

# **APPENDIX A**

## **AMENDMENT REQUEST MATERIALS**

1. SCHOOL SPECIFIC CHANGE IN GRADES SERVED WITH ENROLLMENT  
CAP AMENDMENT REQUEST
2. AMENDMENT DOCUMENTS

# School Specific Change in Grades Served

## Charterholder Info

### Charter Holder

**Name:**

BASIS Schools, Inc.

**CTDS:**

03-87-07-000

**Mailing Address:**

7975 N. Hayden Rd, Suite B-100

Scottsdale, AZ 85258

> [View detailed info](#)

### Representative

**Name:**

Anastasia Hawkins

**Phone Number:**

480-767-7696

## Downloads

 [Download all files](#)

## Current Grade Levels Served

BASIS Flagstaff: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th

## New Grade Levels

### New Grade Levels Served

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade


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**Effective Date**

08/01/2018

## Attachments


Board Minutes

 [Download File](#) — Minutes and Resolution for Expansion and Enrollment Cap Increase


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Narrative —  [Download File](#)

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Occupancy Documentation —  [Download File](#)


#### Additional Information

 [Download File](#) — Supporting Documentation for Facilities for BASIS Flagstaff

 [Download File](#) — Enrollment Matrix


 [Download File](#) — Staffing Chart


 [Download File](#) — Financial Performance Response

 [Download File](#) — Occupancy Assurance Compliance

 [Download File](#) — Agricultural Land Assurance

 [Download File](#) — Fire Marshal

 [Download File](#) — Additional Documentation for Facilities for BASIS Flagstaff

 [Download File](#) — Occupancy Load Demonstration

## Enrollment Cap

Is an Enrollment Cap Increase being added to this request?

Yes, an Enrollment Cap Increase is also being requested.

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From:

660

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To:

883

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Narrative —  [Download File](#)

## Feedback

Feedback

## Signature

Charter Representative Signature

Anastasia Hawkins 04/25/2018

## **BASIS Flagstaff Change in Grades Served Notification Request**

Change to serve grades K-12 beginning in FY 2019: Narrative and Enrollment Narrative

BASIS Schools, Inc. (BSI) requests a change in BASIS Flagstaff's grades served to reflect the school's accurate grades served for Fiscal Year 2019. This is in line with the current modeling in BASIS Curriculum Schools as more campuses incorporate the full progression of grades from K-12. For BASIS Flagstaff, the current grades served (3-12) does not provide a full educational experience for all families from kindergarten through 12<sup>th</sup> grade. This will allow the school to continue BASIS's natural progression for grade level additions and serve students of all ages. An enrollment cap increase will also be requested to accommodate this change.

### **Enrollment Justification**

Beginning with the 2011-2012 school year, BASIS Flagstaff began serving students in grades 5-10 at its newly built school facility located at 1700 N Gemini Rd in Flagstaff, AZ. For the 2017-2018 school year, BASIS Flagstaff serves students in grades 3-12. BASIS Flagstaff currently has a total of 639 students enrolled. This includes 502 returning students and 148 new students for the 2017-2018 school year. BASIS Flagstaff's Enrollment Matrix outlines the anticipation of a large amount of new students in kindergarten through 4<sup>th</sup> grade for the next three fiscal years. While BASIS charter schools offer an excellent and comprehensive educational experience, some students do explore other options, particularly after grade 8. These students may want a high school experience to be more focused on sports or activities, and less focused on rigorous academics, and so leave BASIS. Other students begin high school elsewhere, crave a more rigorous course load, and then join our wait list. Many of these students then return; however, there is a high number of new students in those grades at all BASIS curriculum schools at the beginning of each school year. Adding grades K-2 will offer new opportunities for the students and families in Flagstaff. To compensate for the influx of students, a new maximum occupancy will be necessary. If approved, Flagstaff will undergo renovations and add an additional 38,000 square feet, easily accommodating the influx of new students and grades. This renovation will help accommodate the additional grades and enrollment which will work in conjunction with the enrollment cap increase.

