BASIS Charter Schools

Safe Return to In-Person Instruction & Continuity of Services Plan

The plan for safe return to in-person instruction for the 2023-2024 school year includes information regarding COVID-19 mitigation strategies to help schools maintain safe, in-person learning, as well as information regarding the continuity of services and some of the ways funding provided under ESSER grants may help schools achieve these plans.

This plan will be implemented at each BASIS Charter School, with appropriate adjustments based on each school's needs, environment, and student population. Those items described in the mitigation plan as required by all schools will be implemented by all and those optional best practices will be implemented at each school's discretion based on unique circumstances. Schools will have necessary flexibility to ensure continuity of services and instruction and may vary in the specific ways funds provided by ESSER grants are allocated based on the needs of their students and staff.

This plan was presented to the BASIS Charter Schools School Governing Bodies in a public meeting to allow an opportunity for members of the public, including parents, staff and other members of the schools' communities to comment. This plan will undergo periodic reviews and be updated according to appropriate current practices and needs, as required under ARP ESSER.

Continuity of Services

- BASIS Charter Schools will continue 100% in-person instruction in classrooms during the SY 2023-2024. Any exceptions to this for specific circumstances or events that may or may not be related to COVID-19 will conform with procedures described in the Instructional Time Model (ITM).

- Schools will maintain continuity of services in-person using mitigation strategies outlined herein, which may, have been previously developed, purchased, and/or implemented with assistance of funding obtained through ESSER grants.

- Schools will address students' academic, social-emotional, and other needs during in-person instruction in a variety of ways during in-person instruction.

- Funding provided under ESSER grants will assist the schools in meeting academic needs by allowing the schools to introduce additional interventions using new and existing faculty and staff and instructional materials.

- Social-emotional needs may be addressed through access to staff, materials, and expanded SEL opportunities.

- ESSER funding may allow staff access to professional development to help them provide meaningful academic interventions and social-emotional learning.

- BASIS Ed also provides comprehensive benefits to school staff that can assist with their emotional and mental health needs. The healthcare plan and Employee Assistance Program offer methods for staff to seek assistance with these needs.

Continuity of Instruction

- The attached BASIS Charter Schools Instructional Time Model originally adopted in Summer 2021 by the BASIS Charter Schools School Governing Bodies after two public meetings is incorporated to provide for continuity of educational services and instruction for students who require remote instruction due to specific circumstance or events that may or may not be related to COVID-19 and with approval of the Head of School or designee.

Adoption in Public Meetings

The Safe Return to In-Person Plan, which includes the Mitigation Plan and Continuity of Services Plan, was originally adopted by the BASIS Charter Schools School Governing Bodies in a public meeting on July 13, 2021. The Instructional Time Model was initially reviewed by the BASIS Charter Schools School Governing Bodies in a public meeting on July 13, 2021 and originally adopted in a public meeting on July 30, 2021. These plans were adopted for the following schools:

BASIS Ahwatukee, BASIS Chandler, BASIS Chandler Primary North Campus, BASIS Chandler Primary South Campus, BASIS Goodyear, BASIS Goodyear Primary, BASIS Flagstaff, BASIS Mesa, BASIS Oro Valley, BASIS Oro Valley Primary, BASIS Peoria, BASIS Peoria Primary, BASIS Phoenix, BASIS Phoenix Primary, BASIS Phoenix Central, BASIS Phoenix South, BASIS Prescott, BASIS Scottsdale, BASIS Scottsdale Primary East Campus, BASIS Scottsdale Primary West Campus, BASIS Tucson Primary, and BASIS Tucson North.

