

BASIS Charter Schools
PARENT/STUDENT HANDBOOK
2017–2018





HOW TO USE THIS HANDBOOK

The BASIS Charter Schools Parent/Student Handbook contains important information for BASIS parents. If you are reading online, we suggest that you download the handbook to your desktop for optimal viewing. Printed copies are available for review at your BASIS school.

Navigating the Handbook



To return to the Table of Contents, click the content icon in the top right corner of each page.

To jump to a specific section, click the section title in the Table of Contents.

Where applicable, links to additional resources to help you further understand the content are provided on the right side of the page.

Blue Text: The terms [Parent](#) and [School](#) are used in a defined context specific to this handbook. Definitions as they relate to the handbook can be found in the [terms and definitions](#) section and the [Glossary](#). When used in the defined context, these terms will appear in blue.

Green Text: When you see the term **SCHOOL INFORMATION** printed in green, refer to the links in the column on the right for state or school-specific information.

Underlined Black Text: When the text references another section within the handbook, the text will be underlined. For quick navigation, the underlined text is linked to the page referenced.

Underlined Purple Text: When you see the term [Link](#) printed in purple, an external website will open in a new window with further information. These Links are not specific to a state or [School](#). If you are reading online and wish to return to the Handbook, close the window.

Refer: Throughout the Handbook, the term **refer** appears in bold when additional information on the topic is available on an external website.

Parent/Student Handbook Acknowledgment

By signing the Parent/Student Handbook Acknowledgment provided by the [School](#), you agree you have read and understand the information contained in this Handbook, as well as the school-specific information where required.



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WELCOME TO BASIS CHARTER SCHOOLS

We are thrilled that you have chosen a BASIS charter school as the appropriate educational environment for your child for the 2017–2018 school year. The first BASIS charter school was founded in 1998 by Olga and Michael Block in Tucson, Arizona. It has grown from a single, small, family-run charter school with 56 students to a major player in the advancement of American education in Arizona, Texas, and Washington, D.C.

BASIS charter schools currently include BASIS Ahwatukee, BASIS Chandler, BASIS Chandler Primary North, BASIS Chandler Primary South, BASIS Flagstaff, BASIS Goodyear, BASIS Goodyear Primary, BASIS Mesa, BASIS Oro Valley, BASIS Oro Valley Primary, BASIS Peoria, BASIS Peoria Primary, BASIS Phoenix, BASIS Phoenix Central, BASIS Phoenix South Primary, BASIS Prescott, BASIS San Antonio Primary Medical Center, BASIS San Antonio Primary North Central, BASIS San Antonio Shavano, BASIS Scottsdale, BASIS Scottsdale Primary, BASIS Tucson North, BASIS Tucson Primary, and BASIS Washington, D.C.

Even as we grow, we retain the commitment to excellence and the feeling of family that helped create the strong foundation for our mission and philosophy.

MISSION

The mission of BASIS charter schools is to empower students to achieve at globally competitive levels with a transformative K–12 academic program.

PHILOSOPHY

Our schools hold students to the highest possible academic standards, ask them to take responsibility for their own work, and do so with the guidance of teachers who are both highly qualified and highly motivated to help students in every way possible. We understand that the time a student has to prepare for college is exceedingly short; it is our goal to make the most of that time by providing the best, most focused college-preparatory education possible.



TERMS AND DEFINITIONS

School(s): The information contained within the Handbook is common to all BASIS charter schools. For the purpose of this Handbook, the term **School** is used to represent any or all BASIS charter schools.

SCHOOL INFORMATION: Information that relates to all BASIS charter schools, but differs based on specific **School** or region (Arizona, Texas, or Washington, D.C.) The Handbook provides a direct link to **School** or state specific information in the **SCHOOL INFORMATION** list located in the right-hand column of the page. The reader should also refer to their School's Student Guidebook.

Parent: For the purpose of this Handbook, the term **Parent** is used to indicate a student's caregiver(s)/guardian(s) as identified in the student's registration documents as the person(s) with whom the student resides. It is assumed that both the student's mother and father have equal rights as legal guardians of the child and all information will be provided to both **parents** when requested during the registration process. If there is a court order limiting **Parent** custody, communication, or visitation with the student, it is the responsibility of the sole caregiver to submit a copy of the court order to the **School**. Unless the court order is on file, both **Parents** have equal rights to information regarding the student.

A student who is 18 years of age or older, or is legally emancipated, may submit written notice requesting the **School** not contact his/her caregiver(s) with regard to grades or other personal information. After submitting the documentation of legal emancipation, the term **Parent**, for the purpose of the Handbook, represents the student and the previously-recognized **Parent** is excluded from any further communication. It is the student's responsibility to submit the notice of legal emancipation. Without the notification on file, the student's caregiver(s) will continue to receive communication from the **School** regardless of the student's age.



HANDBOOK PURPOSE AND ACKNOWLEDGMENT

The purpose of this Handbook is to inform students and [Parents](#) of the policies, procedures, and operations of the School. It presents information highlighting policies and guidelines necessary for the academic achievement, safety, welfare, and wellbeing of our students. The [Parent](#) is required to review the contents of this Handbook and share appropriate information with his/her child. As a condition of enrollment, [Parents](#) and students are required to sign the Handbook Acknowledgment, which indicates that both the [Parent](#) and student understand and agree to abide by the directions of this Handbook. Each student will receive a copy of the Handbook Acknowledgment from his/her [School](#) to complete. Information, policies, and procedures pertinent to an individual [School](#) campus (e.g., drop-off and pick-up information, etc.) will be provided in the [School's](#) Guidebook, which is distributed alongside the Parent-Student Handbook.

Policies published in this Handbook are overseen by the [School's](#) governance entity. To learn about the governance entity for your [School](#), refer to [SCHOOL INFORMATION](#).

[SCHOOL INFORMATION](#)

[Arizona](#)

[Texas](#)

[D.C.](#)



ELECTRONIC COMMUNICATIONS SERVICE

The **School** offers the option of participating in an Electronic Communications Service. A **Parent** who agrees to this service will receive all general information (including this Handbook) and updates, notifications, announcements, newsletters, etc. through Internet based communication. The **School** uses industry-standard technologies to protect and secure the electronic information. The use of any electronic communications system, such as the World Wide Web, has a number of risks that users should consider before use. While the **School** will use all reasonable means to protect the security and confidentiality of electronic information sent and received, including the use of encryption and other security technologies, it cannot guarantee the security and confidentiality of web-based communications, and will not be liable for inadvertent or improper disclosure of confidential information that is not caused by intentional misconduct or that is caused by failures of systems outside of the **School**. For those who do not agree to the Electronic Communications Service, all information communicated via this service will be made available for review at the **School** Front Office.

The information provided by the Electronic Communications Service is provided only to the **Parent**. Only upon written request, and in compliance with the relevant laws and regulations, will the **School** provide information to other parties. For the purpose of this Handbook, the term “communicated” means that the **Parent** is informed using the Electronic Communications Service. This does not prevent the **School** from using additional communication means, (e.g., fliers, signs in the parking lot, or electronic screens in the foyer and cafeteria).



ON-SITE SCHOOL MANAGEMENT AND STAFF

School management consists of the Head of School, Head of Operations, Director of Academic Programs, and (depending on grade levels served and size of the school) a Director of Student Affairs, Director of Primary Programs, Director of Middle School Programs, or Director of Upper School Programs. **School** staff includes teachers and teaching fellows, Deans, Special Education Coordinators, and other administrative staff. While every **School** has a Head of School and a Head of Operations, in small and newer Schools, the role of Director of Student Affairs might be performed by the Head of School. Only Schools with full K–4 programs have a Director of K–4 Programs. The number of Deans and the grades they are responsible for depends on the grades the School serves and its population. To find out who is in these management positions at your **School**, refer to [SCHOOL INFORMATION](#).

The course teacher is the first point of contact when **Parents** or students need to communicate about academic issues or a student's wellbeing in a specific course. Any other issues related to general academic performance or a student's wellbeing should be addressed with the student's Dean.

[SCHOOL INFORMATION](#)

[BASIS Ahwatukee Management](#)

[BASIS Chandler Management](#)

[BASIS Chandler Primary North Management](#)

[BASIS Chandler Primary South Management](#)

[BASIS Flagstaff Management](#)

[BASIS Goodyear Management](#)

[BASIS Goodyear Primary Management](#)

[BASIS Mesa Management](#)

[BASIS Oro Valley Management](#)

[BASIS Oro Valley Primary Management](#)

[BASIS Peoria Management](#)

[BASIS Peoria Primary Management](#)

[BASIS Phoenix Management](#)

[BASIS Phoenix Central Management](#)

[BASIS Phoenix South Primary Management](#)

[BASIS Prescott Management](#)

[BASIS San Antonio Primary MC
Management](#)

[BASIS San Antonio Primary NC Management](#)

[BASIS San Antonio Shavano Management](#)

[BASIS Scottsdale Management](#)

[BASIS Scottsdale Primary Management](#)

[BASIS Tucson North Management](#)

[BASIS Tucson Primary Management](#)

[BASIS Washington, D.C. Management](#)



CURRICULUM AND COURSE ENROLLMENT

All BASIS charter schools follow the BASIS Curriculum. This internationally-benchmarked and accelerated science and liberal arts curriculum was developed by BASIS.ed and is managed and continuously developed by BASIS Curriculum experts. To learn more about the BASIS Curriculum, refer to this [Link](#).

The BASIS Curriculum determines the order in which students are required to take specific courses or what courses students can select from the Course List. For a specific Course List, refer to [SCHOOL INFORMATION](#).

The content of each course is guided by BASIS.ed Link & Assessment (BeLA), the system developed and managed by BASIS Curriculum experts. It is the responsibility of our curriculum experts to align the curriculum with the educational standards required by the relevant authorities (Arizona Department of Education, Texas Education Agency, and Office of the State Superintendent, D.C.). It is mandatory for all teachers to be familiar with the educational standards for their state and to implement the BASIS Curriculum in compliance with these requirements. Using the BeLA system, the teacher designs the Course Syllabus. The syllabus explains the content of the course in the form of a Course Outline, including Lesson Units and Activities. In addition, the syllabus includes the description of class policies, grading policies, as well as a list of supplies and instructional materials needed for the class. Students receive the syllabus by the end of the third week of instruction. Each course syllabus is available for [Parents](#) in the school office. The BASIS Curriculum distinguishes three types of courses: Required Courses, Elective Courses, and Optional Courses.

[SCHOOL INFORMATION](#)

[BASIS Ahwatukee Course List](#)

[BASIS Chandler Course List](#)

[BASIS Chandler Primary North Course List](#)

[BASIS Chandler Primary South Course List](#)

[BASIS Flagstaff Course List](#)

[BASIS Goodyear Course List](#)

[BASIS Goodyear Primary Course List](#)

[BASIS Mesa Course List](#)

[BASIS Oro Valley Course List](#)

[BASIS Oro Valley Primary Course List](#)

[BASIS Peoria Course List](#)

[BASIS Peoria Primary Course List](#)

[BASIS Phoenix Course List](#)

[BASIS Phoenix Central Course List](#)

[BASIS Phoenix South Primary Course List](#)

[BASIS Prescott Course List](#)

[BASIS San Antonio Primary MC Course List](#)

[BASIS San Antonio Primary NC Course List](#)

[BASIS San Antonio Shavano Course List](#)

[BASIS Scottsdale Course List](#)

[BASIS Scottsdale Primary Course List](#)

[BASIS Tucson North Course List](#)

[BASIS Tucson Primary Course List](#)

[BASIS Washington, D.C. Course List](#)



REQUIRED COURSES

Students are assigned Required Courses. In the event that there are alternatives to Required Courses for students in specific grades, the student's Dean and/or Director(s) recommends placement based on course prerequisites and available space. The prerequisites include, but are not limited to, previously attended courses, academic results in previously attended courses, results of placement tests, and auditions. Based on a student's performance, the Dean may recommend a change in the student's Required Course enrollment during the school year. The final decision is made by the student's Director(s). The [Parent](#) is consulted prior to a final decision.

