feedback to improve your work.
5. Revise your essay, clearly marking what revisions you have made.
 - Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.
 - Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose ³				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	Introduces a topic clearly	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	Concluding statement or section follows from the explanation or information presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	Uses appropriate transitions to clarify the relationships among ideas and concepts	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	Establishes and consistently maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	Varies sentence patterns for meaning, interest, and style	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions ⁴				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁴ See Grade 6 Language standards 1 and 2 for specific expectations.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment G - Budget Summary_100% Enrollment**

Fiscal Year	23/24	24/25	25/26	26/27	27/28	28/29	
Year	1	2	3	4	5	6	
<u>Student Enrollment</u>							
Projected General Education	202	283	364	445	526	607	
Projected Special Education	48	67	86	105	124	143	
Percent Special Education	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Total Student Population (Paid)	250	350	450	550	650	750	
Projected ESL Students	55	77	99	121	143	165	22.00%
<u>Classroom Distribution</u>							100.00%
6th	125	100	100	100	100	100	
7th	125	125	100	100	100	100	
8th		125	125	100	100	100	
9th			125	125	100	100	
10th				125	125	100	
11th					125	125	
12th						125	
Total	250	350	450	550	650	750	
Average Number of Students/Grade	25	25	25	25	25	25	
Approximate # of Classes per Grade	5	2	2	2	2	2	
Total Required # of Classrooms	10	14	18	22	26	30	

Distribution of Enrollment from Surrounding School Districts														
	% Distribution								Federal Funds					
		23/24	24/25	25/26	26/27	27/28	28/29	23/24	24/25	25/26	26/27	27/28	28/29	
Indian River	40.00%													
GENED		82	114	146	179	212	243	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	
SPED		19	28	35	42	50	57	65,145	91,590	116,745	142,545	168,990	193,500	
Delmar	5.00%													
GENED		10	14	18	22	26	30	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	
SPED		2	3	4	5	6	7	5,556	7,871	10,186	12,501	14,816	17,131	
Laurel	5.00%													
GENED		10	14	18	22	26	30	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	
SPED		2	3	4	5	6	7	8,784	12,444	16,104	19,764	23,424	27,084	
Seaford	15.00%													
GENED		30	42	55	67	79	91	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	
SPED		7	10	13	16	19	21	36,852	51,792	67,728	82,668	97,608	111,552	
Woodbridge	7.50%													
GENED		15	21	27	33	39	46	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	
SPED		4	5	6	8	9	11	16,511	22,594	28,677	35,629	41,712	49,533	
Milford	7.50%													
GENED		15	21	27	33	39	46	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	
SPED		4	5	6	8	9	11	14,782	20,228	25,674	31,898	37,344	44,346	
Cape Henlopen	20.00%													
GENED		40	57	73	89	105	121	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	
SPED		10	13	18	21	25	29	27,650	38,710	50,323	60,830	71,890	82,950	
GENED		202	283	364	445	526	607							
SPED		48	67	86	105	124	143							
Total	100.00%	250	350	450	550	650	750	175,280	245,229	315,437	385,835	455,784	526,096	

Estimated Revenue	23/24	24/25	25/26	26/27	27/28	28/29
State Funding (from Revenue Sheets)	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532	\$4,791,978	\$5,420,216
Local Funding (from Revenue Sheets)	\$600,404	\$841,528	\$1,081,529	\$1,315,372	\$1,556,709	\$1,791,256
Federal Funding	\$175,280	\$245,229	\$315,437	\$385,835	\$455,784	\$526,096
Cafeteria Service Revenue	\$168,750	\$236,250	\$303,750	\$371,250	\$438,750	\$506,250
Total Estimated Revenues (State/Local/Federal)	\$2,841,141	\$3,901,172	\$4,968,036	\$6,131,989	\$7,243,221	\$8,243,818

100% Enrollment

Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Executive Director	1	1	1	1	1	1	1						
School Founding Leader	0.5	0	0	0	0	0	0						
Director of Development	1	1	1	1	1	0	0						
Dean of Academic Excellence	0	1	1	1	1	1	1						
Dean of Community Partnerships	0	0	0	0	1	1	1						
6th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
7th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
8th Grade Academic Coach (Lead Teacher)	0	0	1	1	1	1	1						
9th Grade Academic Coach (Lead Teacher)	0	0	0	1	1	1	1						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	1	1	1						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	1	1						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	1						
6th Grade Content Teachers	0	4	3	3	3	3	3						
7th Grade Content Teachers	0	4	4	3	3	3	3						
8th Grade Content Teachers	0	0	4	4	3	3	3						
9th Grade Content Teachers	0	0	0	4	4	3	3						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	4	4	3						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	4	4						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	4						
Special Education Coordinator	0	1	1	1	1	1	1						
Special Education Teacher	0	1	2	2	3	5	5						
Language Teacher	0	0	0	1	2	2	2						
Physical Education & Health	0	1	1	1	1	2	2						
Arts Teacher	0	0.5	0.5	1	1	2	2						
Paraprofessional	0	1	3	3	4	4	4						
Office Staff	0	1	1	2	2	2	2						
Custodian	0	1	2	2	2	3	3						
Cafeteria Aide (Part-Time)	0	3	3	3	4	4	4.5						
Nurse	0	1	1	1	1	1	1						
Counselor	0	1	1	1	1	1	1						
College Career Counselor	0	0	0	0	1	1	1						
Total Staff	2.50	24.50	32.50	39.00	49.00	57.00	61.50						
Health Insurance		346,112	482,040	607,152	801,003	978,348	1,108,538						
Total Enrollment		250	350	450	550	650	750						
								Average Health Insurance cost by year					
								1	2	3	4	5	6
								14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

Salary Grid for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Step	Indian River Salary Schedule
Inflation Factor		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	1-2	46,324 BA
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986	3-5	54,955 Masters
School Founding Leader	30,000	30,600	31,212	31,836	32,473	33,122	33,784	6-8	58,992 Masters
Director of Development	68,000	69,360	70,747	72,162	73,605	75,077	76,579	9-12	68,183 Masters +15
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579		
Dean of Community Partnerships		56,000	57,120	58,262	59,427	60,616	61,828	Average	57,114
6th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
6th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
Special Education Coordinator		67,000	68,340	69,707	71,101	72,523	73,973		
Special Education Teacher		59,614	60,806	62,022	63,262	64,527	65,818		
Language Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Physical Education & Health		57,114	58,256	59,421	60,609	61,821	63,057		
Arts Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Paraprofessional		30,000	30,600	31,212	31,836	32,473	33,122		
Office Staff		28,500	29,070	29,651	30,244	30,849	31,466		
Custodian		28,000	28,560	29,131	29,714	30,308	30,914		
Cafeteria Aide (Part-Time)(included 9.31% OEC Rate)		14,081	14,363	14,650	14,943	15,242	15,547		
Nurse		44,600	45,492	46,402	47,330	48,277	49,243		
Counselor		50,000	51,000	52,020	53,060	54,121	55,203		
College Career Counselor		50,000	51,000	52,020	53,060	54,121	55,203		

Total Annual Salary for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986
School Founding Leader	15,000	-	-	-	-	-	-
Director of Development	68,000	69,360	70,747	72,162	73,605	-	-
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579
Dean of Community Partnerships	-	-	-	-	59,427	60,616	61,828
6th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
7th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
8th Grade Academic Coach (Lead Teacher)	-	-	58,256	59,421	60,609	61,821	63,057
9th Grade Academic Coach (Lead Teacher)	-	-	-	59,421	60,609	61,821	63,057
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	60,609	61,821	63,057
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	61,821	63,057
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	63,057
6th Grade Content Teachers	-	228,456	174,768	178,263	181,827	185,463	189,171
7th Grade Content Teachers	-	228,456	233,024	178,263	181,827	185,463	189,171
8th Grade Content Teachers	-	-	233,024	237,684	181,827	185,463	189,171
9th Grade Content Teachers	-	-	-	237,684	242,436	185,463	189,171
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	242,436	247,284	189,171
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	247,284	252,228
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	252,228
Special Education Coordinator	-	67,000	68,340	69,707	71,101	72,523	73,973
Special Education Teacher	-	59,614	121,612	124,044	189,786	322,635	329,090
Language Teacher	-	-	-	59,421	121,218	123,642	126,114
Physical Education & Health	-	57,114	58,256	59,421	60,609	123,642	126,114
Arts Teacher	-	28,557	29,128	59,421	60,609	123,642	126,114
Paraprofessional	-	30,000	91,800	93,636	127,344	129,892	132,488
Office Staff	-	28,500	29,070	59,302	60,488	61,698	62,932
Custodian	-	28,000	57,120	58,262	59,428	90,924	92,742
Cafeteria Aide (Part-Time)	-	42,243	43,089	43,950	59,772	60,968	69,962
Nurse	-	44,600	45,492	46,402	47,330	48,277	49,243
Counselor	-	50,000	51,000	52,020	53,060	54,121	55,203
College Career Counselor	-	-	-	-	53,060	54,121	55,203
Total Salaries	178,000	1,242,388	1,650,823	2,040,303	2,606,671	3,114,012	3,436,281

	Year 0	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Classroom Teachers	-	601,140	11	907,384	17	1,163,214	21	1,460,742	26	1,737,238	30	2,024,198	34
Special Education Coordinator		67,000	1	68,340	1	69,707	1	71,101	1	72,523	1	73,973	1
Special Education Teachers (Federal Funds Tab)	-	59,614	1	121,612	2	124,044	2	189,786	3	322,635	5	329,090	5
Special Teachers (Phys Ed, Art, Music)		57,114	1	58,256	1	178,263	3	242,436	4	370,926	6	378,342	6
Counselors		50,000	1	51,000	1	52,020	1	106,120	2	108,242	2	110,406	2
Principal/Administrative	178,000	166,260	2	169,585	2	172,977	2	235,863	3	240,581	3	245,393	3
Nurse		44,600	1	45,492	1	46,402	1	47,330	1	48,277	1	49,243	1
Clerical		28,500	1	29,070	1	59,302	2	60,488	2	61,698	2	62,932	2
Custodial		28,000	1	57,120	2	58,262	2	59,428	2	90,924	3	92,742	3
Substitutes													
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other Employer Costs (33.11% of Salaries)													
Health Insurance													
Other Benefits													
Total	178,000	1,102,228	20.00	1,507,859	28.00	1,924,191	35.00	2,473,294	44.00	3,053,044	53.00	3,366,319	57.00
Allocated to Principal/Administration-Other													
Funds Sheet-Paid by Foundation Funds	3	97,917	1.5	99,875	1.5	72,162	1	73,605	1	-	0	-	0
Allocated to Cafeteria - Other Funds Sheet	0	42,243	3	43,089	3	43,950	3	59,772	4	60,968	4	69,962	4.5

	30-Jun-23	30-Jun-24	1-Jul-25	2-Jul-26	3-Jul-27	3-Jul-28	Eligibility
Transportation Expense							
Percent Eligible	175	245	315	385	455	525	70.0%
Estimated Annual Cost for Transportation	190,225	271,705	356,265	444,290	535,535	630,525	
Cost per Student	1,087	1,109	1,131	1,154	1,177	1,201	

IB Curriculum Programming Cost	30-Jun-23	29-Jun-24	29-Jun-25	29-Jun-26	30-Jun-27	30-Jun-28
Enrollment	0	250	350	450	550	650
Teacher Count	0	11	17	21	26	30
CP Program Training	-	-	-	-	1,480	1,480
CP Program Authorization Fee	-	-	-	-	8,500	-
Middle Years Program Training	600	7,200	3,600	3,600	3,600	3,000
Application Fee	4,000	-	-	10,500	10,500	10,500
Candidate Fee	-	9,500	9,500	-	-	-
Diploma Program Training	-	-	-	-	-	7,200
Diploma Program Application Fee	-	-	-	-	-	4,000
Candidate Fee	-	-	9,500	9,500	11,650	11,650
Total Cost of IB Programs	4,600	16,700	22,600	23,600	35,730	37,830

Health Insurance Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Local Tab	268,413	385,632	513,744	670,227	823,872	937,300
Federal Funds Tab	14,127	29,664	31,136	49,041	85,820	90,125
Other Funds Tab	21,191	22,248	15,568	16,347	-	-
Total	303,731	437,544	560,448	735,615	909,692	1,027,425
Total Employees	25	33	39	49	57	62

Health Insurance Calculation	Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Highmark Delaware Comprehensive PPO Plan							
Employee	55%	13.48	17.88	21.45	26.95	31.35	33.83
Employee & Spouse	25%	6.13	8.13	9.75	12.25	14.25	15.38
Employee & Child(ren)	10%	2.45	3.25	3.90	4.90	5.70	6.15
Family	10%	2.45	3.25	3.90	4.90	5.70	6.15
Inflation factor	5.0%						
Monthly Cost per Class							
Employee		793.86	833.55	875.23	918.99	964.94	1,013.19
Employee & Spouse		1,647.34	1,729.71	1,816.20	1,907.01	2,002.36	2,102.48
Employee & Child(ren)		1,223.46	1,284.63	1,348.86	1,416.30	1,487.12	1,561.48
Family		2,059.40	2,162.37	2,270.49	2,384.01	2,503.21	2,628.37
Annual Cost per Class-All Employees							
Employee		128,415	178,846	225,284	297,201	363,010	411,315
Employee & Spouse		121,178	168,751	212,495	280,330	342,404	388,034
Employee & Child(ren)		35,970	50,101	63,127	83,278	101,719	115,237
Family		60,546	84,332	106,259	140,180	171,220	193,974
Average Cost/Year/Employee		14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

The Bryan Allen Stevenson School of Excellence
 Technology Budget Examples

	Year1	QTY	Extention
Phones - NEC Proposal - DE State Contract	\$ 13,035.21	\$ 1.00	\$ 13,035.21
Shredders	Purchase Price		
Option 1 MBM 2503cc	\$ 1,327.50		
Option 2 MBM 2604cc	\$ 1,797.50	\$ 1.00	\$ 1,797.50
Interactive Board Options	Purchase Price		
Sharp 4T-B70CT1U	\$ 2,319.00	\$ 4.00	\$ 9,276.00
Sharp PN-CE701H	\$ 3,835.00	\$ 4.00	\$ 15,340.00
Sharp PN-C751H	\$ 4,998.00	\$ 1.00	\$ 4,998.00
Sharp PN-CD701	\$ 8,205.00		
Rolling Stand	\$ 908.00	\$ 1.00	\$ 908.00
Wall Mount	\$ 194.00	\$ 8.00	\$ 1,552.00
Laptops for Staff Use	Purchase Price		
Sharp Dynabook Techra A50 15" i5 1.6GHz	\$ 873.00		
Sharp Dynabook Techra A50 15" i7 1.8GHz	\$ 963.00	\$ 16.00	\$ 15,408.00
Translation Solution	Purchase Price		
Xerox Versalink C405dn	\$ 885.00	\$ 1.00	\$ 885.00
100 individual scanned pages	\$ 50.00		
1,000 individual scanned pages	\$ 203.00		
5,000 individual scanned pages	\$ 528.00		
Note: 1 scanned pages with 20 page output, counts as 1 scanned page			
Chrome Books for Students	Purchase Price		
ASUS Chromebook C204EE YS01	\$ 216.57	\$ 260.00	\$ 56,308.20
Sharp Copier Options - Delaware State Contract	Purchase Price		
<u>BW Options</u>			
65ppm - Sharp MX-M6570, 4trays, staple finisher	\$ 5,833.00	\$ 1.00	Lease
50ppm - Sharp MX-M5051, 4trays, staple finisher	\$ 4,093.00		
35ppm - Sharp MX-M3551, 4trays, staple finisher	\$ 3,625.00		
<u>Color Options</u>			
50ppm - Sharp MX-5051, 4trays, staple finisher	\$ 5,274.00		
30ppm - Sharp MX-3051, 4trays, staple finisher	\$ 3,784.00		
Fax Option - Can be added to any of the Sharp options	\$ 266.00		

All Pricing Includes Delivery, Network installation & Training

Total Yr 0 and Yr 1 **\$ 119,507.91**

Amount in Budget Yr. 0 and Yr. 1

Computers-State and Local & Other Funds	\$ 100,000.00
Classroom Technology - State and Local & Other Funds	\$ 35,000.00
Computers-Federal Funds	\$ 15,000.00
Total Budget Yr. 0 and Year 1	\$ 150,000.00

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372
3	Prior Year Carryover Funds	\$0	\$0	\$91,100	\$107,638	\$134,141
TOTAL STATE & LOCAL REVENUE		\$0	\$2,497,111	\$3,510,793	\$4,456,487	\$5,509,045

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
5	Special Education Teachers	\$0	0.00	\$67,000	1.00	\$68,340	1.00	\$69,707	1.00	\$71,101	1.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
7	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
8	Principal/Administrative	\$0	0.00	\$166,260	2.00	\$169,585	2.00	\$172,977	2.00	\$235,863	3.00
9	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
10	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (33.11% of Salaries)	\$0		\$345,209		\$458,986		\$596,029		\$756,069	
15	Health Insurance	\$0		\$268,413		\$385,632		\$513,744		\$670,227	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,656,236	19.00	\$2,230,865	26.00	\$2,909,920	33.00	\$3,709,804	41.00

17	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$50,000		\$65,000		\$80,000		\$90,000	
22	Textbooks	\$0		\$0		\$60,000		\$70,000		\$80,000	
23	Curriculum	\$0		\$0		\$22,600		\$23,600		\$35,730	
24	Professional Development	\$0		\$5,000		\$5,000		\$6,000		\$7,500	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
27	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
28	Classroom Technology	\$0		\$16,000		\$20,000		\$25,000		\$35,000	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$65,000		\$80,000		\$100,000	
31	Contracted Services	\$0		\$35,000		\$55,000		\$75,000		\$100,000	
32	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL STUDENT SUPPORT		\$0		\$348,225		\$629,305		\$792,865		\$982,520	

33	Insurance (Property/Liability)	\$0		\$42,000		\$48,260		\$54,708		\$61,349	
34	Rent	\$0		\$181,050		\$184,600		\$188,150		\$192,055	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$0		\$100,000		\$135,000		\$140,000	
37	Maintenance	\$0		\$15,000		\$20,000		\$30,000		\$45,000	
38	Telephone/Communications	\$0		\$5,000		\$7,500		\$10,000		\$15,000	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$253,050		\$370,360		\$427,858		\$463,404	

42	Equipment Lease/Maintenance	\$0		\$3,500		\$5,000		\$5,125		\$8,253	
43	Equipment Purchase	\$0		\$35,000		\$45,000		\$50,000		\$60,000	
44	Supplies and Materials	\$0		\$5,000		\$8,000		\$12,000		\$15,000	
45	Printing and Copying	\$0		\$6,000		\$7,000		\$10,000		\$12,000	
46	Postage and Shipping	\$0		\$1,500		\$3,000		\$3,575		\$5,075	
47	Enrollment / Recruitment	\$0		\$5,000		\$5,125		\$5,253		\$6,753	
48	Staffing (recruitment and assessment)	\$0		\$5,000		\$6,000		\$7,000		\$10,000	
49	Technology Plan	\$0		\$2,500		\$3,500		\$3,750		\$4,750	
50	Other	\$0		\$10,000		\$10,000		\$10,000		\$12,000	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$73,500		\$92,625		\$106,703		\$133,831	

