C.3 Personnel

BASIS teacher salaries are determined by evaluating an individual's experience, the subject they are teaching, any other relevant factors, and with a slight eye to the local market. Our teacher salaries are highly confidential and are not released as part of any governmental reporting. We believe this confidentiality is consistent with our management principles and contributes to our ability to recruit and retain some of the most qualified teachers in the country. Salaries are also augmented by a robust benefits plan.

BASIS teachers have the opportunity to earn bonus pay in a variety of ways. There are four (4) types of teacher bonuses: 1) Performance (for 6th grade teachers only); 2) Head of School and Head of Operations discretionary (based on academic achievement, attendance, and BASIS Culture contribution); 3) new hire bonus; and 4) co-CEO discretionary.

Enrollment and staffing at BASIS Scottsdale K-6 in its first three years is projected to approximate the table below.

Table 8
BASIS Scottsdale K-6
Projected Student Enrollment (100th Day Counts) by Grade Level

Grade	FY2016	FY2017	FY2018
K	116	116	116
1	116	116	116
2	116	116	116
3	116	116	116
4	116	116	116
5	116	116	116
6*	0	0	0
Instructional Staff (full-time)	43	43	43
Non-instructional Staff	13	13	13
Grand Total (students)	**696**	**696**	**696**

* We anticipate adding 6th grade at a future date

Based on targeted enrollment, BASIS initially intends to employ 43 teachers and other instructional staff for BASIS Scottsdale K-6. BASIS Scottsdale K-6 is also projected to employ 13 administrators, clerical workers, and other support staff.

School Management and Staffing Model

All BASIS 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. The staffing model for the inaugural year of BASIS Scottsdale K-6 is that of a “year one” K-6 school.

Each BASIS School is led by a Head of School (HOS) and a Head of Operations (HOPS). Based on prior experience, a school will thrive best when the school leaders are not only deeply rooted in the BASIS academic and cultural model, but also have a strong connection the school site. Early identification of the school site management team will ensure that BASIS Scottsdale K-6 has a successful school opening. The school-site management team for BASIS Scottsdale K-6 will be identified in early 2015 and will be deeply involved in all aspects of the school's development after that time. In particular, the HOS has the responsibility of hiring the school instructional and non-instructional staff.

The table below reflects the BASIS Scottsdale K-6 staffing model as currently conceived. As reflected throughout the Business Plan, 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.

Table 9
Staffing Model for BASIS Scottsdale K-6 in First Three Years of Operation

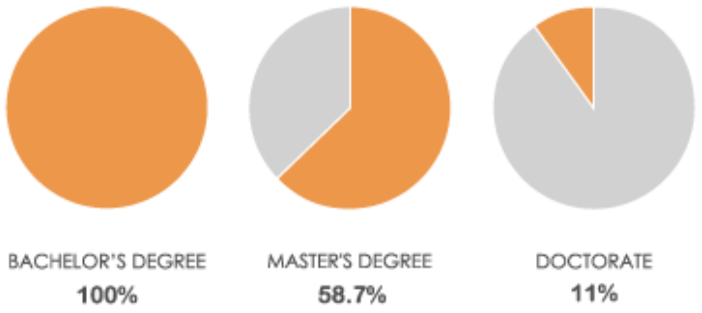
BASIS Scottsdale K-6	K-6
School Non-Teaching Staff 2014/15	**Staff Count**
Head of School	1
Director of Academic Programs	1
Director of Student Affairs	1
Dean of Students	1
Registrar	1
Auxiliary Programs Coordinator	1
Special Education Coordinator	1
Health Coordinator	1
Head of Operations	1
Technology Coordinator	1
Facilities Assistant	1
Front Office Assistants	2
Total non-teachers	**13**
Teachers	36
Teaching fellows	7
Total teachers and fellows	**43**
Total staff	56
Students per staff*	13
Students per non-teacher*	55
Students per teacher*	20
Students per teacher + fellows*	17

** Based on enrollment cap of 720 students*

BASIS Teachers

Teachers are, without question, the most important component of the BASIS Model. Teachers not only execute the BASIS Curriculum with expert practice and precision, but they are the principal source of content in the curriculum. BASIS teachers play a critical role in curriculum development and syllabi design, and then cultivate the BASIS Culture and bring it to students by modeling it for them and leading by example. A student's daily contact with bright, experienced professionals who are passionate about their subject areas is the most powerful conduit to learning.