ELECTIVE COURSES

Starting in grade 6, students must select one Elective Course from available options. Because some Electives are more popular than others, students are required to list more than one preferred Elective. A student's preferred Elective Courses must be approved by a [Parent](#) in the form of a signature and may require a fee for optional materials designed to enhance the student's experience in the course. The Dean recommends Elective placement based on course prerequisites and available space; then, the Director(s) makes the final decision about placement in an Elective Course based on the Dean's recommendation.

OPTIONAL COURSES

Students may be offered Optional Courses as an enrichment to the academic program. As these courses amount to additional but not essential academic benefits, there may be an additional fee required. Students are not required to attend any Optional Course, but once he/she opts to attend the course, it becomes part of his/her academic record. The [Parent](#) must approve and agree to pay all fees connected to the course. Optional Courses cannot be taken in place of Required Courses, and the Dean may recommend that the student does not enroll in Optional Courses. The student's Director(s) makes the final decision about enrollment in Optional Courses. The Required and Elective Courses offered to students at any BASIS charter school exceed the requirements of Arizona, D.C., and Texas standards. In compliance with charter laws and regulations, all Required and Elective Courses are offered free of tuition.

CHANGES IN ELECTIVE OR OPTIONAL COURSE ENROLLMENT

Only students in grades 8–12 are allowed to petition for changes in Elective and Optional Courses. Students in grades K–7 are assigned Elective and Optional Courses by the process described above. Based on a student's academic results, the Dean may recommend a change in Elective or Optional Course enrollment during the school year. The final decision is made by the Director of Student Affairs. The [Parent](#) is consulted prior to a final decision.



WITHDRAWAL FROM ELECTIVE OR OPTIONAL COURSE (GRADES 8–12 ONLY)

Students must take at least one Elective Course per grading term; however, students may withdraw from a second Elective Course or additional Optional Course. In the event that a student is enrolled in a second Elective Course because he/she has chosen not to take an AP Science course, the student may not withdraw from the second Elective Course at any time. A student must petition his/her Dean and obtain the Dean's acknowledgment of withdrawal and information regarding partial credit for the course. If the student stops attending the course prior to receiving the Dean's acknowledgment, his/her absences will be considered unexcused (see Attendance section).

LATE ENROLLMENT IN ELECTIVE OR OPTIONAL COURSE (GRADES 8–12 ONLY)

Students may petition the Dean (in writing) for late enrollment in an Elective or Optional Course. The Dean will confirm with the course teacher that the course is available (based on space, academic standing, etc.). The Dean recommends the petition for approval, or disapproval, to the student's Director(s). The Director's decision is final. If the petition is approved, the timing of the change in course enrollment depends on when the petition was made:

- If the petition was submitted between the first day of school and the end of the first full week of classes, the student will be enrolled in the new Elective Course immediately after the approval is granted.
- If the petition was submitted after the first two weeks of the first Trimester, but before the end of the first Trimester, the student will be enrolled in the new course at the beginning of the second Trimester.



ACCREDITATION AND SCHOOL MANAGEMENT

All BASIS charter schools are managed by BASIS.ed. To learn about BASIS.ed, **refer** to this [Link](#). All Schools managed by BASIS.ed are accredited by AdvancED (NCA CASI). To learn more about AdvancED, **refer** to this [Link](#). Dedicated to advancing excellence in education worldwide, AdvancED—a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK–12 schools—provides accreditation, research, and professional services to 34,000 schools and school systems across the United States and in more than 70 countries that educate more than 20 million students. AdvancED accreditation is provided under the seals of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools on Accreditation and School Improvement (SACS CASI). BASIS.ed received system re-accreditation from AdvancED (NCA CASI) in June 2017. System accreditation recognizes that increasing student achievement involves more than improving instruction. It is a result of how well all parts of the education system—the community, school, and classroom—work together to meet the needs of students.

HOW TO CONTACT US

A [Parent](#) may contact any member of the School management or staff by email or written note to the staff in the school office. Office Assistants are not authorized to provide anyone, including [Parents](#), with information related to student attendance or academic performance, but they are available to help connect you with the appropriate individual or department. Please refer to [SCHOOL INFORMATION](#) for office hours and contact information.

[SCHOOL INFORMATION](#)

[BASIS Ahwatukee Contact](#)

[BASIS Chandler Contact](#)

[BASIS Chandler Primary North Contact](#)

[BASIS Chandler Primary South Contact](#)

[BASIS Flagstaff Contact](#)

[BASIS Goodyear Contact](#)

[BASIS Goodyear Primary Contact](#)

[BASIS Mesa Contact](#)

[BASIS Oro Valley Contact](#)

[BASIS Oro Valley Primary Contact](#)

[BASIS Peoria Contact](#)

[BASIS Peoria Primary Contact](#)

[BASIS Phoenix Contact](#)

[BASIS Phoenix Central Contact](#)

[BASIS Phoenix South Primary Contact](#)

[BASIS Prescott Contact](#)

[BASIS San Antonio Primary MC Contact](#)

[BASIS San Antonio Primary NC Contact](#)

[BASIS San Antonio Shavano Contact](#)

[BASIS Scottsdale Contact](#)

[BASIS Scottsdale Primary Contact](#)

[BASIS Tucson North Contact](#)

[BASIS Tucson Primary Contact](#)

[BASIS Washington, D.C. Contact](#)



SCHOOL ORGANIZATION

GRADES

Schools are organized in different grade level configurations within the K–12 system.

- **Grades K–2:** BASIS Phoenix South Primary
- **Grades K–4:** BASIS Chandler Primary North, BASIS Chandler Primary South, BASIS Peoria Primary, BASIS Scottsdale Primary, BASIS Tucson Primary
- **Grades K–5:** BASIS Oro Valley Primary, BASIS San Antonio Primary - Medical Center, BASIS San Antonio Primary - North Central
- **Grades K–12:** BASIS Goodyear, BASIS Phoenix Central, BASIS Prescott,
- **Grades 3-12:** BASIS Flagstaff, BASIS Mesa
- **Grades 4–12:** BASIS Ahwatukee, BASIS Scottsdale
- **Grades 5–12:** BASIS Chandler, BASIS Peoria, BASIS Phoenix, BASIS Tucson North, BASIS Washington, D.C.
- **Grades 6–12:** BASIS Oro Valley, BASIS San Antonio Shavano

To simplify communication, High School refers to grades 9–12. Newly enrolled students are placed in grades based on their age and/or grade attended during the previous school year. For policies regarding promotion from grade to grade once a student is enrolled at a BASIS charter school, please see [Grade and Course Promotion Criteria](#). Students may be transferred between grades during the school year at the recommendation of the Director of Student Affairs and Head of School. The Head of School has the final decision. The [Parent](#) is consulted prior to a final transfer.

GROUPS AND SECTIONS

Students in grades K–8 are organized into “Groups” based on grade level; for the majority of the day, students in the same Group will attend classes together. Students in grades 9–12 are organized into “Sections” for the purpose of scheduling. Section assignment depends on program requirements, students’ academic readiness, and scheduling constraints. Additionally, in certain cases (e.g., Elective Courses), the placement of students in Sections is guided by student or [Parent](#) preference. For students in grades K–8, the Sections mostly coincide with the Groups. All classes for students in grades 9–12 are scheduled by Section. Students may be moved between Groups and Sections during the school year at the recommendation of the course teacher or the student’s Dean. The final decision about Group and Section placement is at the discretion of the Director of Student Affairs. The [Parent](#) will be informed prior to any change.



The School reserves the right to make all final decisions regarding the placement of a student in a grade, Group, or Section.

INSTRUCTIONAL DAY

The standard instructional day varies depending on grade level. Regardless of the grade level, however, the day includes courses or classes, transition periods or breaks, and lunch. Depending on grade level, the day may also include recesses. Students attend regular courses, Elective Courses, breaks, recess, and lunch during the times specified on the Student Schedule. Optional Courses may be offered before or after the Student Schedule. Students in grades 8–11 can attend Elective Courses as either a first period class or a last period class. In some cases, they can attend both. To learn about the School and grade-specific schedules, refer to the Student Schedule your student receives during the first week of instruction.



SCHOOL YEAR

The school year is defined in the school calendar and meets or exceeds the minimum days and hours of instruction prescribed by relevant laws or regulations. Most typically, the school year has a total of 180 instructional days. Most instructional days are full days. Only PreComprehensive exam days, Comprehensive exam days, term project days, the last day before winter vacation, and the first and last days of school are early release days. For specific dates of instruction, early release, and other school year information, refer to [SCHOOL INFORMATION](#) and the [School's Student Guidebook](#).

The school year consists of the Academic Term, review periods, Project Term, and optional summer term:

- **Academic Term:** starts on the first day of school and ends on the last school day before the Comprehensive exam review period. During the Academic Term, students follow their regular schedules. The Academic Term is divided into five Grading Periods for grades K–7 and three Trimesters for grades 8–12.
 - For the purpose of early identification for Academic Support Student Program, Trimesters are divided into mid-Trimesters. During the Academic Term, the School requires students in all grades to take any standardized examinations mandated by the relevant law or regulation. A test calendar with detailed dates will be communicated to the [Parent](#) as soon as it is available.
- **Review periods (Grades 6–8):** begin a minimum of five school days before PreComprehensive and Comprehensive exams. Students in grades K–5 and 9–12 are exempt from both PreComprehensive and Comprehensive exams and, therefore, do not participate in the review periods. The dates of PreComprehensive and Comprehensive exams are marked in the School Academic Calendar. PreComprehensive exam days and Comprehensive exam days are early release days.
- **Project Term:** encompasses the four to six school days before the last school day. During this time, students work on multidisciplinary projects in multi-grade groups. The goal of these projects is to challenge students to be cooperative, creative learners and to function as a team to achieve a specific goal. All Project Term days are early release days.
- **Senior Project Term (grade 12 only):** starts the first day of the third Trimester. Seniors who have fulfilled conditions required for participation in a Senior Project may spend the last Trimester participating in the Senior Project, typically outside School premises. Seniors are required to

[SCHOOL INFORMATION](#)

[BASIS Ahwatukee Calendar](#)

[BASIS Chandler Calendar](#)

[BASIS Chandler Primary North Calendar](#)

[BASIS Chandler Primary South Calendar](#)

[BASIS Flagstaff Calendar](#)

[BASIS Goodyear Calendar](#)

[BASIS Goodyear Primary Calendar](#)

[BASIS Mesa Calendar](#)

[BASIS Oro Valley Calendar](#)

[BASIS Oro Valley Primary Calendar](#)

[BASIS Peoria Calendar](#)

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[BASIS Phoenix Calendar](#)

[BASIS Phoenix Central Calendar](#)

[BASIS Phoenix South Primary Calendar](#)

[BASIS Prescott Calendar](#)

[BASIS San Antonio Primary MC Calendar](#)

[BASIS San Antonio Primary NC Calendar](#)

[BASIS San Antonio Shavano Calendar](#)

[BASIS Scottsdale Calendar](#)

[BASIS Scottsdale Primary Calendar](#)

[BASIS Tucson North Calendar](#)

[BASIS Tucson Primary Calendar](#)

[BASIS Washington, D.C. Calendar](#)



maintain a B- average in each of their Capstone Courses to be considered eligible for the Senior Project. Students may petition the Head of School for special consideration and/or exception. For Senior Project information, **refer** to this [Link](#).

- **Summer term:** begins after the last school day and ends the day before the first day of the following school year. During summer term, the School may organize optional summer programs for students.