BASIS Flagstaff continues to have an overwhelming amount of interest in new student enrollment, which results in applications that far exceed the capacity for students in each grade level. This demand also results in a wait list for each grade level, which has been consistent since

the school's inception. Despite this interest, BASIS.ed launches a concerted marketing campaign in October and early November each year, prior to open-enrollment; this ensures that as many families in the region as possible know about the school. This marketing campaign includes online and print advertising, radio and television advertising, direct mail campaigns, flyer distribution, participation in community events, information nights with tours and a Q&A, and other methods. We also welcome direct inquiry at each campus by interested families!

Should the need for further advertising and promotion arise, the school will follow the methods outlined in its application. Thus far our enrollment targets have been met each year; we plan to maintain this success annually at every BASIS charter school.

Through multiple informational sessions, multiple-faceted advertising, and current families, the need and demand for kindergarten through 2<sup>nd</sup> grade has been demonstrated. In addition to meeting the demonstrated demand, current staff along with current families, will continue to actively recruit and campaign for the additional students necessary for BASIS Flagstaff to fulfill the desired capacity. BASIS Flagstaff has realized an increase in both enrollment and retention from the previous year, due in part to the increased notoriety and success in northern Arizona.

The above-mentioned efforts will successfully fill and complete enrollment for the 2018-2019 school year. In the subsequent years, 2019-2021, BASIS Flagstaff will continually fill all available seats in grades K-5 through retention efforts and targeted backfilling for any seats that are left vacant through attrition. BASIS Flagstaff will rely on compiling a robust waitlist and continually filling vacant seats through targeted enrollment and advertisement campaigns in the neighborhoods and the surrounding communities of Flagstaff. Every year the kindergarten, first, second, third, fourth grades will be filled with sixty two students and ninety three students will be enrolled or reenrolled and fifth grade every year. With an average of 85-90% retention for grades K-8, and approximately a 75-80% retention from 8th to 9th grade, filling grades kindergarten through 5th to capacity will compensate for the previously-mentioned attrition and allow continual positive enrollment. Continually filling grades kindergarten through fifth to capacity for every subsequent fiscal year will allow for natural attrition in the higher grades and accommodate the influx of new students. The yearly filling of grades kindergarten through five to capacity is in keeping with other BASIS campuses and has proven successful in ensuring budgeted enrollment.

### **Staffing Justification**

The Staffing Chart, attached to this request, reflects the BASIS Flagstaff staffing model as currently conceived. Part of the BASIS philosophy is to constantly evaluate and adapt where needed. While this model is a starting point, we will be reviewing it regularly to ensure it meets the needs of the school, and we will adjust where needed.

All BASIS curriculum schools follow the same staffing model, with flexibility for individual schools to make adjustments as required by their unique student population. The staffing model varies by maturity of the school, total student population, and grade bands served. BSI maintains a vast operational capacity to open and operate schools. The relationship of the schools' Education Management Organization (EMO) with BASIS.ed is, in fact, designed specifically for this purpose. This arrangement allows the standardized BASIS.ed curriculum, staffing structure, financing platform, and facilities arrangements to be deployed to any new school; these are maintained smoothly and efficiently at existing schools. BASIS.ed can hire additional staff in these areas when the need for such staff becomes apparent. BASIS.ed has also built an extensive Data and Analytics department to track the academic progress of each school and each teacher. Trends in performance are addressed promptly; support is offered where needed and best practices can be shared across the network with minimal delay.

Until BASIS Flagstaff reaches maturity, it will continue to follow the staffing planned as outlined in its application. This includes conducting wide searches for suitable teaching candidates both inside and outside the traditional education pipeline by BASIS.ed. BASIS teachers, employees who work outside of our classrooms, and the entire BASIS community – including parents and other school supporters – are always on the lookout for smart people with the potential to be great instructors. This is how we have recruited successful, beloved BASIS teachers from across the nation, and even worldwide. In addition, the excellent reputation of BASIS charter schools in professional education circles consistently brings top candidates to our community.

