

CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



Bryan Allen Stevenson School of Excellence

Formal Review

Initial Report

January 12, 2026

On December 18, 2025, the Delaware Department of Education (DOE), with the assent of the State Board of Education, placed the charter of The Bryan Allen Stevenson School of Excellence (BASSE) on formal review, pursuant to 14 Del. C. §515, to determine whether the school is out of compliance with the terms of its charter and, if so, whether to order remedial measures. The following attended the initial meeting of CSAC on January 12, 2026:

Voting Committee Members

- Adam Schott, Associate Secretary, Student Support
- Aimee Beam, Director, Student Support
- Lisa Condon, Education Associate, Workforce Support
- Tierra Fair, Community Member
- Gregory Fulkerson, Education Associate, Curriculum, Instruction, and Professional Learning
- Tiffany Green, Education Associate, Educator Excellence
- Brook Hughes, Education Associate, Operations Support
- Joyce Leatherbury, Education Associate, Curriculum, Instruction, and Professional Learning
- Ted Molin, Community Member
- Rene Parsley, Education Associate, Academic Excellence
- Preston Shockley, Education Associate, Teaching and Learning Support

Ex-Officio Members (Non-voting)

- Shawn Brittingham, President, State Board of Education
- Kendall Massett, Executive Director, Delaware Charter School Network

Staff to the Committee (Non-voting)

- Alicia Balcerak, Administrative Assistant, Charter School Office
- Carla Jarosz, Deputy Attorney General
- Faye Schilling, Education Specialist, Charter School Office
- Leroy Travers, Director, Charter School Office

Representatives of BASSE

- Chantalle Ashford, Lead Educator
- Raushann Austin, Head of School
- Theresa Berry, Board Chairperson
- Steven Hailey, Board Member
- Candace Shetzler, Special Education Coordinator

Initial Charter School Accountability Questions (school answers are noted in blue)

Staff / Licensure and Certification / Evaluations

Budget and Finance

1. The budget submitted appears to overstate anticipated revenues. The table below shows the actual anticipated state revenues, which are about \$81,000 less than what the school has budgeted. Given that projected revenues are less than what is included in the fiscal year (FY) 2026 budget, what changes will be made to ensure a viable budget for FY26?

Description	FY26 Budget	Actual Funding as of 12/30/2025	Variance	Notes
Unit Formula (05213) FY26	\$1,826,753.00	\$1,770,456.00	(\$56,297.00)	based on School Finance as of 12/30
Unit Formula (05213) FY25	\$29,648.82	\$29,648.82	\$0.00	
Technology Block Grant (05235) FY26	\$4,657.00	\$3,375.00	(\$1,282.00)	based on School Finance as of 12/30
Ed. Sustainment (05289 FY26)	\$34,800.00	\$25,216.00	(\$9,584.00)	based on School Finance as of 12/30
Charter Transportation (05177) FY26	\$179,965.00	\$166,401.00	(\$13,564.00)	based on School Finance as of 12/30
Child Safety Awareness (05317) FY26	\$416.00	\$416.00	\$0.00	
Sub Reimb. Family Leave (05389 FY26)	\$250.00	\$250.00	\$0.00	
Educational Opportunity Grant (05297)	\$65,280.00	\$65,280.00	\$0.00	
School Safety and Security (10171) FY26	\$12,166.00	\$11,808.00	(\$358.00)	Based on current Daily Validity
MCI (10230) FY26	\$32,103.00	\$32,103.00	\$0.00	
Enhanced MCI	\$21,964.00	\$21,964.00	\$0.00	
TOTAL	\$2,208,002.82	\$2,126,917.82	(\$81,085.00)	

A - See the attached revised budget (attachment A) for the 2025-2026 school year that addresses the discrepancies in earlier submitted budgets.

2. The budget includes local funds as noted below. The budgeted amounts may be overestimated given current year-to-date receipts. Provide additional details regarding the

funding sources where actual year-to-date receipts are less than what is included in the budget.

Description	FY26	Actual	Variance	Notes
	Budget	Funding as of 12/30/2025		
District Funding (98000)	\$386,033.7 7	\$386,033.7 7	\$0.00	based on FY26 charter bill
Carryover FY25	\$118,010.1 1	\$118,010.1 1	\$0.00	based on 7/1 Daily Validity
Food Service (91100)	\$50,000.00	\$8,073.24	(\$41,926.76)	YTD receipts
Funds (98000)	\$188,234.3 1	\$20,594.87	(\$167,639.44)	YTD receipts
Special Funds	\$0.00	\$0.00	\$0.00	
Tuition (91050)	\$14,169.61	\$45,658.63	\$31,489.02	based on FY26 charter tuition bill
Field Trips (98109)	\$576.00	\$0.00	(\$576.00)	YTD receipts
Pledges & Contributions (98154)	\$81,232.75	\$40,025.00	(\$41,207.75)	YTD receipts
Special Funds (Donations) (98159)	\$17,000.00	\$3,500.00	(\$13,500.00)	YTD receipts
Student Activities (98167)	\$809.81	\$200.00	(\$609.81)	YTD receipts
TOTAL	\$856,066.3 6	\$622,095.6 2	(\$233,970.74)	

A - See the attached revised budget (attachment A) for the 2025-2026 school year that addresses the discrepancies in earlier submitted budgets.

3. The FY25 audit submission has been delayed beyond the expected timeline. What is the current status of the audit, and when does the school expect to submit it to DOE?

A - As of today, the audit is in its final stages. The auditor has been communicative throughout the process and has provided State Auditor Lydia York with all requested information in advance of the audit's full completion. The school expects to receive and submit the completed FY25 audit by January 31, 2026.
4. DOE received reports of unpaid vendor invoices over several months. Provide an overview of fiscal controls in place to ensure timely invoice processing and adherence to the approved budget.

A - BASSE has established and implemented clear fiscal controls to ensure timely invoice processing and adherence to the approved budget. Vendors submit invoices directly to the business team (Ms. Austin, Ms. Williams, and Ms. Ashford), who review them for accuracy,

budget alignment, and appropriate approval. Once approved, invoices are processed for payment through First State Financials (FSF) by Ms. Williams and Ms. Ashford within seven business days of receipt, with payments issued within 30 days. This process was formally implemented in October and November as BASSE transitioned from Providence Creek Academy to a fully internal business team, and state approval for the voucher processing role was received in the last week of November, allowing invoice processing to begin immediately. Additional internal controls include the use of budget tracking tools, adherence to FSF best practices, uploading all invoices into FSF for monitoring, implementing purchase orders whenever possible, and minimizing the use of P-cards for recurring payments. Together, these controls ensure effective financial oversight, timely vendor payments, and ongoing compliance with the approved budget.

5. Have all outstanding invoices from September through November been processed in FSF? If not, what is the total outstanding?

A - To the school's knowledge, all outstanding invoices from September through November have been or are being processed in FSF. To further improve efficiency and consistency, BASSE is streamlining invoice submissions through a single business office email address established on January 7. This new process is being communicated to vendors throughout the month, with the goal of full compliance and implementation by February 1. Additionally, the school is proactively contacting vendors to confirm that no invoices were missed during the transition from the previous business office and administrators to the current team.

