

APPENDIX C
REQUIRED
DOCUMENTATION



**BASIS Schools, Inc.
MEETING MINUTES
for the
Board of Directors**

**BASIS.ed CEO Conference Room
7975 N Hayden Rd, Suite B100
Scottsdale, AZ 85258**

**November 15, 2016
8:00 am (AZ)**

Board members present at location: Craig Barrett, Don Budinger and John Morton

Board members present on the phone: Steve Twist, Shelly Esque and Mittida Raksanaves

Board members not present: Terry Sarvas

Others present: DeAnna Rowe, Executive Director BSI; Peter Bezanson, CEO BASIS.ed; David Tyler, VP of Finance BASIS.ed; Michelle Keogh, General Counsel BASIS.ed; Natalie Verdiner, Director of Development ATF BASIS.ed; Mac Woods, Deputy General Counsel BASIS.ed; Ashley Brown, VP Charter Schools BASIS.ed; Anastasia (Korte) Hawkins, Managing Dir. Of Compliance BASIS.ed; and Erica Warmbrand (Corp Board Coordinator BSI)

1. Call to order – Craig Barrett called the meeting to order at 8:05 am (AZ). A quorum of the board was confirmed.
2. Agenda was adopted as presented.

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]

7. Peter Bezanson discussed the FY2017 Q1 BASIS.ed Management Report.

[REDACTED]

[REDACTED]

[REDACTED] to



[Redacted text block]

[Redacted text line]

[Redacted text block]

[Redacted text line]

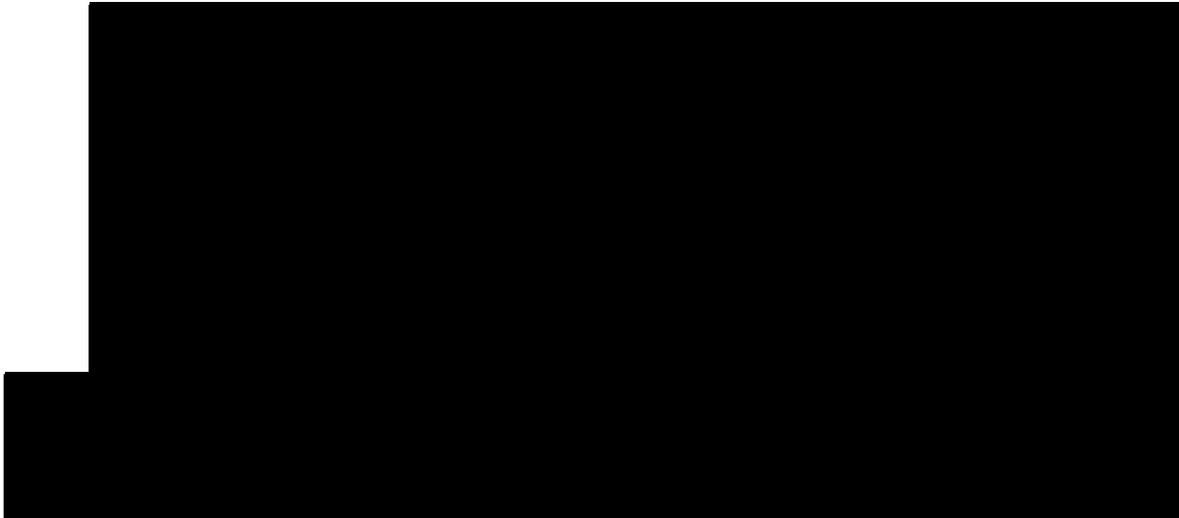
[Redacted text block]

f) **New Schools Activity:** [Redacted text]

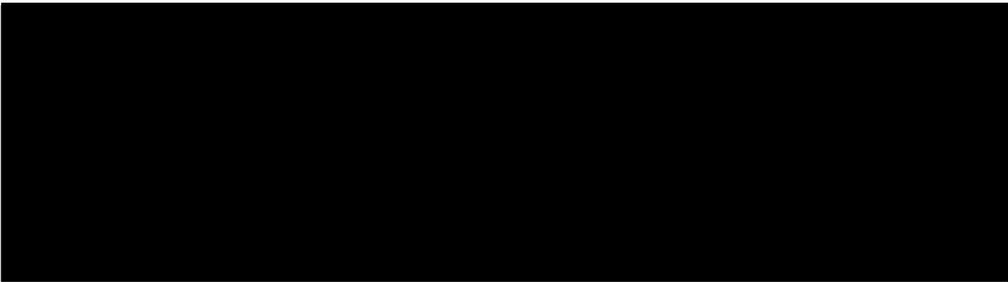
[Redacted text block]

Mesa is in escrow for land to preserve the option to build a K-12 campus. [Redacted text]

[Redacted text line]



9. Adjourn – The meeting adjourned at 9:32 am (AZ)
 - a. Motion to Adjourn: Don Budinger
 - b. Second: John Morton
 - c. Motion passed unanimously



MAY 2017

**BASIS™
.ed**

Education redefined.

Bond update

- The next bond closing has been tentatively scheduled for no later than 8/31/17
 - The new site for BASIS Castle Hills will be included in this closing
- In the meantime, a bridge loan will be used to cover the cost of:
 - Additional land at BASIS Flagstaff (for the future BASIS Flagstaff K-2 expansion)
 - Additional land at BASIS Tucson North (for the future gym, field, and parking)
 - FF&E for the BASIS Castle Hills temporary space

NOVEMBER 2016

BSI 2017-2018

Current projects list

1. **BASIS Peoria & Peoria Primary** – In escrow for 7 net acres of land adjacent to BASIS Peoria, to the west
 - Plan is to construct a new high school building and convert the existing building into K-4
2. **BASIS Phoenix South Primary** – In contract negotiations for 9 acres at NWC 19th Ave and Southern
3. **BASIS Chandler Primary – South Campus expansion** – Construction ready to begin for a new building on this campus to alleviate crowding and add capacity for 30 additional kindergarteners. Completion scheduled for early 2017.
4. **BASIS Mesa** – In escrow for one adjacent acre of land to preserve option of building a K-12 campus in the future