GRADING POLICIES, PROCEDURES, CREDITS, EXAMS

GRADING SCALES AND PERCENTAGE EQUIVALENTS

Qualified A–F Scale

The [School](#) uses three types of grading scales, dependent on grade level and specific courses. These scales differ by the number of marking categories and the way the cumulative grades and average grades are calculated.

- **SPNU scale:** Uses four marking categories: Superior, Pass, Needs Improvement, and Unsatisfactory. The SPNU scale is used in courses focused on skills, participation, and collaboration. SPNU is used in grades K–4 for non-core courses, in grades 5 and 6 for PE, and for all grades to assess term projects. Students in grade 12 will receive SPNU grades for College Counseling and Senior Projects.
- **Simple A–F scale:** Uses five marking categories: A, B, C, D, F. This scale is used for courses focusing on the mastery of specific levels of thinking and material retention. The Simple A–F scale is used in grades K–7 grades for all courses that are not assessed by SPNU scale as described above.
- **Qualified A–F scale:** Uses 12 marking categories: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. This scale is used in all courses taught in grades 8–12 to prepare students for the system that most colleges use.

Percentage Equivalents: The letter grade for the Simple A–F and Qualified scales is determined using a percentage conversion. The teacher assigns the weight of each type of assignment for his/her course and publishes this information in his/her syllabus. The student's Course Progress Grade is then calculated as a weighted average of all scores entered in the teacher's grade book during the Grading Period. Depending on the grade scale, this calculation divides the 0% to 100% interval to a different number of subintervals and assigns the letter. For information regarding conversion tables for other grading scales, [Parents](#) should **refer** to the BASIS charter schools website at this [Link](#).



GRADING SCALES AND PERCENTAGE EQUIVALENTS

Superior, Pass, Needs Improvement, Unsatisfactory (SPNU) Scale

S: SUPERIOR	"S" in at least one Grading Period and no "U" in any period
P: PASS	
N: NEEDS IMPROVEMENT	In all other cases
U: UNSATISFACTORY	"U" in the third Grading Period

Grade 5 Percent Equivalence

GRADE: A	≥90%
GRADE: B	≥80%
GRADE: C	≥70%
GRADE: D	≥60%
GRADE: F	≥0% and < 60%

Grade 12 Point Equivalence

LETTER: A	4.00
LETTER: A-	3.67
LETTER: B+	3.33
LETTER: B	3.00
LETTER: B-	2.67
LETTER: C+	2.33
LETTER: C	2.00
LETTER: C-	1.67
LETTER: D+	1.33
LETTER: D	1.00
LETTER: D-	0.67
LETTER: F	0.00



GRADES, AVERAGES, GPA

Course Progress Grade: during each Grading Period, the teacher (in grades K–4, the Subject Expert Teacher) enters the results of student assessments in the PowerSchool Grade Book. The teacher sets up weights for different types of assessments according to the grading policy published in his/her Course Syllabus. The system calculates the Course Progress Grade using these weights and any Grading Period-specific rules. The Grading Period-specific rules are related to the third Grading Period in grades 6 and 7, and the second Trimester in grade 8. Course Progress Grades for these periods are modified to include the PreComprehensive grade results. Assignments during PreComprehensive and Comprehensive review periods are not included in student grades.

In grades 6 and 7, the system first calculates an average of all grades entered into the system before the beginning of the review period ('preliminary course average'), and then calculates the Course Progress Grade as an average of the 'preliminary course average' and the PreComprehensive exam grade.

In grade 8, the system calculates an average of all grades entered to the system excluding the review period and the PreComp testing days ('preliminary course average'), and then calculates the Course Progress Grade as a weighted average of the 'preliminary course average' and the PreComprehensive exam grade. The 'preliminary course average' is weighted as 70% and the PreComprehensive grade as 30%.

The Cumulative Course Average: calculated as a running cumulative average of the Course Progress Grades. For the courses graded on the A–F Simple or Qualified scale, the algorithms use the percentage values of each Course Progress Grade. The average for the courses graded on the SPNU scale is not calculated.

Cumulative Progress Average: calculated as the year-to-date average of all Course Progress Grades. For the courses graded on A–F Simple or Qualified scale, the algorithms use the percentage values of each Course Progress Grade. The SPNU grades are not included.

Final Course Grade: Based on the course, the Final Course Grade is calculated as follows:

- **For courses with a Comprehensive exam,** the Final Course Grade is the average of the Cumulative Course Average after the last Grading Period (50%) and the Comprehensive exam score (50%).
- **For courses in which the student took an AP Exam,** the Final Grade is determined in accordance with the conversion rules summarized in the [AP Conversion Table](#).
- **For courses with a Final Exam** or an AP course in which the student takes the AP-Alternative



exam, the weights assigned to the Cumulative Course Average and to the Final Exam are set in the Course Syllabus. AP-Alternative exams are weighted at 40% of the Final Course Grade.

- **For courses graded on the SPNU scale**, the system assigns a numerical equivalent to the letter grade as follows: S = 4, P = 3, N = 2, and U = 1. The average point equivalent is then converted back to a letter grade based on the SPNU conversion table. For any other course, the Final Course Grade is equal to the Cumulative Course Average as of the fifth Grading Period or third Trimester.

GPA: For students in grades K–7, the GPA is calculated as an average of the Final Course Grades and is reported as a percentage. Final Grades for courses graded on the SPNU scale are not included. For students in grades 8–12, each Final Course Grade and letter grade (with the exception of SPNU grades) is converted using the 4.0 GPA scale. See 'Weighted and Unweighted GPA' for more details about how GPA is also reported using a 5.0 scale on the transcripts of High School students.

EXAMS

- **PreComprehensive and Comprehensive Exams:** Cumulative exams are designed, audited, and approved by BASIS.ed in cooperation with BASIS teachers. In most cases the PreComprehensive and Comprehensive exams are designed as 50% content common to all BASIS Curriculum Schools and 50% teacher-specific content. The purpose of the PreComprehensive exam is to provide students with the experience of taking a cumulative examination and provide teachers, [Parents](#), and students with invaluable information about the student's progress and academic standing. PreComprehensive and Comprehensive exams are mandatory for students in grades 6–8 in core courses as indicated in the [School Course List](#).

Please note: To maintain test security and to prevent the opportunity for undue disadvantage, the [School](#) does not provide copies of Comprehensive and PreComprehensive exams. The [School](#) is committed to working with students and [Parents](#) to understand the exam areas where a student is unsuccessful and provide educationally-appropriate support and intervention to help achieve future successes.

- **Final Exams:** Are designed and graded by teachers in non-AP courses for grades 9–12. The weight carried by each exam for the Final Course Grade is specified in the course syllabus. Final Exams, which cover material from all three Trimesters, may be written, oral, or a combination of both, and may include results of final lab practicals or project presentations, as specified in the Course Syllabus.



- **Advanced Placement® (AP) exams:** Are designed and graded by the College Board®. The College Board assesses a fee for each exam ordered. The BASIS Diploma graduation requirements compel students to take a minimum of six AP® Exams and pass at least one with a minimum score of 3 (see [BASIS Diploma and Graduation Options](#)). As long as a student maintains a Cumulative Course Average of a D or above in any AP course (by the end of the third Trimester), the [School](#) will pay for the minimum required number of AP Exams each year. The [School](#) will pay for additional AP Exams when the student meets the following conditions:
 - **In grade 8**, upon teacher recommendation, which is based on the student's performance in practice AP Exams and the course in general.
 - **In grade 9**, for the second or any additional, non-required exam, upon teacher recommendation.
 - **After grade 9**, students must maintain an average score of 3 or above on all AP Exams or the student may not receive full financial support for AP Exams beyond the six that are required for graduation.
 - If a student leaves the [School](#) before graduating, the cost of any AP Exams taken while attending the [School](#) will be charged to the [Parent](#) or, if applicable, deducted from the student's security deposit.
- **Alternative AP Exam:** Students are required to take one AP Exam in grade 9, two AP Exams in grade 10, and three AP Exams in grade 11. Nevertheless, they may take more AP courses than they are required to take exams in a given year. In this case, the students are not compelled to complete the course's AP Exam. If a student decides not to take the AP Exam, the student is required to take the AP-Alternative exam. These exams are written by the course teachers and are similar in structure and grading to the College Board's AP Exam. The AP-Alternative exam uses questions and essay prompts based on previous years' AP Exams. The exam is administered by the [School](#) at the same time as the College Board's AP Exam and evaluated by the teacher. Scores on AP-Alternative exam make up 40% of the student's Final Course Grade in that course.
- **Term projects:** Are graded using the SPNU scale; students who do not participate in term projects must complete an Independent Study

AP Conversion

AP SCORE	CUMULATIVE COURSE GRADE (Prior to AP Exam)											
	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
5	B+	B+	A-	A-	A-	A	A	A	A	A	A	A
4	C+	C+	B-	B	B+	A-	A-	A	A	A	A	A
3	C	C	C	C+	B-	B	B+	A-	A-	A	A	A
2	F	D-	D	D+	C-	C-	C	C+	B-	B	B	B
1	F	F	F	F	D-	D	D	D	D+	C-	C	C



project (pre-approved by the Director of Student Affairs).

OECD TEST FOR SCHOOLS (BASED ON PISA) FOR SCHOOLS

The highly respected Programme for International Student Assessment, or PISA, is managed by the Organization for Economic Co-Operation and Development (OECD). The PISA is administered every three years internationally, while the OECD Test for Schools (based on PISA) is administered in the United States every year by schools that elect to take it. The PISA test is an internationally benchmarked, school-level assessment tool that measures critical-thinking skills and how well 15-year-olds can apply their knowledge of reading, math, and science to real-world problems. The results of the PISA enable the [School](#) to compare their students' results against international results and earn international recognition. Since the tests measure a student's problem-solving abilities and is not curriculum-based, it requires no prior preparation. These tests are critical for the [School](#) to determine international benchmarking; therefore, all eligible 15-year-old students are required to take the test during the school year, although they do not factor into students' grades. For additional details, **refer** to the OECD Test for Schools website at this [Link](#).

ISA TEST

ISA (International Student Assessment) is also based on the PISA Test, and is built for younger students—BASIS.ed uses it in grades 3–5. The ISA assesses core skills in mathematical literacy, reading, writing, and scientific literacy, and utilizes open-ended questions to illuminate students' thinking processes. It does not reflect any specific curriculum, and it provides data on student and school levels, as well as provides comparisons across schools and countries. For more information **refer** to this [Link](#).

CREDIT REQUIREMENTS

Students in grades 9–12 are required to obtain a specific number of credits before they can receive a BASIS Diploma. To receive the credit the student must fulfill general attendance requirements and course specific requirements.

- **Attendance rules for credit requirements:** A student must complete an entire course in order to receive credit for that course. A student does not receive partial credit when he/she has withdrawn from the course before the end of the third Trimester, regardless of the reason for the withdrawal. The only exception to this rule is when a course is designed to last for a shorter time than three Trimesters. Students who accrue excessive absences (see [Attendance](#) section), may not be awarded credit for that course.
- **Honors Courses Credit Requirements:** A student must earn a minimum of a D- on the Final Exam. In addition, a student must earn a minimum of a D- for the Cumulative Course Average



at the end of the third Trimester.