6. How are current board members contributing to school operations, financial oversight, and recruitment efforts?

A - Current board members are actively engaged in supporting BASSE's daily operations, financial oversight, and recruitment efforts. Board members are frequently present in the building and assist as needed with day-to-day operations, which allows them to remain closely connected to school operations and staff needs. This support may include assisting in classrooms, covering front desk responsibilities, supporting hall duty, and regularly checking in with teachers, staff, and administration. In addition, Drs. Berry and Cauley meet monthly with the Head of School and, at her request, with the School Leadership Team to provide ongoing guidance and support. The Board maintains strong financial oversight through regular participation in monthly Citizen's Budget Oversight Committee (CBOC) meetings. Drs. Berry and Cauley, Board Treasurer Paula Roberts, and BASSE staff/teacher representative Candace Shetzler attend these meetings to review income and expenditures at the line-item level, monitor the school's financial position, and plan for anticipated expenses that may fall outside the approved budget. Board members also contribute directly to the school's financial sustainability through fundraising efforts, including writing and submitting grants, soliciting individual and local business donations, maintaining relationships with donors, and planning and executing annual fundraising events. These efforts include

upcoming events such as the March 20 Donna Brazile event, as well as participation in Dine-and-Donate events and Parent Advisory Council-led fundraising activities. In accordance with the bylaws, all Board members also make meaningful financial contributions to the school. Board members are similarly involved in student recruitment and retention efforts. Drs. Berry and Cauley represent the school at recruitment events, answering prospective family questions and promoting the school's mission. Board members also contact current families to confirm reenrollment intentions and follow up with prospective families to support completion of required enrollment documentation. In addition to operational, financial, and recruitment support, the Board has contributed to school improvement and community engagement efforts. The Board funded the painting of the school, while community partners Social Contract and The Sunshine Club donated The Walk of Greatness: A Bryan Stevenson Story mural at the building entrance to promote pride and beautification. The Sunshine Club also provided bookbags for students and school supplies for staff. Finally, the Board supported the establishment of a building use agreement, allowing BASSE to open the facility for community use, with several community events already scheduled.

7. Has the board considered adding board members with relevant charter, finance, or enrollment experience?

A - The Board's bylaws allow for up to fifteen members, and while the Board has intentionally streamlined its membership over the past year, there remains capacity for growth. The Board is actively open to adding members with relevant expertise in charter governance, finance, and enrollment. Despite a reduction in overall size this year, the Board added a member with strong financial expertise, and the current parent representative has been particularly effective in supporting recruitment efforts. Additionally, the Board has recently connected with a potential new member who is a business owner and has expressed interest in contributing to fundraising efforts and leveraging her business experience to support the school.

Follow-up Questions for Budget and Finance

Adam Schott asked if the school has asked for any resubmissions based on the school's new established system or if they are using FSF for older submission with the intention of using the new system to pay invoices in the future.

A – Vendors who bill the school monthly were contacted and asked to submit invoices using the new system. Vendors now have BASSE's contact people and procedures. All existing invoices were paid utilizing the prior system.

Lisa Condon asked whether Board members are supplementing unfilled positions or providing additional hands-on support.

A – Board members are providing supplemental hands-on support. While some positions were unfilled earlier in the school year, those roles have since been filled, and current Board involvement is for additional operational support.

Brook Hughes raised concerns about budget line items, requested a detailed expenditure budget, and asked whether community use of the building generates revenue.

A – The school charges for community use of the building.

Tierra Fair asked about the factors contributing to the delay of the audit.

A – The audit timeline was affected by multiple business office transitions, staffing changes, and delays related to required audit documentation, as well as external scheduling factors beyond the school's control.

Kendall Massett asked who is conducting the audit.

A – The audit is being conducted by Barbacane.

School Health Services / School Nurse Operations

8. The following areas were noted for improvement during a nursing site visit:

a. Ensure that the school nurse holds valid and timely licensure through DEEDS, and that appropriate human resources onboarding and support is provided in alignment with Regulation 1582.

A - BASSE has implemented formal controls to ensure that all school nursing services are provided by a properly licensed professional. The school nurse's Delaware nursing license and school nurse credential are now verified through DEEDS prior to assignment, reviewed and documented annually, and tracked for expiration and renewal. No nurse may provide services unless DEEDS credentials are active and verified. In addition, BASSE has aligned school nurse onboarding with Regulation 1582, including official appointment, licensure verification, orientation to health services policies, and training on emergency protocols, medication administration, confidentiality, and documentation. Administrative leadership now holds direct responsibility for verification and compliance, ensuring these requirements are systemic rather than individual dependent.

b. Ensure that the nurse receives access to required coaching and supports under Regulation 1503?

A - BASSE has established a structured professional support and oversight system for the school nurse. A formal supervisory relationship with a qualified nursing administrator or contracted school health services provider is now in place, providing clinical guidance, regulatory interpretation, mentoring, and case consultation. The nurse also receives ongoing coaching, access to professional learning networks, and training related to state requirements, emergency response, and chronic condition management. The nurse is integrated into BASSE's student support and multi-tiered systems of support (MTSS) teams to ensure coordinated services and early

identification of health-related barriers to learning. All coaching, supervision, and professional development activities are documented and reviewed by school leadership.

- c. Establish and maintain standing orders, supplies, and protocols for life-saving medications, including albuterol, epinephrine, and naloxone (Regulation 817).
A - BASSE has secured written standing orders from a licensed Delaware prescriber for epinephrine, albuterol, and naloxone. On-site supplies of these medications are maintained in secure, clearly labeled, and accessible locations, with expiration dates monitored and logged by the school nurse. Written emergency protocols outline indications for use, administration procedures, 911 activation, documentation, and parent notification. Staff receive annual training on recognizing medical emergencies and activating emergency response procedures. Medication logs, standing orders, training rosters, and monthly checks are maintained and reviewed to ensure continuous compliance.
- d. Develop and implement a Health & Safety Plan that ensures consistent delivery of required health services, including screenings, medication administration, chronic condition management, and emergency response procedures (Regulations 815 & 817).
A - BASSE has developed and implemented a comprehensive written Health & Safety Plan that governs all school health services. The plan addresses required screenings, medication administration, chronic condition management, emergency response, infection control, documentation, and confidentiality. The school nurse conducts and tracks required screenings, manages individualized health care and emergency action plans, and ensures medications are administered only by authorized personnel. Regular audits of health records, supplies, and incident reports are conducted to maintain compliance throughout the school year.
- e. Ensure the health office is properly equipped, secured year-round, and supported with standardized emergency cards, equipment, and supplies to allow both permanent and substitute nurses to provide safe care.
A – The health office is now properly equipped, secured year-round, and stocked with standardized emergency equipment, supplies, and documentation tools to ensure continuity of care for both permanent and substitute nurses. BASSE has strengthened administrative oversight through licensure and compliance tracking systems, routine documentation reviews, and clearly assigned leadership responsibility. As a result of these actions, BASSE has moved from informal start-up practices to a fully documented, monitored, and compliant school health system that prioritizes student safety, regulatory adherence, and sustainable operational oversight.

- f. Strengthen systems and administrative oversight to ensure ongoing compliance with Regulations 804, 805, 811, 815, 817, 1582, and 1503

Follow-up Questions for School Health Services / School Nurse Operations

Tiffany Green asked whether the school nurse has been paired with a coach under Regulation 1503 as part of the Comprehensive Induction Program.

A – The school nurse has not yet been formally paired with a Regulation 1503 coach. The nurse is currently receiving support from Ann Convey while the DEEDS licensure and induction processes are being completed.

Student Support Services

9. It was noted that BASSE's McKinney-Vento liaison has not been participating in meetings and trainings. Does the school have a designated liaison, and has this individual attended meetings and trainings?

A - BASSE has a designated McKinney-Vento Liaison with responsibility for identifying and supporting students experiencing homelessness. During the school's start-up year, participation in external meetings and trainings was inconsistent due to staffing transitions and competing compliance demands. This gap has been addressed. The McKinney-Vento Liaison role is now formally defined, embedded within BASSE's student support infrastructure and included in the school's annual compliance and professional development calendar. Required McKinney-Vento trainings are scheduled through DOE, and attendance is monitored by school leadership to ensure ongoing compliance and continuity, even during future staffing changes.