**BASIS Schools, Inc.
MEETING MINUTES
for the
Board of Directors**

**BASIS Schools, Inc. Conference Room
7975 N Hayden Rd, Suite C240
Scottsdale, AZ 85258**

May 9, 2017

Board members present at location: Craig Barrett, Don Budinger and Shelly Esque
Board members present on the phone: John Morton, Terry Sarvas and Mittida Raksanaves
Board members not present: Steve Twist
Others present: DeAnna Rowe, Executive Director BSI; Peter Bezanson, CEO BASIS.ed; David Tyler, VP of Finance BASIS.ed; Natalie Verdiner, Director of Development ATF BASIS.ed; Michelle Keogh, General Counsel BASIS.ed; Anastasia (Korte) Hawkins, Managing Dir. Of Compliance BASIS.ed (via phone); and Brittany Kintzer, Executive Assistant BSI

1. Call to order – Craig Barrett called the meeting to order at 8:01 am (AZ).
2. Agenda was adopted as presented.

■ [REDACTED]

■ [REDACTED]



[REDACTED]

5. and 6. Consideration of Resolution BSI17-03, the Authorizing Resolution for Projects and Bond Financing and Resolution BSI17-04, the Reimbursement of Capital Expenditures. A single motion was made to adopt Resolutions BSI17-03 and BSI17-04. The projected savings would be approximately \$100K per school per year.
 - a) Motion to adopt: Don Budinger
 - b) Second: Mittida Raksanaves
 - c) Motion passed unanimously

■ [REDACTED]

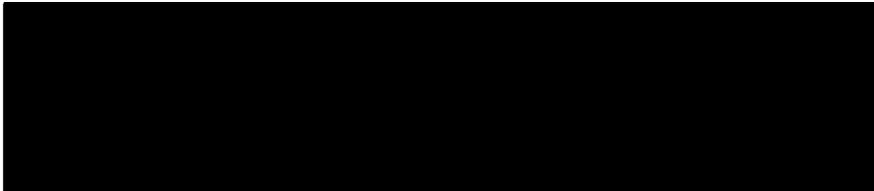
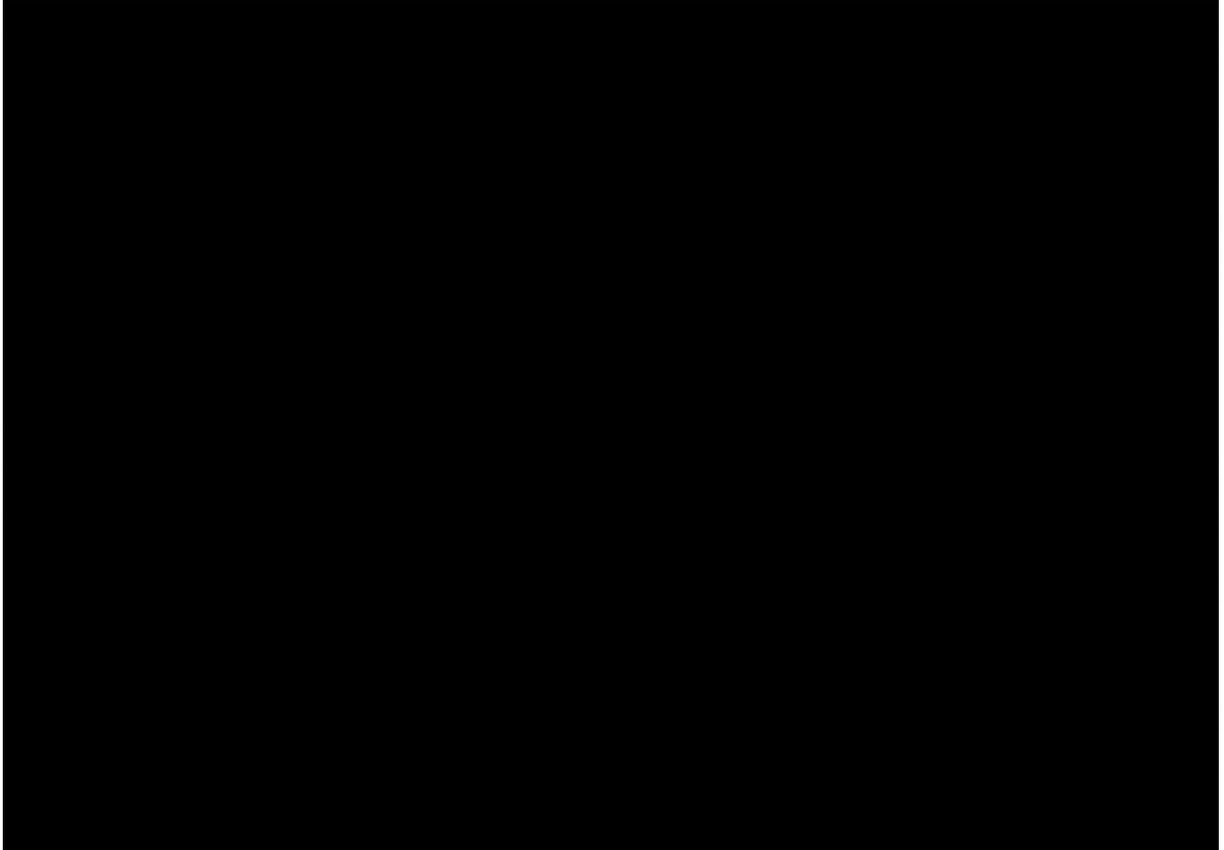
■ [REDACTED]

■ [REDACTED]

[REDACTED]



[Redacted text]



Minutes taken by Brittany Kintzer.

Don Budinger

Don Budinger
Secretary of the Board

BBE

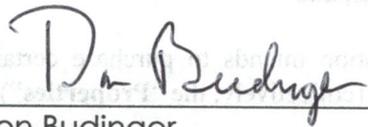
ACTION BY RESOLUTION
OF THE BOARD OF DIRECTORS

May 9, 2017

**RESOLUTION
BSI17-03**

It is hereby resolved that the BASIS School, Inc. Board of Directors approves the Authorizing Resolution for Projects and Bond Financing.