All new teachers and staff at BASIS charter schools attend Summer Institute in July. This week-long event steeps teachers in the BASIS culture of achievement, helps new employees understand their roles in the greater context of the network, and connects them with specific mentors and peers of their subject/role. It establishes a wide support system for all new hires, and is a necessary period of training prior to their week of on-site professional development. Throughout the year, there are additional trainings offered both on-site and digitally, on topics such as effective question-writing workshops, debriefs of assessment data, collaboration and planning events, and updates/trainings on the software and databases we use. Employees hired during the year are provided with a wealth of resources in our SharePoint repository, as well as dedicated advisors for their position. Our goal in such a comprehensive training process is for new hires to believe immediately that they are an important part of the wider BASIS community, and an integral component of our students' success.

As indicated in the staffing chart, there will be an increased need for staff (teaching and non-teaching) if this request is approved. Grades kindergarten through 4<sup>th</sup> all necessitate two teachers, or one teacher and a teaching fellow in every classroom. This influx of instructors necessitates hiring more staff to provide our unique educational model. The additional students will also necessitate additional paraprofessionals, hence the increase from 8 to 11 paraprofessionals. This increase in staffing is consistent with previous grade level additions and we are confident in our hiring and staffing practices. This increase in staffing is consistent with

previous grade level additions and we are confident in our hiring and staffing practices. This staffing increase will continue for the next fiscal year and the entirety of the staff will plateau at 81 for the following two fiscal years.

Once hired, new BASIS teachers will have a plethora of resources at their disposal. Saxon publishing materials, along with connectivity to a network of over 25 schools will provide any new teachers with an array of materials as they join BASIS Curriculum Schools. Additionally, all new teachers will undergo a rigorous training in which they will meet and confer with all new BASIS teachers along with returning Subject Advisers. All new BASIS teachers will also have the opportunity to discuss best practices and pedagogical philosophies with the Subject Advisers throughout the year. All BASIS Curriculum Schools' assessments will be available to teachers, of any subject or any grade level, and concrete strategies along with activities will also be available through network-wide communication.

### **Academic and operational success support**

The BASIS.ed K–4 program has been developed to help prepare students for the high-achieving curriculum in our Intermediate and High School program (grades 5-12). The K–4 program therefore focuses not only on academics, but also on critical thinking, organizational skills, time management, study skills, and behavioral expectations – each of which is vital to success in various future pursuits.

Staffing models will be increased along with student enrollment in a manner that is consistent with the BASIS academic program of instruction. Hiring teachers who are experts in the subjects they teach is especially important at BASIS because teachers play a central and critical role in curriculum development as well as syllabi design (with the provision that curriculum decisions are audited for consistency with the BASIS academic program and state standards). Subject Expert Teachers (SETs) — many of whom have master's degrees or Ph.Ds — are skilled and experienced teachers with special ability in their subject area. They are responsible for the content of instruction in one area, rather than being a traditional "classroom teacher." Even our first grade students, then, travel from SET to SET for their different courses, and are accompanied throughout the day by our Learning Expert Teachers (LETs). LETs are trained and experienced elementary educators. They work with students on individual learning goals, and work with the SETs on learning strategies and differentiated instruction. LETs also do a majority of communication with parents, as they see students' progress in all of their subjects.

Learning Expert Teachers are skilled and experienced in teaching methods for the primary grades, and they remain with their group of students all day, rotating with them from subject to subject. Learning Expert Teachers are responsible for one classroom of students, all day, every day, while leading them to work with a new Subject Expert Teacher in each class period.

During any one class period, these two types of teaching professionals work together to find the best ways to deliver lessons, ensure student engagement, and create an environment where students will understand and retain what they learn in class. It is important to note that BASIS teachers have a significant amount of professional freedom in finding the optimal way to achieve these goals, which forms a compelling part of what makes BASIS schools outstanding, and truly unique.