10. It reportedly took over a year for the school to identify a foster care point of contact (POC), and the current POC has not attended required training. How is BASSE ensuring compliance with foster care requirements, including designation of a POC with capacity to fulfill the role?

A - BASSE acknowledges that during its initial start-up year, the designation and operationalization of a Foster Care POC was delayed due to rapid staffing changes and the absence of a fully developed student support structure. This issue has now been formally corrected. BASSE has designated a qualified Foster Care POC in writing, assigning the role to a staff member with direct responsibility for enrollment, attendance, student stability, and family engagement, ensuring the capacity and authority to meet all ESSA and McKinney-Vento foster care requirements. The POC is responsible for serving as the primary liaison to Department of Services for Children, Youth and Their Families (DSCYF) and child welfare agencies, ensuring immediate enrollment and records transfer, coordinating transportation and school stability decisions, and monitoring student progress and engagement. Required

foster care and McKinney-Vento trainings have been scheduled through DOE and child welfare partners, and foster care compliance training is now embedded into staff onboarding and the annual compliance calendar. Written procedures, leadership oversight, and documentation requirements ensure that foster care compliance is institutionalized and not dependent on a single individual.

11. DOE staff expressed concern about systems capacity to support vulnerable student populations. Describe the school's internal monitoring processes for identifying, tracking, and supporting students experiencing homelessness and students in foster care.

A - BASSE has implemented a formal, multi-layered internal monitoring system to ensure students experiencing homelessness and students in foster care are promptly identified, continuously tracked, and effectively supported. Identification occurs at multiple entry points, including enrollment and re-enrollment housing questionnaires, foster care indicators, counselor intake, staff referrals, and notifications from child welfare agencies. All enrollment indicators are reviewed within 48 hours by the McKinney-Vento Liaison and Foster Care POC. Once identified, students are entered into protected internal rosters maintained by the Liaison and POC, tracking enrollment status, school of origin, transportation needs, attendance, academic progress, behavioral and social-emotional supports, and services provided. BASSE uses an MTSS-aligned tiered support framework, with students in homelessness or foster care automatically reviewed at Tier 2 or higher due to the inherent instability of their circumstances. Monthly student support reviews are conducted by the Liaison, Foster Care POC, school counselor, and leadership team to monitor attendance, academic progress, engagement, placement or housing changes, and service effectiveness. BASSE also maintains regular communication with DSCYF, caregivers, shelters, and community agencies to ensure continuity of services and school stability. All determinations, services, and supports are documented and reviewed by leadership to ensure compliance with federal and state requirements. As a result, BASSE now operates a structured, documented, and monitored system for supporting vulnerable student populations.

12. DOE data indicates that multiple staff have not completed required Non-Academic Mandatory Trainings (NAMT). Regarding NAMT, what steps is the school taking to ensure 100% completion and timely onboarding for new hires?

BASSE acknowledges that during the school's start-up year, NAMTs were not consistently completed by all staff due to rapid hiring, limited onboarding infrastructure, and competing compliance demands. This gap has now been formally addressed through the implementation of a centralized compliance and onboarding system designed to ensure full and sustained compliance. BASSE has established a centralized NAMT compliance tracker maintained by school leadership that documents required trainings, completion dates, renewal deadlines, and verification for all staff. This tracker is reviewed monthly to ensure no staff member is out of compliance. All current staff with outstanding NAMT requirements have been

notified, provided dedicated time to complete trainings, and placed on firm completion timelines. Staff who do not meet these requirements are not permitted to work unsupervised with students until compliance is achieved. For new hires, NAMT completion is now embedded into the onboarding process. No employee may begin working with students unless all required trainings are completed or a documented, time-limited provisional plan is approved by school leadership. BASSE has also instituted annual and mid-year compliance audits to prevent lapses and ensure ongoing certification. School leadership holds direct accountability for NAMT compliance, making training completion a core expectation of employment and ensuring 100% completion and timely onboarding moving forward.

13. DOE acknowledged the school counselor's strong engagement with DOE supports. Describe the role and contributions of the school counselor in student support services, and how the school ensures continuity of services during staff transitions.

A - BASSE's school counselor plays a central role in the school's student support infrastructure and has been a key driver of engagement with DOE supports, student well-being initiatives, and compliance with non-academic requirements. The counselor serves as BASSE's primary student supports coordinator, responsible for mental health screening, counseling, and crisis response; case management for students experiencing homelessness, foster care, and other high-need circumstances; coordination with DOE student services, child welfare agencies, and community partners; support for attendance, engagement, and behavior interventions; and staff consultation and referrals. In addition, the counselor acts as a critical bridge between BASSE and DOE support teams, ensuring the school implements recommended interventions and fully leverages available resources. To ensure that institutional knowledge is not dependent on a single staff member, the counselor's work is embedded within a broader student support system that includes the McKinney-Vento Liaison, the Foster Care Point of Contact, school leadership, teachers, and student support staff. All student cases, service plans, and interventions are documented in protected internal systems, tracking student needs, interventions provided, agency involvement, and follow-up timelines. BASSE has implemented multiple safeguards to ensure continuity during staff transitions, including written role descriptions, shared access to student support rosters and service logs, leadership oversight of all high-need cases, and formal transition protocols to transfer student files, agency contacts, and service plans seamlessly. These measures ensure that student supports remain system-based, fully documented, and continuously overseen by leadership, providing stability and compliance regardless of staff changes.

Follow-up Questions for Student Support Services

Leroy Travers commended the school for recognizing the non-academic components to MTSS. Kendall Massett stated that BASSE and charter schools are not alone in confusion around the timing of NAMTs

Lisa Condon asked how student support documentation is tracked and whether a specific leadership role is responsible for maintaining it.

A – BASSE uses a centralized student support tracking system that carries forward year to year. The tracker is maintained by the Head of School and the school counselor, with access provided to the full leadership team to ensure continuity, oversight, and continuity during staffing transitions.

School Climate and Discipline / Policy & Reporting

14. DOE review indicates the teen dating violence policy may not reflect September 2023 Domestic Violence Coordinating Council updates. Has the policy been updated to align with current guidance?
A - The board will review the current policy to ensure compliance and, if necessary, approve any required changes during the January 27 board meeting.
15. DOE review indicates the current student conduct policy predates the 2025–26 discipline matrix. Has the policy been updated to incorporate the current offense codes?
A - The board will review the current policy to ensure compliance and, if necessary, approve any required changes during the January 27 board meeting.
16. Policies regarding Gun-Free Schools and Unsafe School Choice Option could not be located. Provide copies of these policies or explain how these requirements are met.
A - The board will review the current policy to ensure compliance and, if necessary, approve any required changes during the January 27 board meeting.
17. Discipline referrals in Infinite Campus (IC) appear to be missing action codes. Describe the school’s process for entering behavior referrals and action codes, and the monitoring in place for accuracy.
A - BASSE uses the Behavior Management system within IC to record all student behavior referrals. Staff entering referrals are trained to include the appropriate action codes for each incident, ensuring that disciplinary actions are accurately documented. Leadership reviews behavior data regularly to monitor completeness and accuracy, and any discrepancies are addressed promptly. This is our first indication of missing action codes in referrals for the 2025–2026 school year. BASSE is prepared to meet with the appropriate DDOE staff and submit support tickets to IC to resolve any technical issues and ensure that data flows accurately to DDOE through Ed-Fi.
18. DOE data review showed gaps between referrals entered in IC and data appearing in EdInsight. How is the school ensuring accurate reporting of discipline data to the Department?
A - This is BASSE’s first indication of gaps between behavior referrals entered in IC and the data appearing in EdInsight for the 2025–2026 school year. To address this, BASSE is

prepared to meet with DDOE staff and submit support tickets to IC to resolve any technical issues. In addition, the school will review internal data entry processes to identify and correct any human errors. By addressing both technical and procedural issues, BASSE will ensure that all behavior data is accurately captured in IC and consistently reported to EdInsight, providing timely, complete, and reliable discipline reporting to the Department.