The Safe Return to In-Person Instruction and Continuity of Services Plan provided below applies to the following schools:

School Name	Entity ID	CTDS
BASIS Ahwatukee	91339	078212000
BASIS Chandler	90842	078589000
BASIS Chandler Primary North Campus	92997	078236000
BASIS Chandler Primary South Campus	92865	078273000
BASIS Flagstaff	90862	038707000
BASIS Goodyear	92734	078269000
BASIS Goodyear Primary	92736	078268000
BASIS Mesa	91949	078225000
BASIS Oro Valley	90508	078575000
BASIS Oro Valley Primary	92318	108404000
BASIS Peoria	90841	078588000
BASIS Peoria Primary	273398	078283000
BASIS Phoenix	91280	078403000
BASIS Phoenix Central	92349	078231000
BASIS Phoenix Primary	934316	078418000
BASIS Prescott	92320	138786000
BASIS Scottsdale	81078	078736000
BASIS Scottsdale Primary East Campus	92863	078272000
BASIS Scottsdale Primary West Campus	783027	078288000
BASIS Tucson North	91309	108737000
BASIS Tucson Primary	6361	108725000

Entity ID	CTDS	LEA NAME
		BASIS Charter Schools, Inc.

How the LEA will **maintain the health and safety of students, educators, and other staff** and the **extent to which** it has **adopted policies, and a description of any such policies**, on each of the following **safety recommendations established by the Centers for Disease Control and Prevention (CDC)**

CDC Safety Recommendations	Has the LEA Adopted a Policy? (Y/N)	Describe LEA Policy:
Universal and correct wearing of masks	N	**All policies described in this document for items marked "Y" in the adjacent column were originally approved in the summer of 2021 by the School Governing Bodies in a public meeting as a part of the "BASIS Charter Schools Safe Return to In-Person Instruction & Continuity of Services Plan SY2021-2022." The items in this plan have been reviewed by the School Governing Bodies periodically in public meetings at least once every 6 months. The Safe Return to In-Person Instruction plan includes a mitigation plan, a continuity of services plan, and the instructional time model (ITM) for distance learning, pursuant to H.B. 2862.** ------------------------------------ Face masks are optional for ALL students, teachers, staff, and visitors while on campus.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	N	
Handwashing and respiratory etiquette	N	Each school is equipped with handwashing supplies.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	• Required for Restrooms: o Schools must maintain a regular and frequent cleaning schedule of restrooms. COVID Waiting Room (Dedicated space not required) Required: A space that can be used if needed, does not need to be a dedicated room.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	Students who appear sick: If a student should become ill during the school day, and exhibit any of the following: • Feverish/sweaty/flushed/warm to the touch not due to running or physical activity • Chills/shaking due to being cold, when others are not displaying the same symptoms

			• Continuous coughing (not due to choking on water/saliva, chronic asthma/allergies) • Having difficulty breathing and/or visibly looking distressed • A temperature at or above 100.4 degrees • Vomiting or diarrhea • Indicators of an infectious illness (e.g. chicken pox, pink eye, influenza, etc.). ✓ Please provide the student with a health room pass and send the student to health room to be triaged ✓ Ask student to wear a mask, although not required
Diagnostic and screening testing		N	School will provide test kits to families if they have them available, upon parent request.
Efforts to provide vaccinations to school communities		N	Information regarding vaccines and their availability to the school community, including staff and parents, is available.
Appropriate accommodations for children with disabilities with respect to health and safety policies		N	No specific policy for accommodations with respect to health and safety were adopted. However, the school takes steps to ensure students with disabilities (or others with disabilities) can access the school facilities and environments and materials necessary for their learning in a manner consistent with the Americans with Disabilities Act, the school's special education policies and procedures, and the below notice of non-discrimination. NOTICE OF NON-DISCRIMINATION: In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state law, BASIS* does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability, gender identity or expression, or any other classification protected by law in any of its business activities, including its educational programs and activities which comply fully with the requirements of state and federal law and Title IX. The following person has been designated to handle inquiries regarding BASIS' non-discrimination policies: Beverly Traver, Compliance & Equity Investigator, 7975 N. Hayden Road, Suite B202, Scottsdale, AZ 85258,

		(480)289-2088 ext. 147. *As used in this policy, the term "BASIS" refers to: BASIS Educational Group, LLC, BASIS Charter Schools, Inc., BASIS Texas Charter Schools, Inc., BDC, A Public School, Inc., BBR Schools, Inc., and all affiliated entities.
Coordination with State and local health officials	Y	Covid cases are no longer regularly reported to local health officials, in keeping with current requirements. Schools will follow all applicable local and state health agency requirements.