Figure 1: 2013/2014 BASIS Schools Academic Teaching Faculty



Recruiting teachers

As a component of the Service Agreement between BSI and BASIS.ed, the latter conducts wide searches for suitable teaching candidates both inside and outside the traditional education pipeline. 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.

Overall, it is the responsibility of each Head of School to identify and hire the best candidates for their institution. This is one way that BASIS ingrains school culture and autonomy and also ensures that staffing reflects the overall needs of the school in its unique environment. All potential teaching candidates use the CyberRecruiter system to apply for teaching positions. Applicants are initially screened based on three major criteria:

(1) BASIS teachers must have a deep knowledge and passion in the discipline they teach.

(2) BASIS teachers must be immediately prepared to carry a large degree of autonomy in determining how to best teach students, and achieve student learning gains.

(3) BASIS teachers must understand that motivating students to learn is a vital part of their role, and that they are held accountable for the academic results that such motivation facilitates – results that are a fundamental measure of BASIS schools' success.

BASIS.ed does not reject applicants who lack teaching experience or teaching degrees, as long as the applicant is highly qualified in the subject they teach, a vast knowledge of it, and the passion to share that knowledge.

To assist with teacher screening, BASIS recently developed a new human capital recruiting group that is responsible for outreach, advertising, and initial screening. Candidates who pass the initial screening process are invited to the BASIS Hiring Challenge, a daylong event in which candidates perform ''demo lessons'' observed by their potential peers, managers, and student volunteers. Candidates also have the opportunity to communicate with BASIS teachers, staff, and managers, and are thoroughly interviewed, sometimes for two or three rounds. By the close of the event, the BASIS.ed hiring team -- consisting of teachers, school managers, and supervisors -- makes final decisions about employment offers.

Training and professional development

Once new teachers are hired, they attend a summer training to prepare for the demands of the BASIS classroom. During this training, veteran faculty members share their knowledge of classroom management techniques, teaching methods, and pedagogical research with new teachers. The goal is to expose BASIS teachers to various instructive strategies and methods -- and then allowing them as professionals, and encouraging them as individuals, to determine which approach works for them. They are repeatedly presented with solid options and learn to choose the best one.

Teacher effectiveness in the BASIS classroom is continuously monitored. Heads of School, along with managers, teachers and staff members, observe their teachers in action, listen to feedback from parents and students, and analyze reports from the BASIS.edLink system that monitors how teachers adhere to the BASIS.ed curriculum.

The best teachers *for* our teachers are often their BASIS colleagues. Teachers who demonstrate strength in specific professional areas are brought to school meetings and workshops to lead professional development during the academic year. Teachers also participate in other summertime professional development opportunities. The push to improve, to learn more, and to share new information and techniques never ends for BASIS teachers, whether they are working collectively across campuses or striving for self-improvement.

Retaining Effective Teachers

BASIS teachers are highly respected for their knowledge and insight about the individual needs of their students. With that in mind, rather than micromanage teachers, BASIS.ed holds teachers accountable for their results -- for the value they add to their students' education. Giving our highly educated, intelligent professionals classroom autonomy and intellectual independence -- and holding them accountable for results -- generates an environment in which creative people thrive and remain passionate about their work. This has been the key, successful instrument in which BASIS.ed has been able to retain excellent teachers and encourage teaching recruits to step into the BASIS classroom.