19. Improper or inconsistent data coding may be linked to training needs. What training has been provided to staff responsible for discipline reporting and data entry?

A - BASSE provides staff responsible for discipline reporting and data entry with training through the flipped modules available in the IC- Campus Passport, supplemented by materials from the IC Knowledge Base and additional resources developed by the state and IC. BASSE acknowledges that some institutional knowledge may have been lost during staff transitions in Spring and Fall 2025. To address this, BASSE will provide refresher training and targeted support to fill any gaps, ensuring that all staff are fully equipped to code behavior data accurately and consistently going forward.

Follow-up Questions for School Climate and Discipline / Policy and Reporting

Lisa Condon asked whether the policies referenced in Questions 14 and 16 have been developed and aligned with current guidance.

A – The policy for Question 14 has not yet been updated, and the policies referenced in Question 16 are still under development.

Nutrition Programs / Food Service Operations

20. DOE program staff reported delays in communication impacting service delivery. Describe how the school ensures timely communication and responsiveness with food service vendors and partners.

A - Since the new administrative team assumed leadership, BASSE has addressed previous delays in communication with food service vendors and partners. The school has established clear points of contact and regular communication protocols to ensure timely responses to vendor inquiries and service needs. These measures have streamlined coordination, eliminated disruptions, and ensured that food service operations are managed efficiently, supporting consistent and reliable service delivery.

21. A past-due food service balance of more than \$20,000 was identified before being resolved. What internal financial controls are now in place to prevent vendor invoices from becoming delinquent?

A - As addressed in question four, BASSE has established and implemented clear fiscal controls to ensure timely invoice processing and adherence to the approved budget. Vendors submit invoices directly to the business team (Ms. Austin, Ms. Williams, and Ms. Ashford), where invoices are reviewed for accuracy, budget alignment, and appropriate approval. Once

approved, invoices are processed for payment through FSF by Ms. Williams and Ms. Ashford within seven business days of receipt, with payments issued within 30 days. This process was formally implemented in October and November as BASSE transitioned from Providence Creek Academy to a fully internal business team, and state approval for the voucher processing role was received in the last week of November, allowing invoice processing to begin immediately. Additional internal controls include the use of budget tracking tools, adherence to FSF best practices, uploading all invoices into FSF for monitoring, implementing purchase orders whenever possible, and minimizing the use of P-cards for recurring payments. Together, these controls ensure effective financial oversight, timely vendor payments, and ongoing compliance with the approved budget.

22. Program review indicates the need for strengthened systems management. How is the school ensuring that all nutrition program requirements are being met and monitored on an ongoing basis?

A - BASSE ensures that all nutrition program requirements are met and monitored through regular oversight and ongoing professional development. The school administration meets monthly with the child nutrition manager to review the program budget, forecast inventory for the upcoming month, and review reimbursement procedures. These meetings provide consistent oversight of operations and help ensure compliance with all program requirements. Additionally, the Head of School and administration met with DOE in August and September to receive professional development on proper implementation and management of the food service program. Together, these measures strengthen systems management and ensure that the nutrition program operates in full compliance on an ongoing basis.

Enrollment, Recruitment, and Retention

23. Materials provided seem to indicate only one student recruitment event on November 19. Is this accurate? Describe all student recruitment efforts undertaken leading up to and during the school choice window.

A - BASSE conducted multiple student recruitment and engagement activities leading up to and during the school choice window. Events included a Trunk or Treat in October, flyer campaigns, and a Dine and Donate in November, all of which focused on student recruitment and community visibility and engagement. Recruitment efforts are expanding as Ms. Ashford has added capacity to lead school-based activities targeting prospective families such as school tours and personalized parent engagement. Additionally, BASSE is launching a new social media campaign led by a social media expert to increase outreach and visibility. These coordinated efforts represent a multi-channel approach to student recruitment. The initial social media proposal is attached for review (attachment B).

24. Based on the materials provided, it does not appear that there is any board member participation in recruitment efforts. What role have board members played in student recruitment?

A - Board members at BASSE play an active and ongoing role in student recruitment. Drs. Berry and Cauley regularly attend recruitment events to represent the school and answer questions from prospective families. Other Board members participate in outreach by contacting current enrollees to confirm plans for continued enrollment and following up with families who have not completed all required enrollment paperwork. Board members have also supported recruitment for both school and after-school programs, including music, basketball, and a new tennis program, helping to build participation and awareness. They have attended community events, such as Juneteenth celebrations and local parades, where they set up tables and engaged directly with families. In addition, Board members have conducted targeted outreach to Delaware State University, school counselors in Kent and Sussex counties, and parents to identify and connect with prospective students. The most recent recruitment plan will be reviewed in detail at the January 27, 2026 board meeting, and building staff and leadership are encouraged to leverage Board members' support in any appropriate recruitment activities. Through these efforts, Board members provide strategic, hands-on support to ensure BASSE's recruitment goals are met.

25. Has the school surveyed students and families regarding expected return for 2026–27?

A - BASSE surveyed families regarding their plans for the 2026–2027 school year. At the time of this response, only five families indicated that they do not expect their child to return. Most respondents expressed satisfaction with their experiences at BASSE and provided detailed feedback on areas where they would like to see continued growth and 12 of 21 improvements at the school. A combined majority of respondents (78%) confirmed that they planned to return for the 2026-2027 school year or that they were leaning toward returning though at this time they were undecided.

26. Has the school collected data on student withdrawals and used this to adjust recruitment or retention plans?

A - BASSE collects data from families who withdraw their students and uses this information to guide recruitment and retention strategies. Most withdrawals this school year have been for personal reasons, with families choosing to homeschool their children. School leadership reviews feedback from these families to identify trends and implement targeted improvements aimed at strengthening retention and supporting families' needs.

27. What strategies are in place to retain currently enrolled students?

A - BASSE employs multiple strategies to retain currently enrolled students, focusing on academic, behavioral, and community engagement. These strategies include developing extracurricular clubs, strengthening academic programming, and enhancing the Positive Behavioral Interventions and Supports (PBIS) system. The school also prioritizes building strong relationships with students and families to foster a supportive and connected school

community. In addition, events such as the Scholastic Book Fair and school dances help promote student engagement and a positive school culture.

28. What new recruitment approaches are being implemented for the 2026–27 year?

A - For the 2026–2027 school year, BASSE is enhancing its traditional recruitment methods—including events, school tours, direct parent communication, and tabling at community organizations—by adding a targeted social media campaign. This campaign is led by an on-site social media expert who consistently shares high-quality content about the positive experiences and accomplishments at BASSE. By leveraging expertise in design, platform algorithms, and audience targeting, the campaign is expected to increase family engagement and drive a higher number of applications.

29. Provide the number of school choice applications received to date and the anticipated enrollment for 2026–27.

A - BASSE has received 25 school choice applications and anticipates total enrollment of 225 students for the 2026–2027 school year, which is below the initial projections outlined in the charter application for the school’s third year of operations. The Board and School 13 of 21 Leadership Team had planned to apply for a major modification and had initial discussions exploring adjusting the grade configuration and growth plan but were informed that this option was no longer available due to the school’s placement under formal review. If revising enrollment projections and grade configuration is possible through the current review process, the school welcomes that discussion. Recruitment and enrollment efforts continue to involve both staff and parents, including outreach to prospective families and coordination of school tours to support enrollment growth.

30. How have reduced enrollment levels affected program delivery fidelity and staffing capacity?

A - Reduced enrollment levels have impacted BASSE’s staffing capacity and the breadth of extracurricular offerings. With a smaller team, the school further stretches resources, staff members have taken on multiple roles, and the administrative team has limited administrative and clerical support. Despite these challenges, academic program delivery has remained strong. The school has successfully built a dedicated special education team, which supports teachers in providing academic interventions and ensuring all students continue to receive high-quality instruction.