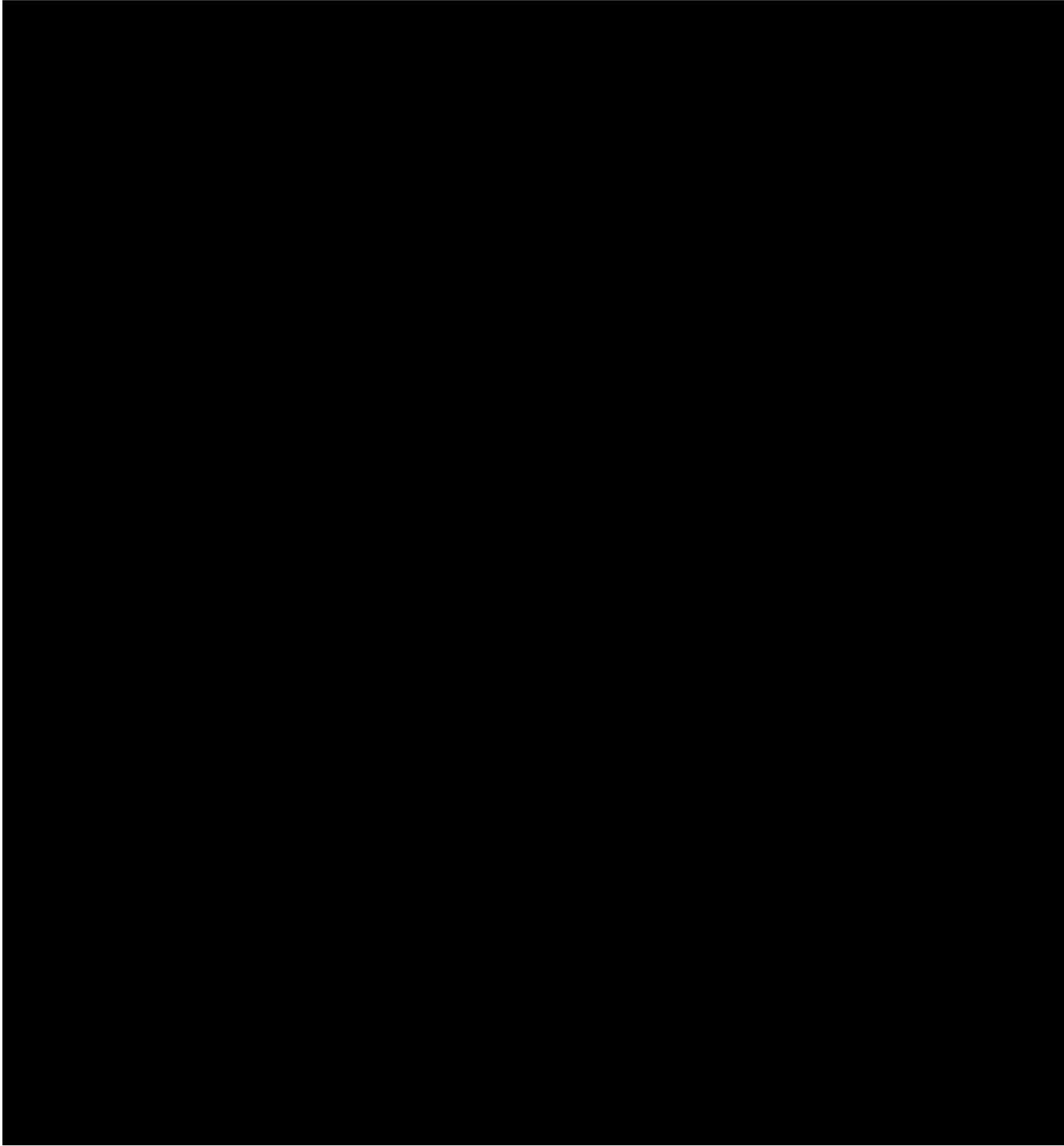
I HEREBY CERTIFY that the foregoing Resolution was adopted by the Board of Directors of **BASIS Schools, Inc.** at its meeting held **May 9, 2017.**



Don Budinger
Secretary
BASIS Schools, Inc.

CERTIFICATION OF RESOLUTION
(Authorizing Resolution for Projects and Bond Financing)
BSI17-03

At a duly called meeting of the Board of Directors (the “**Board**”) of BASIS Schools, Inc., an Arizona nonprofit corporation (the “**Corporation**”) held on the 9th day of May 2017, the following resolutions were duly passed:



7. The Purchase Agreement and Escrow Instructions, dated as of February 27, 2017, by and between MMV Devco, LLC, as the seller, and the Corporation as the buyer, for the purchase of approximately 1.95 acres of land located in McMillan Village, Flagstaff, Coconino County, Arizona, adjacent to the Corporation's existing BASIS Flagstaff campus, shall be and hereby is ratified, approved and authorized and, further, that the execution and delivery of such Purchase Agreement by Dr. Peter Bezanson as the authorized agent for the Corporation shall be, and hereby is ratified, approved and authorized;

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]



Resolution declared adopted as of the date first set forth above.



Chairman of the Board of Directors

The undersigned duly qualified and acting Secretary of the Board of BASIS Schools, Inc. hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Directors at a duly called meeting held on the 9th day of May 2017, the original of which resolution is a part to the Board's minutes.