- **AP Courses Credit Requirements:** The student must earn a minimum Cumulative Course Average of a D-, must complete the corresponding College Board Advanced Placement Exam (AP Exam) or take the AP-Alternative exam, and earn at minimum Final Course Grade of D- .
- **Capstone, Elective, and Post-AP Courses Credit Requirements:** The students must earn a minimum Final Course Grade of a D-. The Final Course Grade is calculated according to the procedures specified in the Course Syllabus.
- **Senior Project Credit Requirements:** The Senior Project is worth 3 credits*. To receive credit for the Senior Project and qualify for a BASIS Diploma of High Honors, students must fulfill all communication and activity requirements as set out in the Senior Project plan. Alternatively, students may fulfill all of the College Board requirements for an AP Research Portfolio. The student will then be graded using the SPNU scale. Providing the student passes, he or she will present to members of the [School](#) community by the date set in the Senior Project plan. Students who do not meet all project requirements in a satisfactory manner will not receive credit for the course and will not qualify for a BASIS Diploma of High Honors.
- **AP Research Senior Project Requirements:** AP Research is worth 1 credit. Students who successfully complete additional Senior Project requirements will receive an additional 2.67 credits.
- **Elective Courses Credit Substitution Requirements:** Students in grades 9–12 who would like to receive credit for sports or fine arts activities outside of the regular academic program must petition their Director of Academic Programs in writing. The necessary conditions** for earning substitute credit for an Elective are:
 - 120+ instructional hours, validated by an official at the sport/art education institution.
 - The Dean's approval and recognition that the activity is valid for the credit.
 - Compliance with any applicable state or district laws and regulations governing academic credit.
 - The final decision regarding the credit is made by the Director of Student Affairs based

**This may vary by state; please contact your College Counselor about the number of credits offered by your [school](#).*

***For students in Texas, please consult the Texas OCPE Guidelines and your Director of Academic Programs about earning credit for off-campus PE.*



on the Dean's recommendation.

- **Transfer Credit from Outside Institutions Prior to Enrollment at BASIS:** Courses taken during grades K–8 at a non-BASIS school do not carry credit. The **School** accepts all credits issued by other high schools, community colleges, and universities as additional Elective credits. To gain core course credit for a relevant course completed at another institution (e.g., Algebra II), students must petition the Director of Student Affairs to evaluate the depth and breadth of the coursework taken. If the coursework is determined to be adequately aligned with that of the applicable Course Syllabus, the Director of Student Affairs may require the student to take an exam designed by a teacher. Upon the successful petition and passage of the exam, the student will be awarded credit for the core course.
- **Concurrent Enrollment Credit Requirement:** To receive credit for courses completed at institutions other than BASIS, students must receive approval from the Director of Student Affairs prior to enrollment in the outside coursework. Only credits which a student has received pre-approval for from the Director are eligible for credit transfer and will follow the guidelines listed above.
- **Credits Earned from BASIS Curriculum Schools (before grade 9):** These credits are awarded in compliance with the rules issued by the relevant education authorities and all applicable laws. In accordance with Arizona Department of Education, Texas Education Agency and Office of the State Superintendent, D.C., students in grade 8 who continue to attend a BASIS school in grade 9 receive:
 - 1.5 credits for Algebra I/Geometry*
 - 1.5 credits for Algebra II/Geometry*
 - 1 credit for any PreCalculus or AP math course
 - 0.5 credits for Economics in grade 8
 - 1 credit for World History and Geography II in grade 8 (1 credit World History)**
 - 1 credit for any AP Elective Course (in accordance with College Board rules, these

*1 credit each at BTX Schools.

**1 credit U.S. History at BTX Schools.



classes will not carry an AP label on the student's transcript)

These are the only courses that carry High School credit if taken prior to grade 9 at a BASIS school***. The credits transferred from grades lower than 9 from any school are counted toward the student's total High School credits requirement; however, these courses are not included in the GPA.

Please note: Students in grade 8 who do not continue at the [School](#) in grade 9 do not receive any High School credits****. These students may request a letter from the [School](#) describing the academic level of the courses, but the student's new High School will determine whether or not to accept these courses and award credit. BASIS has no jurisdiction over the enforcement of other High Schools' credit policies.

***See [School](#) website for more information.

**** Credits are awarded for students leaving BTX schools through the PEIMS system; students must also pass the EOC exam prior to graduation.



GRADE REPORTS

PROGRESS GRADE REPORT

Students in grades K–7 receive Progress Grade Reports at the end of each Grading Period, with the exception of the fifth Grading Period, when the students receive a Final Grade Report for the year. Students in grades 8–12, receive Progress Grade Reports at the end of each Trimester. Additionally, students in grade 8 receive a Mid-Trimester Grade in their Communication Journal approximately six weeks into each Trimester. [Parents](#) of students in grades 9–12 earning a C- or lower in any subject in Mid-Trimester are notified via email approximately six weeks into each Trimester.

The Progress Grade Reports for all courses include Course Progress Grade, Cumulative Course Average, and Cumulative Progress Average.

FINAL GRADE REPORT

In addition to all Course Progress Grades, the Final Grade Report includes:

- **Grades K–5:** the last Final Course Grades and percentage GPA.
- **Grades 6–8:** Final Course Grades, GPA, and Comprehensive exam scores.
- **Grades 9–11:** Final Course Grades and GPA. The Final Grade Report is calculated and distributed before AP scores have been reported; transcripts will be issued once AP scores have been incorporated into students' grades.
- **Grade 12:** Final Course Grades and GPA. The Final Grade Report is calculated and distributed after the end of the second Trimester, or, if a student participates in the Senior Project, at the end of the third Trimester.

HIGH SCHOOL TRANSCRIPT

The transcript includes final course letter grades (no percentages), the credit value received for each course, and both weighted and unweighted cumulative High School GPA, which is the average of the grades for courses taken at the [School](#) in grades 9–12 and is calculated on both a 4 (unweighted) and a 5 (weighted) point scale. Final Course Grades for courses that include the student's AP Exam results are designated on the transcript.



WEIGHTED AND UNWEIGHTED

Transcripts from BASIS charter schools provide both weighted and unweighted GPAs. They are calculated as follows:

- **Weighted GPAs:** Weighted grades are based on the 5-Point scale below and will be awarded for all honors courses (including PreCalc), AP courses, Post-AP courses, and Capstone courses. Please note that an F still receives 0 GPA points.
- **Unweighted GPAs:** Our current unweighted grades will continue to be used for non-AP Electives/general Electives; the unweighted GPA will continue to be used for Honor Roll.

LETTER: A	5.00
LETTER: A-	4.67
LETTER: B+	4.33
LETTER: B	4.0
LETTER: B-	3.67
LETTER: C+	3.33
LETTER: C	3.00
LETTER: C-	2.67
LETTER: D+	2.33
LETTER: D	2.00
LETTER: D-	1.67
LETTER: F	0.00

LETTER: A	4.00
LETTER: A-	3.67
LETTER: B+	3.33
LETTER: B	3.0
LETTER: B-	2.67
LETTER: C+	2.33
LETTER: C	2.00
LETTER: C-	1.67
LETTER: D+	1.33
LETTER: D	1.00
LETTER: D-	0.67
LETTER: F	0.00



GRADE AND COURSE PROMOTION

GRADE PROMOTION CRITERIA

Students who fulfill all criteria below, qualify for Promotion Status.

- **Grades K–5:** to be promoted to the next grade, a student must earn a minimum Final Course Grade of 60% and/or Grade P (Pass) in all courses or projects taken during the year.

Please note: In Arizona, pursuant to ARS § 15–701, a pupil in grade 3 who fails to meet the reading standards as measured by the applicable state assessment shall not be promoted. The student shall be provided with intensive reading instruction as defined by the Arizona State Board of Education. For more information, **refer** to this [Link](#).

In Texas, according to the Student Success Initiative (SSI), students in grades 5 and 8 who fail to meet the required standard on the Math and Reading assessments do not meet state promotion criteria. These students may be retained in those grades. For more information, please see the SSI Manual or your Director of Academic Programs.

- **Grades 6 and 7:** to be promoted to the next grade, a student must earn a minimum Final Course Grade of 60% and/or Grade P (Pass) in all courses or projects taken during the year and a minimum of 60% on each Comprehensive exam.
- **Grade 8:** to be promoted to the next grade, a student must earn a minimum Final Course Grade of 60% and/or Grade P (Pass) in all courses or projects taken during the year and a minimum of 60% on each Comprehensive exam.

Please note: Students in grade 8 who receive a '1' on their AP World History exam can petition to take the World History Comprehensive exam on a date specified by the [School](#). The student must earn a minimum of 60% on the World History Comprehensive exam to be promoted to grade 9. Students who receive a '2' or higher are promoted even if they opted not to take the World History Comprehensive exam and irrespective of their World History Comprehensive exam results. For Texas schools, this rule applies to grade 8 students taking the AP U.S. History Exam.

- **Grades 9–11:** to be promoted to the next course in each subject sequence (i.e., Honors Biology and AP Biology, or PreCalculus AB and AP Calculus AB), a student must earn a minimum of 60% in both the Course and the Final Exam of the Prerequisite Course. Students who fail a course that is offered at BASIS will automatically be placed on an Individual Academic Plan.
- **Texas EOCS:** pursuant to Texas law, all students in Texas must pass End of Course (EOC) exams in five subjects (Algebra I, English I, English II, Biology, and U.S. History) in order to be eligible for promotion, and ultimately graduation. The end of course exams are given at BASIS schools consistent with the year the student takes the course material. For more information, **refer** to this [Link](#).



Please note: Based on the essential knowledge and skills for each course, and in light of the BASIS Curriculum, BASIS.ed retains the right to implement an equivalency scale for the purposes of determining course credit for High School graduation should the state mandate a grade average.

FAILURE TO ACHIEVE GRADE PROMOTION AND AVAILABLE RESOLUTIONS

Students in grades K–8 who do not fulfill all grade promotion requirements do not qualify for promotion status. To remedy the student's promotion status, the **Parent** must submit a formal written request for permission to obtain conditional promotion status to the student's Director of Student Affairs. The request must be submitted within two calendar weeks of the receipt of the student's Final Grade Report. Students who file a request before the deadline will be awarded conditional promotion status and will receive an invitation to meet with the Director of Student Affairs to discuss the conditions required before promotion status can be granted.

Any student in grades 9–12 who fails either a Final Exam or a course is placed on an Individual Academic Plan (details below). In order to make up a failed Final Exam or a failed course, the student and his/her **Parent** must contact the **School** no later than two weeks after the Final Grade Report is issued and arrange to meet with the Director of Student Affairs to discuss the conditions required in their Individual Academic Plan. Students who have not failed a Final Exam or AP-Alternative exam may re-sit that exam only by petitioning and with permission from the Head of School. The conditions for receiving promotion status may include, but are not limited to, the following:

- **Successfully Passing Comprehensive Exams:** Students must pass the Comprehensive exam of each course that requires it, in order to be eligible for promotion. Students who fail any Comprehensive exam (score $\leq 60\%$) are offered the opportunity to pass a Comprehensive exam in the failed subject on a date specified by the **School** prior to the first day of the next school year. Successful performance on the retake of an exam is a required condition for promotion status.
- **Successfully Passing Final and AP-Alternative Exams:** Students must pass the Final Exam (including AP-Alternative exams) for each course that requires it, in order to be eligible for promotion. Students who fail any Final or AP-Alternative exam are offered the opportunity to retake the failed exam on a specified date prior to the first day of the next school year. The grade earned on the retake exam will replace the failing grade on the original exam, whether it is higher or lower.



- **Successfully Passing Grades K–5:** Students must pass each of their courses with a grade of $\geq 60\%$ in order to be eligible for promotion. Students who fail courses are offered the opportunity to complete a summer project (assigned and graded by the teacher) and due on a date specified by the [School](#). Successful completion of that project is a condition for consideration for promotion status.
- **Successfully Passing Grades 6–8:** Students must pass each of their courses with a grade of $\geq 60\%$ in order to be eligible for promotion, and must pass each of their Comprehensive exams (see above). Students who fail courses are offered the opportunity to complete a summer project (assigned and graded by the teacher) and due on a date specified by the [School](#). Successful completion of that project is a condition for consideration for promotion status.
- **Successfully Passing Courses in Grades 9–12:** Students must pass each of their courses with a grade of $\geq 60\%$ in order to be eligible for promotion. Students who fail courses are required to make up the credit. This may be achieved by either successfully completing an equivalent course outside of the [School](#), while following the rules identified in Transfer Credit or concurrent enrollment, or retaking the course in a subsequent school year. This option is limited by the [School's](#) schedule and may not be available until grade 12. Students will make up a failed course in accordance with their Individual Academic Plan.