31. Has the school pursued new community partnerships to support recruitment, retention, or sustainability?

A - BASSE actively pursues community partnerships to support recruitment, retention, and sustainability. Recently, Board members and the Head of School met with Sussex Technical High School and Delaware Technical Community College to explore collaborations that could support student enrollment. The Board also organized a tour with Shell Corporation to

identify opportunities for partnership, engagement, and potential revenue generation. In addition, the Head of School has established new partnerships with Apple and Children and Families First. Through Apple, students will have opportunities to explore careers in computer science, learn coding, design apps, and participate in a spring competition focused on solving a local community challenge. Children and Families First will provide wraparound, onsite therapeutic support for students and families. These partnerships demonstrate BASSE's ongoing commitment to leveraging community relationships to enhance recruitment, support retention, and strengthen the school's long-term sustainability.

32. Under what conditions would the board consider charter surrender, and what minimum enrollment is required for viability?

A - In general, the Board would not consider surrendering the charter. The Board remains fully committed to the school's mission and goals and believes that BASSE provides a unique educational experience in Sussex County. The Board is dedicated to ensuring the school continues to grow and serve children and families in Delaware. While the Board has not identified a specific minimum enrollment threshold for viability, it is focused on strategies to maintain and increase enrollment to support the school's long-term sustainability.

Follow-up Questions for Enrollment, Recruitment, and Retention

Adam Schott asked whether the parent survey remains open, if the reported 78% return rate reflects only respondents to date, and about the relative shares of "returning" and "planning to return" categories.

A – The parent survey remains open. The 78% return rate reflects only current respondents, with an approximate 50/50 split between families confirming they will return and families indicating they plan to return.

Adam Schott asked BASSE to confirm that its projected enrollment of 225 students for 2026–27 represents a net increase of approximately 90 students over the current year.

A – BASSE is projecting a net increase of approximately 90 students for the 2026–27 school year.

Brook Hughes clarified that five families, representing approximately six students, have indicated they will not return and requested additional grade-level enrollment detail.

A – Five families have indicated they will not return, with one family having multiple students. The parent survey remains open, and additional grade-level data will be provided as more responses are received. BASSE noted that many families are delaying survey responses due to uncertainty related to the formal review.

Brook Hughes asked whether BASSE will accept tenth grade applications and what the desired grade configuration would be absent the formal review.

A – BASSE’s desired grade configuration is grades six through ten. Consideration of grade configuration changes and potential charter modifications has been paused due to the formal review process. BASSE is evaluating whether to pause tenth grade for one year to focus resources on grades six through nine while supporting tenth grade students with transition options, depending on the outcome of the formal review.

Brook Hughes calculated that BASSE would still need approximately 85 additional students to reach the projected 225-student enrollment target and asked where those students would come from.

A – BASSE is relying on expanded recruitment, social media outreach, board engagement, and improved family engagement to generate additional applications, based on prior enrollment growth patterns.

Lisa Condon confirmed that ninth-grade families have been informed of possible grade configuration scenarios.

A – Ninth-grade families have been informed of potential scenarios, including retention of tenth grade, pausing tenth grade for one year, or supporting student transitions depending on the outcome of the formal review. Enrollment projections assume increased sixth-grade recruitment if tenth grade is not offered for the 2026–27 school year.

Gregory Fulkerson asked about staffing for social media and recruitment.

A – BASSE has assigned a staff member to social media and recruitment as part of a broader role, though the position is not dedicated full-time to social media.

Joyce Leatherbury requested clarification on special education staffing and service delivery.

A – BASSE employs two full-time special education teachers, one full-time paraprofessional, and one part-time paraprofessional, supported by in-person contracted related service providers including occupational therapy, speech-language pathology, psychology, and reading services.

Kendall Massett and Leroy Travers sought clarification on eighth-grade enrollment and the programmatic basis for possibly pausing tenth grade.

A – BASSE currently has approximately 41 eighth-grade students transitioning to ninth grade. Consideration of pausing tenth grade is driven by programmatic capacity, staffing, and the need to ensure appropriate high school pathways, particularly for students with disabilities.

Assessment and Accountability

33. Since the school’s opening DOE has experienced difficulty obtaining required accountability submissions. What structures are now in place to ensure timely engagement, data verification, and appeals submission when appropriate?

A - BASSE has strengthened organizational structure and clarified staff roles to ensure accountability and timely compliance with DOE requirements. Updated processes include regular monitoring of required trainings and the establishment of a testing and reporting schedule to verify data accuracy and meet submission deadlines. Leadership reviews these processes consistently to ensure all accountability measures are addressed on time. The

school remains open to ongoing collaboration with DOE to identify any areas for improvement and ensure that future submissions, including appeals when appropriate, are completed accurately and promptly.

34. DOE records indicate that multiple required accountability steps were missed. What led to this, and how will recurrence be prevented?

A - BASSE acknowledges that multiple required accountability steps were missed in the past due to unclear staff roles, limited onboarding and training systems, and the rapid pace of start-up operations. To prevent recurrence, the school has strengthened its organizational structure, clarified staff responsibilities, and implemented formal processes for monitoring compliance. These include a testing and reporting schedule to ensure timely submission of all required accountability measures, regular verification of data accuracy, and consistent leadership oversight. Staff receive ongoing training on their responsibilities, and leadership reviews all submissions to ensure deadlines are met. These measures establish clear accountability and safeguards to prevent future lapses, while the school remains committed to collaborating with DOE to address any additional areas for improvement.

35. Participation requirements were not met in 2024–25. Participation rates did not meet the required 95% threshold in any tested content area for grades 6–8. What corrective actions are being implemented to ensure full participation going forward?

A - BASSE has implemented several measures to ensure full student participation in state assessments. Parents are notified in advance of all testing windows, which are also posted on the school website for transparency. For spring testing, the school plans to continue the incentive program successfully used last year to encourage student participation. Attendance is actively tracked prior to and during testing to ensure all students are present and engaged. These actions are designed to support BASSE in meeting or exceeding the 95% participation requirement in all tested content areas.

36. How is the school monitoring assessment participation prior to and during each test window?

A - BASSE has implemented several measures to ensure full student participation in state assessments. Parents are notified in advance of all testing windows, which are also posted on the school website for transparency. For spring testing, the school plans to continue the incentive program successfully used last year to encourage student participation. Attendance is actively tracked prior to and during testing to ensure all students are present and engaged. These actions are designed to support BASSE in meeting or exceeding the 95% participation requirement in all tested content areas.

37. Describe the school’s internal data governance processes related to assessment and accountability reporting.

A - BASSE has established structured internal data governance processes to ensure assessment results are used effectively to inform instruction and support student achievement. Assessment results are shared with parents at the annual Title I meeting and Back-to-School Night. Within the school, leadership and teachers review the data to identify instructional priorities and target student supports. Additionally, assessment results are discussed bi-monthly during MTSS meetings to monitor progress and adjust interventions as needed. These processes ensure that assessment data is accurately interpreted, systematically reviewed, and actively used to guide both instructional and accountability decisions.

Follow-up Questions for Assessment and Accountability

Dusty Shockley stated that participation tracking includes accurate student registration, test participation, and matching performance data for accountability verification, and requested documentation of BASSE's testing, compliance, and data governance processes.

A – BASSE schedules and conducts make-up testing for students who are absent on scheduled test dates and conducts direct outreach to families during the testing window to ensure participation. Formal testing schedules, monitoring processes, and compliance documentation are maintained and available for review.

Dusty Shockley noted that sixth grade fall social studies participation appeared low and raised concern that students may have missed the testing window.