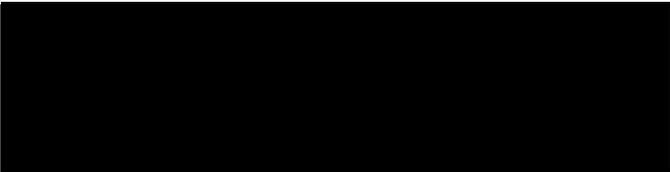


EXHIBIT A
TO
CERTIFICATION OF RESOLUTION
(Authorizing Resolution for Projects and Bond Financing)

THE PROJECTS:

The Bond Financing will fund a loan to the Corporation which the Corporation will use to:

[REDACTED]

[REDACTED]

(3) finance and/or refinance the cost of acquiring an additional 1.95 acre parcel of land (the “**Additional Flagstaff Parcel**”) adjacent to the existing charter school facilities located at 1700 North Gemini Drive, Flagstaff, Arizona (the “**Original Flagstaff Campus**”) and, together with the Additional Flagstaff Parcel, the “**Flagstaff Campus**”) and the cost of constructing, improving, renovating and equipping the Flagstaff Campus for use in connection with the operation of the charter school known as “**BASIS Flagstaff**”;

[REDACTED]

(5) finance the cost of constructing, improving, renovating and equipping existing charter school facilities located at 5010 South Eastmark Parkway, Mesa, Arizona (the “**Mesa Campus**”), for use in connection with the operation of the charter school known as “**BASIS Mesa**”;

[REDACTED]

[REDACTED]

[REDACTED]

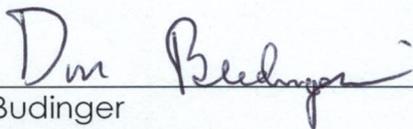
ACTION BY RESOLUTION
OF THE BOARD OF DIRECTORS

February 9, 2018

**RESOLUTION
BSI18-R08**

It is hereby resolved that BASIS Schools, Inc. Board of Directors approves the submission of amendments and notifications for the purpose of modifying charter contracts with the authorizer as necessary including, but not limited to, changes in grade levels served and enrollments caps at any BASIS campus in accordance with related board approvals.

I HEREBY CERTIFY that the foregoing Resolution was adopted by the Board of Directors of **BASIS Schools, Inc.** at its meeting held **February 9, 2018.**



Don Budinger
Secretary
BASIS Schools, Inc.

Anastasia Korte

From: Ashley Berg <Ashley.Berg@asbcs.az.gov>
Sent: Monday, December 18, 2017 10:05 AM
To: DeAnna Rowe
Cc: Johanna Medina; Judy Thompson
Subject: RE: Enrollment Cap Increases

Hi DeAnna,

I am okay with you having your Board unanimously approve a resolution or take a board vote consistent with what you stated below. We will use the Board's approval of that statement coupled with the request to show the intent of the specific request (grade level, enrollment cap, etc.)

Please let me know if you have any additional questions/concerns.

Ashley Berg
Executive Director
602-364-3080

From: DeAnna Rowe [mailto:deanna.rowe@basisschools.org]
Sent: Wednesday, December 13, 2017 10:55 AM
To: Ashley Berg <Ashley.Berg@asbcs.az.gov>
Subject: RE: Enrollment Cap Increases

Thanks, Ashley. I continue to gain insight into the differences in how experienced boards with management companies differ procedurally from smaller, independent operations and how this plays out in matters like enrollment cap increases.

Given the BASIS board addressed adding grade levels and building new facilities to support the additional grades, it was understood (by the board) that the school would be serving more students – hence the need for more space. How many students in each year is an operational decision assigned to the management company and not a specific number that the BSI board would determine, so specific language about an amendment to the charter's enrollment cap was not contemplated by the board.

Perhaps I can develop language and a single action that the board can take to allow BASIS staff to use each time it wants to increase its enrollment or change grade levels.

Would you accept something like:

Be it resolved that the Board approves the submission of amendments and notifications to the authorizer as necessary including, but not limited to, changes in grade levels served and enrollment caps at any BASIS campus and in accordance with related board approvals.

DeAnna

From: Ashley Berg [mailto:Ashley.Berg@asbcs.az.gov]
Sent: Wednesday, December 13, 2017 7:58 AM

To: DeAnna Rowe <deanna.rowe@basisschools.org>

Subject: RE: Enrollment Cap Increases

DeAnna,

Based on our conversations and communication a few months ago, I did inform staff and instructions and instruction checklists were updated to allow for resolutions to be submitted in lieu of minutes.

Johanna has been working with Anastasia on this request as she is actually using your enrollment request as a test of our processes. I checked with Johanna this morning. Her conversation with Anastasia did not mention a request for minutes, but rather indicated that based on our read of the resolution and the additional supporting documentation, we were unable to see an intention to expand enrollment. Therefore, Basis may submit a resolution showing intent of expanding enrollment to meet the amendment request criteria.

Please let me know if you have any additional questions.

Ashley Berg
Executive Director
602-364-3080

From: DeAnna Rowe [<mailto:deanna.rowe@basisschools.org>]

Sent: Wednesday, December 13, 2017 7:04 AM

To: Ashley Berg <Ashley.Berg@asbcs.az.gov>

Subject: Enrollment Cap Increases

Hi Ashley,

I understand that our recent amendment requests to increase enrollment caps are incomplete because (at least in part) we did not include meeting minutes demonstrating the board approved an enrollment cap increase.

You and I have talked about whether minutes are necessary or if resolutions will be accepted to confirm board action, but I'm not sure whether you've implemented this change. May I submit a resolution of the board indicating their approval of the increase in lieu of minutes?

DeAnna

DeAnna Rowe
Executive Director

BASIS Schools, Inc.
7975 N Hayden Road, Suite C240
Scottsdale, AZ 85258
O 480.289.2088 ext 226
M 602.526.8685
<http://basisschools.org/>



LITHO IN U.S.A.

Certificate of Occupancy

City of Flagstaff Building and Safety

This certificate, issued pursuant to the requirements of the City of Flagstaff Building Codes, certifies that at the time of issuance this structure was in compliance with the various ordinances of the City of Flagstaff regulating building construction or use, for the following:

Description New School

Bldg. Permit No. BCBL 2011 008

Occupancy Group E-1 Type Construction V/B

Use Zone BP Max. Occupant Load 728

Owner of Building BASIS SCHOOL, INC.

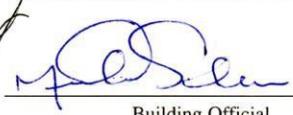
Address 11485 N. 136th Street, Suite 109, Scottsdale, AZ

Building Address 1700 NORTH GEMINI DRIVE

Locality Flagstaff, AZ

By Raymond Thenaill

Date July 15, 2011



Building Official

© 2004 OCPS 441LGD

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. The expansion will be approximately 30,000 square feet and accommodate up to 12 new additional classrooms. Additionally, a new gym and senior lounge will be built as well.