51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$75,000		\$80,000		\$85,000		\$95,000	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$75,000		\$80,000		\$85,000		\$95,000	

STATE & LOCAL EXPENDITURES		\$0	\$2,406,011	\$3,403,155	\$4,322,346	\$5,384,559
56	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$91,100	\$107,638	\$134,141	\$124,486
2% CONTINGENCY CHECK		\$0.00	\$49,942.22	\$70,215.86	\$89,129.74	\$110,180.90

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$175,280	\$245,229	\$315,437	\$385,835
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$175,280	\$245,229	\$315,437	\$385,835
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
4	Special Education Teachers	\$0 0.00	\$59,614 1.00	\$121,612 2.00	\$124,044 2.00	\$189,786 3.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (33.11% of Salaries)	\$0	\$19,738	\$40,266	\$41,071	\$62,838
14	Health Insurance	\$0	\$14,127	\$29,664	\$31,136	\$49,041
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$93,479 1.00	\$191,542 2.00	\$196,251 2.00	\$301,665 3.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$5,000
21	Textbooks	\$0	\$6,801	\$5,842	\$5,742	\$1,281
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$5,000	\$5,000	\$5,000	\$5,000
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
27	Classroom Technology	\$0	\$0	\$0	\$10,000	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$15,000	\$5,000	\$0	\$0
30	Contracted Services	\$0	\$25,000	\$27,845	\$73,680	\$72,332
31	Other	\$0	\$20,000	\$0	\$14,764	\$557
SUBTOTAL STUDENT SUPPORT		\$0	\$81,801	\$53,687	\$119,186	\$84,170
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$175,280	\$245,229	\$315,437	\$385,835
54	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$1,000,000	\$150,000	\$150,000	\$150,000	\$150,000
3	Donations	\$0	\$300,000	\$300,000	\$300,000	\$300,000
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250
6	Miscellaneous Revenue	\$0	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$1,229	\$132,695	\$344,126	\$581,040
TOTAL OTHER REVENUE		\$1,000,000	\$619,979	\$818,945	\$1,097,876	\$1,402,290

Other Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
8	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Special Education Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Principal/Administrative	\$178,000 3.00	\$97,917 1.50	\$99,875 1.50	\$72,162 1.00	\$73,605 1.00
13	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
14	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
15	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
16	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
17	Other	\$0 0.00	\$42,243 3.00	\$43,089 3.00	\$43,950 3.00	\$59,772 4.00
18	Other Employer Costs (33.11% of Salaries)	\$58,936	\$32,420	\$33,069	\$23,893	\$24,371
19	Health Insurance	\$35,318	\$21,191	\$22,248	\$15,568	\$16,347
20	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$272,254 3.00	\$193,771 4.50	\$198,281 4.50	\$155,573 4.00	\$174,095 5.00
Student Support						
21	Transportation	\$0	\$0	\$0	\$0	\$0
22	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
23	Cafeteria	\$0	\$146,813	\$205,538	\$264,263	\$322,988
24	Extra Curricular	\$0	\$20,000	\$50,000	\$75,000	\$100,000
25	Supplies and Materials	\$5,000	\$4,000	\$4,000	\$4,000	\$4,000
26	Textbooks	\$200,000	\$0	\$0	\$0	\$0
27	Curriculum	\$4,600	\$16,700	\$0	\$0	\$0
28	Professional Development	\$5,000	\$0	\$0	\$0	\$0
29	Assessments	\$0	\$0	\$0	\$0	\$0
30	Other Educational Program	\$0	\$0	\$0	\$0	\$0
31	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
32	Classroom Technology	\$35,000	\$0	\$0	\$0	\$0
33	School Climate	\$0	\$0	\$0	\$0	\$0
34	Computers	\$100,000	\$0	\$0	\$0	\$0
35	Contracted Services	\$0	\$0	\$0	\$0	\$0
36	Other	\$0	\$0	\$0	\$0	\$5,000
SUBTOTAL STUDENT SUPPORT		\$349,600	\$187,513	\$259,538	\$343,263	\$431,988
Operations and Maintenance of Facilities						
37	Insurance (Property/Liability)	\$25,000	\$0	\$0	\$0	\$0
38	Rent	\$147,917	\$0	\$0	\$0	\$0
39	Mortgage	\$0	\$0	\$0	\$0	\$0
40	Utilities	\$50,000	\$90,000	\$0	\$0	\$0
41	Maintenance	\$0	\$0	\$0	\$0	\$0
42	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
43	Construction	\$80,500	\$0	\$0	\$0	\$0
44	Renovation	\$0	\$0	\$0	\$0	\$0
45	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$303,417	\$90,000	\$0	\$0	\$0
Administrative/Operations Support						
46	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
47	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
48	Supplies and Materials	\$2,500	\$0	\$0	\$0	\$0
49	Printing and Copying	\$2,500	\$0	\$0	\$0	\$0
50	Postage and Shipping	\$1,500	\$0	\$0	\$0	\$0
51	Enrollment / Recruitment	\$5,000	\$0	\$0	\$0	\$0
52	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
53	Technology Plan	\$0	\$0	\$0	\$0	\$0
54	Other	\$5,000	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$16,500	\$0	\$0	\$0	\$0
Management Company						
55	Fees	\$0	\$0	\$0	\$0	\$0
56	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
57	Curriculum	\$0	\$0	\$0	\$0	\$0
58	Accounting and Payroll	\$45,000	\$0	\$0	\$0	\$0
59	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
SUBTOTAL MANAGEMENT COMPANY		\$57,000	\$16,000	\$17,000	\$18,000	\$19,000
OTHER EXPENDITURES		\$998,771	\$487,284	\$474,819	\$516,836	\$625,083
60	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$1,229	\$132,695	\$344,126	\$581,040	\$777,207

Charter School Application Budget Worksheet-Consolidated Funds Statement

The Bryan Allen Stevenson School of Excellence

State & Local Revenue		2022/2023		2023/2024		2024/2025		2025/2026		2026/2027	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532					
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372					
3	Federal Entitlements	\$0	\$175,280	\$245,229	\$315,437	\$385,835					
4	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250					
4	Non Profit Grants	\$0	\$0	\$0	\$0	\$0					
4	Foundation Grants	\$1,000,000	\$450,000	\$450,000	\$450,000	\$450,000					
4	Donations/Other Grants	\$0	\$2	\$0	\$0	\$0					
5	Prior Year Carryover Funds	\$0	\$1,229	\$223,796	\$451,765	\$715,183					
6											
7	TOTAL STATE & LOCAL REVENUE	\$1,000,000	\$3,292,372	\$4,574,968	\$5,869,801	\$7,297,172					
8											
9	State & Local Expenses										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
10	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
11	Special Education Teachers	\$0	0.00	\$126,614	2.00	\$189,952	3.00	\$193,751	3.00	\$260,887	4.00
12	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
13	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
14	Principal/Administrative	\$178,000	3.00	\$264,177	3.50	\$269,460	3.50	\$245,139	3.00	\$309,468	4.00
15	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
16	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
17	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
18	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
19	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
20	Other Employer Costs (33.11% of Salaries)	\$58,936		\$397,368		\$532,321		\$660,992		\$843,278	
21	Health Insurance	\$35,318		\$303,731		\$437,544		\$560,448		\$735,615	
22	Other Benefits	\$0		\$0		\$0		\$0		\$0	
23											
24	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$272,254	3.0	\$1,943,487	24.5	\$2,620,688	32.5	\$3,261,743	39.0	\$4,185,564	49.0
25											
26	Student Support										
27	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
28	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
29	Cafeteria	\$0		\$146,813		\$205,538		\$264,263		\$322,988	
30	Extra Curricular	\$0		\$20,000		\$50,000		\$75,000		\$100,000	
31	Supplies and Materials	\$5,000		\$64,000		\$79,000		\$94,000		\$99,000	
32	Textbooks	\$200,000		\$6,801		\$65,842		\$75,742		\$81,281	
33	Curriculum	\$4,600		\$16,700		\$22,600		\$23,600		\$35,730	
34	Professional Development	\$5,000		\$10,000		\$10,000		\$11,000		\$12,500	
35	Assessments	\$0		\$0		\$0		\$0		\$0	
36	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
37	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
38	Classroom Technology	\$35,000		\$16,000		\$20,000		\$35,000		\$35,000	
39	School Climate	\$0		\$0		\$0		\$0		\$0	
40	Computers	\$100,000		\$15,000		\$70,000		\$80,000		\$100,000	
41	Contracted Services	\$0		\$60,000		\$82,845		\$148,680		\$172,332	

100% Enrollment

State & Local Revenue		2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Other	\$0	\$30,000	\$10,000	\$24,764	\$15,557
43						
44	SUBTOTAL STUDENT SUPPORT	\$349,600	\$617,539	\$942,530	\$1,255,314	\$1,498,678
45						
46	Operations and Maintenance of Facilities					
47	Insurance (Property/Liability)	\$25,000	\$42,000	\$48,260	\$54,708	\$61,349
48	Rent	\$147,917	\$181,050	\$184,600	\$188,150	\$192,055
49	Mortgage	\$0	\$0	\$0	\$0	\$0
50	Utilities	\$50,000	\$90,000	\$100,000	\$135,000	\$140,000
51	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
52	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
53	Construction	\$80,500	\$0	\$0	\$0	\$0
54	Renovation	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
56						
57	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$303,417	\$343,050	\$370,360	\$427,858	\$463,404
58						
59	Administrative/Operations Support					
60	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
61	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
62	Supplies and Materials	\$2,500	\$5,000	\$8,000	\$12,000	\$15,000
63	Printing and Copying	\$2,500	\$6,000	\$7,000	\$10,000	\$12,000
64	Postage and Shipping	\$1,500	\$1,500	\$3,000	\$3,575	\$5,075
65	Enrollment / Recruitment	\$5,000	\$5,000	\$5,125	\$5,253	\$6,753
66	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
67	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
68	Other	\$5,000	\$10,000	\$10,000	\$10,000	\$12,000
69						
70	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$16,500	\$73,500	\$92,625	\$106,703	\$133,831
71						
72	Management Company					
73	Fees	\$0	\$0	\$0	\$0	\$0
74	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
75	Curriculum	\$0	\$0	\$0	\$0	\$0
76	Accounting and Payroll	\$45,000	\$75,000	\$80,000	\$85,000	\$95,000
77	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
78						
79	SUBTOTAL MANAGEMENT COMPANY	\$57,000	\$91,000	\$97,000	\$103,000	\$114,000
80	STATE & LOCAL EXPENDITURES	\$998,771	\$3,068,576	\$4,123,203	\$5,154,618	\$6,395,477
81						
82	# Students	0	250	350	450	550
83	REVENUE LESS EXPENDITURES	\$1,229	\$223,796	\$451,765	\$715,183	\$901,695
84	2% CONTINGENCY CHECK	\$20,000.00	\$65,847.44	\$91,499.36	\$117,396.02	\$145,943.44
85	Cummulative Fund Balance	\$1,229.00	\$225,025	\$676,790	\$1,391,973	\$2,293,668
86	Days Cash On Hand		26.77	59.91	98.57	130.90
	Metric				75.00	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment H - Response to EdReports Eureka Math_High School**

Response to EdReports Eureka Math HS

According to the latest EdReports for Eureka Math High School (2013-2014), Eureka Math meets the expectation of “Gateway 1: Focus & Coherence”, with a score of 15. For “Gateway 2: Rigor & Mathematical Practices”, Eureka Math scored a 12, which is categorized as “partially meets expectations.” For “Gateway 3: Usability”, Eureka Math is not scored.

The following is taken directly from the EdReport for Eureka Math, High School:

Indicator 2E

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

Indicator Rating Details

The materials reviewed for this series partially meet the expectations for supporting the intentional development of overarching mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the MPs. The materials do engage students in MP1 and MP6 throughout the materials, and there are not any instances where these two MPs are treated separately from the content standards. Overall, however, there are instances when the materials do not sufficiently support the intentional development of MP1 and MP6 by not accurately attending to the intent of these two MPs and by not fully supporting the instructional implementation of the MPs.

BASSE’s Response

BASSE plans to supplement Eureka Math with videos, additional math exercises and problem solving, and a skill called Intellectual Preparation (Intellectual Prep or IP). Through the practice of IP (which will occur at the independent-level, grade-level, and content-level) teachers will think through, with Content Leaders, and the Dean of Academic Excellence, not only what skills the students need to know and be able to exhibit for each task or objective, but also how to prepare a lesson through its weaknesses, including but not limited to understanding what the end goal is and how each part of the lesson fits together, what activities to work through to get students there, where to scaffold and how to have students show their work.

During IP, teachers will walk through each lesson, working backwards to understand what students need to know at the end of the lesson while working to fill in the gaps of the lesson. Because no curriculum is perfect and every student is different, there will always be gaps that educators need to identify to ensure proper learning of the material being taught.

BASSE will supplement the lessons exemplified below with additional practice or instructional videos and through the use of IP while preparing the lesson, all gaps will be addressed.

The following are examples that do not meet the intent of MP1 and MP6 or are not connected to content:

- Throughout the series, portions of lessons cite MP1, but often what is labeled is a place where students are asked to solve a problem but have been given a prescribed formula or steps to solve the problem in a previous example. The directions will even tell the teacher/student to use the steps already given.
 - An example is **Geometry module 2, topic A, lesson 3, Example 1**. Use of the following [video](#) will assist the teacher in teaching the material, with different content. The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught. The video coupled with the additional practice will ensure MP1 is met. The context changes very little, and the main difference in the problems are numbers.
- For MP1, in **Algebra II module 3 lesson 9 on page 132** of the teacher's edition, students are asked to figure out why social security numbers are 9 digits and how many digits long do phone numbers need to be to meet demand. In the previous example, students are shown how to use logarithms to figure out how many digits for ID numbers of a certain length. While the context changed, the work needed to be done is exactly the same just with larger numbers.
 - Use of the following videos, both the [advanced practice video](#) and the [properties of logarithms video](#) will assist the teacher in teaching the material, with different content.
- For MP6, in **Algebra I module 2, topic D, lesson 16**, students work with residual graphs. However, the materials walk students through the graph and do not require them to attend to precision. Although the materials themselves attend to precision, there is no work for the students to develop this Standard for Mathematical Practice.
 - The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught.

The following are ways in which the materials do not fully support the instructional implementation of the MP1 and MP6 and how BASSE will raise the rigor:

- **At the lesson level**, MPs are identified in three ways in the teacher materials across the series: in Lesson Notes, within the lesson itself, and with a blue box in the margin of the lesson. Across the series, the MPs are usually identified with a blue box in the margin of the lesson, and when the blue box is used, there is little description or guidance as to how the identified portion of the lesson exemplifies the noted MP. Examples of blue MP boxes include the following:
 - For MP1, the blue box found on **page 54 of Algebra I module 4 lesson 4 states**, “This question is open-ended with multiple correct answers. Students may question how to begin and should persevere in solving.” There is no other guidance for teachers on integrating MP1 or description of how the question exemplifies MP1.
 - **To raise the rigor:** MP1 is exemplified here by way of students understanding that their way of solving the problem may not be the way that was taught in this particular lesson or the way other students may solve the problem, however, solving the problem correctly, showing your work, and being able to explain how you solved the problem, with proof, is the way in which MP1 is exemplified here.
 - For MP1, the blue box found on **page 219 of Algebra II module 1 lesson 20** is drawn around four questions that teachers can ask students during a whole-class problem, but there is no guidance for teachers on when to ask the questions or if all or only some of the questions should be asked.
 - **To raise the rigor:** Guidance for asking the questions, understanding that they are meant to scaffold, is to ask the questions in the order that they are written, with the goal being for the students to fit polynomial functions to data values by the end of the lesson [during the problem set, students will have to, at minimum, understand that there are infinite polynomials that pass through a given point as well as having to verify their work].
 - For MP6, the blue box on **page 377 of Geometry module 2 lesson 24** states, “Ask students to summarize the steps of the proof in writing or with a partner.” There is no other guidance for teachers on integrating MP6 or description of how the proof exemplifies MP6.

precise with both their numbers when graphing and the actual plotting of the numbers when graphing.

References:

<https://www.edreports.org/reports/overview/eureka-math-2013-2014>

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment I - Johnson Transportation Letter**

JOHNSON TRANSPORTATION, INC.
37073 JOHNSON ROAD
SELBYVILLE, DE 19975

February 22, 2022

Bryan Allen Stevenson School of Excellence
Attn: Dr. Julius Mullen

To whom it may concern,

Keith and Rebecca Johnson representing Johnson Transportation, Inc. of Selbyville, DE would be interested in providing transportation services for students of the Bryan Allen Stevenson School of Excellence, pending Charter School approval. We have been contractors within the Indian River School District since our establishment in 2010. In addition, Keith and Rebecca are Certified Delaware School Bus Driver Trainers. Johnson Transportation Inc. continues to provide reliable service for Indian River School District and would appreciate the opportunity to provide reliable service to Bryan Allen Stevenson School of Excellence. Should you need letters of recommendation they will be provided upon request.

Thank you for your time and consideration.

Sincerely,

Rebecca V. Johnson Pres.
Johnson Transportation, Inc.
Rebecca V. Johnson, President

2-22-22
Date

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment J - Otsie Transportation Letter**

**OTISE TRANSPORT, Inc.
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

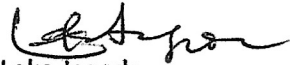
Fax: (302) 678-1185

2-24-2022

Hi Dr. Julius

I would like to request for the opportunity to transport children attending your institution, Bryan Allen School of Excellence, to and from your facility to their residence.

Thank you.



Leke Jegede
Owner/Manager

**Leke Jegede
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

Fax: (302) 678-1185

Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901

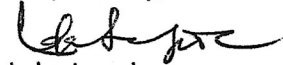
2-24-2022

RE: The Bryan Allen Stevenson School of Excellence, Inc.

I would like to offer my support for the above mentioned school. As an educator, I see the potential impact of the institution on the Sussex county community as it would provide a needed source of education for our children. As a citizen, I see the potential economic impact as the institution would provide job opportunities for the county and the state of Delaware as a whole.

I hope the school's application will be accepted.

Respectively,



Leke Jegede

Applicant's Response to CSAC Initial Report - February 28, 2022



**The Bryan Allen Stevenson School of Excellence
CSAC Initial Report Responses**

Report Received: Friday, February 11, 2022, at 5:01 PM, EST

Response Submitted: Monday, February 28, 2022, at 4:00 PM, EST.

The Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901-3639

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

Thank you for the opportunity to share more about The Bryan Allen Stevenson School of Excellence's educational model. BASSE was specifically designed to help increase Sussex County students' college and career readiness through a service-learning curriculum that will provide students with rigorous academic and real-world learning and application experiences. Students will improve their outcomes via access to opportunities to practice their knowledge and skills and develop their identities as citizens of Sussex County, Delaware.

BASSE will be a free public service-learning secondary school in Sussex County, opening with grades six and seven, with a strong focus on academic rigor and social justice. Our deep belief is in our children and that they are our future; therefore, they require deep investments in their learning both in the classroom and outside of the classroom. BASSE will provide a rigorous, interdisciplinary curriculum to support students using their gained skills and knowledge to complete service projects in the community. Through collaboration with local community organizations, nonprofits, and service organizations, students will become proximate with community needs and develop novel solutions.