STUDENTS ON AN INDIVIDUAL ACADEMIC PLAN

When a student is placed on an Individual Academic Plan due to failing a Required Course, the student is not guaranteed to graduate within four years, as they may not have completed all of the prerequisites required to take courses in the order scheduled for all other students. The student may be ineligible for the BASIS Diploma with Honors and High Honors (see [BASIS Diploma and Graduation Options](#)). The student will be required to take a course load proposed by the Dean for grades 9–12 and approved by the Director of Academic Programs. The Director may modify Elective requirements and/or the time line for fulfilling required credits as part of the Individual Academic Plan. Final approval of the Individual Academic Plan lies with the Head of School in consultation with the Vice President of Charter Schools or assigned Associate Vice President.

A student on an Individual Academic Plan is only eligible for the BASIS Diploma after he/she earns the required number of credits. All credit deficiencies still remaining at the start of the student's Senior Year must be completed before he/she is awarded a BASIS Diploma. Students graduating without honors are not eligible to take to take Capstone Courses or participate in a Senior Project.



BASIS DIPLOMA AND GRADUATION OPTIONS

To obtain a BASIS Diploma, students must fulfill the graduation requirements for their graduating year and their [School](#). The [BASIS Diploma and Graduation Options](#) table describes the general graduation requirements for all students at BASIS charter schools. However, these may be modified depending on Arizona, Texas, and D.C.-specific requirements and the [School](#) (i.e., the year the [School](#) opened and how many years the student has attended a BASIS charter school).

To read more about the BASIS Diploma and Graduation options (defined by the year of graduation), follow this [Link](#). It is crucial for the students and [Parents](#) to read this information prior to the student entering grade 9. While the [School](#) works with students to ensure they understand these requirements and their graduation options, it is necessary for students to be familiar with any adjustments (e.g., less stringent requirements) made for their specific [School](#) and graduation year.



BASIS DIPLOMA GRADUATION OPTIONS

GRADUATION OPTIONS	TRIMESTERS TO GRADUATE	COURSES	REQUIRED CREDITS	AP EXAMS
Early Graduation Students must earn a minimum score of '3' on at least one AP Exam	9	English Math Science Social Science Foreign Language Electives (1/grade)	4 3* 5** 3*** 3 3****	1 1 1 1 2
Standard Graduation	9+	Same as Early Graduation		
Graduation with Honors Students must earn a minimum cumulative grade of B- in all Capstone Courses in order to be eligible for graduation with honors	11	Same as Early Graduation plus: College Counseling**** Math Capstone Science Capstone Humanities Capstone Foreign Language Capstone	$\frac{2}{3}$ $\frac{2}{3}$ $\frac{2}{3}$ $\frac{2}{3}$ $\frac{2}{3}$	Same as Early Graduation
Graduation with High Honors	12	Same as Graduation with Honors plus: Senior Project OR AP Capstone Diploma with additional High Honors Requirements	3	Same as Graduation with Honors

* **Minimum requirements are:** PreCalculus, AP Calculus AB. In addition the students carry over 1½ credits from grades 7 and 8 for Algebra II/Geometry; BTX students earn 1 credit per course. The total minimum number of math credits on student transcripts is 6; only credits received during High School are included in the student GPA.

**1 AP Core Science course can be replaced by an AP Elective Course.

*****Students carry over from grade 8:**

Arizona and DC: ½ credit for Economics and 1 credit for World History/Geography

Texas: ½ credit for Economics and 1 credit for U.S. History.

******Required as Electives:**

Arizona: 1 Fine Arts course

Texas: 1 credit PE, 1 credit Fine Arts

****Students graduating without Honors or High Honors are required to meet regularly with a college counselor but earn no credit for college counseling.



ACADEMIC RECOGNITION

The [School](#) recognizes high academic performance at the end of each Grading Period or Trimester. The Director of Students Affairs organizes an Academic Honors and Awards Assembly at the conclusion of each of the first four Grading Periods for students in grades K–7 and at the conclusion of the first two Trimesters for students in grades 8–12.

The academic achievement of the students is recognized in the following ways:

- **Distinguished Honor Roll:** Top 5 percent of students with the highest cumulative averages (grades 5–12 only; not awarded for Grading Period 1).
- **Honor Roll:** Top 15 percent of students with the highest averages for the current Grading Period (grades 5–12 only).
- **Most Improved Honor Roll:** Top 5 percent of students in terms of total percentage improvement between the previous Grading Period and the current Grading period (not awarded for Grading Period 1).
- **90s Club:** All students in grades K–7 earning a cumulative Average of 90% or higher for the current Grading Period.
- **Commended Scholar List:** All students in grades 8–12 earning a cumulative GPA of 3.5 or higher for the current Trimester.

In addition, at the end of the school year, the Director of Students Affairs organizes end-of-year Academic Honors and Awards Assembly for all grade levels. Students are recognized for their outstanding academic performance during these assemblies. Graduating students also receive awards during the graduation ceremony.

At the beginning of each school year, the Director of Student Affairs organizes an awards ceremony to celebrate AP and state standardized test scores from the previous school year. The [School](#) recognizes students who have excelled in the AP program at graduation with titles granted by the College Board: **AP Scholar**, **AP Scholar with Honor**, **AP Scholar with Distinction**, and **National AP Scholar**. Additionally, some students might earn the distinction of the **International AP Award** or **State AP Award**. For additional details on these acknowledgments, **refer** to the College Board website at this [Link](#).



STUDENT SERVICES AND ENRICHMENT ACTIVITIES

ACADEMIC SUPPORT PROGRAM

One of the central tenets of the [School's](#) educational philosophy is to create independently motivated students. The Academic Support Program is one of the general education tools BASIS charter schools use to support the growth of academic independence in students. Academic Support Advisers work closely with students to instruct them in effective use of resources available to students within the [school](#).

Students are primarily placed on Academic Support when they are displaying systematic deficiencies in turning in assignments, producing quality assignments, or they are failing to perform at a passing level on assessments. Additionally, students may be placed on Academic Support when they are first admitted to BASIS, following an extended absence, or when they need close monitoring for a variety of reasons. Academic Support Placement is always temporary, and the goal is to “graduate” students from the program as they take more and more responsibility for seeking out academic support on their own.

ENRICHMENT ACTIVITIES

Each [School](#) aligns its Enrichment Activities, both clubs (e.g., sports, chess, and string ensemble) and events (e.g., school dances), with the interests of their students in mind. The [School](#) Enrichment Activities serve to provide more academic, artistic, sporting, and community service opportunities and to expand the options offered by the curricular program. Information on the available Enrichment Activities offered at your [School](#) will be communicated to your student throughout the school year. If further information is required, please make an appointment with the [School's](#) Auxiliary Program Coordinator. If you require information on the Early or Late Bird Programs, please contact your Dean of Students.

Please note: Please see the BASIS DC and BASIS Phoenix South Primary [Schools'](#) Student Guidebooks for more information about the Food Services Programs.

EXCEPTIONAL STUDENT SERVICES

As a public school, the School provides eligible children with disabilities a free and appropriate public education (FAPE) through the provision of special education and/or related services, depending on their disability and level of need, under an Individual Education Program or a Section 504 Plan. Contact the School's Special Education Coordinator for more information on the School's policies and procedures related to the identification, evaluation, placement, and provision of FAPE to children with disabilities.



RULES

The [School's](#) academic rigor and high expectations demand an environment that is free from disruption and fosters mutual respect among students and staff members. To accomplish this, the [School](#) has developed clear rules concerning student behavior that are strictly enforced without regard to gender, religious belief, ethnic background, nationality, disability, gender identity or expression, or other protected class. Any violation of rules described within this Handbook is considered a violation of [School](#) rules. Signing the Handbook Acknowledgment as defined in the Handbook Purpose and Handbook Acknowledgment section of this Handbook indicates that both the student and [Parent](#) have read and understood all policies and rules. The Handbook Acknowledgment will be provided by the [School](#).

[School](#) discipline is enforced each school day for all students whenever they are on [School](#) premises or participating in [School](#)-sponsored activities. This policy is enforced wherever and whenever an organized school event takes place.

The [School](#) reserves the right to discipline students for off-campus behavior at [School](#) organized events and for off-campus behavior that disrupts the [School](#) environment. The [School](#) may also honor the disciplinary consequences imposed by a student's previous school or deny enrollment based on disciplinary status consistent with all applicable state and federal laws.



CODE OF CONDUCT

- **Promotes respect for fellow students and staff members:** All students are expected and required to behave in a respectful manner toward other students, staff members, and property. In particular, the **School** adheres to a zero tolerance policy toward any language or behavior that intimidates, belittles, or causes physical or emotional injury to others.
- **Promotes respect for all individuals:** The **School** is fortunate to have a very diverse student population from a variety of ethnic, cultural, and religious backgrounds and strives to provide an environment where all students feel comfortable and thrive. For this reason, certain behaviors are strictly prohibited on **School** premises. These include, but are not limited to, the use of derogatory statements in reference to anyone's race, sexuality, gender expression, ethnicity, culture, religious background, or disability.
- **Promotes individual and community responsibility:** Each student is responsible and will be held accountable for his/her own language and actions. This responsibility extends to any knowledge of misconduct by other students. If a student is aware of misconduct by another student, it is his/her responsibility to inform a staff member. Withholding such information may be considered a Disciplinary Violation. Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate and will invoke appropriate sanctions against any student who responds to another in a retaliatory manner. Staff members will not tolerate bullying or cheating and neither should students. Please note that plagiarism is considered cheating.
- **Provides a safe environment for students:** It is the responsibility of all students to immediately inform a staff member about any possible threat to student or staff member safety, health, or property that they have observed or have knowledge of. Withholding such information may be considered a Disciplinary Violation.
- **Provides a disruption-free, educational environment:** No student may disrupt another student's learning. Classroom disruptions of any kind may be considered a Disciplinary Violation.



GENERAL RULES

- Compliance with all federal, state, district, and local laws.
- No possession of weapons, objects that could be used as weapons, or simulated weapons of any kind.
- No possession, use, or attendance under the influence of tobacco products, drugs, unauthorized prescription medication, alcohol, or any other dangerous, illegal, or controlled substance.
- No physical or verbal aggression against or abuse of persons or property, including abuse of the Communication Journal (e.g., no removing CJ entries or pages).
- No sexual advances or derogatory or suggestive comments about one's own or another individual's sexual orientation.
- No display of sexually suggestive objects or pictures.
- No public display of intimate affection.
- No use of profanity or verbal abuse of any persons.
- No harassment or bullying.
- No chewing gum anywhere on [School](#) premises.
- No possession or unauthorized use of matches, lighters, or explosive materials.
- Compliance with all written rules and procedures provided and/or posted throughout the [School](#) premises, including emergency procedures.
- Compliance with verbal directions of staff members.
- Arrive at class or any required [School](#) activity on time and appropriately equipped.
- Attendance at all scheduled classes and all required [School](#) activities.
- Immediately reporting (to staff members) the actions and/or words of another member of the [School](#) community that are believed to violate [School](#) rules.
- No sale of any products or goods on [School](#) premises or at [School](#)-sponsored activities, except when authorized by the Director of Academic Programs.



- No unauthorized use of the BASIS name and/or logo. The BASIS name and logo are registered trademarks protected by state and federal law.
- No unauthorized personal photography on the [School](#) campus or during [School](#) events without the written permission of the Director of Academic Programs.
- No photos taken at the [School](#), whether authorized or not, may be posted on the Internet or in any other public forum without written permission from the Director of Academic Programs.
- Staff members are authorized to use reasonable physical force in self-defense, defense of others, and defense of property. Staff members will do so in accordance with [School](#) policy and applicable law. The [school](#) may summon law enforcement in its discretion when a student's refusal to obey [School](#) instructions creates a safety threat.