How the LEA will ensure **continuity of services**, including but not limited to services to address **students' academic needs** and **students' and staff social, emotional, mental health**, and **other needs**, which may include **student health and food services**
How the LEA will Ensure Continuity of Services?
The plan for safe return to in-person instruction includes information regarding COVID-19 mitigation strategies to help schools maintain safe, in-person learning, as well as information regarding the continuity of services and some of the ways funding provided under ESSER grants may help the school achieve these plans. (Note: The below strategies *may* be used by the school and funding provided by ESSER grants *may* be one possible funding source.)
Students' Needs:

Academic Needs	BASIS Charter Schools will continue 100% in-person instruction in classrooms during SY 2023-2024. Any exceptions to this for specific circumstances or events that may or may not be related to COVID-19 will conform with procedures described in the instructional Time Model (ITM). • For standard, in-person instruction the school will continue to meet the required instructional hours using minutes of operation and in-person instruction provided to students in our brick-and-mortar facilities. The schools will have 180 instructional days during the 2023-24 school year. BASIS Charter Schools instructional minutes meet, and often exceed, the minimum requirements stipulated by A.R.S. § 15-901. Total instructional minutes will vary by grade level and by subject. Funding provided under ESSER grants will assist the schools in meeting academic needs by allowing the schools to introduce additional interventions using new and existing faculty and staff and instructional materials. Schools will continue to implement a robust system of academic support for students, including student hours during which students can access any teacher for help, assistance from deans or the Director of Academic Programs, or formalized academic interventions, in consultation with parents.
Social, Emotional and Mental Health Needs	• Social-emotional needs may be addressed through access to staff, materials, and expanded SEL opportunities. • ESSER funding may allow staff access to professional development to help them provide meaningful academic interventions and social-emotional learning. • The school may offer counseling services to any student as determined appropriate on a case-by-case basis because of a

	demonstrated need related to school performance or functioning in the school environment. • Schools will continue to implement its social and behavioral supports for students, including assistance from deans or the Director of Student Affairs, or formalized behavioral interventions, in consultation with parents.
Other Needs (which may include student health and food services)	• Students whose families are experiencing economic hardship may qualify for financial aid to assist with access to after-school programming or fee-based extracurricular activities, etc. • Students experiencing homelessness who are eligible under the McKinney-Vento Homeless Assistance Act will be provided community resources and may be provided services, when appropriate, such as transportation.
Staff Needs:	
Social, Emotional, and Mental Health Needs	BASIS Ed provides comprehensive benefits to school staff that can assist with their emotional and mental health needs. The healthcare plan and Employee Assistance Program offer methods for staff to seek assistance with these needs.
Other Needs	BASIS Ed employees may use allotted time off in the event they test positive for COVID-19.

The LEA must **regularly, but <u>no less frequently than every six months</u>** (taking into consideration the timing of significant changes to CDC guidance on reopening schools), **review and, as appropriate, revise its plan** for the safe return to in-person instruction and continuity of services **through September 30, 2023**	
Date of Revision	**Last Updated – July 12, 2023**
Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	School staff and parents receive regular information and communication regarding Covid protocols and in-person learning. Schools distribute information through their Parent Square system, newsletters, and campus events. The Safe Return to In-Person Instruction Plan and its component parts were reviewed and approved in public School Governing Body meetings that included the opportunity for written or verbal public comments. This plan and/or its components were most recently reviewed and/or approved in a public meeting in July 2023. This plan will be reviewed periodically as necessary to ensure its efficacy. The Safe Return to In-Person Learning Plan is prominently linked on each school's website.

U.S. Department of Education Interim Final Rule (IFR)

(1) LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

(a) An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services—

   (i)   how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

     (A) Universal and correct wearing of masks.

     (B) Modifying facilities to allow for physical distancing (*e.g.,* use of cohorts/podding)

     (C) Handwashing and respiratory etiquette.

     (D) Cleaning and maintaining healthy facilities, including improving ventilation.