A – Sixth grade enrollment consists of 14 students, which aligns with the reported number of students who participated in the assessment.

Organizational Capacity and Compliance

38. Multiple DOE offices have reported delays or lack of responsiveness. What systems are in place to ensure timely communication and follow-up with DOE across all program and compliance areas?

A - BASSE has established structured internal data governance processes to ensure assessment results are used effectively to inform instruction and support student achievement. Assessment results are shared with parents at the annual Title I meeting and Back-to-School Night. Within the school, leadership and teachers review the data to identify instructional priorities and target student supports. Additionally, assessment results are discussed bi-monthly during MTSS meetings to monitor progress and adjust interventions as needed. These processes ensure that assessment data is accurately interpreted, systematically reviewed, and actively used to guide both instructional and accountability decisions.

- Raushann Austin: Organizational Capacity and Compliance, Budget and Finance, Student Support Services, Academics, Performance Management, Student Discipline, Human Resources
- Chantalle Ashford: Budget and Finance, Enrollment & Recruitment, Instructional Technology, Academics, Student Discipline, Human Resources
- Candace Shetzler: Student Support Services, Special Education Services

- Jacqueline Cantiello: Assessment & Accountability (primary contact during parental leave: Ashford), Student Support Services

For any areas not listed, Ms. Austin serves as the primary point of contact and will connect DOE staff with the appropriate team member. These systems, combined with ongoing improvements to internal communication and response processes under the new leadership team, are designed to ensure inquiries are addressed promptly and accurately, and that response times continue to improve.

39. Non-completion of required trainings was noted among staff members. How does the leadership team monitor and ensure completion of state-required trainings for all staff?

A - BASSE acknowledges that during the school's start-up year, Non-Academic Mandatory Trainings (NAMT) were not consistently completed by all staff due to rapid hiring, limited onboarding infrastructure, and competing compliance demands. This gap has now been formally addressed through the implementation of a centralized compliance and onboarding system designed to ensure full and sustained compliance. BASSE has established a centralized NAMT compliance tracker maintained by school leadership that documents required trainings, completion dates, renewal deadlines, and verification for all staff. This tracker is reviewed monthly to ensure no staff member is out of compliance. All current staff with outstanding NAMT requirements have been notified, provided dedicated time to complete trainings, and placed on firm completion timelines. Staff who do not meet these requirements are not permitted to work unsupervised with students until compliance is achieved. For new hires, NAMT completion is now embedded into the onboarding process. No employee may begin working with students unless all required trainings are completed, or a documented, time-limited provisional plan is approved by school leadership. BASSE has also instituted annual and mid-year compliance audits to prevent lapses and ensure ongoing certification. School leadership holds direct accountability for NAMT compliance, making training completion a core expectation of employment and ensuring 100% completion and timely onboarding moving forward.

40. Leadership changes have created concerns regarding continuity of operations. Describe the school's approach to ensuring leadership stability and clarity of responsibilities across key functions.

A - The Special Education Coordinator, Dr. Candace Shetzler, has served continuously since the school's opening in August 2024, providing consistent oversight of individualized education plans (IEPs) and 504 plans, progress reporting, special education staff, related services contracts, and parent education. Jacqueline Cantiello, the school counselor since year one, continues to provide continuity in supporting students and families and serves as the testing coordinator. Chantalle Ashford returned to the leadership team to ensure continuity of the school's mission and operations, bridging knowledge from the first year and serving as a historian to Ms. Austin to ensure lessons learned are applied and past oversights

are addressed. The new Head of School, Raushann Austin, who joined in mid-late August, brings extensive experience as a former principal, teacher, district-level and state-level leader. She has strengthened financial oversight, corrected budgetary risks, and enhanced operational management, including grant administration. She also manages student behavior and parent engagement, maintaining strong relationships with families. While leadership team members wear multiple roles due to the school's small size, responsibilities are clearly defined and coordinated. The team meets formally weekly and informally daily to review progress, monitor responsibilities, and maintain operational continuity. This approach ensures stability, accountability, and clarity of roles across all key functions.

41. With approximately 32% of the student population identified as students with disabilities, how is the school ensuring it has sufficient staffing capacity to meet the diverse range of student needs?

A - BASSE has taken deliberate steps to ensure sufficient staffing capacity to meet the needs of its diverse student population, including the 32% of students identified with disabilities. The Special Education Coordinator has provided continuous oversight since the school's opening in August 2024, ensuring consistency in tracking IEPs, 504 plans, and student progress. The school has maintained consistent support from related services providers, including Speech Therapy, Occupational Therapy, School Psychology, and a Reading Specialist, from the 2024–2025 school year into 2025–2026. BASSE actively posts job openings and hires staff throughout the year, not solely at the start of the school year, to ensure all student needs are met. This has allowed the school to hire an additional special education teacher certified in autism, and recruitment is ongoing for a paraprofessional to support students with emotional and behavioral needs. The school is committed to hiring certified teachers who understand the population, are aligned with the school's mission, and can provide high-quality, individualized support. These strategies ensure the school maintains adequate staffing to meet the full range of student needs.

42. How are the needs of students identified with intensive and complex support requirements being prioritized and addressed within the current staffing model?

A - BASSE prioritizes and addresses the needs of students with intensive and complex support requirements through a multi-tiered approach that integrates individualized planning, targeted interventions, and collaboration with both school and external resources. First, student needs are reviewed through their specially designed instruction and Least Restrictive Environment (LRE) placements to ensure schedules and support align with IEP requirements. Pull-out reading services are provided by the Reading Specialist when appropriate, and related service needs—such as speech, occupational, and counseling services—are scheduled and monitored to ensure full delivery. Second, counseling and therapy needs are supported both on-site and virtually during school hours, with outside therapists invited to IEP and planning meetings to ensure coordinated support. The school also hires paraprofessionals to provide individualized support and facilitate inclusion in the LRE. Third, BASSE uses Tier 2 Daily Point Cards to provide daily check-ins with students, review challenges, track preferred

reinforcements, and communicate progress to parents for wrap-around support. Autism Resources of Delaware is also utilized for case presentations, observations, and school-wide training to further enhance supports and provide professional guidance. This structured approach ensures that students with complex and intensive needs receive consistent, individualized, and well-monitored support within the school's staffing model.

43. What systems or structures are in place to monitor IEP service delivery and compliance, particularly in light of the limited special education staffing?

BASSE has established structured systems to monitor IEP service delivery and ensure compliance, even with a limited special education staff. Special education teachers maintain daily and weekly tracking logs documenting which students they support, the content area, minutes provided, and specific services delivered. These logs are kept in a tracking manual and are in the process of being transitioned into IC for centralized digital tracking, with staff trained on the system. 19 of 21 Reading Specialist services—focused on basic reading, decoding, phonemic awareness, and fluency—are tracked through weekly service logs for individual and small-group sessions conducted four days per week. Paraprofessionals assigned to specific students also maintain daily behavioral tracking logs to document support provided in general education classes. To provide additional oversight and targeted support, BASSE has implemented a 38-minute daily MTSS block. During this time, students can receive interventions, make up missed assignments, request individualized support, and work on social-emotional and executive functioning skills. Staff use this block to monitor student progress using IXL and Zearn diagnostic data (eventually Achieve3000 and Imagine Math), review grades and assignments, and ensure IEP goals are being addressed. These combined structures—daily logs, specialist reporting, paraprofessional tracking, and a dedicated MTSS block—ensure consistent monitoring of IEP service delivery and compliance across the student population.

44. What challenges has BASSE identified related to staffing and service delivery, and what short- and long-term strategies are being considered to address these issues?