As BASIS expands, it will maintain its focus on recruiting and training the best and brightest in the field. This will require that teachers not only meet our criteria for excellence but also meet Arizona's Highly Qualified requirements. To ensure that the teachers meet these requirements, they will either: hold a degree in elementary education (if teaching elementary grades); have a bachelor's degree and have passed the AEPA or applicable reciprocal exam from another state; hold a degree in the subject area they will be teaching; or hold a bachelor's degree with at least 24 credit hours of coursework in the subject they will be teaching.

### **Accommodating new grades: Resources for Core Course Curriculum, Instruction, and Assessment**

#### [BASIS.ed Kindergarten Curriculum: Core Courses](#)

#### Co-Teaching Model

BASIS.ed's Kindergarten is conducted in self-enclosed, co-taught classrooms. All Kindergarten teachers at BASIS schools are professionals who are experienced and passionate about educating young children, and who are equally focused on the social, emotional, physical, and academic development of their students. In every classroom is a Lead Teacher as well as a Teaching Fellow (TF) who aspires to become a Lead Teacher. The Lead Teacher is responsible for most of the instruction; however, in specialized disciplines, such as Mandarin, a Subject Expert Teacher (with a degree in their subject matter) replaces the Lead Teacher. Having the two caring professionals in the classroom guarantees that every student's needs are met, that learning will be appropriately differentiated, and that students can proceed along our accelerated curriculum with the support they need to flourish.

In 1st grade, students at BASIS schools advance out of a self-enclosed classroom, but not the co-teaching model. In every discipline, a Subject Expert Teacher (SET) leads the students. Teaching alongside the SET, a Learning Expert Teacher (LET) is responsible for making sure students understand the material and master essential organizational and study skills. LETs travel with their students throughout the school day to aid in scholastic development and provide high level progress-monitoring, parent communication, and enrichment to all students. The synergy of a class's SETs and LET supports a relatively rapid transition from instruction in foundational skills and



knowledge, to independent thinking and active learning in the primary grades, in preparation for the advanced, college-preparatory curriculum of our 5-12 program.

### Core Courses in Kindergarten

BASIS.ed's Kindergarten curriculum provides a rich, enjoyable, and intentional learning environment that encourages the use of imagination and creativity to ask the questions that help children relate to the world around them. We call our Kinder courses "Foundations." These Foundations courses serve as the base of the spiraled curriculum at BASIS schools; learning and organizational habits will be reinforced and concepts will be revisited in greater depth and complexity through the primary, middle, and high school years.

**Language and Literacy:** Kindergarten has a thorough program of bridging the print awareness students may have upon entering Kindergarten, and building to emerging literacy and reading skills. This course covers phonics, whole language, writing, grammar and spelling, reading strategies, and reading comprehension. Teachers at BASIS Charter Schools use many resources when teaching these vital concepts. Kindergarten Read-Aloud books and the Grade 1 Student Edition Set from HMH *Journeys* are used as basal readers, and we also utilize Leveled Reader Sets for Kindergarten as well, for students in small groups based on their reading level. The Teacher Editions of these books are also used. Schools may also elect to purchase Saxon spelling for Grade 1. We buy grade 1 sets in addition to Kindergarten-level material because our accelerated curriculum is scaffolded such that by the end of Kindergarten, students should be meeting at least some of the Arizona ELA Standards for Grade 1. For assessment, our schools use a comprehensive fluency and comprehension assessment system. Existing BSI Primary Schools use FastBridge, which supplies this data and allows for our students to be placed into Tiers for state reporting and individual intervention plans.