CLASSROOM RULES

To enable students to master subject content, the classroom environment must be conducive to learning. Teachers set standards for student behavior and consequences for violating those standards in their classrooms. Specific classroom rules must be compatible with all policies and procedures published in this Handbook and are communicated to students and [Parents](#) via the Course Syllabus. Students must adhere to the following classroom rules:

- No disruption of another student's education.
- No eating, drinking (other than water), or chewing anything, including gum.
- No passing notes.
- All electronic devices (including, but not limited to, games, radios, portable music players, and cell phones) must be switched off and out of sight during all academic, extracurricular, and auxiliary programs. The [School](#) discourages students from bringing electronic devices to school and is not responsible for any lost, damaged, or stolen devices.



PLAYGROUND RULES (WHERE APPLICABLE)

- Play only in the designated recess areas.
- Do not play near irrigation and/or muddy areas.
- Practice good sportsmanship at all times.
- Play safe, non-violent games (no tackling, grabbing clothing, tripping, or pushing).
- Use playground equipment as intended.
- Obtain permission from a teacher or staff member before leaving the playground.
- Do not touch or handle broken glass or harmful objects and report such items to a teacher or staff member immediately.
- Do not play tag or use sports equipment around the playground area.



DRESS CODE

The dress code is designed to promote respect for each student as an individual capable of exercising discretion and making responsible choices for his/her attire. All students must wear clothing that is appropriate to an academic environment and adheres to the following guidelines:

- No clothing may be worn that is not appropriate for school (e.g., revealing clothing, exposed undergarments, pants that could be considered “sagging,” etc.)
- No clothing may be worn that features offensive language; racial or ethnic statements; references to tobacco, drugs, alcohol or gangs; or wording/graphics that are suggestive of sexual or other inappropriate behavior.
- No clothing or footwear may be worn that could threaten the safety or health of the wearer or other students (e.g., shoes with wheels in the soles, or excessively high-heeled or platform shoes). Students in grades K–4 are not permitted to wear flip-flops.
- Staff members will determine whether a student's attire complies with the dress code and will report any violations to the Dean of Students. The Dean's decision regarding dress code is final. A dress code violation may be dealt with by requiring the student to cover up clothing or turn clothing inside-out, or by requesting that a [Parent](#) deliver replacement clothing to the [School](#). Other measures include confiscation of non-essential items (e.g., hats) or other appropriate measures. Repeated dress code warnings may be considered a major Disciplinary Violation.

STUDENT PROPERTY ON CAMPUS

The [School](#) strongly discourages students from bringing any valuables to school. This includes, but is not limited to, jewelry, electronic devices (e.g., cell phones, game systems, radios, portable music players, etc.), or similar items. The [School](#) disclaims any liability for the loss or theft of any item. Personal computers or tablets in the classroom are allowed only when the teacher gives explicit permission. Use of other electronic devices, including mobile phones and smart watches, during classes, is strictly prohibited. At a minimum, all electronic devices must be switched off and out of sight during classes. Personal items, print media, or electronic media brought to school must never contain nudity, profanity, or excessively violent or sexual content. Breach of this rule results in confiscation of the item and may be considered a major Disciplinary Violation. Please refer to the [School's](#) Student Guidebook for specific policies regarding the use and possession of electronic devices and other student property on campus. For further information on the applicability of this policy to students served by Exceptional Student Services, see the Special Education Policies at the Front Office and contact the [School's](#) Special Education Coordinator.



PHYSICAL/VERBAL AGGRESSION AND ABUSE

Students must immediately report any aggressive behavior to the nearest staff member, who will assess the seriousness of the problem, stop the offensive behavior, and/or initiate disciplinary consequences.

If a student is the victim of physical aggression, he/she may use force to defend him/herself only if it is necessary to prevent the offender from further aggression. The Director of Student Affairs has the authority to decide if an aggressive defense is considered necessary or if the student could have diffused the situation by other means (e.g., calling a staff member, walking away).

If a student observes aggression against property, he/she may try to stop this behavior only if this property damage might put others in immediate physical danger. In any other case, it may be considered a Disciplinary Violation for students to engage in any restraining, retaliatory, or vengeful behavior. Students who witness property damage must report it to a staff member.

During class, if a student makes comments deemed offensive or inappropriate, the teacher assesses the seriousness of the problem, stops the offensive behavior, and derives disciplinary consequences for such behavior.

Students must observe the [School's](#) policies pertaining to behavior, respect, and anti-harassment/non-discrimination in all interactions with peers and school staff. Students may not engage in speech that is threatening, vulgar, or harassing.

At no point may a student engage in a verbal or physical dispute with the offender, no matter how offensive the topic of conversation. The staff member summoned is responsible for assessing the seriousness of the problem, stopping the offensive behavior, and deriving disciplinary consequences.

Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate. Sanctions may be invoked for retaliatory offenses, irrespective of the cause.



HARASSMENT AND BULLYING

The [School](#) will employ the following definition for harassment and bullying: severe, pervasive, systematic and/or continued unwanted and annoying actions by a person or group, including threats and demands, that:

- May be based on an individual's actual or perceived personal characteristics such as race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, disability, familial status, political affiliation, etc., or association with individuals who possess those characteristics; and
- Places a student in reasonable fear for his/her personal safety or disrupts, substantially interferes with, or otherwise causes a detriment to the student's educational environment, physical or mental health, attendance, academic performance, or participation in and benefit from [School](#) activities, programs, and services.

For the [Schools'](#) Racial and Sexual Non-Discrimination/Anti-Harassment Policies and Procedures **refer** to this [Link](#).

Suspected, observed, or experienced harassment or bullying must be immediately reported to a staff member. Failing to report harassment or bullying may be considered a Disciplinary Violation. Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate, and invoke appropriate sanctions against any student who responds to another in a retaliatory manner.

The [School](#) goes to great lengths to prevent bullying, harassment, discrimination, and retaliation of any kind from occurring among its staff, students, and other community members. The [School](#) provides age-appropriate training to all students on these topics each school year. In connection with that training, the [School](#) provides a consent form to all parents further emphasizing the [School's](#) commitment to providing a school environment that promotes the equality, dignity, and respect of every student. By completing the form, parents read and acknowledge that commitment while indicating their consent for their students to participate in the training. The [School](#) reserves the right to hold all students accountable for adhering to its rules, Code of Conduct, anti-harassment and discrimination policies, and its prohibition against retaliation, regardless of whether the students' parents consent to participation in the training.



DISCIPLINARY CONSEQUENCES

A Disciplinary Violation is defined as non-compliance with any of the sections of this Handbook, especially with the Code of Conduct.

Contacting Local Law Enforcement Authorities: If a student is considered an immediate threat to him/herself or others, or engages in conduct required by law to be reported to law enforcement authorities, the staff member registering the offense notifies the Director of Student Affairs. It is the Director of Student Affairs' responsibility to contact the local law enforcement authorities. Students in Texas who are considered an immediate threat to themselves or others will be placed on a "no harm contract.

Consequences of a Disciplinary Violation may include, but are not limited to, the following disciplinary actions:

- **Disciplinary actions**
 - **Temporary Exclusion:** the student is temporarily excluded from the classroom, cafeteria, hallway, or other **School** premises, due to a Disciplinary Violation. The student spends an assigned time in a designated area under the supervision of a staff member. During this time, the student may be required to work on additional academic tasks or **School** service activities (usually activities related to the upkeep and maintenance of the **School**). Each exclusion is considered a Dean Referral. Failure to follow instructions during exclusion may lead to major disciplinary consequences.
 - **Dean Referral:** the student is required to report immediately (or in the time interval indicated by a staff member) to his/her Dean for disciplinary action. Prior to disciplinary action, the staff member referring the student to the office verbally informs the Dean of the violation or completes a Disciplinary Violation report describing the event. The Dean, or the designated person, then informs the student of the policies he/she violated, invites the student to explain his/her understanding of the event, instructs him/her on disciplinary due process, and decides the remedy or the disciplinary consequences, as listed on the next page.
- **Minor disciplinary consequences**
 - **Notice of Disciplinary Violation:** the student is reminded of the next level of consequences for any subsequent Disciplinary Violation and may be excluded from the class for additional time and required to write a letter of apology or an essay to demonstrate that he/she understands the nature of the Disciplinary Violation. While



this written document is filed in the **School's** disciplinary file, there is no requirement to inform the **Parent** about this action. In more severe cases, the Dean might request that the student perform additional academic or school service activities during the period of exclusion, before or after school the following day, and/or be excluded from an Enrichment Activity. In this case, the Dean writes a notice regarding the Disciplinary Violation in the CJ and the student is required to obtain a **Parent** signature by the next school day. Failure to follow instructions or obtain the signature may result in more serious consequences.

- **Major disciplinary consequences**

- **Short-term Suspension (1–9 school days):** When the School is considering imposing Short-term Suspension, absent extraordinary circumstances the school will notify **Parents** and communicate with the student to give him/her an opportunity to explain his/her perspective. This conversation may occur immediately prior to the imposition of the suspension. The student must remain away from the **School** premises, classes, and all other **School** activities. Short-term Suspension does not excuse the student from any academic work required during the suspension. Suspended students must make up missed assignments to receive credit for them. The Dean will set up procedures to ensure that the student has all the material and information necessary to perform independent study. This material and information will be available for the **Parent** to collect at the end of each school day. The **Parent** may call the **School** Front Office to verify that new material is available to be collected and to determine when the material will be available. Upon returning to **School**, the student is required to deliver all finished assignments he/she received during the suspension and coordinate any make-up tests or quizzes with the teacher of each subject. The student must make up these tests/ quizzes on dates specified by each teacher.

When the Director of Student Affairs imposes Short-term Suspension, the suspended student's **Parent** is informed of the suspension by telephone, in writing, or in person. The **Parent** may be required to remove his/her child from the **School** immediately, or the Director of Student Affairs may postpone the start of suspension until the next day (or a later date). The Director of Student Affairs may also postpone the final decision regarding the length of suspension due to a pending incident investigation. The **School** reserves the right to suspend, without prejudice, any student subject to such investigation. If a student is subsequently found not guilty of a Disciplinary Violation or the violation proves to be significantly less serious than suspected, he/she is allowed an opportunity to make up and receive credit for missed assignments; however, there is



no other compensation for the time spent on suspension during the investigation (e.g., no private tutoring, no more than regular additional time for make-up work). Once the incident investigation is completed, a conference between the Director of Student Affairs and the **Parent** is required before the student is allowed to return to the **School**.

Please note: *Short Term Suspensions in all BTX schools are for a period not more than five days.*

- **Long-term Suspension (10 or more school days):** the student must remain away from **School** premises, classes, and all other **School** activities. Long-term Suspension does not excuse the student from academic work assigned during the term of suspension. As in the case of Short-term Suspension, the same procedures are employed to ensure the student has access to adequate resources necessary for independent study. The student might be required to come to the **School** after regular hours to take exams and quizzes during his/ her Long-term Suspension. Prior to any Long-term Suspension, the student is placed on Short-term Suspension and the same rules described in the Short-term Suspension paragraph above are invoked. During the short-term suspension, appropriate school personnel conducts an investigation of the incident. This investigation will not exceed the length of the short-term suspension absent extraordinary circumstances. Once the investigation is completed, the Chief Schools Officer will select up to three individuals to serve as the Discipline Hearing Committee. These individuals will be unbiased third parties who may be employees of BASIS.ed who were not involved in the underlying events giving rise to the expulsion recommendation. The student and his/her parents will receive written notice of the of the hearing, which shall include: date, time and place of the hearing; statement of offense(s); parental rights, and listing of witnesses and exhibits expected to be presented at the hearing. The Discipline Hearing Committee will issue a final written decision following the hearing.
- **Expulsion:** the **School** permanently withdraws the student's privilege of attending the **School**. Expulsion is initiated at the recommendation of the Head of School or other appropriate school personnel, following an investigation of the incident. The Chief Schools Officer will select three individuals to serve as the Discipline Hearing Committee. These individuals will be unbiased third parties who may be employees of BASIS.ed who were not involved in the underlying events giving rise to the expulsion recommendation. The student and his/her parents will receive written notice of the hearing, which shall include: date, time and place of the hearing; statement of offense(s); parental rights, and listing of witnesses and exhibits expected to be presented at the hearing. The Discipline Hearing Committee will issue a final written decision following the hearing.