Education is at a critical juncture; our students need more options and opportunities to learn in a way that both pushes their thinking and provides a space for each student to imagine the world critically. Through this process of thinking and imagining, BASSE will lead Delaware and Sussex County to a new innovative education destination. BASSE seeks to empower and support our students to design what learning should look like for them, design the future of their community, and position their ideas as central to the future of their community.

Mr. Stevenson shares, "[p]roximity is a pathway through which we learn the kind of things we need to know to make healthier communities." BASSE aims to develop the capacity for leadership in the youth of Sussex County through the passion of learning, the joy of providing service, and the power of proximity.

Thank you for this opportunity to reimagine education with us.

Best,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

BASSE CSAC Report Responses

The following includes BASSE's written responses to address the CSAC Initial Questions and Concerns and clarify responses recorded in the CSAC Initial Report.

1. *Please highlight, in general terms, what you would view as the three key changes or areas of progress made since last year's application and discussion.*

Over the past year, BASSE has developed in four key ways since our initial submission for charter approval in 2021:

First, we hired two staff members to join our previously selected Dean of Academic Excellence (academic head of school), Ms. Kirsten Croner. Dr. Julius Mullen joined us as the founding Executive Director of BASSE, and Ms. Crystal Timmons joined us as our Director of Development. These staff additions round out our full-time team, allowing BASSE to continue executing our aims stated in our application and fulfilling our mission.

Secondly, BASSE successfully received two major grants we were in contention for during the last application cycle: \$1,000,000 from the Longwood Foundation and \$200,000 from the Welfare Foundation. We were honored to be selected as recipients and believe these financial contributions further demonstrate the worthiness of our innovative school idea.

The third key area of development over the last year is securing our initial location. In the fall of 2022, we will begin leasing a school building from the Delaware Technical Community College, Owens Campus, in Georgetown. The building, currently being leased by the Indian River School District, is a fully operational school. Please see Attachment A for the executed agreement to lease.

Finally, BASSE expanded its grade-level offerings at the request of parent and community stakeholders. After surveying parents, BASSE decided to start our model with the earlier middle school grades: six and seven. Given that sixth grade is a natural transition grade level in the State and many parents expressed interest in having new middle school options in Sussex county, we determined we would honor the community's request. BASSE will provide not only an innovative high school model when we expand to offer ninth grade in 2025 but also provide a solid foundation for students' future success in their middle years.

2. *For the record, can you please clarify the role and involvement of Ms. Alonna Berry with the school from January 2022 and moving forward while she is in her role as Education Advisor for the Governor? Her name is mentioned in the application several times.*

Ms. Alonna Berry is no longer a member of the Board of BASSE. However, Ms. Berry is still a founder of the school, and she was the founding Board Chair. Currently, there is a firewall in place to ensure that Ms. Berry can serve in her role as an Education Advisor to the Governor without conflict.

In November of 2021, Ms. Chantalle Ashford and Dr. Teresa Berry assumed the roles of Co-Chairs of the Board. Any mention of Ms. Berry in the application is reflective of her role as a founder and work as the former founding Board Chair prior to January 2022.

3. *Promotion and Graduation Requirements*

- a. *Can you point us to where in your materials the promotion and graduation criteria are discussed? If it's not included in the materials, can you please provide more information?*
- b. *Throughout the application you mention the service-learning requirement, will that be a requirement for graduation? (Not mentioned on pg. 12)*
- c. *Please provide additional information on how your school will meet the "career pathways" graduation requirement, using the prompts listed in the new charter school application.*

- a. In response to Section 1.3, Curriculum and Instructional Design, Question 8, "Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce)," (Section 3, Page 7) we responded:

"The Bryan Allen Stevenson School of Excellence will ensure postsecondary readiness for all students. Our school's two pillars are the International Baccalaureate (IB) program and the service-learning requirement for all students. Our decision to use IB is centered on the Middle Years Programme model, which provides BASSE with the tools to differentiate and personalize learning effectively for all students. As students transition into their upper years, they have the option to choose between the IB Diploma Programme, which has a proven track record of producing some of the most competitive students worldwide in the collegiate environment, or the IB Career-Related Programme, which is based on experiential learning and will offer career and technical education tracks for students to have real-world experience. Finally, all students at BASSE will be required to complete a service-learning experience as a graduation requirement. This experience will put BASSE students in an experiential learning environment in the community where they will build networks and an understanding of the postsecondary world.

BASSE's mission is '[t]o create pathways, through proximity, for our students, their families, and our community' (Case For Support). BASSE believes our model and pillars support our mission, which is centered on postsecondary readiness. Ultimately, BASSE's goal is to ensure every student who walks through our door is prepared for postsecondary success and their role in a global and digital society. As a secondary institution, our role is to prepare students for the jobs that exist and are not yet in existence, for we know our students' innovation will drive the future workforce."

In response to Section 1.3, High School Graduation Requirements, Question 2, "Explain how the school will meet these requirements and monitor them through the use of the State's pupil accounting system. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Delaware, explain the additional requirements," (Section 3, Page 12) we responded:

"The Bryan Allen Stevenson School of Excellence course offerings will allow students to access and earn the required credits to graduate in the State of Delaware. BASSE will use a Standards-Based grading system that can be calculated into grade point averages upon request.

This process will require translating the Standards-Based proficiency levels (Advanced,

BASSE CSAC Report Responses

Proficient, Basic, and Below Basic) into traditional numerical credit values (4.0, 3.0, 2.0, and 1.0) and dividing the earned numerical credit values by the attempted numerical credit values.

Students' official transcripts will include:

- Student's Name
- School Name and Website
- Graduation Date
- Each Course Taken with Overall Proficiency Level (Grade) and Credits Earned
- Proficiency Distribution Across Class
- Calculated GPA
- Weighted GPA
- Any College Entrance Exam Scores
- Service-Learning Requirement Description and Student Completion Level
- If Applicable, IB Diploma Results, AP Courses, College-Level Courses, and Certificate Program Completion"

In response to Section 1.3, High School Graduation Requirements, Question 4, "Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce)," (Section 3, Page 13) we responded:

"Graduates of BASSE will be proficient in the areas of reading, writing, and mathematics. Students' participation in the International Baccalaureate Programme will ensure that students have an opportunity to excel in higher-level courses with the rigor necessary for college success and state assessments. BASSE graduates will also understand the challenges and need to be competitive within any modern global economy because of their coursework and service-learning experiences.

Each BASSE graduate will have completed an Individualized Service Practicum. The Individualized Service Practicum (ISP) will require students, over the course of their 11th and 12th-grade years, to work closely with one of our partner organizations to design and implement a service project. These projects will be aligned to their academic and their postsecondary goals, when possible. Finally, students will be required to complete a paper about their service project and its outcomes. The ISP will help students demonstrate their mastery of the State standards, their gained knowledge from completing the IB coursework, and their practical application of 21st-century skills."

- b. For further clarification, the Individualized Service Practicum (ISP), mentioned by name in response to "High School Graduation Requirements," Question 4, referred to as the "service-learning experience graduation requirement," in response to Curriculum and Instructional Design, Question 8, and referred to as the "Service-Learning Requirement Description and Student Completion Level" as an element of the student transcript in response to "High School Graduation Requirements," Question 2, is our service-learning graduation requirement. It is fully detailed and outlined in response to "High School Graduation Requirements," Question 4, and will include:
- A service-learning project developed by the student in partnership with the school staff and partner organization
 - Completion of aforementioned project

- A paper detailing the aforementioned project and its outcomes
- c. Additionally, BASSE plans to work closely with the Department of Education Office of Career and Technical Education (CTE) to develop alignment between our service-learning experiences and potential career pathways. This will require understanding our students' interests, continuing to build and foster partnerships with local businesses and organizations, and strategic work with the Department. This is one of our first priorities as it is a major component of the school's ability to successfully serve our students.

One of the benefits of starting with the middle grades is that BASSE will have the time, beginning in the planning year, to finalize any of our initial pathway offerings, prior to offering them in 2025, with the full support of the Department. We want to ensure there is clear alignment with the current pathway models and add value by innovating with the addition of our service-learning component. We have had previous conversations with the CTE office concerning this and we plan to engage in the development of these pathway offerings as soon as possible.

BASSE fully intends to meet each requirement of any and all of the Career and Technical pathways we will potentially offer and we will work closely with DDOE to successfully do that.

4. *Relating to recruitment, please:*

- a. *Clarify your recruitment timeline? (Will this begin in 2022 or 2023?)*
 - b. *Share information regarding the existence of other Sussex County IB programs and how they may impact BASSE's location decision, enrollment preferences, and recruitment strategy.*
 - c. *Explain how you will effectively reach out to recruit your English Learner population? (Projected at 22% of enrollment)*
 - d. *Explain what challenges you anticipate in recruiting middle school and high school students? How do you plan to address or overcome these challenges?*
- a. Student recruitment will begin in 2022. Please see the corrected timeline below:

Proposed Recruitment Timeline*:

Jun. 2022 - Aug. 2022: Identify recruitment coordinator and committee. Develop a strategic marketing campaign, and schedule recruitment events (i.e., open houses, parent webinars, tabling at local community events, hosting family/youth activities).

Aug. 2022: Proof and finalize application and marketing materials, including all necessary translations. Submit a copy of the application to the authorizer for approval. Sign up for the Common Online Charter School Application. Publicize upcoming recruitment events on social media and with strategic community partners.

Sept. 2022 – Jan. 2023: Hold several Open Houses and Parent Webinars, at least once a month. Some of these may be held virtual via Zoom or in small groups, depending on the Covid-19 restrictions. Run ads, radio announcements, in the calendar of local newspapers, and/or post flyers in the community and advertise on social media. Attend

BASSE CSAC Report Responses

community partners' events and public events to increase awareness and recruit students.

Nov. 2022: Post application and materials online. Disseminate application and material to partner organizations.

Jan. 2023: January application deadline.

Mar. 2023 – Jun. 2023: Implement an under-enrollment recruitment plan if numbers are lower than needed. This will include a more rigorous round of recruitment events.

*This timeline is subject to change depending on the school choice process dates as posted on schoolchoicede.org.

Additional clarifications have been made to the Enrollment Plan, please see Attachment B.

- b. BASSE will provide a unique IB experience compared to what is currently available in Sussex County ensuring that every student will have access to the IB curriculum and the opportunity to complete the program at the level most appropriate for them while also meeting the Delaware educational standards.

Sussex Central has an IB track for students at their high school and Sussex Academy offers the IB Diploma Programme. In contrast, *all* BASSE students will participate in the IB program. However, not all students will be required to seek the diploma programme; their participation in the full diploma programme will be determined by their personalized learning plan. The IB program also offers the Career Programme, for which BASSE will work with the DDOE to align with the Delaware Pathways program before adopting and offering to students.

- c. BASSE is currently hosting parent signature events virtually and across the County and will continue to do so as we shift into official recruitment after approval. BASSE currently provides informational materials and our parent signature forms, both print and digital, in English, Spanish, and Haitian Creole. Additionally, we are partnering with organizations that serve Sussex County's multilingual residents to get the word out about BASSE.
- d. Finally, because we have transitioned to opening as a middle school, BASSE projects fewer challenges in recruiting high school students because our middle school students will continue to matriculate. As for recruiting middle school students, BASSE elected to open with the sixth grade as it is a natural transition grade. Additionally, as we've continued our parent outreach efforts, parents have consistently said they are seeking different middle school options for their students. BASSE can fill that niche and we are actively working to turn the positive verbal commitments we've received from parents into parent interest signatures.

5. Enrollment Preferences:

- a. *Can you please clarify your enrollment preferences for the record? The 5 mile radius is listed in this document but is not listed in your enrollment policy.*
- b. *Please share:*

- i. *Purpose of each proposed enrollment preference in meeting the vision, mission, educational goals, and ability to reach BASSE's target population;*
 - ii. *Considerations in choosing enrollment preferences and rank-order of these preferences;*
 - iii. *Information regarding how the preferences will differ, based on the location chosen;*
- a. Our enrollment preferences are as follows (and reflect the preferences in our revised enrollment policy):
 - 1. Siblings of students currently enrolled at the school
 - 2. Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
 - 3. Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.
- b. We selected the siblings preference to make it easier for families to choose BASSE as an option for their students. If it is ensured that their students will be able to stay together, it is more likely that a family will select BASSE.

We selected the employee preference so that staff members would be able to offer their children the same educational opportunities that they are providing to our students. This can also be a good lever for teacher retention.

We selected the specific interest in BASSE's teaching methods, philosophy, or educational focus because we want any student who desires to receive their education at BASSE to have that opportunity. BASSE is open and welcome to all of Sussex county's students but if there is a student who is particularly interested in any of the aspects of BASSE that make us innovative, we want to make sure that student is able to attend BASSE.

The preferences are ranked in this order to prioritize students and families that are already members of the BASSE community. Because our preferences are no longer location-based, they will not change based on our final location.

6. *School Facilities:*

- a. *Can you provide documentation from Moonlight Architecture detailing the renovations needed for the Ennis building and associated costs?*
- b. *Can the school provide a leasing agreement or a letter from Delaware Tech indicating an intended partnership, if the new charter school application is approved?*
- c. *Under the lease agreement, who is responsible for maintenance costs?*
- d. *Your application includes a detailed development plan. Can you please specify which, if any, grants (awarded or targeted) are focused on facility renovations?*
- e. *Will the proposed site for the Sussex County Solutions Center facility be located within the Indian River School District. If not, if/how do you anticipate that this will impact your enrollment preferences when the time comes to make the transition?*

BASSE CSAC Report Responses

- a. BASSE is working with Moonlight Architecture to determine the needed renovations for the Ennis Building. A tour and walkthrough have been completed and the blueprints obtained (a floorplan was submitted as a component of the application). However, access to the building is limited because it is currently in use by the Indian River School District. When full access is provided, Moonlight Architecture will be able to complete a full scope of work for the renovation requirements and related architectural plans. The board of directors has budgeted \$80,000 for these costs. The planning phase will begin at the end of this school year when Moonlight Architecture is provided more access to the building.
 - b. As noted above, the Intent to Lease Agreement is included with these responses as Attachment A.
 - c. BASSE is responsible for all maintenance costs.
 - d. Currently, BASSE has not prospected any grants that are specifically focused to provide facility renovation support, however, some of the grants we have received and are currently applying for, such as the Longwood grant, are unrestricted. We intend to use the unrestricted grants we receive, the donations we receive from individual givers, businesses, and, if necessary, a targeted capital campaign to support our building renovation costs.
7. *Is there a guarantee that the space within Ennis will be available for initial opening, if the application is approved? If the CEB-like building is not constructed or completed within the anticipated timeline, what is the school's "plan B" for location?*

If BASSE does not relocate to the CEB-like location, we can choose to extend our lease at the Ennis location under our agreement as we continue to look for another long-term location. Please see our executed Intent to Lease Agreement as Attachment A.

8. *Title 14, Chapter 5, Section 512(11), (11) requires the school to ensure its students' adherence to school attendance requirements comply with state and federal law; Can you point to where in your application this information is included? If not, included can you please provide this information?*

The staff at BASSE, in conjunction with State and Federal regulations, as well as through the utilization of the MTSS process, will conduct weekly audits of the attendance records, ensuring that all students, in particular students who are high-risk or at-risk will go through a continuous system of monitoring. This process will allow us to get ahead of any attendance issues and conduct home visits as often as needed to ensure we are advocating for our students' education and giving them all of the assistance and resources they may need as a part of our school community.

BASSE will ensure all students receive due process in any discussions of school withdrawal. This will be outlined in our code of conduct.

9. *There are points within the application where it is not fully clear if the Academic Dean or the Executive Director will serve as the head of school. Please clarify the roles of those two functions.*

Both the ED and the DAE are heads of school with both shared and distinct responsibilities, however, the DAE reports directly to the ED.

Please see the chart below outlining the roles and responsibilities of the Executive Director (ED) and the Dean of Academic Excellence (DAE).

Executive Director (ED)	Dean of Academic Excellence (DAE)
<ul style="list-style-type: none"> ● oversee hiring staff - ED focuses more on non-instructional staff and DAE focuses more on instructional staff ● developing a vision for the school - the ED's vision-setting is more global but the DAE's vision setting is specifically instructional and cultural ● monitoring school success ● recruiting and meeting with parents, families, and community partners on a regular basis - the ED will focus more on community partners and the DAE will focus more on parents and families ● resolving conflict with and between students and/or staff ● providing an inclusive and welcoming school climate free of any bias in which students can achieve their maximum potential 	
<ul style="list-style-type: none"> ● managing the budget, ● design, develop, and implement the school's strategic plan, ● oversee the BASSE organization's day-to-day operation, which includes managing committees and staff ● developing a business plan in collaboration with the board. ● developing and tracking benchmarks for measuring institutional success ● ensuring that board, state, and federal policies and regulations are followed 	<ul style="list-style-type: none"> ● oversee hiring staff, specifically instructional staff ● ensuring that academic policies and curriculum are followed ● developing and tracking benchmarks for measuring instructional success ● developing and coaching teachers ● meeting and listening to concerns of students on a regular basis

10. *Given that much of the plan is based on using an IB model, has the school had conversations with IB to initiate those conversations?*

We have had an established relationship with the IB organization since 2019. We visited their DC office and they are supportive of our desire to be an IB school. Please see the original letter of support as Attachment C. We have reached out to our contact to submit an updated letter of support.

11. *Why is there no growth beyond 40% of students meeting proficiency?*

Upon researching the 2020-2021 data for Sussex County public schools, we found the average scores for Math and English Language Arts fell within the 40% range. Knowing that students are coming out of two years in a pandemic, we initially decided that it was best to stay within that same range to start so that we could get an accurate assessment of who our students are, what prior knowledge they are bringing to BASSE, and how we need to close the gap for our specific

BASSE CSAC Report Responses

students. After further conversation and research, we decided our SMART goal should be raised to 60%. Through our MTSS, we know we will have the correct systems in place to be able to identify students' areas of strength and growth at the beginning of the year, to both meet our students where they are and begin closing that gap sooner in the school year, helping us to far exceed the initial 40% SMART goal.

12. *Describe your ongoing Professional Learning Plan to maintain the requirements of the special education policies, procedures, and procedural safeguards outlined in Delaware Administrative Code for Unique Populations?*

The following includes both whole-school professional development days as well as professional learning community meetings during the school day.