**Civics, History, and Science:** BASIS.ed Kindergarten instills an overarching interest in science, social studies, and civics quite early. We familiarize students with key topics that are reintroduced at a deeper level later in the journey at BSI schools. Students investigate regions of the world and the peoples in it, using tools, sources, and experiments. Each week, students continue building these foundations through hands-on experiments, books, virtual field trips, study centers, and more. Resources include a variety of books for read-alouds, manipulatives such as blocks, visual aids such as maps, and models of the natural world, such as animals, dioramas, and 3D cut-outs of trees. These materials allow for project-based and hands-on learning; students exceed the Arizona Science Standards for Inquiry, Investigation, Analysis, etc., by the end of Kindergarten. Students also use these resources and techniques as they connect the outside world to our society, meeting the Social Studies Standards for Kindergarten.

**Math:** BASIS Charter Schools use Saxon Math in the primary grades, which teaches a wide array of math skills; these concepts are revisited in each successive year for a fully spiraled curriculum from Kindergarten up through Calculus. BASIS Charter School Kindergarten students work through Kindergarten-level topics to complete Saxon First Grade, mastering basic mathematical concepts and processes such as patterns, money, times and dates, basic geometry, word

problems, skip-counting, and more. Our accelerated curriculum, including the enrichment courses such as Engineering and Technology, help students work through more than the Arizona Math Standards for Kindergarten; our students are usually able to complete most of the standards for Grade 1 by the end of the year.

### Core Courses in Grades 1-4

BSI uses integrated blocks of Arizona K-12 Standards-aligned content for most of the courses in our primary grades. This inter-disciplinary approach teaches students that the ability to synthesize information and methods among various content areas is a powerful tool necessary to understand and change the world. The BASIS Curriculum also spirals content from Kindergarten through AP courses and beyond—as students progress, the connections they make across subjects promote critical thinking skills and deep understanding.

**Humanities:** Humanities helps students strengthen the essential skills for reading and writing, including grammar, reading comprehension strategies, and vocabulary enrichment. The themes of literacy instruction are determined by a social studies focus; students learn the geography, governments, and cultures of the world, and develop historical thinking habits. Students exceed Arizona Standards for Social Studies and ELA in this block-scheduled course. The Language and Literacy portion of the class continues the scaffolding begun in Kindergarten, in which students master a portion of the standards for Grade 2. Resources for this course include the Journeys Leveled Readers (including Below, On-, and Above-Level Strands), Teacher Editions, Student Edition Readers, and Vocabulary In-Context Cards, as well as a literacy intervention system (almost all BSI Primary schools utilize the Fountas & Pinnell Leveled Literacy Intervention [LLI] kits for this purpose). For assessment, our schools use a comprehensive fluency and comprehension assessment system. Existing BSI Primary Schools use FastBridge, which supplies this data and allows for our students to be placed into Tiers for state reporting and individual intervention plans. BASIS.ed also assesses students in Humanities in grades 3-5 on internal standards and content using our own Baseline/Benchmark Tests. We use the results of these tests to adapt instructional strategies, if necessary, and to measure the consistency of instruction and student performance across the network. These tests are not high-stakes exams, and do not count for student grades.

**Math & Science:** BASIS Charter Schools continue to move through the Saxon Math progression at an accelerated pace (averaging one year ahead). The connections between math and science are highlighted during science labs, during which students may be asked to collect, record, and interpret data; apply measurement skills; and use graphs to organize and present information. The block scheduling allows enough time for students to exceed the Arizona Math and Science Standards. Our students use the Saxon Manipulative Kits, Teacher Editions, Assessments, and Differentiated Instruction materials in each grade level. Teachers also use these materials for interventions on a per-student basis. BASIS.ed's Baseline/Benchmark Tests are also given to students in Math/Science in grades 3-5.

**Literacy Enrichment:** This course, offered to grades 1-3, focuses on explicitly developing students' reading skills, primarily by exploring phonics. Students begin by studying the relationship between spoken and written language, and later move to word patterns and comprehension strategies. Lessons engage students in whole-class, small group, and individual instruction on phonemic awareness, word study, sight words, and beginning reading comprehension skills. BASIS.ed provides the curriculum and handout packets for this course, and schools are encouraged to supplement this with the *Foundations* by Logic of English materials. These consist of student workbooks, and they can be used as instructional materials or as supplemental or intervention materials.