ARIZONA STATE FIRE MARSHAL INSPECTION REPORT

INSPECTION DATE: 7/25/11		AZOFM Form 528 A Rev. 02/06		DEPUTY FIRE MARSHAL: Steven Collins	
OFM FACILITY ID: 14420		REVIEWED:		Arizona State Fire Marshal's Office	
OFM BULDING ID: New		DEPUTY #: 77		1110 W. Washington, Suite 100	
FACILITY NAME: Basic School				Phoenix AZ 85007	
FACILITY ADDRESS: 1700 nth Gemini dr				(O) 602-762-1817 (F) 602-384-1052	
FACILITY CITY: Flagstaff		COUNTY: Maricopa		Signed: <i>Steven Collins</i>	
CONTACT PERSON: <i>Scott Brown</i>		PHONE: <i>603 606 3532</i>		PERMIT #: 11-506 AS	
BUILDING NAME: S.A.A.				INSPECTION TIME: 1.0 TRAVEL TIME: 5.0	
FACILITY OWNER: Michael Block				TAG: <input checked="" type="checkbox"/> GREEN <input type="checkbox"/> RED <input type="checkbox"/> YELLOW	
Inspected Fire Systems: <input checked="" type="checkbox"/> Fire Sprinklers <input type="checkbox"/> Fire alarms <input type="checkbox"/> Hood Extinguishing				OCCUPANCY CLASSIFICATION: E	
ADEQ Underground Tank Inspection: <input checked="" type="checkbox"/> Install <input type="checkbox"/> Removal		IMMEDIATE ACTION REQUIRED: <input type="checkbox"/>		TYPE OF INSPECTION: <input type="checkbox"/> Scheduled	
				<input type="checkbox"/> Licensing <input type="checkbox"/> Complaint	
				<input checked="" type="checkbox"/> Construction <input type="checkbox"/> DHS / DES Other	
#	OFM Bldg #	Violation Description	CORRECTION REQUIRED BY THIS DATE:	Initial and Date When Corrected	
		Fire Sprinkler System Final			
		SFMO approved plans on site and available for review <input checked="" type="checkbox"/> YES / NO			
		Sway brace proper mounted/attached to riser <input checked="" type="checkbox"/> YES / NO			
		BOR properly finished <input checked="" type="checkbox"/> YES / NO			
		Spare sprinkler head box mounted on wall with minimum of 5 spare heads, appropriate sprinkler wrench, and a copy of NFPA-25 <input checked="" type="checkbox"/> YES / NO			
		FDC has correct threads and properly capped <input checked="" type="checkbox"/> YES / NO			
		Viewed placement/installation of sprinkler heads with escutcheons <input checked="" type="checkbox"/> YES / NO			
		Provided appropriate signage for:			
		Fire Sprinkler Control Valves <input checked="" type="checkbox"/> YES / NO			
		Hydraulic placard/plate attached to Sprinkler Riser <input checked="" type="checkbox"/> YES / NO			
		Fire Sprinkler Main Drain <input checked="" type="checkbox"/> YES / NO			
		Inspector Test Valve or location <input checked="" type="checkbox"/> YES / NO			
		Riser Room or Riser location <input checked="" type="checkbox"/> YES / NO			
		Hydraulic Calc plate indicates system needs a minimum of <u>83.95</u> p.s.i. at BOR <u>53.95</u>			
		Static pressure of the system was at <u>89.5</u> p.s.i. at BOR <u>95</u>			
		Main Drain (Residual) pressure was at <u>90</u> p.s.i. at BOR			
		System maintained required pressure during Main Drain Test <input checked="" type="checkbox"/> YES / NO			
		Inspector Test Drain activate fire alarm in <u>48</u> sec / OK <input checked="" type="checkbox"/> YES / NO			
		Flow switch open circuit test showed trouble on FACP <input checked="" type="checkbox"/> YES / NO			
		If tamper monitoring present, did tamper test show trouble on FACP <input checked="" type="checkbox"/> YES / NO / N/A			
		If no tamper monitoring, valves must be chained in the open position .. YES / NO <u>N/A</u>			
		Outside fire sprinkler bell operated during Inspector's Test Drain <input checked="" type="checkbox"/> YES / NO			
		The "Material Certification and Testing for ABOVEGROUND Piping" Form received from the contractor <input checked="" type="checkbox"/> YES / NO			
		Fire Sprinkler system is <u>(APPROVED)</u> / (NOT APPROVED)			
		Explain if "NO" to any of the above or other comments:			

The items noted above, unless otherwise stated, are in violation of the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 41-2146). This is an official notice of violation requiring correction. Failure to comply with these requirements may lead to legal action (A.R.S. 41-2163A). This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

Please return a dated & initialed copy of this report to the Inspector upon correction of the violations.

Report Received by: *Scott Brown* Lic #: CSA 20064 Date: 7/29/2011 Page 1 of 1
Scott Brown P.K. 616 265 994