Date	Professional Development/Training	Attendees
Summer 2023	State of DE mandated Special Education/Services Training	All Staff
Summer 2023	Grade-level Caseload Review	Dean of Academic Excellence (DAE), All Teachers and Educational Support Staff
Summer 2023	IEP Fall Meeting Updates/Letters to Guardians Sent/ Home Visits Scheduled	DAE and Special Education Coordinator
Fall 2023 (Beginning of Q1) (Ongoing until 9/30 count)	2nd Review of Caseload	DAE, All Teachers and Educational Support Staff
Fall 2023	Review of MTSS policies and procedures	DAE, All Teachers and Educational Support Staff
Fall 2023 (Mid Q1) (After 9/30 count finalized)	Whole-school Caseload and Report Card Review with IEP data/MTSS data	School Leadership including Special Education Coordinator (SEC)
Fall 2023	IEP Data Meeting	DAE and SEC followed by Whole Group PD with all Instructional Staff
Fall 2023	State of DE mandated training	All Staff
Winter 2023	IEP Winter Meeting Updates/Letters to Guardians Sent/Home Visits Scheduled	DAE and SEC
Winter 2023 (Prior to Winter Break)	Review each students' PLP as a staff to prepare for student meetings after winter break	DAE, All Teachers and Educational Support Staff

Winter 2024 (Upon Return from Winter Break- 1st PD Day)	Plan for individual student meetings for PLP updates	DAE, All Teachers and Educational Support Staff
Winter 2024	State of DE mandated training	All Staff
Winter 2024	Review of MTSS policies and procedures	DAE, All Teachers and Educational Support Staff
Winter 2024	IEP Spring Meeting Updates/Letters to Guardians Sent/Home Visits Scheduled	DAE and SEC
Winter 2024	IEP Data Meeting	DAE and Special Education Coordinator followed by Whole Group PD with all Instructional Staff
Spring 2024	Review each students' PLP, update as needed	DAE, All Teachers and Educational Support Staff
Spring 2024	Construct End of Year PLP Goals	SEC, All Teachers and Educational Support Staff, Students and Families
Spring 2024	End of Year Data Review	DAE, All Teachers and Educational Support Staff

13. *What is your plan to ensure that BASSE has adequate staffing and resources to fulfill related services requirements for students with disabilities?*

In year one BASSE will hire a special education coordinator and full-time special education teacher. We will also target hiring dual-certified teachers for our general education staff. By year six, we will grow to five special education teachers who will support our grade-level teams.

Additionally, we have budgeted to contract any necessary related service providers such as occupational therapists, speech pathologists, and others.

14. *Please clarify your referral process for students suspected of needing special education services? Provide more details about the process and be sure you are following the regulations outlined in Delaware Admin. code 925.*

Please see further elaboration to our referral process below. Additions to align the process with the updated code are bolded below.

- a. For students enrolled in BASSE who are newly identified for special education services, the referral process is begun by a teacher, state educational agency, physician/health provider, or a parent/guardian/parent surrogate completing a written form. This form will be submitted to the Dean of Academic Excellence and Special Education Coordinator for

BASSE CSAC Report Responses

review with the student's academic team (Advisory teacher, College and Career Readiness counselor, and caregiver) and a special educator, who will serve as the IEP team. The school will then schedule an IEP meeting upon receipt of the referral form. **Before evaluation can begin, there will be parental consent, and subsequently, parental consent for identified educational services and any re-evaluations performed. The evaluation process must begin with 45 school days or 90 calendar days from the point of secure parental permission to conduct the evaluation.**

- b. Permission for assessment in the areas identified by the team for which additional data is needed will be secured. Once permission is granted, the team will ensure that a student suspected of having a disability shall be assessed in all areas related to the suspected disability. A variety of assessment tools and strategies shall be used to gather sufficient relevant functional, cognitive, developmental, behavioral, and physical information, academic information, and information provided by the parent/guardian/parent surrogate to enable the IEP team to determine:
- If the student is a student with a disability, i.e. meets criteria for at least one of twelve distinct educational classifications identified in sections 6.6-6.17 of DE Administrative Code 925;
 - The student's educational **support services** needs;
 - The content of a student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum;
 - Each special education and related service needed by the student, **including transitional services and extended school year services if needed**, regardless of whether the need is linked to the student's disability.

15. *How will parents/guardians be informed of students' progress through the MTSS process?*

Parents will be informed throughout the MTSS process, as it will align closely with the development and implementation of the students' personalized learning plan (PLP). The teacher will build a relationship with the parent by finding connections with both the student and the parent. The school will create a forum during back-to-school nights and parents can provide feedback there, in scheduled one-on-one, and via digital forms. The teachers will stay in constant contact with parents and families to reinforce the relationship. Though the amount of contact any parent will receive will depend upon their child's progress, at minimum, parents will be updated on the MTSS process quarterly.

16. *In sections 3-9 your high school science curriculum is intended to be IB with "clear alignment between IB and both the Delaware Content Standards and the Next Generation Science Standards." The DE Science Coalition does not support IB materials, and a crosswalk of IB curriculum and the NGSS to illustrate this clear alignment along with an intention of incorporating NGSS aligned pedagogy (via professional learning— perhaps using NGSX or other PL modules) has not been provided. Please provide this.*

Below is a crosswalk showing alignment between the IB program and the NGSS. All topics covered in IB directly correlate with the topics covered in NGSS and the overlap between topics occurs in multiple places within the IB curriculum. To ensure that our teachers are clear on the

designer’s intent with NGSS and the correlation between the IB curriculum, IB training will be provided for all of our teachers prior to the start of our first year in 2023. BASSE will contact DOE for assistance in setting up training with NGSS so that the instructional staff including the Dean of Academic Excellence and the academic coaches have a clear understanding of how to directly align each unit with NGSS. The alignment training will happen yearly. BASSE wants to ensure instructional staff is clear on how to incorporate NGSS into IB. BASSE will also take the recommendation to incorporate the Next Generation Science Exemplar (NGSX) professional learning.

Additionally, please see the document linked here that discusses the compatibility between IB and the NGSS.

Middle Years Program	NGSS Congruence with Topics
Patterns	Patterns
Cause and Effect	Movement, Transformation and Consequence
Scale, Proportion and Quantity	Models
Systems and System Models	Systems and Models
Energy and Matter	Energy
Structure and Function	Form
Stability and Change	Change, Balance and Movement
Diploma Program	NGSS Congruence with Topics
Systems and Systems Models	HS Life Science, HS Physical Science, HS Earth and Space Science
Scale, Proportion, and Quantity	HS Life Science, HS Physical Science, HS Earth and Space Science
Cause and Effect	HS Life Science, HS Physical Science, HS Earth and Space Science
Energy and Matter	HS Life Science, HS Physical Science, HS Earth and Space Science
Structure and Function	HS Life Science, HS Physical Science, HS Earth and Space Science

17. *In section 1.3, Attachment 8, the results of the parent support surveys are still concerning. There were only about twenty 6th and 7th grade entries on the spreadsheet. Only four of the 6th and 7th grade entries indicated that BASSE would be their first choice. Please elaborate on the interest in the school.*

BASSE CSAC Report Responses

As of Saturday, February 26, 2022, we have 47 age-appropriate signatures, 32 of which have indicated that they would send their children in 2023, and 53 signatures of parents of potential future BASSE students. Please see Attachment D.

Parent support surveys are increasing weekly. BASSE has contracted a firm to help manage and increase parent engagement, which includes a targeted social media plan and a targeted outreach plan. The verbal commitments received to date will be turned to written commitments. Creative engagement strategies have been employed to mitigate COVID restrictions which have presented some challenges with in-person engagement, for instance, a number of virtual events have been scheduled. Recruitment efforts are intended to maximize the use of various social media platforms as well as a number of traditional, grassroots approaches such as marketing drops at barbershops, hair salons, childcare centers, youth leagues, churches, etc. with an emphasis on diversity and equity.

Over one thousand flyers and marketing materials have been taken to child care centers, barbershops, hair/nail salons, and churches while weekly marketing messages are posted on social media. One virtual parent webinar was held on February 16, 2022, and two more will be held in March 2022. Existing interested parents were personally called by the Executive Director, and all indicated a continuous interest in their child attending the school and willingness to participate on the parent advisory committee. Notable barriers have included the inability to conduct in-person outreach events, the inability to provide marketing materials to many entities. However, we have been able to partner with several Boys and Girls Clubs to table at parent pick-up. We had our first event on February 23rd and we were able to collect two pages of signatures. This gives us confidence that we will meet the parent support survey threshold before the end of the approval process.

18. *In section 1.3, Attachment 9, the applicant seems to indicate that they will not allow parents to withdraw an application after the board has taken action on it. It also seems that they will not allow a parent to withdraw their child's enrollment once they accept a spot at the school. This stance may hurt the school in the long run (unhappy families). Please explain the thinking behind this.*

This was not our intent. Please see the updated language in Attachment B.

19. *In section 1.6, page 5, the applicant states that they would be compelled to delay opening if the school does not reach a minimum of 250 students enrolled. Is this minimum to be met by April 1, May 1, or some later date? What if enrollment is at 230 or 240 students? Will that delay the opening?*

If BASSE has at least 80% of our proposed students enrolled, 200 students, by May 1st, BASSE will not delay opening as we have prepared to be fiscally viable at 80% enrollment. We would continue to work to increase enrollment to 100%, forecasting a new budget as the enrollment number changes to ensure the school will be operational. If we are not at 80% by May 1st, we would delay opening.

20. *In section 1.7, Attachment 17.1, most of the letters of support simply state support for approval of the charter application. Very few of the letters submitted actually offered some kind of tangible support to the applicant group (most included a vague statement about "supporting the school in*

a way that best utilized our resources”). Most of the letters seemed to be a standard form letter that individuals added their name(s) to and submitted. Some of the standard form letters failed to provide anything besides a name (no address, telephone number or email address). Additionally, the letters of support are from 2019 and 2020. Did the applicant secure any new letters of support? Did the applicant reach out to the original supporters to verify that they are still willing/able to provide support given the new timeline?

BASSE has made personal phone calls to each parent and supporter that has submitted a letter of support to request that they update their letters with the requested updated information. Additionally, our newly hired staff have also worked to help add new supporters to our community of partners which continues to grow. Please see Attachment E, the list of new partners we have engaged as of February 2022.

21. *Is the “Arts Teacher” for all Related Arts? If so, will the same teacher be covering physical education, health, art, music, technology etc.? There is only 1.0 FTE in the budget in years 1 and 2. Please provide more information on how all of these subjects will be covered by 1.0 FTE and will be able to serve all students in all required subjects.*

BASSE has updated its budget to include both a 1 FTE for a physical education and health teacher and an 0.5 FTE to support an arts educator. We are also looking to partner with other schools in our area to provide support for additional related arts instructional opportunities. Because of our nontraditional schedule, we can be creative with our Synthesis Days to ensure that students will receive all of their necessary academic hours in these subjects and that we will have the staffing to support their instructional needs.

Please see our budget update summary in Attachment G.

22. *In line 30 of the budget, Computers, in Section 1.3, Attachment 10, the applicant indicates that all students will be provided with a device (such as a Chromebook). The applicant’s 1:1 technology plan does not appear to be represented in the budget. The narrative states that they “will setup a computer lab and provide computers throughout the school to support the educational programs.” They reference a partnership with NerdiT Foundation, however, the letter that was provided in Section 1.7, Attachment 17.2 (see page 11) does not provide any details regarding this arrangement. The amount budgeted in Year 0 and 1 (\$100,000 and \$0) may not be sufficient to provide an adequate number of devices to students and staff. Can the applicant clarify their intent to provide students with a device (1:1 plan)?*

The NERDiT Foundation and BASSE met to discuss how they could help us source devices to support our students having 1:1 access. They agreed to, once we received approval from our authorizers, support us in obtaining the necessary devices. However, we also have planned to purchase these items on our own, projected these costs, and included them in our updated budget summary in Attachment G.

23. *On line 31 of the budget, contracted services, please provide a breakout of all items covered under this line, to include items noted in line 25.*

Line 31, contracted services, includes the hiring and managing of substitute teachers, information technology specialists, and other types of educational supports and consultants that are deemed necessary by our students. Additionally, we plan to contract with an outside company to provide

BASSE CSAC Report Responses

services for progress monitoring and summative assessments, and that cost is also captured here.

Please see our updated budget summary in Attachment G.

24. *In “Other Funds Budget” – how much of the Longwood and Welfare grants have been spent thus far? If some amounts have already been spent, are they accounted for in the Year 0 budget?*

The current budget reflects the \$2.3 million gap needed to cover BASSE’s expenses from our planning year through years 4 and 5. To date, we have raised more than half of the necessary funds. We are currently in the decision phase of the New Schools Venture Fund grant, worth \$200,000 and we have plans to submit more.

That being said, we acknowledge that we have spent some of our previously raised funds to support the organization during our pre-planning year. Please see the budget that reflects the new gap, caused by the necessary spending of previously raised funds, in Attachment G.

However, we have currently pending and planned pursuits of additional dollars which demonstrate our ability to close our gaps in funding.

25. *In “Other Funds Budget” - line 58 shows accounting and payroll expenses during the planning year (Year 0). Does the applicant intend to access state systems for payroll and accounting during the planning year? If yes, what is the timeframe that access will be needed (immediately upon application approval? July 1, 2022? Some other time prior to opening?)?*

BASSE has budgeted to access the state systems for payroll and accounting during our planning year on July 1, 2022, at the beginning of our fiscal year. We are working with Michelle Lambert to help train our team and manage our use of the state systems.

26. *In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.*

BASSE has designed our budget to meet the necessary cash reserve to cover possible closure by December 31 of our third year of operation.

27. *Provide one middle level ELA unit of instruction employing the provided templates to the curricular resource. Please ensure there is a culminating summative assignment with a corresponding scoring rubric.*

Please see Attachment F.

28. *Part 7 of section 1.3 requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Please provide details about the Tier 3 screening and intervention support provided for students with weak phonics/word analysis, fluency skills in*

addition to comprehension difficulties. The listed intervention resources do not attend to unfinished learning in the foundational reading skills.

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 support alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

29. *In the education plan – section 1.3, number 7, the application requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Additional details specific to the academic elements of MTSS are needed in this response. • [Math] As the school builds its plan for MTSS, leaders are encouraged to refer to and capitalize on the DDOE MTSS resources and professional learning.*

BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students' comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE's at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

BASSE CSAC Report Responses

BASSE fully intends to use the guidance in the “DE-MTSS Essential Component: Evaluation and Selection of Academic and Nonacademic Resources, Supports, and Interventions” as we select the academic interventions for our students which will be determined by using the data collected, the team-based leadership model, and a comprehensive system of assessment, which is outlined in our description of our tiered system of support above.

30. *If the Eureka/EngageNY materials are used for grades 6-8, what is the specific professional learning plan which will be utilized to support teachers, considering the usability challenges cited in the EdReports report?*

Per the [EdReports](#) summary, Engage NY ELA 3-8 meets expectations for grades 6-8 in the category of usability, with all three grade levels scoring a 33 out of a possible 34 points, with the low end of the meets expectations scale being 31. However, due to the stated need for additional extensions and advanced opportunities for students who read, write, speak, or listen above grade level, the following schedule will be implemented. Along with this professional development schedule, teachers will participate in curriculum training for their particular content in the summer prior to opening. This training will continue for all new teachers after our opening year of 2023.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
New hires	Professional Development	Content curriculum training	Dean of Academic Excellence, Academic Coaches, New Hires
Two weeks before the start of a unit	Content PLC	Prior to the start of each unit, intellectual preparation will be completed to internalize each unit’s main topic and learning focus. During these meetings teachers will participate in preparatory practices such as understanding where the unit is going, understanding possible to probable student misconceptions, and understanding where extension	Dean of Academic Excellence, Academic Coach, All Instructional Staff

		activities need to be implemented.	
One week before the start of a unit	Content PLC	To research and/or create lesson extension activities.	Academic Coach, All Instructional Staff
One week before the start of a unit	Content PLC	To adjust the suggested pacing in order to implement any differentiated lessons or extension activities as needed.	Academic Coach, All Instructional Staff
Weekly	Content PLC	To complete lesson internalization for the coming weeks' lessons. This will be the team coming together with a micro-focus on the next 4-5 lessons to completely understand where the students' learning should be at the end of each lesson and what to do if the students are not mastering that skill.	Dean of Academic Excellence, Academic Coach, All Instructional Staff

31. *Are the previous plans and supplements for the high school mathematics resources and the accompanying professional learning still in place?*

Yes, the previous plans and supplements are still in place for high school mathematics. Please see the high school resources in Attachment H.

32. *How will you use your ELL Plan Committee to support instruction for English learners within the most inclusive environments?*

Regardless of the student, BASSE wants the most-inclusive environment for all. Our Dean of Academic Excellence is currently working to become fluent in Spanish. This will directly affect the learning of our Spanish-speaking ELL students in that they will have access to a trusted member of the school community, during the school day, to assist as needed. We will also be working to hire staff members who are bilingual or multilingual to help close the gap for our ELL students through direct support of the students and through supporting instructional staff members with curriculum and social-emotional support. For all of our ELL students, no matter their first language, having the ELL Plan Committee means that we will have direct access to families of students who can assist throughout the school day, school year, and outside of the classroom.

BASSE CSAC Report Responses

The biggest goal of the committee is to ensure that all of our students feel safe and can communicate their needs with our staff during their time with us at BASSE. It is our plan that committee members will volunteer during the school day and during after school activities so that there is always someone in our building to service all of our students in the way that is most comfortable for the student. As is in many schools that service ELL students, not having staff members in the building who can communicate with them comfortably and assess their needs appropriately is a hindrance to those students receiving the best education possible. It is our mission to use the ELL Plan Committee as one of many ways that BASSE will provide the highest quality education possible for all students.

33. *Expeditionary Learning and Paths to College and Career are highly aligned, high quality instructional resources. What teacher supports – training, planning, and coaching – are in place to ensure teachers can implement the curriculum with mastery?*

Please see our teacher support system, below.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
Weekly	PLC (Professional Learning Community)	Behavioral Assessments, Educational-Growth Assessments, Incentives, Adjustments to Behavior Plans	Grade-level Teachers
Weekly	PLC	Planning, Scope and Sequence Alignment, Unit and Lesson Internalization, Lesson Differentiation	Content Teachers, Dean of Academic Excellence, Special Education Coordinator
Daily	Real-Time Coaching in Classrooms	To ensure best practices are in use daily; to ensure students are being pushed to meet rigor; to ensure behavioral expectations are set and being followed	Dean of Academic Excellence, Academic Coach

Monthly	PLC	Data Review	Dean of Academic Excellence, Academic Coaches, All Instructional Staff
End of Reporting Period	PLC and Whole-School	Data review across grade-levels, content areas, general education students, students with special services, whole-school, and teacher-based	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff
Weekly	Individual Teachers and/or Whole-School PD	Teaching of teacher-moves, both educational and behavioral, based upon trends captured through data and real-time coaching	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff

34. *According to your executive summary, nearly two-thirds of the districts here perform below the state average in measures of College and Career Readiness. What is your plan to accelerate the learning of the incoming students not fully prepared for grade-level work?*

To ensure all students attending BASSE are College and Career Ready, all students will have a Personal Learning Plan (PLP). This plan will serve as the primary resource, in addition to a student's IEP, if necessary, for instructional staff to ensure that all students are meeting and exceeding their goals. For students who come to BASSE below grade level, in conjunction with the PLP, during synthesis days, students will have dedicated one-on-one and small group time with all of their teachers. This time will include instructional support similar to what a student in Tier II RTI would receive. Through MTSS, BASSE will be able to specifically identify the student's struggle areas and, in conjunction with the student, their family, their teachers, the applicable Academic Coach, and the Dean of Academic Excellence, a plan will be put in place for how to best support the student's learning and growth when they are not at BASSE during the school day.