### All Students

Learning effective organizational skills, study skills, and time-management skills at an early age is an important part of managing the number of subjects the students take. It is crucial preparation for high school and is thus an integral part of our middle school curriculum. To promote these organizational skills, students are required to use planners common to all BASIS students, called Communication Journals. Students learn to take responsibility for their assignments in part through these planners, and they are encouraged to help each other stay accountable for homework and studying. Study skills are explicitly taught in the middle grades, as in the primary grades. BASIS.ed believes that students can hold themselves accountable for their learning, and can manage their progress in increasingly autonomous ways—these are critical components of what our students accomplish in our middle grades.

### Students with Disabilities

Our inclusion-based model of special education enables all students to access the BASIS Curriculum while receiving appropriate supports in the regular classroom setting. The increased faculty support built into the BASIS.ed academic model that advocates individuality and all types of learners is a particularly welcoming environment for many students with disabilities. We employ a rigorous and thorough process of frequent assessment together with a complete system of learning interventions, tailored to each individual's needs. Depending on a student's progress, his/her teachers, guardians, administrators, and the school's Special Education team may decide to create and implement an appropriate IEP or 504 plan. Our staffing model includes appropriate positions to meet the needs of our students. Depending on students' demonstrated needs, additional resources will be procured.

### English Language Learners

The curriculum at existing BSI Primary schools was built to include the Arizona English Language Proficiency (ELP) Standards. These standards include the four major language domains: Speaking, Listening, Reading, and Writing. These standards help teachers, administrators, and ELL coordinators evaluate students' baseline language proficiency when they come to BASIS, and help our staff monitor progress in order to celebrate improvements. Teachers and administrators use data from FastBridge, as well as the LLI materials to help students meet literacy goals. The LLI

kits are beneficial to English Language Learners, and many of the materials can be ordered in languages other than English as well.

### Course Promotion Criteria

The proficiency level of each student will be based on the student's performance on multiple sources of assessment, including homework, class participation, quizzes, tests, and state assessments, which will be aligned with Arizona K-12 Academic Standards. A Course Progress Grade reflects a student's performance in a course during a given grading period (out of five total grading periods in the year). It is calculated according to a teacher's grading policy published in the course syllabus and the policies in the BASIS Charter Schools Parent-Student Handbook (hereafter, "Handbook"), as well as any grading period-specific regulations.

To be promoted to the next grade level in K-5, a student must earn a minimum cumulative average of 60% in each of the core courses, and/or Grade P (Pass) in all courses or projects taken during the year. Students who fail to meet their cumulative 60% requirement do not qualify for promotion status. Their parents/guardians must request, in writing and within two weeks, permission to obtain conditional promotion status. A School Director will then meet with these students and their parents/guardians to discuss the conditions required (summer projects, significant makeup work, etc.) before promotional status can be granted.

Students who fail to earn promotional status are retained. Additionally, third grade students who fall Below Expectations on the AzMERIT Reading assessment will be retained, per Arizona Revised Statute 15-701, provided they do not meet the acceptable exceptions for this statute (e.g., English Language Learners or students with, or in the process of acquiring, an IEP). In all other cases, BASIS abides by the Handbook, which states that the Head of School will make the final determination for promotion and retention based on teacher recommendation and passing grades.

### Operations

Although the current building and Certificate of Occupancy do not reflect the influx of new students, improvements and expansion to the BASIS Flagstaff have already begun. As evidenced in the board minutes, BASIS Flagstaff will be acquiring an additional parcel of land to accommodate this growth and renovating the existing building to facilitate the new grades and students.

### Financial Viability

BASIS Schools, Inc. (BSI), the charter holder for each of the Arizona BASIS Schools, is well positioned to support the proposed enrollment growth. Maintaining the high caliber of academic performance and strong fiscal health of each BASIS school drives all BASIS planning.