     (E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

     (F) Diagnostic and screening testing.

     (G) Efforts to provide vaccinations to school communities.

     (H) Appropriate accommodations for children with disabilities with respect to health and safety policies.

     (I) Coordination with State and local health officials.

   (ii)   how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

(b)(i) During the period of the ARP ESSER award established in section Start Printed Page 212022001(a) of the ARP Act, an LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services.

   (ii)   In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account

   (iii)   If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.

(c) If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (a), the LEA must, pursuant to paragraph (b), revise and post its plan no later than six months after receiving its ARP ESSER funds to meet the requirements in paragraph (a).

(d) An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—

   (i)   In an understandable and uniform format;

   (ii)   To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; an

   (iii)   Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent

Instructional Time Model for BASIS Charter Schools (Arizona)

Charter Holder Information

Charter Holder Name:	BASIS Charter Schools, Inc.	Charter Holder Entity ID:	
Representative authorized to submit the plan:		Shannon Chavez	
Representative Telephone Number:		480-289-2088	
Representative E-Mail Address:		Shannon.Chavez@basised.com	

School Information

*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.

School Name	Entity ID	CTDS
BASIS Ahwatukee	91339	078212000
BASIS Chandler	90842	078589000
BASIS Chandler Primary North Campus	92997	078236000
BASIS Chandler Primary South Campus	92865	078273000
BASIS Flagstaff	90862	038707000
BASIS Goodyear	92734	078269000
BASIS Goodyear Primary	92736	078268000
BASIS Mesa	91949	078225000
BASIS Oro Valley	90508	078575000
BASIS Oro Valley Primary	92318	108404000
BASIS Peoria	90841	078588000
BASIS Peoria Primary	273398	078283000
BASIS Phoenix	91280	078403000
BASIS Phoenix Central	92349	078231000
BASIS Phoenix Primary	934316	078418000
BASIS Phoenix South	549803	078282000
BASIS Prescott	92320	138786000
BASIS Scottsdale	81078	078736000
BASIS Scottsdale Primary East Campus	92863	078272000
BASIS Scottsdale Primary West Campus	783027	078288000
BASIS Tucson North	91309	108737000
BASIS Tucson Primary	6361	108725000

Background Information

In accordance with A.R.S. §§ 15-901.08, schools may adopt an Instructional Time Model (ITM) to meet the instructional hour requirements in A.R.S. §§ 15-808 and 15-901 provided that no more than 40% of a school's total instruction is remote.

To be considered full-time and generate 1.0 average daily membership (ADM), students enrolled in a brick-and-mortar school district and charter school MUST be enrolled in the following minimum number of instructional hours required pursuant to A.R.S. § 15-901:

- For high school students, 720 hours;
- For grades 4-8 students, 890 hours;
- For grades 1-3 students, 712 hours; and
- For kindergarten students, 356 hours (limited to 0.5 ADM).

STANDARD, IN-PERSON INSTRUCTION

For standard, in-person instruction, BASIS Charter Schools will continue to meet the above-required instructional hours using minutes of operation and in-person instruction provided to students in our brick-and-mortar facilities. The schools will have at least 180 instructional days during the school year. Consequently, BASIS Charter School instructional minutes meet, and most often exceed, the minimum requirements stipulated by A.R.S. § 15-901. Total BASIS Charter School instructional minutes will vary by grade level and by subject.

REMOTE INSTRUCTION

BASIS Charter Schools' model is 100% in-person instruction in our brick-and-mortar schools. However, in limited situations temporary, remote instruction for an individual, a group, or the entire school may be warranted. The school may allow or require participation in remote instruction due to a variety of specific circumstances or events. These may include, but are not limited to: documented chronic illness, with appropriate medical certification, that interferes with a student's education; an outbreak of COVID-19 or another illness; campus closures due to extenuating circumstances, including those beyond the school's control, such as during snow days or other weather events.