Another important piece to the acceleration of student learning for all students who come to BASSE below grade level is our teacher coaching and professional development. The key to all of our students being successful is the amount of professional development our staff receives, as noted in several of our responses. Our teachers will participate in hundreds of hours of professional learning throughout the school year. In addition to this, our teachers will be coached by the Dean of Academic Excellence and their academic coach, in real-time, with feedback, modeling, and coaching happening in the classroom coupled with weekly practice sessions that could include the dean, academic coach, or grade-level teams. Weekly data meetings across content areas will lead the discussion on how to close the gap for students who are below grade

BASSE CSAC Report Responses

level. Through the use of the student's most up-to-date data, the instructional team will be able to make the most comprehensive plan to accelerate their learning.

35. *There is currently a shortage of bus drivers to cover existing routes in districts and charters schools across Delaware. Do you have the commitment from a provider to provide service in 2023? Have you considered securing multiple school bus vendors? If so, a recommendation would be to secure vendors that are based out of the location the route is intended to serve.*

BASSE has reached out to various bus contractors to support our student transportation needs. We have received a letter of commitment from Johnson Transportation and Otsie Transport, see Attachments I and J. Additionally, Layton Bus contractor (Millsboro/Georgetown/Selbyville) has provided us with a verbal commitment and will be drafting a letter of support to submit to CSAC. All companies have offered to assist BASSE in general logistics. We have also engaged five other companies that cover the following areas: Milford/Lincoln, Seaford, Milton, Lewes, Rehoboth, and Laurel.

36. *If the current climate for school bus drivers doesn't improve by September 2023, do you have a backup plan if the commitment from the provider falls through?*

In consultation with the Department of Education, Delaware Charter School Network, other charter schools, and bus contractors, we will use a diverse approach including utilization of varying bus providers. BASSE's unique daily schedule (8:30 AM - 4:30 PM) will allow us to avoid competing with other school districts in the area for bus providers. This allows us to work with multiple vendors in the area and incorporate hub spots. We are also considering other creative solutions, if necessary, such as leasing vans from fleet companies, hiring our own drivers and merging their role within school operations (para, custodial staff), and offering mileage reimbursement to parents by integrating carpooling.

37. *How many students do you foresee not using provided School Transportation?*

Though we cannot accurately predict the number of students who will need school transportation, we do feel confident after our recent conversations with bus contractors, we will be able to provide transportation to all students who may need it based on our diverse transportation plan outlined above.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment A - BASSE Offer to Lease**

November 3, 2021

Brian D. Shirey, Esq.
General Counsel
Delaware Technical and Community College
21179 College Drive
Georgetown, Delaware 19947

Re: **Letter of Intent to Lease:**

20346 Ennis Street
Georgetown, Delaware 19947
(Former Howard T. Ennis School on 5.6 acres of land)

Dear Mr. Shirey:

In connection with the above-referenced property, we respectfully submit for your consideration an overview of the general terms and conditions of a proposed lease transaction between Delaware Technical and Community College and The Bryan Allen Stevenson School of Excellence. The Bryan Allen Stevenson School of Excellence is in the process of applying for its charter with the Delaware Department of Education. Our application will be submitted to The Delaware Department of Education on or before December 31, 2021. The approval process will take approximately 120 days upon which a decision will be rendered, and a charter will be issued. Ideally, we would like to enter into a binding letter of intent or lease agreement by the end of November so we can include this document in our application. We have attached to this letter a summary of our charter application, including a five-year projection and assumptions of our financial plan.

Following are the general terms and conditions of a lease agreement:

- 1. Premises:** The former Howard T. Ennis school building located at 20346 Ennis Street, Georgetown, Delaware containing a total of approximately 35,500 +/- square feet of usable space and parking for approximately 120 cars plus drop off lanes. The leased premises shall not include the natatorium or the parking that services the natatorium. Landlord reserves a transferable, non-exclusive right of access to the natatorium and related parking through the existing entrances and roadways.
- 2. Landlord:** Delaware Technical and Community College
- 3. Tenant:** The Bryan Allen Stevenson School of Excellence, a single purpose not-for-profit 501 (c) 3 entity formed for the purpose of operating a charter school for up to 500 students.
- 4. Use:** Tenant will use the property for the operation of a charter high school for up to 500 students. Tenant shall occupy the leased Premises in accordance with all applicable laws. Tenant shall not engage in any use that competes with the programs or operations of Landlord. Any post-secondary courses that may be offered to Tenant's students will be offered in partnership with Landlord.

- 5. Term:** Five (5) continuous years, effective on November 1, 2022. Tenant reserves the right to terminate the lease term early, provided one year's written notice. Tenant also reserves the right to terminate the lease early, with 90-days' written notice, if the school's charter is not renewed by the State Board of Education.
- 6. Lease Commencement Date:** November 1, 2022. Tenant recognizes that the premise is currently occupied by the Indian River School District (IRSD), and that IRSD is entitled to a reasonable period of time to remove its property and vacate the premises following the opening of its new school in September of 2022. To the extent allowable by law, Landlord will grant Tenant early occupancy after the property has been fully vacated by the Indian River School District, for the purpose of installing Tenant's furniture, fixtures, and equipment and to begin any Landlord-approved improvements. Tenant shall not be required to pay rent during any period of early occupancy, but shall be required to obtain property and general liability insurance in an amount agreed upon by Landlord.
- 7. Option to Renew:** Provided Tenant is not in monetary default under the terms of the Lease Agreement, Tenant shall have the right of first refusal to renew the Term for an additional three (3) years, under the same conditions of this lease agreement. Tenant must exercise said Right no later than January 15, 2027.
- 8. Rental Commencement Date:** November 1, 2022.
- 9. Lease Expiration Date:** August 31, 2027.
- 10. Construction and Improvements:** Landlord and Tenant will negotiate the best format for how the construction and improvements are completed. Tenant's analysis of the current building condition has estimated that approximately \$200,000 will be required to make nonstructural cosmetic improvements and repairs and maintenance. Landlord and Tenant each agree that this provision will be mutually worked out between the parties by May, 2022, and Landlord will have final approval on all alterations, additions or modifications to the premises. Tenant will be allowed to install additional modular classrooms on the Premises so long as all local and state laws are followed.

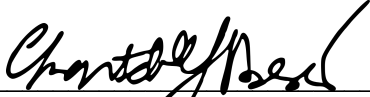
11. Annual Rental Rate:

Rent	Annual Rental	Rent/S.F.	Lease Year
Year 1 (rent payment commences on 11/1/22)	147,917	\$ 5.00	22-23
Year 2	181,050	5.10	23-24
Year 3	184,671	5.20	24-25
Year 4	188,364	5.31	25-26
Year 5	192,132	5.41	26-27
Option			
Year 6	192,132	5.52	27-28
Year 7	199,894	5.63	28-29
Year 8	203,892	5.74	29-30

- 12. Operating Expenses:** The Lease will be triple net. Accordingly, Tenant shall directly pay to each of the appropriate vendors, for all of the operating expenses related to the operation of the Premises, including, but not limited to, electric, natural gas, telephone, cleaning, maintenance of the HVAC and other mechanical systems, general liability, contents and liability insurance, and property and casualty insurance covering the buildings. It is assumed the property is exempt from real estate taxes, but if not, Tenant will be liable for the full payment of any taxes assessed against the property or Tenant's use thereof. Tenant will be responsible for structural-related costs of maintenance, including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, Mechanical, Electrical, and Plumbing and roof expenses.
- 13. Warranty of Habitability:** Tenant acknowledges that the premises are being rented "as-is", and that Landlord has made no representations or warranties regarding their suitability or habitability for any particular use. Tenant hereby confirms that it has had the property inspected by architects/engineers/contractors of its choosing and is fully aware of the condition of the premises and all facilities associated therewith, and hereby accepts them in their present state.
- 14. Landlord and Tenant Operating Partnerships:** Landlord and Tenant each recognize that there are crossover benefits to each entity, and will use best efforts to create crossover shared services. For example, if Landlord creates a teaching program, Landlord will work with Tenant on allowing students to work at the school in student teaching roles. If Tenant creates an early college program, such program shall be created in partnership with Landlord. In addition, Tenant and Landlord will work in good faith to allow Tenant use of Landlord's outdoor athletic fields for its students. Tenant understand and agrees that Landlord and Landlord's teams/operations will have priority in the use of its athletic fields, and any use by Tenant may only occur when the fields are not in use by Landlord. Landlord and Tenant shall agree on Tenant's share of the costs to maintain the athletic fields in the event Landlord's athletic fields are used by Tenant.
- 15. Signage:** Tenant, at its sole cost and expense, shall be permitted to erect signage on the Premises (on the building) and a canopy or awning at the school's entrance, to the extent allowable by law and with the prior written approval of the Landlord; such approval shall not be unreasonably withheld or delayed.
- 16. Brokerage:** Landlord and Tenant acknowledge that they have had no other dealings with Brokers as it relates to this property.
- 17. FORMAL AGREEMENT:** The Landlord and Tenant shall negotiate in good faith in an effort to enter into a formal Lease Agreement on or before December 15, 2021, which agreement shall be subject to the approval of Landlord and Tenant and shall be acceptable in form and legal content of the respective parties. This Letter of Intent to Lease is for discussion purposes only and serves as a preliminary, non-binding letter subject to a fully executed Lease Agreement by both Landlord and Tenant. The terms and conditions herein are subject to change and or withdraw at any time and for any reason. The lease will be contingent on a mutually acceptable Lease Agreement containing the customary covenants, warranties, apportionments and representations. The Lease Agreement, if any, will provide for environmental indemnification by the Landlord as well as zoning and City Code compliance.

We look forward to working with you to a mutually agreeable agreement. Thank you for your kind assistance and willingness to work with our school. I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Chantalle Ashford", written over a horizontal line.

Chantalle Ashford
Founder and Board Chair
The Bryan Allen Stevenson School of Excellence

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment B - Enrollment and Withdrawal Policy (revised)**

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawal Policies

2023 - 2024 BASSE Enrollment & Withdrawal Policy

Admissions

To be eligible for admission to the Bryan Allen Stevenson School of Excellence (BASSE), a student must be eligible to enter:

- the 6th or 7th grade in the 2023-2024 school year;
- the 6th, 7th, or 8th grade in the 2024-2025 school year;
- the 6th through 9th grades in the 2025-2026 school year;
- the 6th through 10th in the 2026-2027 school year;
- the 6th through 11th in the 2027-2028 school year;
- all grades, 6th through 12th, in the 2028-2029 school year.

The student and their family must be Delaware residents.

BASSE will not discriminate against any student in the admission process because of their race, religion, creed, color, sex, disability, or national origin, or due to the student's school district of residence providing a per-student local expenditure lower than another student seeking admission. The only exceptions to restrict student admissions are:

- Age and/or grade-level eligibility, or
- By lottery in the case of over-enrollment

An electronic version of the application for the school will be available to submit online. Additionally, families who are more comfortable may download, print, and mail their applications to BASSE. For families unable to access the school website, BASSE will provide them with paper copies of the application upon request.

Preferences

The selected preferences of BASSE will be (in the ranked order below):

- Siblings of students currently enrolled at the school
- Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
- Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.

Students who have a specific interest in BASSE's teaching methods, philosophy, and education focus will need to submit a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program. A detailed description of this application supplement will be provided with the application on the website and will be explained during parent workshops and recruitment events.

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Timeline

BASSE Student Recruitment & Enrollment Timeline*	
<i>Recruitment & Pre-Application</i>	
Student Recruitment Engagement	Ongoing Online and In-Person (Ads, Social Media, Mailers, etc.)
Student Recruitment Events	June 2022 - December 2023, Monthly
School Choice Parent Workshop #1	August 2022
School Choice Parent Workshop #2	September 2022
School Choice Parent Workshop #3	October 2022
<i>Application</i>	
BASSE Begins Accepting Applications	November 6, 2022
BASSE Application Closes at 11:59 PM*	January 10, 2023
BASSE Notifies All Home LEAs of Received Applications	By January 26, 2023
BASSE Begins Action on Approved Applications	February 29, 2023
BASSE Notifies Parents and Home LEAs of Application Action	By March 8, 2023
BASSE Receives in Notice of Intent from Parents in Writing	By March 15, 2023
<i>Lottery**</i>	
BASSE Performs Lottery for Surplus Applications	March 4, 2023
BASSE Notifies Parents and Home LEAs of Lottery Results and Application Action	By March 8, 2023
<i>Enrollment</i>	
BASSE Enrolls Students for Fall 2023	Beginning March 21, 2023

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

BASSE Hosts Open House for Students and Families Enrolled for Fall 2023	August 31, 2023
BASSE Notifies DDOE of Fall 2023 Projected Enrollment Total	November 30, 2023 - January 30, 2024

*The dates selected are based on the school choice process outlined at <https://www.schoolchoicede.org/>. BASSE will align its timeline when the 2023-2024 dates are released.

**If there are remaining seats, BASSE will continue to receive applications until we are at capacity.

Lottery*

In the case that the number of applications exceeds the number of openings after preference is given to students who meet the preference criteria above, BASSE will hold a lottery on March 4, 2023.

The lottery process will be blind so that all students will have an equal chance of being offered a spot in the remaining available seats. Depending on the type and amount of applications received, the lottery will be run manually or via a computerized method.

Waiting Lists

BASSE will continue to accept applications until we have reached capacity. Students eligible for admission but not selected due to a lack of capacity will be placed on a ranked waiting list until September 5, 2023.

Withdrawals

Application Withdrawal

Any parent who previously applied for their student to attend BASSE may withdraw their application at any time prior to action on the application by our board by giving written notice.

Withdrawal from School

A parent may apply to withdraw their child's enrollment at BASSE at any time by submitting a written application to the school. BASSE will then follow the policy outlined in 14 Del. C. § 407 (c) - (i).

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 9 - Enrollment and Withdrawl Policies

Re-Enrollment

Accepted BASSE students will remain enrolled until graduation, provided that the student continues to meet the requirements for enrollment.

A student's right to remain enrolled may be terminated prior to graduation if

- a. The student fails to continue to comply with BASSE's requirements for attending school or class, or
- b. Refusal to participate in the school conflict resolution process.

Records

BASSE will maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the student will attend BASSE for at least one complete school year per 14 Del. C. § 506 (c) (3).

Each parent will need to sign and submit this document after BASSE receives their notice of intent in order for their child to continue in the enrollment process.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment C - IB Letter of Support**

**Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901-3639**

October 17, 2019

RE: The Bryan Allen Stevenson School of Excellence, Inc

It is encouraging to recognize that families in Sussex County will have the opportunity to provide students with a real-world educational experience where service, rigor, and student leadership is at the center.

The International Baccalaureate Organization (IB) is writing to support the Bryan Allen Stevenson School of Excellence, Inc. The IBO supports the intent of BASSE Inc. to pursue recognition as an IB World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The IB's mission has been built on a cornerstone of creating a better world through education – one which aligns closely with the mission of the BASSE, Inc. and its foundation and partner networks.

Mr. Stevenson built a legacy of service and change that BASSE, Inc. will impress upon their students and families. The IBO supports the efforts BASSE, Inc. will take to make these factors a success and upon pursuit of IB Programmes our organization looks forward to aligning with the BASSE, Inc. community.

As an organization, the IBO provides professional development and academic support services and have a rigorous authorization process prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process every five years.

We look forward to working with the BASSE, Inc.

Sincerely,

Antrina Leeth
Outreach and Development, Manager
International Baccalaureate Organization

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment D - Parent Support Surveys (updated)**

First Name	Last Name	Email Address	Zip Code	Interest Level	Grade Level Your Child Will Be in 2023	Volunteer Interest
Sarah	Bryson	sarahbryson1023@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 7th grade	
Cassandra	Smith	cassie_bordes@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Brooke	Lowe	bmlowe@hotmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Mike	Bryson	mikeetk421@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade, 7th grade	
Leah	Bradford	Leah.bradford3695@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 9th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Ginny	Layfield	ginlayfield@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	
Saima	Kayani	kayanisaima1@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade, 8th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Christiana	Handy	CLHCRJ@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maureen	Botti Eschbach	mbotti77@hotmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Student Advisory Board
Autumn	Stratton	autumnstratton@gmail.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 8th grade	
Lyndsey	Swensen	lyndseyswensen@yahoo.com	19947	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Amanda	Kelley	AKelley95@icloud.com	19956	I am interested in finding out more information about BASSE.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jamika	Jenkins	jamikajenkins2@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade, 7th grade	The BASSE Parent Advisory Board
Melissa	Ockels	mockels@bgclubs.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Amanda	Shaffer	atomlinson22@aol.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Melissa	Penuel	mpen07@gmail.com	19966	I am interested in finding out more information about BASSE.	5th grade, 9th grade	
Maria	Rogers	mariarogers682@icloud.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Erin	McCall	rileyg4@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Stefani	Mowbray	stefdavemad@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Kathryn	Burritt	keliseburritt@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Kerry	Thompson	kerry.n.walsh@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Amber	Lewis	mrs.alewis12@aol.com	19805	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board
Cristiana	Miranda	cristianam2014@icloud.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade, 10th - 12th grade	
Rukeem	Smith	smithrykeem@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board
Victoria	Bowler	godschild01953@gmail.com	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
samantha	minnick	sminnick209@yahoo.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	

Ragan	Callahan	rlcurphey@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Missy	Rogalia	missrogalia@gmail.com	19958	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Bethany	Phillips	bwharton@udel.edu	19957	I am interested in finding out more information about BASSE.	6th grade	
Michelle	Keenan	michelle.keenan20@gmail.com	19947	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade, 8th grade	The BASSE Parent Advisory Board
Nina	Foltz	nina.foltz@delaware.gov	19956	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Takesha	Bailey	tabailey09@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Bonni	Page	bpage@goodwillde.org	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Kara	Alo	kaloboyndogs3@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 7th grade, 8th grade	
Tracey	Condonkneifl	traceycondonkneifl@gmail.com	19963	I am interested in finding out more information about BASSE.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rev. Heather	Rion Starr	RevHeatherRionStarr@gmail.com	19968	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 6th grade	The BASSE Parent Advisory Board
Austin	Perry	austinperryking@aim.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Lynne	Betts	Lynne03betts@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Airyana	Jimenez	lozanobrenda19@gmail.com	78254	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	
Ramona	Negron	ramonav525@yahoo.com	19963	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Kristie	Willoughby	kristie.willoughby@yahoo.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 5th grade	
Irene	Johnson	ijohnson14@fordham.edu	19975	I am interested in finding out more information about BASSE.	7th grade, 10th - 12th grade	The BASSE Parent Advisory Board
Shannal	Jones	nellyjones4286@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tonya	Cook	tonyacook90@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Shannon	Payton	spayton24@gmail.com	19973	I am interested in finding out more information about BASSE.	7th grade	
Samantha	Simile	samanthajeon07@gmail.com	19973	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Michelle	Zuravin	kraft2011@hotmail.com	19941	I am interested in finding out more information about BASSE.	5th grade	The BASSE Parent Advisory Board
Deborah	Ross	dsross12sr@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Ashley	Hood	ahood321@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Ryshekia	Smith	ryshekiasmith1988@gmail.com		I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Holly	Elzey	holly.liberty@aol.com	19933	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Silvestre	Villalobos-Labra	slyves21@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Test	Test	drjmullen@gmail.com	19901	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board