ARIZONA STATE FIRE MARSHAL INSPECTION REPORT

INSPECTION DATE: 7/28/11		AZOFM Form 626 A Rev. 02/06		DEPUTY FIRE MARSHAL: Steve Collins Arizona State Fire Marshal's Office 1110 W. Washington, Suite 100 Phoenix AZ 85007 (O) 602-364-1089 (F) 602-364-1084 Signed: <i>[Signature]</i>	
OFM FACILITY ID: 14420		REVIEWED:			
OFM BULDING ID: New		DEPUTY #: 77			
FACILITY NAME: Basic School					
FACILITY ADDRESS: 1700 nth Gemini dr				PERMIT #: 11-50606	
FACILITY CITY: Flagstaff		COUNTY: Maricopa		INSPECTION TIME: 0.5 TRAVEL TIME: 5.0	
CONTACT PERSON: <i>Teresa Jenni</i>		PHONE: 480 427 5553		TAG: <input checked="" type="checkbox"/> GREEN <input type="checkbox"/> RED <input type="checkbox"/> YELLOW	
BUILDING NAME: S.A.A.				OCCUPANCY CLASSIFICATION: E	
FACILITY OWNER: Michael Block				TYPE OF INSPECTION: <input type="checkbox"/> Scheduled	
Inspected Fire Systems: <input type="checkbox"/> Fire Sprinklers <input type="checkbox"/> Fire Alarms <input type="checkbox"/> Hood Extinguishing				<input type="checkbox"/> Licensing <input type="checkbox"/> Complaint	
ADEQ Underground Tank Inspection: <input type="checkbox"/> Install <input type="checkbox"/> Removal		IMMEDIATE ACTION REQUIRED: <input type="checkbox"/>		<input checked="" type="checkbox"/> Construction <input type="checkbox"/> DHS / DES Other	
#	OFM Bldg #	Violation Description	CORRECTION REQUIRED BY THIS DATE:	Initial and Date When Corrected	
		Final Construction Inspection			
		SFMO approved plans on site and available for review <input checked="" type="checkbox"/> YES / NO			
		Fire Lanes are accessible and marked appropriately <input checked="" type="checkbox"/> YES / NO Fire Lanes are minimum of 20-foot wide for fire department access <input checked="" type="checkbox"/> YES / NO			
		Building street address/building identification(s) facing Side 1 and readable from the street <input checked="" type="checkbox"/> YES / NO FDC(s) is (are) set correctly <input checked="" type="checkbox"/> YES / NO Fire hydrants are accessible and facing in the correct direction for fire department access/use <input checked="" type="checkbox"/> YES / NO			
		All EXIT Signs are illuminated and power back-up functioned on those randomly tested <input checked="" type="checkbox"/> YES / NO Emergency power back lighting for exiting functioned on those randomly tested <input checked="" type="checkbox"/> YES / NO Panic Hardware on EXIT doors functioned on those randomly tested <input checked="" type="checkbox"/> YES / NO			
		Key/Knox box in place if required by local responding jurisdiction <input checked="" type="checkbox"/> YES / NO / N/A			
		Explain if "NO" to any of the above or other comments: <i>Construction Final Approved</i>			

The items noted above, unless otherwise stated, are in violation of the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 41-2146). This is an official notice of violation requiring correction. Failure to comply with these requirements may lead to legal action (A.R.S. 41-2163A). This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

Please return a dated & initialed copy of this report to the Inspector upon correction of the violations.

Report Received by: *[Signature]* Lic #: KB14244 Date: 7/29/11 Page 1 of

ARIZONA STATE FIRE MARSHAL INSPECTION REPORT

INSPECTION DATE: 7/26/11		AZOFM Form 526 A Rev. 02/06	DEPUTY FIRE MARSHAL: Steven Collins Arizona State Fire Marshal's Office 1110 W. Washington Suite 100 Phoenix AZ 85007 (O) 602-762-1817 (F) 602-864-1052 Signed: <i>[Signature]</i>	
OFM FACILITY ID: 14420		REVIEWED:		
OFM BUILDING ID: New		DEPUTY #: 77		
FACILITY NAME: Basle School				
FACILITY ADDRESS: 1700 nth Gemini dr				
FACILITY CITY: Flagstaff		COUNTY: Maricopa	PERMIT #: 11-884 FA	
CONTACT PERSON: Nathan Smale		PHONE: 520-838-4938	INSPECTION TIME: 1.0	TRAVEL TIME: 5.0
BUILDING NAME: S.A.A.			TAG: <input checked="" type="checkbox"/> GREEN <input type="checkbox"/> RED <input type="checkbox"/> YELLOW	
FACILITY OWNER: Michael Block			OCCUPANCY CLASSIFICATION: E	
Inspected Fire Systems: <input type="checkbox"/> Fire Sprinklers <input checked="" type="checkbox"/> Fire alarms <input type="checkbox"/> Hood Extinguishing			TYPE OF INSPECTION: <input type="checkbox"/> Scheduled	
ADEQ Underground Tank Inspection: <input type="checkbox"/> Install <input type="checkbox"/> Removal		IMMEDIATE ACTION REQUIRED: <input type="checkbox"/>	<input type="checkbox"/> Licensing <input type="checkbox"/> Complaint <input checked="" type="checkbox"/> Construction <input type="checkbox"/> DHS / DES Other	
#	OFM Bldg #	Violation Description	CORRECTION REQUIRED BY THIS DATE:	Initial and Date When Corrected
Fire Alarm System Final				
		SFMO approved plans on site and available for review <input checked="" type="checkbox"/> YES / NO		
		Reviewed Plans for type of F/A System and battery requirements <input checked="" type="checkbox"/> YES / NO		
		Fire Alarm monitoring company notified of impending testing <input checked="" type="checkbox"/> YES / NO / N/A		
		Fire Alarm Control Panel in "normal" operation mode <input checked="" type="checkbox"/> YES / NO		
		If required, Smoke Detector located within 10 feet of FACP <input checked="" type="checkbox"/> YES / NO		
		Battery back-up correctly sized for FACP and associated panels <input checked="" type="checkbox"/> YES / NO		
		If "E" Occupancy, FACP or Annunciator panel and a manual fire alarm pull station in supervised area when the building is occupied <input checked="" type="checkbox"/> YES / NO / N/A		
		Pre-test printout provided by Contactor, at least 10% of devices tested <input checked="" type="checkbox"/> YES / NO / N/A		
		No pre-test printout provided by Contractor, 100% of devices tested <input checked="" type="checkbox"/> YES / NO / N/A		
		Performed battery outage test <input checked="" type="checkbox"/> YES / NO		
		F/A circuit breaker location noted on inside of FACP door <input checked="" type="checkbox"/> YES / NO		
		F/A circuit breaker is "locked" <input checked="" type="checkbox"/> YES / NO		
		A/C power disconnected, showed FACP trouble, for each panel <input checked="" type="checkbox"/> YES / NO / N/A		
		Performed battery backup test during the test for each panel <input checked="" type="checkbox"/> YES / NO		
		Confirmed all Fire Alarm devices installed per Approved Plans <input checked="" type="checkbox"/> YES / NO		
		Removed one device each loop, received "trouble" on FACP <input checked="" type="checkbox"/> YES / NO / N/A		
		If Class A system, tested another device on same loop for Class A test <input checked="" type="checkbox"/> YES / NO / N/A		
		Performed a ground fault test on the system <input checked="" type="checkbox"/> YES / NO		
		If A/S present, water flow test activate fire alarm in <u>4.2</u> sec <input checked="" type="checkbox"/> YES / NO / N/A		
		If A/S present, flow switch open circuit test show trouble on FACP <input checked="" type="checkbox"/> YES / NO / N/A		
		If tamper monitoring present, tamper test showed trouble on FACP <input checked="" type="checkbox"/> YES / NO / N/A		
		If no tamper monitoring, valves chained in the open position <input checked="" type="checkbox"/> YES / NO / N/A		
		Did all doors with "hold open" devices release during fire alarms <input checked="" type="checkbox"/> YES / NO / N/A		
		Did EXIT lights operate correctly <input checked="" type="checkbox"/> YES / NO / N/A		
		Did emergency backup lighting operate correctly <input checked="" type="checkbox"/> YES / NO / N/A		
		Contractor provided NFPA 72 Certificates <input checked="" type="checkbox"/> YES / NO		
		Third Party Certificates for Duct/Smoke detectors provided <input checked="" type="checkbox"/> YES / NO / N/A		
		Fire Alarm system (APPROVED) / (NOT APPROVED)		
		Explain if "NO" to any of the above or other comments:		