Remote instruction will largely consist of project-based work, take-home course materials and assignments, authentic assessment materials to allow demonstration of concept mastery, and, to the extent appropriate, independent study materials. Check ins with teachers or other appropriate members of staff may be required depending on the length of the temporary remote instruction window. Due to the independent nature of remote work and the reduced opportunities for exposure to classroom discussions, social-emotional learning opportunities, and extracurricular options, remote instruction should be used rarely and only when circumstances truly warrant it.

Individual students seeking temporary remote instruction must obtain approval from the Head of School or designee. With our students' educational interests in mind, to maintain continuity of instruction, a full curricular experience, and the academic rigor built into the program of instruction in BASIS schools, approval for individual remote instruction is expected to be rare and limited. Heads of School may also determine that remote instruction is necessary to maintain continuity of instruction during events that impact groups or the entire campus, such as an outbreak of illness in a particular grade or for snow/inclement weather days. Large group or whole campus remote instruction days are considered school days and students are expected to participate in the instruction or be excused from school by a parent or guardian in accordance with regular attendance reporting requirements.

Attendance Tracking

STANDARD, IN-PERSON INSTRUCTION: For students participating in standard, in-person instruction at our brick-and-mortar schools, the process for tracking attendance will remain as previously disseminated to teachers. At the beginning of each class period, teachers will take attendance using PowerSchool and will mark any students who are not physically present in class as "unverified," pending confirmation from the school's Registrar. The Registrar will then reconcile the student's whereabouts through a variety of verification methods (including verifying the attendance phone line and checking sign-out logs) before determining if there is an absence, a roster error, or some type of in-school intervention or meeting that would warrant the student's attendance status.

REMOTE INSTRUCTION: For students participating in remote instruction, verification of attendance and participation will be conducted in one of three ways with the most common method listed first:
- Parents will submit an attestation of the number of minutes of independent work (including preparing assignments, completing classwork or homework, viewing pre-recorded materials, reading or consulting resources, completing projects or labs, responding to teacher communication) the students have completed for each course. The form will be submitted weekly but, for remote instruction lasting longer than one week, will be reviewed by the Dean of Students to determine whether regular, daily participation is occurring. The Dean of Students may impose additional attendance requirements for students who are not demonstrating regular, daily attendance, such as daily check in submissions or phone calls. Additional minutes of work carried out during the weekend may be counted toward the instructional minutes achieved during the week.
- Student participation in virtual meetings with their school administrators for status and progress checks (e.g., via telephone or digital meeting software).
- Assignments completed and submitted by the student for each course.

To ensure that students approved for more than one week of remote instruction are making adequate progress in their courses, these students will be assigned to participate in weekly check-ins with the Dean of Students or one of their designees. The school administrator will review progress and teacher messages with the student and will provide the student with a regulated regular update of their grades, as appropriate. The Dean of Students or designee may also alert parents if the student is not making adequate progress in the course material, assignments, and assessments, and may supervise remote student assessments as needed. Should the student fail to demonstrate regular attendance or make adequate progress, the school reserves the right to require the student to return to in-person instruction as appropriate.

Instructional Methods and Monitoring Learning in the Remote Setting

a. *In the tables below, __list__ the methods that will be used to deliver instruction (i.e., Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e., Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.*

The following tables represent the general programs and curricular content of the BASIS Charter schools, which may be altered, as appropriate, in order to meet students' learning needs, or to address the practical logistics of remote learning but without undermining the BASIS Charter School Curriculum or standards of excellence in student outcomes. Any school or network wide assessments or or College Board ™ tests (such as AP™ exams) listed below are those that would traditionally provide benchmarks, measure progress, or demonstrate mastery of content for the curricula described herein, and they may require students on temporary remote instruction to return to campus for administration.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Math, online manipulatives	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate.	Math assessments delivered weekly
1–3	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Math, online manipulatives	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate.	Grades 1-2: Math assessments delivered weekly Grade 3: Math assessments delivered weekly, Math/ Science Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring)
4–6	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homwork.	SPORK Math (4-6)	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate; practice	Grades 4-5: SPORK Math assessments delivered weekly, Math Benchmark Learning Test (network-wide examination taken