BASSE has identified several challenges related to staffing and service delivery and has implemented both short- and long-term strategies to address these issues. Special education staffing has been expanded from one full-time and one 30-hour teacher to two full-time teachers to provide more consistent support for students with disabilities. Last year, the Special Education Coordinator identified delays in meeting evaluation summary report (ESR) Indicator 11 deadlines due to school psychologist capacity. To address this, BASSE contracted with an additional school psychologist in February 2025, allowing all remaining ESRs to be completed on time. BASSE also identified a need for functional behavioral analysis and behavior support plans to support students with behavioral needs. An outside agency with ABA-certified therapists initially provided these services, but the team found the reports difficult for school staff to implement. BASSE is now exploring new options for user-

friendly, school-based behavioral supports and welcomes any DOE recommendations. Additionally, several students qualified for extended school year (ESY) services last year due to delayed related services (speech therapy, occupational therapy) or eligibility determinations. BASSE addressed these delays by providing compensatory services, including reading-focused ESY, to ensure students receive required interventions. 20 of 21 To support documentation and compliance, BASSE has recognized the need for additional clerk support to maintain both physical student charts and digital records in IC. The school also contracted, and continues on a stipend basis, with an educational psychologist to provide additional specialized support. These strategies—expanding staff, hiring targeted specialists, providing compensatory services, and strengthening administrative support—address immediate service gaps and build sustainable systems to ensure timely, high-quality special education delivery.

Follow-up Questions for Organizational Capacity and Compliance

Joyce Leatherbury confirmed that the Department's compliance monitoring found BASSE to be highly organized and noted regular participation in DOE trainings and professional learning communities (PLCs) and asked whether the school psychologist participates in the ESR PLC. **A – The school psychologist participates in the ESR PLC, with participation occurring across multiple sessions.**

Kendall Massett stated that many students enter schools significantly below grade level and asked whether BASSE is experiencing the same trend.

A – BASSE is observing students, particularly homeschool and reading-based students, entering below grade level, with gaps in reading instruction and progress. The school is increasing specially designed instruction minutes and utilizing a reading specialist to address fluency, comprehension, and written expression.

Gregory Fulkerson asked about the number of Multilingual Learners and how services are provided.

A – BASSE serves five Multilingual Learners, most of whom are close to exiting. Supports are provided, and this population represents a small proportion of the overall enrollment.

Lisa Condon asked whether backfilled positions are financially supported under current enrollment levels.

A – Backfilled positions for the current school year are included in the approved budget.

Follow-up Items Requested:

1. Provide the final results of the family surveys, including a grade-level breakdown of students who are returning, planning to return, or not returning for the next school year.

2. Provide the number of applicants received during the prior year's application period who ultimately enrolled for the 2025–26 school year, including all application windows, to allow for a complete understanding of the application-to-enrollment cycle.
3. Describe the two or three most significant lessons learned related to enrollment instability and outline the school's strategic goals for grade configuration and enrollment moving forward.
4. Provide a detailed expenditure budget that clearly identifies where reductions or cuts were made.
5. Provide the completed FY25 budget.
6. Provide follow-up responses to Questions 14, 15, and 16, which will be discussed at the Board meeting on January 27.
7. Provide an updated staff list that includes staff assignments, licensure, and certification status.
8. Provide a list of current participants in the Comprehensive Teacher Induction Program, including the induction plan, participating teachers, and assigned coaches.
9. Provide teacher evaluation progress using non-identifiable information.
10. Provide information and a plan for professional learning to support diverse learners, including students with disabilities and students with IEPs.
11. Provide information and a plan for the PLC structure that supports all teachers in meeting the needs of diverse learners and Multilingual Learners.

Next Steps:

- An initial public hearing will take place on January 26 at 5:00 p.m. (Cabinet Room, DDOE, 401 Federal Street, Dover, DE 19901)
- The applicant will have the opportunity to submit a written response to the CSAC initial report, which is due by close of business February 3.
- A second and final meeting of CSAC will be held on February 17.
- On or before February 24, CSAC will issue its final report including its recommendation on the formal review.
- A final public hearing will take place on March 10 at 5:00 P.M. with the location to be determined.

Attachment A

BASSE Revenue & Expenditures Summary November 2025							
Description	Fiscal Year	Fund	Appropriation	FY26 Budget	Amount Received	Amount Anticipated to Date	% of Funds Received
Revenue							
<i>State</i>							
	26	115	Operations (05213)	\$ 1,770,456.00	\$ 1,517,994.00	\$ 252,462.00	86%
	25	115	Operations (05213)	\$ 37,473.99	\$ 37,473.99	\$ -	100%
	26	115	Charter Transportation (05177)	\$ 167,765.00	\$ 179,965.00	\$ (12,200.00)	107%
	26	115	Technology Block Grant (05235)	\$ 3,375.00	\$ 4,191.00	\$ (816.00)	124%
	26	115	Ed Sustainment Fund (05289)	\$ 25,218.00	\$ 31,320.00	\$ (6,102.00)	124%
	26	115	Education Opportunity (05297)	\$ 65,280.00	\$ 32,640.00	\$ 32,640.00	50%
	26	115	Child Safety Awareness (05317)	\$ 416.00	\$ 416.00	\$ -	100%
	26	115	School Safety and Secu (10171/05323)	\$ 11,808.00	\$ -	\$ 11,808.00	0%
	26	115	Sub Reimburse Family L (05389)	\$ 250.00	\$ 250.00	\$ -	100%
	26	115	MCI Equipment (10230)	\$ 32,103.00	\$ 32,103.00	\$ -	100%
	26	115	Enhanced MCI (10337)	\$ 21,964.00	\$ -	\$ 21,964.00	0%
	26	115	Professional/Curriculum Development	\$ 1,159.00	\$ -	\$ 1,159.00	0%
	26	115	Div II AOC Reduction	\$ (32,142.00)	\$ -	\$ (32,142.00)	0%
	26	115	Div II Energy	\$ 25,135.00	\$ -	\$ 25,135.00	0%
	26	115	Div III Visting Teacher	\$ 435.00	\$ -	\$ 435.00	0%
	26	115	CPR Allocation	\$ 63.00	\$ 63.00	\$ -	100%
			Sub Total	\$ 2,130,758.99	\$ 1,836,352.99	\$ 294,343.00	86%
<i>Federal</i>							
	26	515	Isa Title II: Prof D (40114)	\$ 5,321.00	\$ -	\$ 5,321.00	0%
	25	515	Isa Title II: Prof D (40114)	\$ 6,757.00	\$ 6,757.00	\$ -	100%
	26	515	Title I (40554)	\$ 108,043.00	\$ -	\$ 108,043.00	0%
	25	515	Title I (40554)	\$ 11,942.00	\$ 11,942.00	\$ -	100%
	26	515	Idea-B (40564)	\$ 58,704.00	\$ -	\$ 58,704.00	0%
	24-25	515	Migrant (40960)	\$ 32,520.86	\$ 32,520.86	\$ -	100%
	22-23	515	Delaware Charter School Program (40954)	\$ 43,271.43	\$ 43,271.43	\$ -	100%
			Sub Total	\$ 266,559.29	\$ 94,491.29	\$ 172,068.00	35%
<i>Local</i>							
	26	015	Tuition (91050)	\$ 45,658.63	\$ 23,616.02	\$ 22,042.61	52%
	26	015	Cafeteria - Main & Rev (91100)	\$ 50,000.00	\$ 16,324.48	\$ 33,675.52	33%
	26	015	Local Funds - Main & Rev (98000)	\$ 386,033.77	\$ 165,373.94	\$ 220,659.83	43%
	26	015	Pledges/Contributions - Main & Rev (98154)	\$ 81,207.75	\$ 81,207.75	\$ -	100%
	26	015	Donations - Main & Rev (98159)	\$ 17,000.00	\$ 17,000.00	\$ -	100%
		015	Field Trips Main & Rev (98109)	\$ 576.00	\$ 576.00	\$ -	100%
	26	015	Student Activities Main & Rev (98167)	\$ 809.81	\$ 809.81	\$ -	100%
			Sub Total	\$ 581,285.96	\$ 304,908.00	\$ 276,377.96	52%
Total Revenue			Total	\$ 2,978,604.24	\$ 2,235,752.28	\$ 742,788.96	75%
Description			Accounts	FY26 Budget	FY26 Current Spend	FY26 Anticipated Spend	% of funds
<i>Expenditures</i>							
			Salaries (Group 51100)	\$ 1,336,865.60	\$ 521,430.08	\$ 815,435.52	39%
			Other Employment Costs (Group 52000)	\$ 406,003.66	\$ 269,020.29	\$ 136,983.37	66%
			Contracted Services (Group 55000)	\$ 887,009.00	\$ 304,611.26	\$ 582,397.74	34%
			Supplies & Materials (Group 56000)	\$ 185,100.00	\$ 74,038.63	\$ 111,061.37	40%
			Contingency	\$ 44,715.05	\$ 44,715.05	\$ -	100%
Total Expenditures				\$ 2,859,693.31	\$ 1,213,815.31	\$ 1,645,878.00	42%
Required Contingency	\$ 44,715.05						
Surplus Less Contingency	\$ 118,910.93						
Surplus Plus Contingency	\$ 163,625.98						