Kyra	McCray	kaykymac@icloud.com	19901	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board
Samuel	Ortiz	brookid1970@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Ali	Myers	acmyers1126@gmail.com	19968		Kindergarten - 4th grade	
allison	maione	allison_21230@yahoo.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board
Donnell	Smack	smackdonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Emily	Herman	ejhill16@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Joseph	Lawson	josephlawson@gmail.com	19958		5th grade	
Nicole	West	nicolewestrealtor@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 10th - 12th grade	
Carolyn	Cordrey	carolyn@prescottpr.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Joshua	Clifton	joshuaclifton@gmail.com	19963	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	
Jenna	Spruill	jenspr2011@yahoo.com	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 7th grade	
Kasey	Cordell	nursekaseymae@yahoo.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade, 7th grade, 8th grade	The BASSE Parent Advisory Board
Denise	Tonnell	denisetonnell@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Juan	Berrocal	berrocal.juan@gmail.com	19968	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Jaime	Mcneill	jmbarkley85@gmail.com	19940	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 6th grade	
Brian	Joseph	josephbrian652@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Rhona	Perkins	rhonalev@yahoo.com	19711	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Jennifer	Larsen	spitfire1108@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	7th grade	
Isabella	Finney	bela.felix@yahoo.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
LaTisha	Dismuke	latisha.dismuke79@gmail.com	19966	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board
Lisa	Martin	martinlisa426@gmail.com	19931	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Sade	Perry	sadeperry33@gmail.com	19960	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	
Lamar	Nichols	lnicks2202@icloud.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Maryam	Mansoor	lifeisbeautifulpraiseit@gmail.com	19947	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Tamela	Duffy	blessed6807@gmail.com	19952	I am interested in finding out more information about BASSE.	6th grade	
Nicole	Cope	rdale8209@gmail.com	19939	I am interested in finding out more information about BASSE.	6th grade, 8th grade	
Shaneka	Gibbs	lastarr007@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board
Nicole	Kersic	nicolekersic122889@gmail.com	19973	I would select BASSE as first choice for my child(ren) in the fall of 2023.	6th grade, 7th grade	The BASSE Parent Advisory Board, The BASSE Student Advisory Board

Eric	Sheridan	sheridanfamily04@gmail.com	19958	I would select BASSE as first choice for my child(ren) in the fall of 2023.	Kindergarten - 4th grade, 5th grade	
Lori	Pritchett	ljp65@verizon.net	19966	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade	
Cassandra	Gibbs	cassigibbs@gmail.com	19945	I am interested in finding out more information about BASSE.	Kindergarten - 4th grade, 8th grade	
Jennifer	Mihalics	jennifer.mihalics@gmail.com	19966	I am interested in finding out more information about BASSE.	7th grade	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment E - Letters of Support**

Name	Email Address
Alfonso Jones, Delaware State Police	ajonesblue@hotmail.com
Cheryl Fidderman, CEO Private Practice of Mental Health	newbeginningsfamilyservices@gmail.com
Aekah Riddick, CEO of Engineering Firm	Erica.riddick@riddickengineering.com
Bernice Edwards, CEO of First State Community Action Agency	bedwards@firststatecaa.org
Jerry Lee, Retired Military Professional	jerry.m.lee25@gmail.com
Faye Blake. CEO Pathways	fblake@pathways-2-success.org
Audra Johnson, Impact Delaware Board Member	ajohnson@mscfv.org
Pastor Tambera Stewart, Georgetown Pastor	Tambaras@aol.com
Bishop Jamie Hazzard, Pastor in Sussex County	mamihazz@aol.com
Kiera McGillivray, Chief Program Officer of School Based Services of Children & Families First	kieramft@gmail.com
Amy Walls, Discover Bank	amywalls@discover.com
Cherry Barranco, Retired Teacher in Sussex County	Barrancocherry@gmail.com
ChaTanya Lankford, Social Worker Administrator	mscclankford@gmail.com
Shanett Hynson, Program Manager of Behavioral Health Consultants for Children & Families First	shanett.hynson@cffde.org
Peggy Geisler, Executive Director of Sussex County Health Coalition	pgeisler@pmgconsulting.net
Jennifer Fuqua, Executive Director of La Esperanza	jfuqua@LaEsperanza.org
Chris Crouch, Executive Director of the Boys and Girls Club	
Chris Cannon, Arch Cannon Foundation	cc@arsht.com
Toni Dickerson, Director of Child Care Directors Committee & Director of Little Spouts	toni.dickerson@outlook.com
Kymberly Alvarado LCSW Principal owner at Coastal Counseling and Consulting Services LLC	kymalva57@gmail.com
Regina Sydney Brown, Director of DEAN	rsbrown@uwde.org
Charles Burton, Owner of IG Burton	cburton@igburton.com

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**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment F - Grade 6 Unit 2 Plan and Assessment**

Grade Level: 6th Grade Subject: ELA		Theme: How do the things we create help us to understand ourselves and our communities?	
Unit Topic & Summary			
<p>From EL:</p> <p>“In Unit 2, students will continue to read excerpts from The Lightning Thief. They will also analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in The Lightning Thief. In the second half of the unit, students write a literary analysis essay using the Painted Essay structure comparing and contrasting watching parts of The Lightning Thief movie with reading about the same events in the novel.”</p> <p>In addition to exploring the central themes of the ELA anchor texts, students will also analyze the cross-grade level theme of defining community by making connections between the unit’s anchor texts, additional informational texts, and their own experiences through structured discussion experiences and short writing assignments.</p>			
End of Unit Goals			
Identity Goals		Service-Learning Goals	
Students will explore what stories tell them about what their community values.		Students will explore the relationship between community needs and the stories we tell.	
Intellectual Goals		Criticality Goals	
Students will understand how myths are passed forward.		Students will explore myths from other cultures.	
Skill Goals & Content Standards			
<ul style="list-style-type: none"> 🕒 Read several Greek myths featured in the anchor 🕒 Identify themes 🕒 Compare and Contrast different representations of the same story 🕒 Compose an informational essay using a compare and contrast structure 🕒 Follow a peer critique protocol to revise writing <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>			

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9a - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Text Set*

The Lightning Thief by Rick Riordan
Percy Jackson & The Olympians: The Lightning Thief (2010), excerpts from the movie
 Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia"
[Various Myths as retold by S.E. Schlosser](#)
[PBS Myths and Heroes Website](#)
[Britannica Middle School Myths Entry](#)

End of Unit Performance Assessment

The unit concludes with an End-of-Unit Assessment that asks students to write a four-paragraph essay comparing and contrasting the Lotus-Eaters scene from the film version of *The Lightning Thief* with the same scene in the novel. (RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6)

Learning Outline**

Identity Objective:
 Explore the themes in myths.

Total Lesson Time (in minutes): approx. 225 minutes

The Bryan Allen Stevenson School of Excellence
 DRAFT ELA Unit Plan - February 2022

<p><i>Intellectual Objective:</i> Explore why we have myths today. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can determine a theme and how it is conveyed through details I can write a summary. I can compare and contrast the approach to similar themes I can independently read, understand, and explain the meaning of a new text.</p> <p>RL.6.1, RL.6.2, RL.6.4, RL.6.9, L.6.4a, L.6.4b</p> <p><i>Lesson Texts:</i> "The Lightning Thief" by Rick Riordan Greek Myths: "Theseus and the Minotaur," "Cronus," "Medusa," and "Hestia" Various Myths as retold by S.E. Schlosser Britannica Middle School Myths Entry Additional texts to support student learning, if necessary.</p> <p><i>Lesson Assessment:</i> How are the themes between related print texts alike and different?</p>	<p>Day(s) in Unit: approx. 5</p>
<p><i>Identity Objective:</i> Explore what the themes in myths reveal about culture. <i>Intellectual Objective:</i> Explore the impact of myths on society. <i>Criticality Objective:</i> Explore a myth from another culture. <i>Service Objective:</i> Explore how community needs are represented in myths.</p> <p><i>Skill Objective & Target Standard(s):</i> I can demonstrate understanding I can plan an essay I can compare and contrast visual texts and print texts RL.6.1, RL.6.7, W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.9a, , L.6.4a, L.6.4d</p> <p><i>Lesson Texts:</i> <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning</i></p>	<p>Total Lesson Time (in minutes): approx. 270 minutes Day(s) in Unit: approx. 6</p>

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<p><i>Thief (2010)</i>, excerpts from the movie PBS Myths and Heroes Website Additional texts to support student learning, if necessary.</p> <p>Lesson Assessment: How are the themes between related texts in different mediums alike and different?</p>	
<p>End of Unit Assessment Skill Objective & Target Standard(s): I can write an essay in which I compare and contrast I can provide kind, specific, and helpful feedback to peers. I can use feedback to revise my essay. RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6</p> <p>Lesson Texts: <i>The Lightning Thief</i> by Rick Riordan <i>Percy Jackson & The Olympians: The Lightning Thief (2010)</i>, excerpts from the movie</p>	<p>Total Lesson Time (in minutes): approx. 180 minutes Day(s) in Unit: approx. 4</p>

*Additional texts will be added to help support students in meeting all unit objectives.

**Teachers are encouraged to use their professional judgement to modify and adjust the learning outline to fit their students. The goal is for teachers to help students reach proficiency on stated objectives. The learning outline is a guideline, first and foremost.

End of Unit 2 Assessment: Compare and Contrast Essay

(Example for Teacher Reference)

Part I: Write an Essay

Use all rows on the Grade 6 Informative/Explanatory Writing rubric and the sample proficient response to assess student writing. Save a copy of the scored essays to use as a baseline assessment. These pieces can be used to measure the progress of individual students throughout the year, as well as to identify common instructional needs in a class. Evidence of mastery of the Reading standards should be recorded in row “A” of the rubric.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

What if it were up to you to prevent a war among the three most powerful Greek gods? What if you and your two closest friends found yourselves on a dangerous journey to restore peace? That’s exactly what happens to Percy Jackson in *The Lightning Thief* by Rick Riordan. In both the book and the movie, Percy is a relatively normal twelve-year-old boy who finds out he is the son of the Greek God Poseidon. Wrongly accused of stealing Zeus’s lightning bolt, Percy and his friends go on a quest to find it and return it to Zeus. Along the way, they encounter challenges and difficulty but are able to persevere. One challenge they face is getting caught at The Lotus Casino on their way to Los Angeles. A comparison of the end of chapter 16 of the book and the same scene of the movie reveals both similarities and differences.

Much of what happens in the movie and the book when Percy, Grover, and Annabeth arrive at the Lotus Hotel and Casino is the same. The novel describes the three friends walking up to the hotel, where the “entrance was a huge neon flower, the petals lighting up and blinking. No one was going in or out, but the glittering chrome doors were open, spilling out air-conditioning that smelled like flowers—lotus blossom . . .” (257). Similarly, in the movie, we see the trio outside a bright, wild, loud, and enticing building with everything one might want, from food to fun. In both versions, once inside, they all get caught up in everything that the Lotus has to offer. In both, Percy is the one who realizes what is happening. He works to break the spell he and his friends have been under. In both, they escape so that they can keep focused on their larger goal and continue their journey west. In a movie that is, overall, very different from the novel, keeping much of this scene the same makes the movie instantly recognizable to anyone who has read the book.

W.6.2d, L.6.6: Precise language and domain-specific vocabulary well chosen for task, purpose, and audience. Introduction incorporates topic.

W.6.2a: Effectively communicated and strongly maintained focus. Focus statement explains essay topic.

W.6.2a: Clear, logical progression with strong connections between and among ideas. Paragraph links to first part of focus statement about similarities.

W.6.2b: Effectively uses various elaborative techniques. Quoted and paraphrased evidence from novel and movie is integrated, relevant, and specific.

Although the setting and outcome is the same in both, the characters of Grover and Annabeth are very different. In the book, Grover is awkward and self-conscious. He is described as "scrawny," "with acne and the start of a wispy beard on his chin," and "an easy target." In the film version, Grover is filled with confidence. He is the center of attention as he performs onstage, singing and dancing with swagger. The change in Grover's character makes him less relatable to readers who are also self-conscious and makes him more like a stereotypical teenage boy. Likewise, in the film, Annabeth is just interested in gambling, snacking, and dancing. In the novel, Annabeth is very different. She is captivated by "brainiac stuff," like watching *National Geographic*, playing trivia games, and building a holographic city. One of Annabeth's main strengths is her intelligence. This is clearer in the novel than in the film, where her intelligence is not highlighted as much. The film reduces the complexities of these two characters. It is harder to see the qualities that define their characters and solidify the trio's friendship.

This scene in both the book and the movie revolves around Riordan's strong setting and how they become trapped in the Lotus Casino. Although the way the characters are depicted is very different, the outcome of the scene is the same. In both the novel and the film version, the three friends eventually figure out what's happening and work together to leave the hotel to return to their important quest. Perhaps the biggest similarity between the book and the movie is the feeling of strength and power both readers and viewers experience as they make this fantastic journey alongside Percy and his friends.

W.6.2c: Appropriate transitions create cohesion and clarify relationships among ideas and concepts. *Although* transitions from similarities and links to next paragraph about differences.

W.6.2b: Effectively uses various elaborative techniques. Evidence from source material is integrated, relevant, and specific. Impact of differences on the viewer is described in detail.

W.6.2a: Well-chosen formatting, graphics, or multimedia enhances comprehension. Format follows Painted Essay® structure; predictable structure enhances comprehension.

W.6.2f: Conclusion follows from and supports information or explanation and offers ideas about impact on viewer.

W.6.4, W.6.2e: Establishes and maintains formal style and objective tone. The word *I* isn't used. Mostly compound and complex sentences.

Part II: Revise an Essay

Students revise the draft of their essays comparing and contrasting *The Lightning Thief* film with the text, focusing on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Use the following rubric and the changes highlighted on the draft to assess student progress.

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment: Compare and Contrast Essay

Name: _____ **Date:** _____

Part I: Write an Essay

Throughout this unit, you have been planning an essay comparing and contrasting a scene of *The Lightning Thief* movie with the same scene in the book. In this assessment, you will draft the essay you have been planning.

REMEMBER: A well-written informational piece:

- Clearly states a focus and stays focused throughout the piece.
- Uses accurate and relevant examples, details, and quotations to explain your thinking.
- Groups information logically, in a way that makes your thinking clear to the reader.
- Follows rules of writing (spelling, punctuation, and grammar).

Now, begin work on your essay. Manage your time carefully so that you can do the following:

1. Draft your essay.
2. Use the Informative/Explanatory Writing Checklist to revise and edit your essay.

Part II: Revise an Essay

In the first part of this assessment, you wrote the first draft of your essay comparing and contrasting a scene in *The Lightning Thief* movie with the same scene in the book. In this part of the assessment, you will revise and edit your piece using the peer feedback you have received.

Manage your time carefully so you can do the following:

3. Read the draft of your essay.
4. Read the feedback and consider how you can use this feedback to improve your work.
5. Revise your essay, clearly marking what revisions you have made.
 - Add transition words and phrases to connect the ideas in your piece, and underline the linking words you have already used.
 - Correct any spelling, punctuation, or grammar mistakes.

Grade 6 Informative/Explanatory Writing Rubric				
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus, adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus, weakly supported by textual evidence	Does not demonstrate understanding or shows a misunderstanding of ideas, offering a focus unsupported by textual evidence
Organization/Purpose ³				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2a	Focus is effectively communicated and strongly maintained	Focus is clear and consistently maintained	Focus is somewhat unclear and/or insufficiently maintained	Focus is confusing or ambiguous
W.6.2a	Introduces a topic clearly, previewing what is to follow	Introduces a topic clearly	Introduction is weak or confusing	Introduction is missing or off-topic
W.6.2f	Concluding statement or section follows from and supports the information or explanation presented	Concluding statement or section follows from the explanation or information presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.2a	Clear, logical progression of ideas from beginning to end with strong connections between and among ideas	Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect	Uneven progression of ideas from beginning to end, inconsistent or unclear connections between and among ideas	Ideas have an unclear progression or seem to be randomly ordered; frequent extraneous ideas may be evident
W.6.2c	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	Uses appropriate transitions to clarify the relationships among ideas and concepts	Inconsistently or incorrectly uses transitions to establish the relationships among ideas	Lack of transitions makes the relationship between ideas unclear
W.6.2a	Formatting, graphics, or multimedia used are well chosen to enhance comprehension	Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension	Formatting, graphics, or multimedia used do not significantly aid comprehension	Formatting, graphics, or multimedia used are poorly chosen, distracting, or interfere with comprehension

³ W.6.4 is reflected in all descriptors.

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, definitions, details, quotations, or other information and examples) from the source material is integrated, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
W.6.2d L.6.6	Precise language and domain-specific vocabulary is well chosen for task, purpose and audience	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Appropriately uses some general academic and domain-specific vocabulary words	Uses a basic vocabulary and/or incorrectly uses general academic and domain-specific vocabulary words
W.6.2e W.6.4	Establishes and maintains a formal style and objective tone	Establishes and consistently maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
L.6.3	Syntactic variety enhances meaning, interest, and style	Varies sentence patterns for meaning, interest, and style	Lacks sentence variety	Sentence structure simple and/or repetitive
Conventions ⁴				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁴ See Grade 6 Language standards 1 and 2 for specific expectations.