Please note: *Pursuant to Texas law, when the Director of Student Affairs determines that a*



student's conduct warrants suspension for more than five days, or expulsion, but prior to taking any expulsion action, the Director or the Head of School will provide the [Parent](#) with written notice of the reasons for the proposed disciplinary action and the date and location of the required hearing before the Director. This hearing will take place within five school days from the date of the disciplinary action. The complete disciplinary due process for BTX Schools can be found in the [School's Student Guidebook](#).

DISCIPLINARY DUE PROCESS PROCEDURES

Depending on the severity of the conduct and proposed disciplinary consequence, school staff or hearing officials will determine the disciplinary consequence. If the Disciplinary Violation poses a threat to the safety of anyone in the [School](#) or is otherwise a possible violation of law, the Director of Student Affairs (or other staff, if circumstances warrant) will contact the relevant law enforcement officials immediately.

The most common type of Disciplinary Violation is disruptive behavior in the classroom. While such misconduct is generally considered relatively minor, repeat violations may be damaging to the classroom environment and may interfere with the learning process. Therefore, repeated minor infractions may eventually lead to major consequences such as Short-term Suspensions.

If a staff member announces a disciplinary consequence and the student believes he/she has been unjustly punished, he/she may request to contact his/her [Parent](#) immediately. The Dean will arrange for the student to contact his/her [Parent](#). The [Parent](#) may elect to pick up the student immediately or allow the disciplinary process to move forward and implement consequences. If the [Parent](#) chooses to pick up the student within a reasonably short time, the student is taken out of his/her regular program and supervised by the Dean (or a designated staff member) until the [Parent](#) arrives. It is not the Dean's responsibility to be available for a meeting with the [Parent](#) upon his/her arrival. If the [Parent](#) has questions regarding the incident, he/she can set up a meeting with the Dean to discuss the issue at a later date. If the [Parent](#) does not honor the student's request to be collected, does not arrive within a reasonable amount of time, or cannot be contacted, the disciplinary process will continue. Generally, a reasonable amount of time means within one hour after the first call has been made; however, the Dean (or, in some cases, the Director of Student Affairs) may adjust based on individual circumstances.

Following a decision on a Disciplinary Violation, a [Parent](#) may request a meeting with the Dean of Students and may ask the Dean for a further explanation of the decision, in writing. The meeting shall occur as soon as schedules permit, and the [Parent](#) will receive the written explanation within 10 school days. Should the [Parent](#) require still further information, they can request a meeting with



the Director of Student Affairs to discuss the Disciplinary Violation and resulting consequence. Whenever the Director of Student Affairs imposes a Short-term Suspension, the **Parent** has an opportunity to discuss the incident and the disciplinary decision with the Director of Student Affairs during the mandated meeting prior to the student returning to the **School**. If the **Parent** does not support the decision, he/she may email his/her objections to the Director of Student Affairs. The Director of Student Affairs will forward the email to the Head of School. The **Parent** will then receive a response from the Head of School within 10 school days, but during this time, the Director of Student Affairs' decision stands. If the Head of School supports the Director of Student Affairs' decision, that decision is final and there will be no further appeal.

If the **Parent** believes that the **School** violated any charter or other applicable regulations or laws and believes that his/her concerns were not properly addressed by the Head of School, the **Parent** shall contact the Vice President of Charter Schools. For the contact information of the Vice President of Charter Schools, please **refer** to this [Link](#).

Procedures for handling Disciplinary Violations for students with disabilities are outlined in the **School's** Special Education Policies (available upon request at the **School** Front Office).

ACADEMIC INTEGRITY

The **School** takes issues involving academic integrity very seriously. If a student is caught cheating or plagiarizing (or if he/she is strongly suspected of cheating or plagiarizing), he or she will receive a zero on the assignment, test, or quiz in question, no matter the extent of the cheating. This decision is solely at the discretion of the Director of Student Affairs and his/her decision is considered final.

STUDENT DISCIPLINARY RECORDS

The Dean of Students and the Director of Student Affairs make every reasonable effort to thoroughly investigate, accurately document, and fairly adjudicate all allegations of student misconduct. Disciplinary records related to the current school year are maintained by the Dean in the student's disciplinary file. The student's disciplinary file is made available for inspection by the **Parent** upon request. Before a **Parent** inspects the disciplinary file, the file will be adjusted to comply with the Family Educational Rights and Privacy Act (FERPA). In compliance with FERPA, all documents with information pertaining to other students involved in disciplinary events are removed from the file prior to such inspection. The student's disciplinary file, including disciplinary information related to the current school year, is available for inspection only if the request is made before the end of the school year in which the Disciplinary Violation occurred. When responding to requests for student disciplinary records and information from law enforcement agencies, court



officials, other regulatory bodies, or any external entity, the [School](#) follows state requirements regarding records and the procedures mandated by the Family Educational Rights and Privacy Act (FERPA).

DISCIPLINARY DISCLOSURE

Colleges and other schools routinely request information from [Schools](#) on disciplinary infractions. When specifically asked, the School may provide information related to disciplinary incidents that have resulted in an out-of-school suspension or expulsion. The [School](#) does not report on disciplinary actions that occurred at previous schools attended. Students who have had disciplinary infractions prior to their Senior Year are expected to respond honestly when completing a college application. The College Counselor will be available to assist in this process. In a student's Senior Year, the [School](#) will report any significant changes in a student's academic status or disciplinary record between the time of recommendation and graduation.



ATTENDANCE

The **School** believes that a student's presence in the classroom is extremely important to success. All documents regarding absences and tardiness are maintained by the **School's** Registrar and filed in the attendance binders. Each State or District may have individual regulations or policies regarding attendance. Please refer to your **School's** Student Guidebook for these policies.

ABSENCES

To support learning and valuable classroom time, we urge **Parents** to align family vacations and other events for which students must miss school with the **school** calendar. The **School** academic program is very rigorous, so absences of any length are likely to jeopardize academic performance. Students are, therefore, required to attend all classes at all times. If this is not possible, students are required to complete all of the assigned make-up work.

The **School** complies with applicable state attendance reporting mandates. If a student is absent, a **Parent** is required to call no less than 30 minutes prior to the start of school to notify the **School** Front Office and provide the reason and the anticipated length of the absence. If the **Parent** does not make contact, the **School** will make a reasonable attempt to contact the student's **Parent**. Until the **School** Front Office receives notification from the **Parent**, the absence will be considered unexcused regardless of the reason. Any unexcused absence is considered a violation of **School** rules.

Skipping one (or more) class is considered an unexcused absence unless a prior arrangement has been agreed upon between the **School** and the **Parent**. If a student accumulates excessive absences (that jeopardize the student's academic success, according to the course teacher), the **Parent** will be required to meet with the Director of Student Affairs. The purpose of this meeting will be to determine how to remedy the consequences of absences to assure the student's progress. Concrete goals and a time line will be summarized in an Absence Recovery plan.

If the student does not follow the goals and time lines of the Absence Recovery plan, the **Parent** will be required to meet with the Director of Student Affairs again. At this meeting, the student may be declared chronically absent. A student's chronically absent status will not change until the goals of the Absence Recovery plan are satisfied. Chronically absent students do not fulfill the requirements for grade promotion in grades K–8, or for full credit in grades 9–12, and students who do not attend school may be withdrawn pursuant to applicable state law.



TARDINESS

Students who do not arrive to school or class on time are tardy. Students should arrive to school at least five minutes prior to his/her first class. Students should be in the classroom and in their seats when class begins. Under extreme circumstances (e.g., major traffic accidents, adverse weather conditions, sickness, or unexpected family issues), the Dean of Students may excuse tardiness. Students arriving after their class has started may be required to wait in a designated area until the start of the next class. This is often necessary to assure the quality of the education process for other students in the class. Tardiness can cause a student to miss valuable instructional time, and often creates disruption and a distraction to the learning environment for other students; therefore, the Dean of Students reserves the right to take disciplinary action against a student anytime he/she is tardy. Possible disciplinary actions may include exclusion from Elective (or Optional) Courses or Enrichment Activities, such as field trips or guest lectures. Chronic tardiness may lead to suspension.

As tardiness approaches the point of becoming chronic, the Director of Student Affairs informs the [Parent](#) in writing that if the student is late to class again they will be marked as chronically tardy.

LATE ARRIVAL, LEAVING FOR PART OF THE DAY, AND EARLY DISMISSAL

If a student arrives late, it is the [Parent](#)'s responsibility to accompany his/her tardy student to sign in at the Front Office, provide a written note, or call the Front Office explaining the reason for the student's late arrival. A student who arrives late to the [school](#) without a [Parent](#), a written note, or a call explaining the late arrival may be held out of class until his/her [Parent](#) can be reached to explain the reason for the late arrival.

Students leaving early or leaving for part of a day must be collected and signed out by a [Parent](#) during a passing period and not during class time. If the [Parent](#) does not know the times of passing periods, he/she should call the Front Office for this information.

A student returning to school after his/her class has started may be required to wait in a designated area until the next class. This is often necessary to assure the quality of the education process for the students present in the class.



ASSIGNMENTS AND POLICIES

Homework is an organic and integral part of the learning process. It is the best way for the student to verify that he/she understands what was learned in the class and is able to use this knowledge independently. Homework assists students in developing self-discipline, self direction, and effective study skills.

- **Student Responsibilities:**

- Listen carefully to teachers' instructions, write down all homework assignments in the CJ, including due dates, and ask questions when something is unclear.
- Take home all assignment instructions and all necessary materials.
- Schedule a time to complete homework.
- Complete homework independently.
- Communicate any difficulties with an assignment to the teacher the following day.
- Communicate any difficulties with material on which students will be tested as soon as a test is announced.
- Return assignments and related materials on or before the due date.

- **Teacher Responsibilities:**

- Communicate homework and testing policies and procedures to students at the beginning of the course.
- Give clear homework instructions.
- Notify students at least five school days in advance of any test (quizzes excluded).
- Coordinate testing days with other teachers to ensure students do not have more than two tests in one day (one test per day for courses in grades K–4).
- Monitor and evaluate homework.
- Return homework to students in a timely manner.

- **Parent Responsibilities:**

- Schedule a time for homework/studying and provide an environment that is well-lit and free from distractions.
- Allow your student to complete work on his/her own.



- Communicate with teachers using the student's CJ, email, telephone, or a personal conference when specific academic difficulties arise.
- Help the student to prioritize assignments and support the improvement of organizational skills over the course of the school year.
- Promote development of the student's sense of personal responsibility for his/her education by gradually withdrawing from any participation in the student's organization of his/her homework and study time.

LATE OR INCOMPLETE HOMEWORK

When students fail to complete homework assignments, for any reason other than an excused Absence, it may result in a low or failing grade. When a student displays systematic deficiencies in fulfilling his/her homework responsibilities, it is the responsibility of the [Parent](#) and the [School](#) to help the student develop efficient study skills and the discipline necessary to ensure homework is completed on time. Upon a recommendation from any teacher, the Dean of Students may place a student on the Academic Support Program.

INDEPENDENT WORK MATERIAL

To support the work that students are expected to do at home, teachers distribute worksheets, reading material, and other valuable information in the form of handouts. This material is crucial to support students when studying independently at home, during study time embedded into the regular school day, or during the Late Bird Program. It is the responsibility of the student to organize this material as instructed by the teacher (e.g., "insert this handout into your three-ring binder under the Independent Study tab") and be able to produce it when requested to do so. Learning how to organize school supplies and independent work material is an important skill that the students are taught at the [School](#).