The items noted above, unless otherwise stated, are in violation of the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 41-2146). This is an official notice of violation requiring correction. Failure to comply with these requirements may lead to legal action (A.R.S. 41-2163A). This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

Please return a dated & initialed copy of this report to the Inspector upon correction of the violations.

Report Received by: *[Signature]* Lic #: 97823 Date: 25/8/11 Page 1 of 1

Michael J. Horst



APPROVED FOR USE
BY ORDER OF
FLAGSTAFF FIRE DEPARTMENT
FIRE MARSHAL

OCCUPANCY FACP - Basis Chactor

ADDRESS 1700 N. Gemini Dr

DATE 7/25/11 FIRE OFFICER M. Street

DO NOT REMOVE THIS NOTICE UNDER PENALTY OF LAW
FIRE PREVENTION BUREAU 928-779-7888



APPROVED FOR USE
BY ORDER OF
FLAGSTAFF FIRE DEPARTMENT
FIRE MARSHAL

OCCUPANCY A/S System - Basis Chactor

ADDRESS 1700 N. Gemini Dr.

DATE 7/25/11 FIRE OFFICER M. STREET

DO NOT REMOVE THIS NOTICE UNDER PENALTY OF LAW
FIRE PREVENTION BUREAU 928-779-7888



Basis School Flagstaff

APPROVED FOR USE

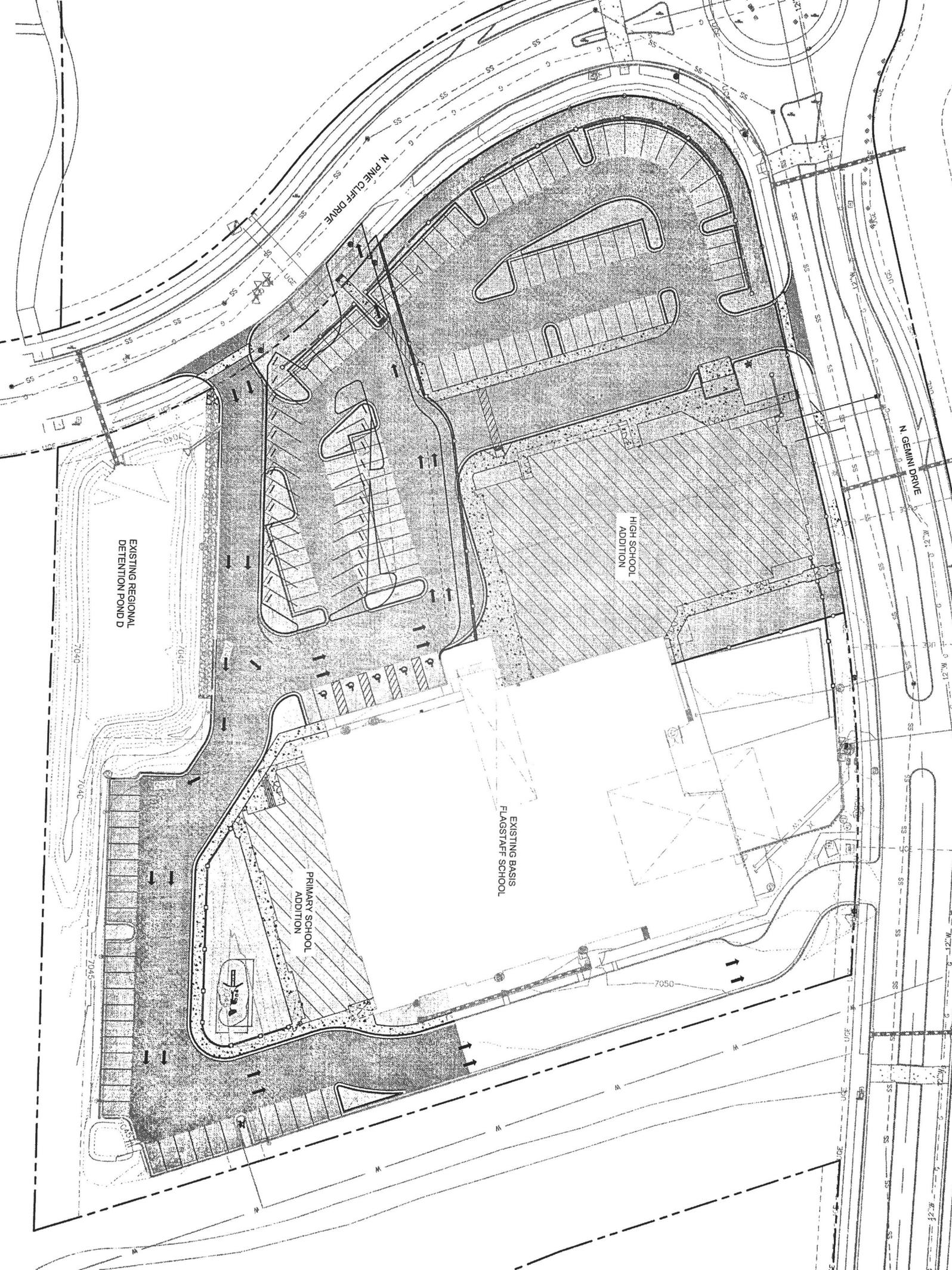
**BY ORDER OF
ARIZONA STATE
FIRE MARSHAL**