	Pre-recorded videos of a particular skill or concept when available.		problem feedback through SPORK platform.	in Fall, Winter, and Spring) Grade 6: SPORK Math assessments delivered weekly, Math Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)
7–8	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	SPORK Math	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate; practice problem feedback through SPORK platform.	SPORK Math assessments delivered weekly, Math Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)
9–12	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Math, SPORK Math	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate; practice problem feedback through SPORK platform.	SPORK Math assessments delivered weekly, AP examinations

BASIS Charter Schools

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers.	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Literacy assessments; FastBridge EarlyReading and aReading assessments (taken in Fall, Winter, and Spring)
1-3	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives, mentor selected novels (3)	Checks for understanding and exit tickets via assignments, completion of projects or classwork	All: Spelling and Grammar assessments delivered; phonics assessments delivered as appropriate. Grade 1: FastBridge EarlyReading and aReading assessments (taken in Fall, Winter, and Spring) Grades 2: FastBridge CBMReading and aReading assessments (taken in Fall, Winter, and Spring)

				Grade 3: FastBridge CBMReading and aReading assessments (taken in Fall, Winter, and Spring); Humanities Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring); writing assignments
4–6	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives, mentor selected novels	Checks for understanding and exit tickets via assignments, completion of projects or classwork	All: Grammar assessments delivered via Microsoft Forms, unit assessments, writing assignments Grade 4: FastBridge CBMReading and aReading assessments (taken in Fall, Winter, and Spring); English Benchmark Learning Test (network-wide examinations taken in Fall, Winter, and Spring) Grade 5: English Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring) Grade 6: English Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)

7–8	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives, mentor selected novels	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Unit assessments, writing assignments, English Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)
9–12	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives, mentor selected novels	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Writing assignments, unit assessments, AP examinations

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork.	Civics/History/Science assessments delivered via Microsoft Forms.
1–3	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Science assessments delivered via Microsoft Forms, project and/or lab completion

	and pre-recorded videos of a particular skill or concept when available.			
4–6	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate.	All: Unit science assessments via Microsoft Forms, projects and lab reports Grade 5: Science Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring) Grade 6: Biology, Chemistry, and Physics Pre-comprehensive & comprehensive exams (network-wide examinations taken in Winter & Spring)
7–8	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit science assessments via Microsoft Forms, lab reports; Biology, Chemistry, and Physics Pre-Comprehensive & Comprehensive exams (network-wide examinations taken in Winter & Spring)
9–12	Access to class notes, PowerPoints, or class handouts, independent	BASIS Charter School Curriculum including content created by	Checks for understanding and exit tickets via assignments,	Unit science assessments via Microsoft Forms; lab reports; AP examinations

	lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Mentors during COVID-19 based on state standards and internal course objectives.	completion of projects or classwork, performance on virtual laboratory assignments when appropriate	

BASIS Charter Schools

	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
Kindergarten	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include Movement and Civics/History, as well as Mandarin, Performance Arts, Music, Visual Arts, Engineering and Enrichment for full-day students. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion
1–3	Access to class notes, Powerpoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home	Other content areas include PE & Martial Arts, Mandarin, Performance Arts, Music, Visual Arts, Engineering, and Connections. Content is created by Subject Expert Teachers and Learning Expert Teachers, under the advisement of Subject	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion

	exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Advisors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives		
4–6	Access to class notes, Powerpoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include, but are not limited to, PE & Martial Arts, Mandarin, Performance Arts, Music, Visual Arts, Engineering, History, Classics, Latin, Physical Geography. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors and Outside Classroom Instruction Mentors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion, writing assignments
7–8	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or	Other content areas include, but are not limited to, PE & Sports, Foreign Language, Performance Arts, Music, Visual Arts, Engineering, History, Economics, and Logic. Content is created by Subject Expert Teachers, under	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion, writing assignments

	concept when available.	the advisement of Subject Advisors and Outside Classroom Instruction Mentors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives.		
9–12	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include, but are not limited to, Foreign Language, Non-AP electives, AP electives, Seminar courses, and Capstone courses. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion, writing assignments and response papers as appropriate