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment G - Budget Summary_100% Enrollment**

Fiscal Year	23/24	24/25	25/26	26/27	27/28	28/29	
Year	1	2	3	4	5	6	
<u>Student Enrollment</u>							
Projected General Education	202	283	364	445	526	607	
Projected Special Education	48	67	86	105	124	143	
Percent Special Education	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Total Student Population (Paid)	250	350	450	550	650	750	
Projected ESL Students	55	77	99	121	143	165	22.00%
<u>Classroom Distribution</u>							100.00%
6th	125	100	100	100	100	100	
7th	125	125	100	100	100	100	
8th		125	125	100	100	100	
9th			125	125	100	100	
10th				125	125	100	
11th					125	125	
12th						125	
Total	250	350	450	550	650	750	
Average Number of Students/Grade	25	25	25	25	25	25	
Approximate # of Classes per Grade	5	2	2	2	2	2	
Total Required # of Classrooms	10	14	18	22	26	30	

Distribution of Enrollment from Surrounding School Districts													
	% Distribution	Federal Funds											
		23/24	24/25	25/26	26/27	27/28	28/29	23/24	24/25	25/26	26/27	27/28	28/29
Indian River	40.00%												
GENED		82	114	146	179	212	243	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645	\$ 645
SPED		19	28	35	42	50	57	\$ 65,145	\$ 91,590	\$ 116,745	\$ 142,545	\$ 168,990	\$ 193,500
Delmar	5.00%												
GENED		10	14	18	22	26	30	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463	\$ 463
SPED		2	3	4	5	6	7	\$ 5,556	\$ 7,871	\$ 10,186	\$ 12,501	\$ 14,816	\$ 17,131
Laurel	5.00%												
GENED		10	14	18	22	26	30	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732	\$ 732
SPED		2	3	4	5	6	7	\$ 8,784	\$ 12,444	\$ 16,104	\$ 19,764	\$ 23,424	\$ 27,084
Seaford	15.00%												
GENED		30	42	55	67	79	91	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996	\$ 996
SPED		7	10	13	16	19	21	\$ 36,852	\$ 51,792	\$ 67,728	\$ 82,668	\$ 97,608	\$ 111,552
Woodbridge	7.50%												
GENED		15	21	27	33	39	46	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869	\$ 869
SPED		4	5	6	8	9	11	\$ 16,511	\$ 22,594	\$ 28,677	\$ 35,629	\$ 41,712	\$ 49,533
Milford	7.50%												
GENED		15	21	27	33	39	46	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778
SPED		4	5	6	8	9	11	\$ 14,782	\$ 20,228	\$ 25,674	\$ 31,898	\$ 37,344	\$ 44,346
Cape Henlopen	20.00%												
GENED		40	57	73	89	105	121	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553	\$ 553
SPED		10	13	18	21	25	29	\$ 27,650	\$ 38,710	\$ 50,323	\$ 60,830	\$ 71,890	\$ 82,950
GENED		202	283	364	445	526	607						
SPED		48	67	86	105	124	143						
Total	100.00%	250	350	450	550	650	750	175,280	245,229	315,437	385,835	455,784	526,096

Estimated Revenue	23/24	24/25	25/26	26/27	27/28	28/29
State Funding (from Revenue Sheets)	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532	\$4,791,978	\$5,420,216
Local Funding (from Revenue Sheets)	\$600,404	\$841,528	\$1,081,529	\$1,315,372	\$1,556,709	\$1,791,256
Federal Funding	\$175,280	\$245,229	\$315,437	\$385,835	\$455,784	\$526,096
Cafeteria Service Revenue	\$168,750	\$236,250	\$303,750	\$371,250	\$438,750	\$506,250
Total Estimated Revenues (State/Local/Federal)	\$2,841,141	\$3,901,172	\$4,968,036	\$6,131,989	\$7,243,221	\$8,243,818

100% Enrollment

Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Executive Director	1	1	1	1	1	1	1						
School Founding Leader	0.5	0	0	0	0	0	0						
Director of Development	1	1	1	1	1	0	0						
Dean of Academic Excellence	0	1	1	1	1	1	1						
Dean of Community Partnerships	0	0	0	0	1	1	1						
6th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
7th Grade Academic Coach (Lead Teacher)	0	1	1	1	1	1	1						
8th Grade Academic Coach (Lead Teacher)	0	0	1	1	1	1	1						
9th Grade Academic Coach (Lead Teacher)	0	0	0	1	1	1	1						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	1	1	1						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	1	1						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	1						
6th Grade Content Teachers	0	4	3	3	3	3	3						
7th Grade Content Teachers	0	4	4	3	3	3	3						
8th Grade Content Teachers	0	0	4	4	3	3	3						
9th Grade Content Teachers	0	0	0	4	4	3	3						
10th Grade Academic Coach (Lead Teacher)	0	0	0	0	4	4	3						
11th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	4	4						
12th Grade Academic Coach (Lead Teacher)	0	0	0	0	0	0	4						
Special Education Coordinator	0	1	1	1	1	1	1						
Special Education Teacher	0	1	2	2	3	5	5						
Language Teacher	0	0	0	1	2	2	2						
Physical Education & Health	0	1	1	1	1	2	2						
Arts Teacher	0	0.5	0.5	1	1	2	2						
Paraprofessional	0	1	3	3	4	4	4						
Office Staff	0	1	1	2	2	2	2						
Custodian	0	1	2	2	2	3	3						
Cafeteria Aide (Part-Time)	0	3	3	3	4	4	4.5						
Nurse	0	1	1	1	1	1	1						
Counselor	0	1	1	1	1	1	1						
College Career Counselor	0	0	0	0	1	1	1						
Total Staff	2.50	24.50	32.50	39.00	49.00	57.00	61.50						
Health Insurance		346,112	482,040	607,152	801,003	978,348	1,108,538	Average Health Insurance cost by year					
Total Enrollment		250	350	450	550	650	750	1	2	3	4	5	6
								14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

Salary Grid for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Step	Indian River Salary Schedule
Inflation Factor		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	1-2	46,324 BA
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986	3-5	54,955 Masters
School Founding Leader	30,000	30,600	31,212	31,836	32,473	33,122	33,784	6-8	58,992 Masters
Director of Development	68,000	69,360	70,747	72,162	73,605	75,077	76,579	9-12	68,183 Masters +15
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579		
Dean of Community Partnerships		56,000	57,120	58,262	59,427	60,616	61,828	Average	57,114
6th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
6th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
7th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
8th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
9th Grade Content Teachers		57,114	58,256	59,421	60,609	61,821	63,057		
10th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
11th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
12th Grade Academic Coach (Lead Teacher)		57,114	58,256	59,421	60,609	61,821	63,057		
Special Education Coordinator		67,000	68,340	69,707	71,101	72,523	73,973		
Special Education Teacher		59,614	60,806	62,022	63,262	64,527	65,818		
Language Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Physical Education & Health		57,114	58,256	59,421	60,609	61,821	63,057		
Arts Teacher		57,114	58,256	59,421	60,609	61,821	63,057		
Paraprofessional		30,000	30,600	31,212	31,836	32,473	33,122		
Office Staff		28,500	29,070	29,651	30,244	30,849	31,466		
Custodian		28,000	28,560	29,131	29,714	30,308	30,914		
Cafeteria Aide (Part-Time)(included 9.31% OEC Rate)		14,081	14,363	14,650	14,943	15,242	15,547		
Nurse		44,600	45,492	46,402	47,330	48,277	49,243		
Counselor		50,000	51,000	52,020	53,060	54,121	55,203		
College Career Counselor		50,000	51,000	52,020	53,060	54,121	55,203		

Total Annual Salary for Staffing Model	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director	95,000	96,900	98,838	100,815	102,831	104,888	106,986
School Founding Leader	15,000	-	-	-	-	-	-
Director of Development	68,000	69,360	70,747	72,162	73,605	-	-
Dean of Academic Excellence	-	69,360	70,747	72,162	73,605	75,077	76,579
Dean of Community Partnerships	-	-	-	-	59,427	60,616	61,828
6th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
7th Grade Academic Coach (Lead Teacher)	-	57,114	58,256	59,421	60,609	61,821	63,057
8th Grade Academic Coach (Lead Teacher)	-	-	58,256	59,421	60,609	61,821	63,057
9th Grade Academic Coach (Lead Teacher)	-	-	-	59,421	60,609	61,821	63,057
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	60,609	61,821	63,057
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	61,821	63,057
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	63,057
6th Grade Content Teachers	-	228,456	174,768	178,263	181,827	185,463	189,171
7th Grade Content Teachers	-	228,456	233,024	178,263	181,827	185,463	189,171
8th Grade Content Teachers	-	-	233,024	237,684	181,827	185,463	189,171
9th Grade Content Teachers	-	-	-	237,684	242,436	185,463	189,171
10th Grade Academic Coach (Lead Teacher)	-	-	-	-	242,436	247,284	189,171
11th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	247,284	252,228
12th Grade Academic Coach (Lead Teacher)	-	-	-	-	-	-	252,228
Special Education Coordinator	-	67,000	68,340	69,707	71,101	72,523	73,973
Special Education Teacher	-	59,614	121,612	124,044	189,786	322,635	329,090
Language Teacher	-	-	-	59,421	121,218	123,642	126,114
Physical Education & Health	-	57,114	58,256	59,421	60,609	123,642	126,114
Arts Teacher	-	28,557	29,128	59,421	60,609	123,642	126,114
Paraprofessional	-	30,000	91,800	93,636	127,344	129,892	132,488
Office Staff	-	28,500	29,070	59,302	60,488	61,698	62,932
Custodian	-	28,000	57,120	58,262	59,428	90,924	92,742
Cafeteria Aide (Part-Time)	-	42,243	43,089	43,950	59,772	60,968	69,962
Nurse	-	44,600	45,492	46,402	47,330	48,277	49,243
Counselor	-	50,000	51,000	52,020	53,060	54,121	55,203
College Career Counselor	-	-	-	-	53,060	54,121	55,203
Total Salaries	178,000	1,242,388	1,650,823	2,040,303	2,606,671	3,114,012	3,436,281

	Year 0	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Classroom Teachers	-	601,140	11	907,384	17	1,163,214	21	1,460,742	26	1,737,238	30	2,024,198	34
Special Education Coordinator		67,000	1	68,340	1	69,707	1	71,101	1	72,523	1	73,973	1
Special Education Teachers (Federal Funds Tab)	-	59,614	1	121,612	2	124,044	2	189,786	3	322,635	5	329,090	5
Special Teachers (Phys Ed, Art, Music)		57,114	1	58,256	1	178,263	3	242,436	4	370,926	6	378,342	6
Counselors		50,000	1	51,000	1	52,020	1	106,120	2	108,242	2	110,406	2
Principal/Administrative	178,000	166,260	2	169,585	2	172,977	2	235,863	3	240,581	3	245,393	3
Nurse		44,600	1	45,492	1	46,402	1	47,330	1	48,277	1	49,243	1
Clerical		28,500	1	29,070	1	59,302	2	60,488	2	61,698	2	62,932	2
Custodial		28,000	1	57,120	2	58,262	2	59,428	2	90,924	3	92,742	3
Substitutes													
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other Employer Costs (33.11% of Salaries)													
Health Insurance													
Other Benefits													
Total	178,000	1,102,228	20.00	1,507,859	28.00	1,924,191	35.00	2,473,294	44.00	3,053,044	53.00	3,366,319	57.00
Allocated to Principal/Administration-Other													
Funds Sheet-Paid by Foundation Funds	3	97,917	1.5	99,875	1.5	72,162	1	73,605	1	-	0	-	0
Allocated to Cafeteria - Other Funds Sheet	0	42,243	3	43,089	3	43,950	3	59,772	4	60,968	4	69,962	4.5

	30-Jun-23	30-Jun-24	1-Jul-25	2-Jul-26	3-Jul-27	3-Jul-28	Eligibility
Transportation Expense							
Percent Eligible	175	245	315	385	455	525	70.0%
Estimated Annual Cost for Transportation	190,225	271,705	356,265	444,290	535,535	630,525	
Cost per Student	1,087	1,109	1,131	1,154	1,177	1,201	

IB Curriculum Programming Cost	30-Jun-23	29-Jun-24	29-Jun-25	29-Jun-26	30-Jun-27	30-Jun-28
Enrollment	0	250	350	450	550	650
Teacher Count	0	11	17	21	26	30
CP Program Training	-	-	-	-	1,480	1,480
CP Program Authorization Fee	-	-	-	-	8,500	-
Middle Years Program Training	600	7,200	3,600	3,600	3,600	3,000
Application Fee	4,000	-	-	10,500	10,500	10,500
Candidate Fee	-	9,500	9,500	-	-	-
Diploma Program Training	-	-	-	-	-	7,200
Diploma Program Application Fee	-	-	-	-	-	4,000
Candidate Fee	-	-	9,500	9,500	11,650	11,650
Total Cost of IB Programs	4,600	16,700	22,600	23,600	35,730	37,830

Health Insurance Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Local Tab	268,413	385,632	513,744	670,227	823,872	937,300
Federal Funds Tab	14,127	29,664	31,136	49,041	85,820	90,125
Other Funds Tab	21,191	22,248	15,568	16,347	-	-
Total	303,731	437,544	560,448	735,615	909,692	1,027,425
Total Employees	25	33	39	49	57	62

Health Insurance Calculation	Allocation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Highmark Delaware Comprehensive PPO Plan							
Employee	55%	13.48	17.88	21.45	26.95	31.35	33.83
Employee & Spouse	25%	6.13	8.13	9.75	12.25	14.25	15.38
Employee & Child(ren)	10%	2.45	3.25	3.90	4.90	5.70	6.15
Family	10%	2.45	3.25	3.90	4.90	5.70	6.15
Inflation factor	5.0%						
Monthly Cost per Class							
Employee		793.86	833.55	875.23	918.99	964.94	1,013.19
Employee & Spouse		1,647.34	1,729.71	1,816.20	1,907.01	2,002.36	2,102.48
Employee & Child(ren)		1,223.46	1,284.63	1,348.86	1,416.30	1,487.12	1,561.48
Family		2,059.40	2,162.37	2,270.49	2,384.01	2,503.21	2,628.37
Annual Cost per Class-All Employees							
Employee		128,415	178,846	225,284	297,201	363,010	411,315
Employee & Spouse		121,178	168,751	212,495	280,330	342,404	388,034
Employee & Child(ren)		35,970	50,101	63,127	83,278	101,719	115,237
Family		60,546	84,332	106,259	140,180	171,220	193,974
Average Cost/Year/Employee		14,127	14,832	15,568	16,347	17,164	18,025

100% Enrollment

The Bryan Allen Stevenson School of Excellence
Technology Budget Examples

	Year1	QTY	Extention
Phones - NEC Proposal - DE State Contract	\$ 13,035.21	\$ 1.00	\$ 13,035.21
Shredders	Purchase Price		
Option 1 MBM 2503cc	\$ 1,327.50		
Option 2 MBM 2604cc	\$ 1,797.50	\$ 1.00	\$ 1,797.50
Interactive Board Options	Purchase Price		
Sharp 4T-B70CT1U	\$ 2,319.00	\$ 4.00	\$ 9,276.00
Sharp PN-CE701H	\$ 3,835.00	\$ 4.00	\$ 15,340.00
Sharp PN-C751H	\$ 4,998.00	\$ 1.00	\$ 4,998.00
Sharp PN-CD701	\$ 8,205.00		
Rolling Stand	\$ 908.00	\$ 1.00	\$ 908.00
Wall Mount	\$ 194.00	\$ 8.00	\$ 1,552.00
Laptops for Staff Use	Purchase Price		
Sharp Dynabook Techra A50 15" i5 1.6GHz	\$ 873.00		
Sharp Dynabook Techra A50 15" i7 1.8GHz	\$ 963.00	\$ 16.00	\$ 15,408.00
Translation Solution	Purchase Price		
Xerox Versalink C405dn	\$ 885.00	\$ 1.00	\$ 885.00
100 individual scanned pages	\$ 50.00		
1,000 individual scanned pages	\$ 203.00		
5,000 individual scanned pages	\$ 528.00		
Note: 1 scanned pages with 20 page output, counts as 1 scanned page			
Chrome Books for Students	Purchase Price		
ASUS Chromebook C204EE YS01	\$ 216.57	\$ 260.00	\$ 56,308.20
Sharp Copier Options - Delaware State Contract	Purchase Price		
<u>BW Options</u>			
65ppm - Sharp MX-M6570, 4trays, staple finisher	\$ 5,833.00	\$ 1.00	Lease
50ppm - Sharp MX-M5051, 4trays, staple finisher	\$ 4,093.00		
35ppm - Sharp MX-M3551, 4trays, staple finisher	\$ 3,625.00		
<u>Color Options</u>			
50ppm - Sharp MX-5051, 4trays, staple finisher	\$ 5,274.00		
30ppm - Sharp MX-3051, 4trays, staple finisher	\$ 3,784.00		
Fax Option - Can be added to any of the Sharp options	\$ 266.00		

All Pricing Includes Delivery, Network installation & Training

Total Yr 0 and Yr 1 **\$ 119,507.91**

Amount in Budget Yr. 0 and Yr. 1

Computers-State and Local & Other Funds	\$ 100,000.00
Classroom Technology - State and Local & Other Funds	\$ 35,000.00
Computers-Federal Funds	\$ 15,000.00
Total Budget Yr. 0 and Year 1	<u>\$ 150,000.00</u>

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372
3	Prior Year Carryover Funds	\$0	\$0	\$91,100	\$107,638	\$134,141
TOTAL STATE & LOCAL REVENUE		\$0	\$2,497,111	\$3,510,793	\$4,456,487	\$5,509,045

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
5	Special Education Teachers	\$0	0.00	\$67,000	1.00	\$68,340	1.00	\$69,707	1.00	\$71,101	1.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
7	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
8	Principal/Administrative	\$0	0.00	\$166,260	2.00	\$169,585	2.00	\$172,977	2.00	\$235,863	3.00
9	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
10	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (33.11% of Salaries)	\$0		\$345,209		\$458,986		\$596,029		\$756,069	
15	Health Insurance	\$0		\$268,413		\$385,632		\$513,744		\$670,227	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,656,236	19.00	\$2,230,865	26.00	\$2,909,920	33.00	\$3,709,804	41.00

17	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$50,000		\$65,000		\$80,000		\$90,000	
22	Textbooks	\$0		\$0		\$60,000		\$70,000		\$80,000	
23	Curriculum	\$0		\$0		\$22,600		\$23,600		\$35,730	
24	Professional Development	\$0		\$5,000		\$5,000		\$6,000		\$7,500	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
27	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
28	Classroom Technology	\$0		\$16,000		\$20,000		\$25,000		\$35,000	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$65,000		\$80,000		\$100,000	
31	Contracted Services	\$0		\$35,000		\$55,000		\$75,000		\$100,000	
32	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL STUDENT SUPPORT		\$0		\$348,225		\$629,305		\$792,865		\$982,520	

33	Insurance (Property/Liability)	\$0		\$42,000		\$48,260		\$54,708		\$61,349	
34	Rent	\$0		\$181,050		\$184,600		\$188,150		\$192,055	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$0		\$100,000		\$135,000		\$140,000	
37	Maintenance	\$0		\$15,000		\$20,000		\$30,000		\$45,000	
38	Telephone/Communications	\$0		\$5,000		\$7,500		\$10,000		\$15,000	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$253,050		\$370,360		\$427,858		\$463,404	

42	Equipment Lease/Maintenance	\$0		\$3,500		\$5,000		\$5,125		\$8,253	
43	Equipment Purchase	\$0		\$35,000		\$45,000		\$50,000		\$60,000	
44	Supplies and Materials	\$0		\$5,000		\$8,000		\$12,000		\$15,000	
45	Printing and Copying	\$0		\$6,000		\$7,000		\$10,000		\$12,000	
46	Postage and Shipping	\$0		\$1,500		\$3,000		\$3,575		\$5,075	
47	Enrollment / Recruitment	\$0		\$5,000		\$5,125		\$5,253		\$6,753	
48	Staffing (recruitment and assessment)	\$0		\$5,000		\$6,000		\$7,000		\$10,000	
49	Technology Plan	\$0		\$2,500		\$3,500		\$3,750		\$4,750	
50	Other	\$0		\$10,000		\$10,000		\$10,000		\$12,000	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$73,500		\$92,625		\$106,703		\$133,831	

51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$75,000		\$80,000		\$85,000		\$95,000	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$75,000		\$80,000		\$85,000		\$95,000	
STATE & LOCAL EXPENDITURES		\$0		\$2,406,011		\$3,403,155		\$4,322,346		\$5,384,559	

56	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$91,100	\$107,638	\$134,141	\$124,486
2% CONTINGENCY CHECK		\$0.00	\$49,942.22	\$70,215.86	\$89,129.74	\$110,180.90