Through the service agreement with BASIS.ed, BSI ensures that each BASIS school will maintain the same level of academic excellence and fiscal health that the BASIS network has upheld in the past. The Board reviews specific financial accountability metrics quarterly to ensure fiscal health is strong.

This Site Specific Change in Grades Served Notification Request will not be submitted in conjunction with any other forms which will warrant concurrent consideration.



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Flagstaff				
Grade Level	Number of Students			
	Current—FY18	Target—FY19	Target—FY_20	Target—FY21
Kindergarten		62	62	62
1 <sup>st</sup>		62	62	62
2 <sup>nd</sup>		62	62	62
3 <sup>rd</sup>	66	62	62	62
4 <sup>th</sup>	66	62	62	62
5 <sup>th</sup>	89	93	93	93
6 <sup>th</sup>	90	86	88	88
7 <sup>th</sup>	74	84	80	82
8 <sup>th</sup>	87	83	77	74
9 <sup>th</sup>	54	72	66	62
10 <sup>th</sup>	46	52	67	61
11 <sup>th</sup>	38	43	51	62
12 <sup>th</sup>	29	38	40	51
<b>Total Enrollment</b>	639	861	872	883

\*To view an example of a completed enrollment matrix, review page 10 of The Guide to Amending a Charter.



# Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions\*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: BASIS Flagstaff				
Position	Number of Staff Members			
	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Administration	10	10	10	10
Teachers/Instructional Staff				
Kindergarten		2	2	2
1 <sup>st</sup>		4	4	4
2 <sup>nd</sup>		4	4	4
3 <sup>rd</sup>	3	4	4	4
4 <sup>th</sup>	3	2	4	4
5 <sup>th</sup>	5	5	5	5
6 <sup>th</sup>	5	5	5	5
7 <sup>th</sup>	5	5	5	5
8 <sup>th</sup>	5	5	5	5
9 <sup>th</sup>	4	4	4	4
10 <sup>th</sup>	4	4	4	4
11 <sup>th</sup>	3	3	3	3
12 <sup>th</sup>	2	2	2	2
Specialty Staff (Music, Art, PE, etc.)	4	4	4	4
Special Education	1	1	1	1
Paraprofessional	8	11	11	11
Additional Staff				
List title: Front Office Coordinator	1	1	1	1
List title: Front Office Coordinator Assistant	1	1	1	1
List title: Registrar	1	1	1	1

## Staffing Chart

List title: College Counselor	1	1	1	1
<b>Total Number of Staff Members</b>	66	79	81	81

\*To view an example of a completed staffing chart, review page 14 of The Guide to Amending a Charter.

### Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

<b>School Name: BASIS Flagstaff</b>				
<b>Title</b>	<b>Leadership Team</b>			
	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Head of School	Corey Hartman	Corey Hartman	Corey Hartman	Corey Hartman
Head of Operations	Jana Aukon	Jana Aukon	Jana Aukon	Jana Aukon
Senior College Counselor	Carrie Bieging	Carrie Bieging	Carrie Bieging	Carrie Bieging
Director of Academic Programs	Lisa McDonough	Lisa McDonough	Lisa McDonough	Lisa McDonough
Director of Student Affairs	Alicia Vaughan	Alicia Vaughan	Alicia Vaughan	Alicia Vaughan
Dean of Students	Evan Martin-Casler	Evan Martin-Casler	Evan Martin-Casler	Evan Martin-Casler
Facilities Coordinator	Manuel Rivera	Manuel Rivera	Manuel Rivera	Manuel Rivera
Technology Coordinator	Joshua Newman	Joshua Newman	Joshua Newman	Joshua Newman



**Staffing Chart**

Auxiliary Program Coordinator	Hope Belver	Hope Belver	Hope Belver	Hope Belver
Curriculum Coordinator	Meg Poore	Meg Poore	Meg Poore	Meg Poore