**BRYAN ALLEN STEVENSON
SCHOOL OF EXCELLENCE**

Media Recruitment Project

12.29.2025

—

For: The Bryan Allen Stevenson School of Excellence
(BASSE), Rashaunn Austin and Chantalle Ashford

Christina E. Ashford
Social Media/ Content Creation Consultant & Manager

The Goals, Needs, and Objectives of (insert school)

To Review Our Previous Meeting:

The goals and objectives for The Bryan Allen Stevenson School of Excellence (BASSE) are as follows:

- Meet at least **80% of recruitment requirements by April 1**, with a measurable increase by the end of January.
- Increase **inquiries, tours, applications, and overall awareness** among families of students entering grades 6–9.

Investment:

The school has a maximum budget of **\$10,000** to implement a social media-driven strategy focused on student retention and recruitment.

Decision-Making Process:

Following review of this proposal, Chantalle will receive documentation via email and provide formal approval.

Deadline:

April 1, 2026

How We Will Meet Those Needs

Media Recruitment Project:

The **Media Recruitment Project** is a three-pronged media strategy designed to support retention, recruitment, and long-term enrollment stability. It includes:

1. A social media refresh (Instagram + Facebook)
2. A website and newsletter refresh
3. A student-led Media Club (TikTok + community blog)

Each component below outlines how these strategies directly support the school's stated goals.

Prong 1: Social media refresh (IG + FB)

Previous social media efforts emphasized paid postings and general informational updates for parents. While this serves an important purpose, a stronger impact can be achieved by using social media to consistently highlight the school's culture, values, and everyday experiences for both current and prospective families.

We previously discussed posting on the school's social media accounts twice per week. While this is achievable, I recommend a more proactive approach to better support retention and recruitment goals.

Posting **three times per week**—with **two of those posts being short-form video (Reels)**—will increase consistency, visibility, and reach, helping the school remain front-of-mind for both current and prospective families.

Each post will include clear **calls to action**, directing families to visit the school's social pages and access key information through an updated Linktree.

A streamlined direct message response system will be implemented to make it easier for families to take next steps quickly and confidently.

To maximize impact, content will be **repurposed across platforms** through cross-posting and the use of digital and printed flyers.

Finally, the creation of **evergreen story highlights and saved content** will ensure that important information about the school's culture, programs, and events remains easily accessible, reinforcing trust and engagement with current and prospective families.

Prong 2: Website + newsletter refresh

The current website includes all the essential components needed for a strong start-up charter school. While the information is available, the current layout makes it difficult for families to quickly and efficiently find what they need.

Now that the school has completed at least five marking periods, this is an appropriate time to relaunch the website and refresh the newsletter to better serve both current and prospective families.

As part of the Media Recruitment Project, this work includes a comprehensive website and newsletter refresh designed to improve usability, increase engagement, and support families in taking the next step in the enrollment process.

This strategy also includes adding a **newsletter subscription option** for prospective families, allowing the school to build and maintain consistent communication with interested households over time.

In addition, the website will be updated to include **information about the current school board**, featuring brief bios, photos, and contact information for select board members to help build trust and transparency with families.

Prong 3: Media Club (TikTok + blog)

During our previous conversations, I was inspired by the school's mission around service-based learning and the intentional development of student leaders. Building on the media foundation that is already in place, I propose forming a **student-led Media Club**, supported by my guidance and oversight.

The Media Club would empower students to help **create and share authentic content** that reflects their experiences, voices, and perspectives within the school community.

The first step will be to clearly define the **club's structure**, including student responsibilities and whether meetings will take place during the school day or after school.

The second step will focus on **building student interest** and participation. This will include visiting advisory classes to introduce the club, explain its purpose, and invite students to apply or join.

The final step will be to put the plan into action through **weekly meetings** with student members. These sessions will provide students with guidance while allowing them to lead content creation, ensuring that the school's TikTok page and community blog highlight student voices in a genuine, first-person way that resonates with both peers and families.

Timeline

01/06	Agree Today
01/09	Approve 1st Batch of Content
01/12	The Website Refresh Begins
01/14	Events Master Calendar Meeting
01/16	Media Club's Interest Meeting
01/29	1st Month Check-In
02/12	Website Re-Launch
02/19	Media Club's 1st Community Blog Post
04/29/26	4-Month Check-In

*Can be subjected to change due to any updates or edits.

Return of Investment

By implementing the Media Recruitment Project, we expect the school to meet the **80% retention and recruitment goal by April 1**, with a strong probability of exceeding it—provided that family follow-up occurs within a **24-72 hour window**.

Beyond meeting this immediate goal, this investment is designed to strengthen enrollment stability, build community trust, and support long-term recruitment efforts.

Media Recruitment Project

Estimated Impact Using the \$10,000 Annual Budget (Now → April 1)

Budget Overview

Category	Amount
Paid advertising (Facebook, Instagram, Google)	\$5,500
Strategy, content, website/newsletter refresh, Media Club oversight	\$4,500
Total Investment	\$10,000

Recruitment Impact (New Students)

Scenario	Total Inquires Generated	Estimated Students Enrolled
Conservative Outcome	~220 Inquires	6-7 Students
Expected Outcome	~220 Inquires	~15 Students
Strong Outcome	~220 Inquires	17-18 Students

Retention Impact (Current Students)

Outcome Type	Estimated Students Retained
Conservative Impact	5 Students
Strong Impact	10-15 Students

Combined Enrollment Impact (Recruitment + Retention)

Scenario	Total Students Protected or Added
Conservative	11-12 Students
Expected	~25 Students
Strong	30+ Students

Add-Ons:

It was brought to my attention that there are various events and field trips coming up that- if covered- can help enhance our goal of supporting retention, recruitment, and long-term enrollment stability. In addition there is a vacant front facing position that has not been filled as of yet. I would like to offer **coverage for both your Event & field trip content and Sub-main office secretary** work two Fridays a month until end of contract or until the position is filled (whichever comes first).

This will increase the Strategy, content, website/newsletter refresh, Media Club oversight investment to **\$4,800** and decrease the Paid advertising (Facebook, Instagram, Google) to **\$5,200** over the 3 month period without negatively impacting your ROI.

What happens next...?:

Upon approval, we will begin production for the first batch of content, covering the January and February content calendars. In parallel, we will initiate the website refresh and send meeting requests for the Events Master Calendar meeting with all event coordinators. We will also schedule a Media Club structuring meeting to outline goals, expectations, and logistics.