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$175,280	\$245,229	\$315,437	\$385,835
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$175,280	\$245,229	\$315,437	\$385,835
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
4	Special Education Teachers	\$0 0.00	\$59,614 1.00	\$121,612 2.00	\$124,044 2.00	\$189,786 3.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (33.11% of Salaries)	\$0	\$19,738	\$40,266	\$41,071	\$62,838
14	Health Insurance	\$0	\$14,127	\$29,664	\$31,136	\$49,041
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$93,479 1.00	\$191,542 2.00	\$196,251 2.00	\$301,665 3.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$5,000
21	Textbooks	\$0	\$6,801	\$5,842	\$5,742	\$1,281
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$5,000	\$5,000	\$5,000	\$5,000
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
27	Classroom Technology	\$0	\$0	\$0	\$10,000	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$15,000	\$5,000	\$0	\$0
30	Contracted Services	\$0	\$25,000	\$27,845	\$73,680	\$72,332
31	Other	\$0	\$20,000	\$0	\$14,764	\$557
SUBTOTAL STUDENT SUPPORT		\$0	\$81,801	\$53,687	\$119,186	\$84,170
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$175,280	\$245,229	\$315,437	\$385,835
54	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$1,000,000	\$150,000	\$150,000	\$150,000	\$150,000
3	Donations	\$0	\$300,000	\$300,000	\$300,000	\$300,000
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250
6	Miscellaneous Revenue	\$0	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$1,229	\$132,695	\$344,126	\$581,040
TOTAL OTHER REVENUE		\$1,000,000	\$619,979	\$818,945	\$1,097,876	\$1,402,290

Other Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
8	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Special Education Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Principal/Administrative	\$178,000 3.00	\$97,917 1.50	\$99,875 1.50	\$72,162 1.00	\$73,605 1.00
13	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
14	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
15	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
16	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
17	Other	\$0 0.00	\$42,243 3.00	\$43,089 3.00	\$43,950 3.00	\$59,772 4.00
18	Other Employer Costs (33.11% of Salaries)	\$58,936	\$32,420	\$33,069	\$23,893	\$24,371
19	Health Insurance	\$35,318	\$21,191	\$22,248	\$15,568	\$16,347
20	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$272,254 3.00	\$193,771 4.50	\$198,281 4.50	\$155,573 4.00	\$174,095 5.00
Student Support						
21	Transportation	\$0	\$0	\$0	\$0	\$0
22	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
23	Cafeteria	\$0	\$146,813	\$205,538	\$264,263	\$322,988
24	Extra Curricular	\$0	\$20,000	\$50,000	\$75,000	\$100,000
25	Supplies and Materials	\$5,000	\$4,000	\$4,000	\$4,000	\$4,000
26	Textbooks	\$200,000	\$0	\$0	\$0	\$0
27	Curriculum	\$4,600	\$16,700	\$0	\$0	\$0
28	Professional Development	\$5,000	\$0	\$0	\$0	\$0
29	Assessments	\$0	\$0	\$0	\$0	\$0
30	Other Educational Program	\$0	\$0	\$0	\$0	\$0
31	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
32	Classroom Technology	\$35,000	\$0	\$0	\$0	\$0
33	School Climate	\$0	\$0	\$0	\$0	\$0
34	Computers	\$100,000	\$0	\$0	\$0	\$0
35	Contracted Services	\$0	\$0	\$0	\$0	\$0
36	Other	\$0	\$0	\$0	\$0	\$5,000
SUBTOTAL STUDENT SUPPORT		\$349,600	\$187,513	\$259,538	\$343,263	\$431,988
Operations and Maintenance of Facilities						
37	Insurance (Property/Liability)	\$25,000	\$0	\$0	\$0	\$0
38	Rent	\$147,917	\$0	\$0	\$0	\$0
39	Mortgage	\$0	\$0	\$0	\$0	\$0
40	Utilities	\$50,000	\$90,000	\$0	\$0	\$0
41	Maintenance	\$0	\$0	\$0	\$0	\$0
42	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
43	Construction	\$80,500	\$0	\$0	\$0	\$0
44	Renovation	\$0	\$0	\$0	\$0	\$0
45	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$303,417	\$90,000	\$0	\$0	\$0
Administrative/Operations Support						
46	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
47	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
48	Supplies and Materials	\$2,500	\$0	\$0	\$0	\$0
49	Printing and Copying	\$2,500	\$0	\$0	\$0	\$0
50	Postage and Shipping	\$1,500	\$0	\$0	\$0	\$0
51	Enrollment / Recruitment	\$5,000	\$0	\$0	\$0	\$0
52	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
53	Technology Plan	\$0	\$0	\$0	\$0	\$0
54	Other	\$5,000	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$16,500	\$0	\$0	\$0	\$0
Management Company						
55	Fees	\$0	\$0	\$0	\$0	\$0
56	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
57	Curriculum	\$0	\$0	\$0	\$0	\$0
58	Accounting and Payroll	\$45,000	\$0	\$0	\$0	\$0
59	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
SUBTOTAL MANAGEMENT COMPANY		\$57,000	\$16,000	\$17,000	\$18,000	\$19,000
OTHER EXPENDITURES		\$998,771	\$487,284	\$474,819	\$516,836	\$625,083
60	# Students	0	250	350	450	550
REVENUE LESS EXPENDITURES		\$1,229	\$132,695	\$344,126	\$581,040	\$777,207

Charter School Application Budget Worksheet-Consolidated Funds Statement

The Bryan Allen Stevenson School of Excellence

State & Local Revenue		2022/2023		2023/2024		2024/2025		2025/2026		2026/2027	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0	\$1,896,707	\$2,578,165	\$3,267,320	\$4,059,532					
2	School District Local Fund Transfers	\$0	\$600,404	\$841,528	\$1,081,529	\$1,315,372					
3	Federal Entitlements	\$0	\$175,280	\$245,229	\$315,437	\$385,835					
4	Cafeteria Funds	\$0	\$168,750	\$236,250	\$303,750	\$371,250					
4	Non Profit Grants	\$0	\$0	\$0	\$0	\$0					
4	Foundation Grants	\$1,000,000	\$450,000	\$450,000	\$450,000	\$450,000					
4	Donations/Other Grants	\$0	\$2	\$0	\$0	\$0					
5	Prior Year Carryover Funds	\$0	\$1,229	\$223,796	\$451,765	\$715,183					
6											
7	TOTAL STATE & LOCAL REVENUE	\$1,000,000	\$3,292,372	\$4,574,968	\$5,869,801	\$7,297,172					
8											
9	State & Local Expenses										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
10	Classroom Teachers	\$0	0.00	\$601,140	11.00	\$907,384	17.00	\$1,163,214	21.00	\$1,460,742	26.00
11	Special Education Teachers	\$0	0.00	\$126,614	2.00	\$189,952	3.00	\$193,751	3.00	\$260,887	4.00
12	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$57,114	1.00	\$58,256	1.00	\$178,263	3.00	\$242,436	4.00
13	Counselors	\$0	0.00	\$50,000	1.00	\$51,000	1.00	\$52,020	1.00	\$106,120	2.00
14	Principal/Administrative	\$178,000	3.00	\$264,177	3.50	\$269,460	3.50	\$245,139	3.00	\$309,468	4.00
15	Nurse	\$0	0.00	\$44,600	1.00	\$45,492	1.00	\$46,402	1.00	\$47,330	1.00
16	Clerical	\$0	0.00	\$28,500	1.00	\$29,070	1.00	\$59,302	2.00	\$60,488	2.00
17	Custodial	\$0	0.00	\$28,000	1.00	\$57,120	2.00	\$58,262	2.00	\$59,428	2.00
18	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
19	Other	\$0	0.00	\$42,243	3.00	\$43,089	3.00	\$43,950	3.00	\$59,772	4.00
20	Other Employer Costs (33.11% of Salaries)	\$58,936		\$397,368		\$532,321		\$660,992		\$843,278	
21	Health Insurance	\$35,318		\$303,731		\$437,544		\$560,448		\$735,615	
22	Other Benefits	\$0		\$0		\$0		\$0		\$0	
23											
24	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$272,254	3.0	\$1,943,487	24.5	\$2,620,688	32.5	\$3,261,743	39.0	\$4,185,564	49.0
25											
26	Student Support										
27	Transportation	\$0		\$190,225		\$271,705		\$356,265		\$444,290	
28	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
29	Cafeteria	\$0		\$146,813		\$205,538		\$264,263		\$322,988	
30	Extra Curricular	\$0		\$20,000		\$50,000		\$75,000		\$100,000	
31	Supplies and Materials	\$5,000		\$64,000		\$79,000		\$94,000		\$99,000	
32	Textbooks	\$200,000		\$6,801		\$65,842		\$75,742		\$81,281	
33	Curriculum	\$4,600		\$16,700		\$22,600		\$23,600		\$35,730	
34	Professional Development	\$5,000		\$10,000		\$10,000		\$11,000		\$12,500	
35	Assessments	\$0		\$0		\$0		\$0		\$0	
36	Other Educational Program	\$0		\$5,000		\$10,000		\$12,000		\$15,000	
37	Therapists (Occupational, Speech)	\$0		\$37,000		\$45,000		\$55,000		\$65,000	
38	Classroom Technology	\$35,000		\$16,000		\$20,000		\$35,000		\$35,000	
39	School Climate	\$0		\$0		\$0		\$0		\$0	
40	Computers	\$100,000		\$15,000		\$70,000		\$80,000		\$100,000	
41	Contracted Services	\$0		\$60,000		\$82,845		\$148,680		\$172,332	

100% Enrollment

State & Local Revenue		2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
42	Other	\$0	\$30,000	\$10,000	\$24,764	\$15,557
43						
44	SUBTOTAL STUDENT SUPPORT	\$349,600	\$617,539	\$942,530	\$1,255,314	\$1,498,678
45						
46	Operations and Maintenance of Facilities					
47	Insurance (Property/Liability)	\$25,000	\$42,000	\$48,260	\$54,708	\$61,349
48	Rent	\$147,917	\$181,050	\$184,600	\$188,150	\$192,055
49	Mortgage	\$0	\$0	\$0	\$0	\$0
50	Utilities	\$50,000	\$90,000	\$100,000	\$135,000	\$140,000
51	Maintenance	\$0	\$15,000	\$20,000	\$30,000	\$45,000
52	Telephone/Communications	\$0	\$5,000	\$7,500	\$10,000	\$15,000
53	Construction	\$80,500	\$0	\$0	\$0	\$0
54	Renovation	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$10,000	\$10,000	\$10,000	\$10,000
56						
57	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$303,417	\$343,050	\$370,360	\$427,858	\$463,404
58						
59	Administrative/Operations Support					
60	Equipment Lease/Maintenance	\$0	\$3,500	\$5,000	\$5,125	\$8,253
61	Equipment Purchase	\$0	\$35,000	\$45,000	\$50,000	\$60,000
62	Supplies and Materials	\$2,500	\$5,000	\$8,000	\$12,000	\$15,000
63	Printing and Copying	\$2,500	\$6,000	\$7,000	\$10,000	\$12,000
64	Postage and Shipping	\$1,500	\$1,500	\$3,000	\$3,575	\$5,075
65	Enrollment / Recruitment	\$5,000	\$5,000	\$5,125	\$5,253	\$6,753
66	Staffing (recruitment and assessment)	\$0	\$5,000	\$6,000	\$7,000	\$10,000
67	Technology Plan	\$0	\$2,500	\$3,500	\$3,750	\$4,750
68	Other	\$5,000	\$10,000	\$10,000	\$10,000	\$12,000
69						
70	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$16,500	\$73,500	\$92,625	\$106,703	\$133,831
71						
72	Management Company					
73	Fees	\$0	\$0	\$0	\$0	\$0
74	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
75	Curriculum	\$0	\$0	\$0	\$0	\$0
76	Accounting and Payroll	\$45,000	\$75,000	\$80,000	\$85,000	\$95,000
77	Other	\$12,000	\$16,000	\$17,000	\$18,000	\$19,000
78						
79	SUBTOTAL MANAGEMENT COMPANY	\$57,000	\$91,000	\$97,000	\$103,000	\$114,000
80	STATE & LOCAL EXPENDITURES	\$998,771	\$3,068,576	\$4,123,203	\$5,154,618	\$6,395,477
81						
82	# Students	0	250	350	450	550
83	REVENUE LESS EXPENDITURES	\$1,229	\$223,796	\$451,765	\$715,183	\$901,695
84	2% CONTINGENCY CHECK	\$20,000.00	\$65,847.44	\$91,499.36	\$117,396.02	\$145,943.44
85	Cummulative Fund Balance	\$1,229.00	\$225,025	\$676,790	\$1,391,973	\$2,293,668
86	Days Cash On Hand		26.77	59.91	98.57	130.90
	Metric				75.00	

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment H - Response to EdReports Eureka Math_High School**

Response to EdReports Eureka Math HS

According to the latest EdReports for Eureka Math High School (2013-2014), Eureka Math meets the expectation of “Gateway 1: Focus & Coherence”, with a score of 15. For “Gateway 2: Rigor & Mathematical Practices”, Eureka Math scored a 12, which is categorized as “partially meets expectations.” For “Gateway 3: Usability”, Eureka Math is not scored.

The following is taken directly from the EdReport for Eureka Math, High School:

Indicator 2E

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

Indicator Rating Details

The materials reviewed for this series partially meet the expectations for supporting the intentional development of overarching mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the MPs. The materials do engage students in MP1 and MP6 throughout the materials, and there are not any instances where these two MPs are treated separately from the content standards. Overall, however, there are instances when the materials do not sufficiently support the intentional development of MP1 and MP6 by not accurately attending to the intent of these two MPs and by not fully supporting the instructional implementation of the MPs.

BASSE’s Response

BASSE plans to supplement Eureka Math with videos, additional math exercises and problem solving, and a skill called Intellectual Preparation (Intellectual Prep or IP). Through the practice of IP (which will occur at the independent-level, grade-level, and content-level) teachers will think through, with Content Leaders, and the Dean of Academic Excellence, not only what skills the students need to know and be able to exhibit for each task or objective, but also how to prepare a lesson through its weaknesses, including but not limited to understanding what the end goal is and how each part of the lesson fits together, what activities to work through to get students there, where to scaffold and how to have students show their work.

During IP, teachers will walk through each lesson, working backwards to understand what students need to know at the end of the lesson while working to fill in the gaps of the lesson. Because no curriculum is perfect and every student is different, there will always be gaps that educators need to identify to ensure proper learning of the material being taught.

BASSE will supplement the lessons exemplified below with additional practice or instructional videos and through the use of IP while preparing the lesson, all gaps will be addressed.

The following are examples that do not meet the intent of MP1 and MP6 or are not connected to content:

- Throughout the series, portions of lessons cite MP1, but often what is labeled is a place where students are asked to solve a problem but have been given a prescribed formula or steps to solve the problem in a previous example. The directions will even tell the teacher/student to use the steps already given.
 - An example is **Geometry module 2, topic A, lesson 3, Example 1**. Use of the following [video](#) will assist the teacher in teaching the material, with different content. The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught. The video coupled with the additional practice will ensure MP1 is met. The context changes very little, and the main difference in the problems are numbers.
- For MP1, in **Algebra II module 3 lesson 9 on page 132** of the teacher's edition, students are asked to figure out why social security numbers are 9 digits and how many digits long do phone numbers need to be to meet demand. In the previous example, students are shown how to use logarithms to figure out how many digits for ID numbers of a certain length. While the context changed, the work needed to be done is exactly the same just with larger numbers.
 - Use of the following videos, both the [advanced practice video](#) and the [properties of logarithms video](#) will assist the teacher in teaching the material, with different content.
- For MP6, in **Algebra I module 2, topic D, lesson 16**, students work with residual graphs. However, the materials walk students through the graph and do not require them to attend to precision. Although the materials themselves attend to precision, there is no work for the students to develop this Standard for Mathematical Practice.
 - The following [practice](#) will give the teacher additional material to have the students show their knowledge of the skill being taught.

The following are ways in which the materials do not fully support the instructional implementation of the MP1 and MP6 and how BASSE will raise the rigor:

- **At the lesson level**, MPs are identified in three ways in the teacher materials across the series: in Lesson Notes, within the lesson itself, and with a blue box in the margin of the lesson. Across the series, the MPs are usually identified with a blue box in the margin of the lesson, and when the blue box is used, there is little description or guidance as to how the identified portion of the lesson exemplifies the noted MP. Examples of blue MP boxes include the following:
 - For MP1, the blue box found on **page 54 of Algebra I module 4 lesson 4 states**, “This question is open-ended with multiple correct answers. Students may question how to begin and should persevere in solving.” There is no other guidance for teachers on integrating MP1 or description of how the question exemplifies MP1.
 - **To raise the rigor:** MP1 is exemplified here by way of students understanding that their way of solving the problem may not be the way that was taught in this particular lesson or the way other students may solve the problem, however, solving the problem correctly, showing your work, and being able to explain how you solved the problem, with proof, is the way in which MP1 is exemplified here.
 - For MP1, the blue box found on **page 219 of Algebra II module 1 lesson 20** is drawn around four questions that teachers can ask students during a whole-class problem, but there is no guidance for teachers on when to ask the questions or if all or only some of the questions should be asked.
 - **To raise the rigor:** Guidance for asking the questions, understanding that they are meant to scaffold, is to ask the questions in the order that they are written, with the goal being for the students to fit polynomial functions to data values by the end of the lesson [during the problem set, students will have to, at minimum, understand that there are infinite polynomials that pass through a given point as well as having to verify their work].
 - For MP6, the blue box on **page 377 of Geometry module 2 lesson 24** states, “Ask students to summarize the steps of the proof in writing or with a partner.” There is no other guidance for teachers on integrating MP6 or description of how the proof exemplifies MP6.

precise with both their numbers when graphing and the actual plotting of the numbers when graphing.

References:

<https://www.edreports.org/reports/overview/eureka-math-2013-2014>

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment I - Johnson Transportation Letter**

JOHNSON TRANSPORTATION, INC.
37073 JOHNSON ROAD
SELBYVILLE, DE 19975

February 22, 2022

Bryan Allen Stevenson School of Excellence
Attn: Dr. Julius Mullen

To whom it may concern,

Keith and Rebecca Johnson representing Johnson Transportation, Inc. of Selbyville, DE would be interested in providing transportation services for students of the Bryan Allen Stevenson School of Excellence, pending Charter School approval. We have been contractors within the Indian River School District since our establishment in 2010. In addition, Keith and Rebecca are Certified Delaware School Bus Driver Trainers. Johnson Transportation Inc. continues to provide reliable service for Indian River School District and would appreciate the opportunity to provide reliable service to Bryan Allen Stevenson School of Excellence. Should you need letters of recommendation they will be provided upon request.

Thank you for your time and consideration.

Sincerely,

Rebecca V. Johnson Pres.
Johnson Transportation, Inc.
Rebecca V. Johnson, President

2-22-22
Date

**Applicant's Response to CSAC Initial Report - February 28, 2022 ::
Attachment J - Otsie Transportation Letter**

**OTISE TRANSPORT, Inc.
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

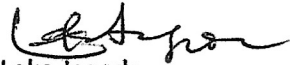
Fax: (302) 678-1185

2-24-2022

Hi Dr. Julius

I would like to request for the opportunity to transport children attending your institution, Bryan Allen School of Excellence, to and from your facility to their residence.

Thank you.



Leke Jegede
Owner/Manager

**Leke Jegede
205 N Caroline Place
Dover, DE 19904**

Tel: (302) 399-9400

Fax: (302) 678-1185

Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901

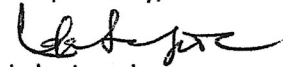
2-24-2022

RE: The Bryan Allen Stevenson School of Excellence, Inc.

I would like to offer my support for the above mentioned school. As an educator, I see the potential impact of the institution on the Sussex county community as it would provide a needed source of education for our children. As a citizen, I see the potential economic impact as the institution would provide job opportunities for the county and the state of Delaware as a whole.

I hope the school's application will be accepted.

Respectively,



Leke Jegede