Meeting the Needs of Students with Disabilities and English learners in the Remote Setting

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

a. *Describe how the charter school will ensure access and meet the needs of students with disabilities and English Learners*

IEP or 504 meetings, as appropriate, will be convened for eligible students who are approved for temporary remote instruction that will last longer than one week to determine whether the student's plan needs to be revised due to participation in remote instruction. BASIS Charter Schools will make a free appropriate public education available to students with disabilities who are eligible for special education and related services or eligible under section 504 for related aids and services, in conformity with their IEPs or 504 plans, respectively, as developed by those students' teams in consideration of necessary supports and services during temporary remote instruction. Short term remote instruction, such as during school closures for inclement weather, does not warrant review and revision of students' IEPs or 504 plans, respectively. However, the ESS Coordinator will review students' plans to determine if any additional services are appropriate to ensure the student has a FAPE available if the student missed scheduled services during the remote day. ESS Coordinators will work with the Dean of Students and other school leaders, as appropriate, to plan for appropriate supports for students who will need those in order to access curriculum through remote instruction.

Students who are approved for temporary remote instruction who are English learners will receive supports and services consistent with those provided during in-person instruction to promote access to and understanding of curricular materials. The ESS Coordinator or EL Coordinator, as appropriate, and other school personnel will meet with parents/guardians to determine how to ensure language supports are available during remote instruction. For short term remote instruction due to school closures or similar events, ESS or EL Coordinators will work with the Dean of Students and other school leaders, as appropriate, to plan for appropriate supports for students who will need those in order to access curriculum through remote instruction.

COVID-19 MITIGATION OPENING PLAN 2023-2024
School-Based Guidelines and Best Practices

Introduction

Requirement – This is defined as something that is specifically required for all campuses. These will be indicated in this document by an **®**

Best Practices – These are defined as highly suggested practices, indicated by a **β**

Compliance and Reporting

Staff and Students

- We will continue to meet COVID reporting requirements.

Restroom Use

- Schools must maintain a regular and frequent cleaning schedule of restrooms **®**

Award Ceremony

Guiding Principle – Recognition of student success remains important and should be in person.

- Schools may consider live streaming the ceremony for parents at home, assuming proper privacy precautions have been taken (media release verification, etc.) **β**

COVID Waiting Room (dedicated space not required)

Required: **®**

- A space that can be used if needed, does not need to be a dedicated room.

Students who appear sick:

- If a student should become ill during the school day, and exhibit any of the following:
  - Feverish/sweaty/flushed/warm to the touch not due to running or physical activity
  - Chills/shaking due to being cold, when others are not displaying the same symptoms
  - Continuous coughing (not due to choking on water/saliva, chronic asthma/allergies)
  - Having difficulty breathing and/or visibly looking distressed
  - A temperature at or above 100.4 degrees
  - Vomiting or diarrhea
  - Indicators of an infectious illness (e.g. chicken pox, pink eye, influenza, etc.).
- Please provide the student with a health room pass and send the student to health room to be triaged
  - Ask student to wear a mask, although not required

To mitigate COVID-19 risk factors and maintain the continuity of educational services, the procedures and practices outlined in this document will be reviewed periodically by school leadership and other appropriate personnel to adapt to changing conditions, Procedures and practices will be updated accordingly to meet these needs and informational notice will be provided to the schools' governing board.

BASIS® Charter Schools

BASIS™ Ed

Federal and local guidance is rapidly changing, and BASIS Ed is continuously monitoring the situation to provide the most up to date information. This appendix will be updated as appropriate to adapt to currently available information and guidance. Informational notice will be provided to the schools' governing boards when substantive changes are made. Authorizations to collect certain public health data expired at the end of the U.S. public health emergency declaration on May 11, 2023. When the COVID-19 hospital admission level moves to a lower category or after resolution of an outbreak, schools and ECE programs can consider removing prevention strategies one at a time, followed by close monitoring of COVID-19 transmission within the school or ECE and the COVID-19 hospital admission level of their community in the weeks that follow.

Guidelines can be found here: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html