EQUIPMENT OCCUPANCY *Sprinkler System*

ADDRESS 1700 W. Cochise Dr. Flagstaff

DATE 7/25/11 DEPUTY JJ [Signature]

**DO NOT REMOVE THIS NOTICE UNDER PENALTY OF LAW
OFFICE OF STATE FIRE MARSHAL 364-1003**



EXISTING REGIONAL
DETENTION POND D

PRIMARY SCHOOL
ADDITION

EXISTING BASIS
FLAGSTAFF SCHOOL

HIGH SCHOOL
ADDITION

N. PINE CLIFF DRIVE

N. GEMINI DRIVE

Occupancy Load calculation taken from blueprints and designs for BASIS Flagstaff

PLUMBING FIXTURE CALCULATION BASED ON 2012 IBC, CHAPTER 29 TABLE 2902.1.												
NO. OF OCCUPANTS: 1,315 } GROUP: E EDUCATIONAL												
OCCUPANTS	WC'S REQUIRED 1:50		WC'S PROVIDED		LAVS REQUIRED 1:50		LAVS PROVIDED		D.F. REQUIRED 1:100	D.F. PROVIDED 1,315 / 100	SERVICE SINK REQUIRED	SERVICE SINK PROVIDED
	M	F	M	F	M	F	M	F				
1,315 657 M / 658 F	14	14	16	16	14	14	16	16	13	20	1	3
NO. OF OCCUPANTS: 980 } GROUP: A3 ASSEMBLY - GYMNASIUM WITH FIXED SEATS AND BLACK BOX												
OCCUPANTS	WC'S REQUIRED		WC'S PROVIDED		LAVS REQUIRED 1:200		LAVS PROVIDED		D.F. REQUIRED 1:500	D.F. PROVIDED	SERVICE SINK REQUIRED	SERVICE SINK PROVIDED
	M 1:125	F 1:65	M	F	M	F	M	F				
980 490 M/ 490 F	4	8	8*	8*	3	3	8	8	2	6	1	3

4 UNISEX TOILETS INCLUDED IN CALCULATION (2 PER GENDER)

* CALCULATION ONLY INCLUDES RESTROOMS FOUND NEAR GYM AND ADJACENT MPR ROOMS.
PLUMBING FIXTURE CALCULATIONS ARE BASED ON NON-CONCURRENT USES.



Arizona State Board for Charter Schools

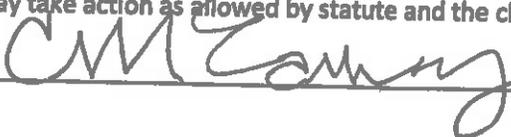
Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools ("Board"), at a meeting held on November 21, 2017, approved a revised policy that requires new and existing charter holders to submit a copy of a valid Certificate of Occupancy and current Fire Marshal's Inspection Report for each location where educational services will be provided prior to the initiation of State equalization payments.

The Board will request that the Arizona Department of Education ("ADE") withhold State equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new schools under existing charter contracts, 3) schools under existing charter contracts moving from one location to another, and 4) new buildings/structures added to an existing school, until the school has submitted valid copies of the required Certificate of Occupancy and current Fire Marshal's Inspection Report for the new educational facility.

Once Board staff has verified that the appropriate documents for each school location have been received, the Board office will notify the Charter Holder and the ADE School Finance Unit's Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20th of any month will generate a payment for the next month's payment cycle. Schools marked eligible after the 20th of any month will not generate a payment in next month's payment cycle. No off-system payments will be made.

Charter Holder Information	
Name of Charter Holder Entity	BASIS SCHOOLS, INC.
School Location(s) for which the request applies	BASIS FLAGSTAFF

Signature
<p>By signing below, I understand the Board's policy and that I am required to submit an educational use Certificate of Occupancy and a current Fire Marshal's Inspection Report to the Board office for each school facility operated by the Charter Holder. These documents must be verified by Board staff prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this school.</p> <p>I acknowledge that if these documents are not submitted prior to occupancy, the school's opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.</p> <p>Charter Representative Signature: <u></u> Date: <u>2.29.2018</u></p>



Arizona State Board for Charter Schools

Agricultural Land Regulation Assurance and Understanding

Arizona Revised Statute §15-183 (U) states, "Charter schools may not locate a school on property that is less than one-fourth mile from agricultural land regulated pursuant to section 3-365, except that the owner of the agricultural land may agree to comply with the buffer zone requirements of section 3-365. If the owner agrees in writing to comply with the buffer zone requirements and records the agreement in the office of the county recorder as a restrictive covenant running with the title to the land, the charter school may locate a school within the affected buffer zone. The agreement may include any stipulations regarding the charter school, including conditions for future expansion of the school and changes in the operational status of the school that will result in a breach of the agreement."

Charter Holder Information	
Name of Charter Holder Entity	BASIS Schools, Inc.
Name of Charter School	BASIS FLAGSTAFF

Check box below to indicate which statement applies	
<input checked="" type="checkbox"/>	The charter school is not located less than one-fourth mile from agricultural land.
<input type="checkbox"/>	The charter school site is located less than one-fourth mile from agricultural land; the charter school site complies with Arizona law regarding the location of schools on a property that is less than one-fourth mile from agricultural land.

Signature
By signing below, I understand and affirm that the forgoing information provided by me for the above listed Charter Holder is true and correct. Furthermore, if any part of the information provided proves to be false, I recognize that it shall be just cause for revocation of the charter by the Arizona State Board for Charter Schools.
Charter Representative Signature: <u>CM Carney</u> date: <u>2/28/2018</u>

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 12th 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 4th 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 2nd 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 4th 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.