To help students develop efficient organizational skills and the discipline necessary to use the Independent Work Material effectively, the Dean of Students, based on the recommendation of any teacher, may place the student on the Academic Support Program.

HOMEWORK AND ABSENCES

When a student in grades K–8 is absent due to illness, injury, or family reasons, the [School](#) will use Homework Buddies (Please see your [School's](#) Student Guidebook for more information on Homework Buddies). Students in grades 9–12 are expected to organize contact with the [School](#) on their own, but may contact the Dean for assistance in the case of a long-term, excused absence.



MAKE-UP WORK DUE TO EXCUSED ABSENCES

In grades K–4, the Kindergarten Teaching Fellow or the Learning Expert Teacher will organize students' make-up work. For the students in higher grades, each teacher outlines his/her policy for the completion of missed homework assignments, quizzes, and tests in the Course Syllabus. However, the general policy is as follows:

- The student is responsible for asking his/her teacher about all missed homework, quizzes, and tests upon his/her return.
- The teacher is responsible for outlining a time schedule for the completion of missed assignments, quizzes, and tests and clearly communicating this information to the student. The time available for completion of assignments depends on the length of absence.
- The teacher may require the student to attend Teacher-Student hour sessions to set up a schedule for missed work or to take missed quizzes and tests.
- The teacher identifies which tests and quizzes must be taken during his/her Teacher- Student hour.
- The student must complete all homework assignments within the time line designated by the teacher.

CLASSES MISSED DUE TO TARDINESS OR UNEXCUSED ABSENCES

Students who miss class due to tardiness or unexcused absences may receive a score of zero for any missed assignments, quizzes, or tests. Remedial assistance and credit for any missed assignments, quizzes, or tests is available only at the discretion of individual teachers.



HEALTH AND SAFETY

MEDICATIONS

Students may only take medication during school hours if it is essential to maintaining their good health. Staff members are prohibited from giving medicine to a student unless the following requirements are met:

- All prescription medication must be in the original sealed container, labeled with the student's name, date, name of medication, dosage to be given, and the pharmacy's prescription number. All prescription medication must be accompanied by a doctor's note. All prescription refills must fulfill the same criteria.
- All non-prescription medicine must be in its original container. Over-the-counter medicine must be labeled with the student's name, date, dosage, and time to be given at school.
- Medication must be brought to the [School](#) Front Office by a [Parent](#) and an Authorization to Administer Medication form must be completed for each medication to be dispensed.
- No more than a one-month supply may be kept at the [School](#) for any student who receives medication on a regular basis.

Students are strictly prohibited from providing or administering any medication to themselves or any other student. The only exception to this rule applies to students who require anaphylaxis medication (e.g., an epi-pen) or asthma medication; state law allows these items to be carried and administered by the student. The [School](#) will consider any necessary and reasonable modification of this policy on a case-by-case basis for students with disabilities.

To comply with the rules outlined above, a [Parent](#) must come to the Front Office to complete the appropriate paperwork for any student who requires medication during school hours. Staff members are not authorized to call [Parents](#) for consent to take over-the-counter medications (e.g., aspirin, Tylenol, Tums, cough drops).

At the end of the school year, all remaining medication must be picked up by the [Parent](#). Any medication remaining at the [School](#) one week after the last day of school will be disposed of.

CONTACT MADE IN THE CASE OF HEALTH ISSUES

If a student experiences injury or illness during the school day, the [School](#) will contact the [Parent](#). If no [Parent](#) is available, a contact listed on the Emergency Contact form will be contacted. The order of contact may vary from the Emergency Contact form.

It is essential for [Parents](#) to provide reliable emergency contact information. [Parents](#) must inform their [School's](#) Front Office immediately of any changes in home/work address, home/mobile



phone numbers, or Emergency Contact listings. Anyone listed as an Emergency Contact is responsible for deciding if, when, and how the student leaves the [School](#) in the event of an illness when a [Parent](#) cannot be reached.

SIGNS OF ILL HEALTH: MANDATORY ACTION

Students experiencing any of the following symptoms should not attend school. If a student displays any of these symptoms during the school day, the [School](#) will call the [Parent](#) or Emergency Contact to request that the student be collected immediately.

- Fever over 100 degrees. The student must be fever-free for a full 24 hours, without medication, before returning to school.
- Persistent cough.
- Sore throat with fever and/or white spots on the throat.
- Rash with fever indicating signs of chicken pox, measles, etc.
- Nausea, vomiting, or diarrhea. The student must be free from symptoms for 24 hours before returning to school.
- Red, itchy, draining eyes.
- Swelling or pain at a level that may interfere with learning.
- Earache.
- Toothache.
- Head lice.

Students diagnosed with conjunctivitis (pink eye) must be on prescribed medication for 24 hours before returning to school. Students with head lice must remain at home until treated with medical lice shampoo and all traces of lice are gone.

REPORTING ILLNESS DURING THE SCHOOL DAY

If a student comes to the [School](#) Front Office reporting illness, the office staff will take the student's temperature and notify the [Parent](#) or Contact. If the student is not experiencing any signs of ill-health covered by mandatory action, or does not have any serious injury, then it is the [Parent](#) or Emergency Contact's decision to determine whether to collect the student or have the student return to class.

If the office staff is unable to reach the [Parent](#) or Emergency Contact and the student is not experiencing any signs of ill health covered by mandatory action, or does not have any serious



injury, the student will be asked to return to class.

If the student is experiencing any sign of ill-health covered by mandatory action or has serious injury, the student has not been collected within a reasonable time (depending on the seriousness of the situation) after the [Parent](#) or Emergency Contact was notified, or no [Parent](#) or Emergency Contact was reached after attempting every contact on the Emergency Contact Form, the [School](#) will follow the Medical Emergencies procedures outlined below.

If the [Parent](#) or Emergency Contact decides to collect the student, the student waits in a designated area, supervised by office staff. If the student has not been collected within 50 minutes and is not experiencing fever, diarrhea, or vomiting, or does not have any serious injury, he/she is sent back to class.

The [School](#) has limited options to make sick students comfortable, so [Parents](#) or Emergency Contacts should collect student(s) as soon as possible after being notified of an illness.

MEDICAL EMERGENCIES

In the event of a medical emergency, the following procedures are followed:

- A qualified adult starts first-aid procedures immediately. All full-time teachers and office staff are trained in basic first-aid procedures.
- If further emergency aid is required, a staff member will call 911.
- After steps have been taken to resolve the immediate medical emergency, the office staff notifies the Emergency Contact.
- A staff member may accompany the student to the hospital to offer assistance or comfort.
- If a serious injury is not accidental, is self-inflicted, or caused by assault, the police are notified and a report is written.
- If a 911 dispatcher sends an ambulance and the [Parent](#) does not want his/her child transported by ambulance, the [Parent](#) must cancel the ambulance by calling 911.
- Staff members are prohibited from canceling an ambulance request.

EMERGENCY PREPAREDNESS

Since each [School](#) facility and location has unique needs, emergency preparedness and disaster protocol varies by [School](#). Students and staff will conduct regular safety drills throughout the school year to ensure emergency preparedness.



SCHOOL SUPPLIES AND MATERIALS

SCHOOL SUPPLIES

Students are required to come to [School](#) equipped with sufficient school supplies (e.g., pens, pencils, sharpeners, erasers, and notebooks). Students should also come with any additional supplies indicated on the Course Syllabus or communicated to the students in class, the CJ, or the required [School](#) Supplies list. This requires substantial organizational skills and self-discipline on the part of the student. Learning how to organize their school supplies and independent work material is an important skill every student must master as a part of his/her education.

To help the student to develop efficient organizational skills and the discipline necessary to comply with the organization of school supplies, the Dean of Students, based on the recommendation of any teacher, may place the student in the Academic Support Program.

INSTRUCTIONAL MATERIAL

The [School](#) provides students with instructional material, textbooks, worksheets, etc., which students can take home or use during class, independent study time, or the Late Bird program. Students are responsible for the careful handling of all the materials provided to them. All instructional materials furnished by the [School](#) are provided only once. If a replacement is requested by a student or [Parent](#), the [Parent](#) is responsible for the [School's](#) incurred cost to replace the requested item.

OPTIONAL SUPPLIES AND INSTRUCTIONAL MATERIAL

The [School's](#) financial resources are limited. While all the instructional material necessary for student's participation and success in the academic program is provided to students by the [School](#), families may be encouraged to pay for materials that would, if owned by the student, be more convenient or deliver additional, but not essential, educational benefits. Such materials include, but are not limited to: workbooks, resource books (such as novels, anthologies, and dictionaries), software, art supplies, science lab supplies, etc. Families are only required to pay for materials or activities that are necessary for fulfilling optional academic requirements. Optional academic requirements are requirements that are imposed on the student only after his/her [Parent](#) agrees that the student be involved in the optional program. There is always a free option (with an equivalent academic impact) available to students who opt not to participate in a fee-based optional activity.

Examples: the [School](#) may require students to purchase materials or cover costs that are necessary for participation in an Optional Elective (e.g., 3D Art Studio or Robotics) while there is always an Elective offered at the same time that does not impose any additional financial burden. When the [School](#) organizes an activity or field trip requiring a student's financial participation, the [School](#) always offers a free, on-campus alternative activity during the same time. If the student does



not purchase an optional workbook, the [School](#) provides the workbook to be used as a resource and the student writes his/her answers on sheets of paper provided, instead of writing in the workbook. This enables the workbook to be reused by another student. When a student chooses not to purchase a recommended novel the student is provided with a [School](#) copy and writes annotations required by the teacher on sheets of paper provided, with page and paragraph indications.



CUBBIES AND LOCKERS

CUBBIES

At the beginning of the school year, all students in grades 1–3 (and, in some [Schools](#), students in grade 4) are assigned cubbies for storing books and personal items. Cubbies are the property of the [School](#). At no time does the [School](#) relinquish its exclusive control of the cubbies, which are provided as a convenience to students. Students must use the cubby assigned to them. The [School](#) is not liable for any items missing from a student's cubby. Staff members may conduct periodic, general inspections of cubbies at any time for any reason without notice, student consent, or a search warrant.

LOCKERS

Where possible, each student in grades 4–12 is assigned a locker at the beginning of the school year for storing books and personal items. Students are required to use the lock provided by the [School](#). Under no circumstances may a lock other than the one assigned by the [School](#) be placed on a locker. This may be considered a Disciplinary Violation. There is a nominal annual locker fee.

Lockers are the property of the [School](#). At no time does the [School](#) relinquish its exclusive control of the lockers, which are provided as a convenience to students. Nonetheless, students have full responsibility for the security of the lockers assigned to them and are responsible for the contents. It is the student's responsibility to properly lock his/her locker and to keep the lock combination confidential. Sharing the lock combination with other students may be considered a Disciplinary Violation. The [School](#) is not liable for items missing from a student's locker. Staff members may conduct periodic, general inspections of lockers at any time and for any reason without notice, student consent, or a search warrant.

Students may only use the locker assigned to them by the [School](#). All locker changes or exchanges must be approved by the Dean of Students or a designated staff member. Using a locker other than the one assigned to the student by the [School](#) without approval from the Director of Student Affairs may be considered a Disciplinary Violation.



COMMUNICATION

THE COMMUNICATION JOURNAL (CJ)

The CJ is the primary method of communication between [Parent](#), teachers, and staff with regard to a student's academic performance or classroom behavior. CJs are used by students in grades K–12. Students must bring the CJ to every class, every day. The CJ is essentially a day planner, but it is also the most important tool for students to manage their assignments and to take responsibility for their own learning. Students can purchase the CJ at the [School Store](#) or choose to purchase one elsewhere. The CJ available for purchase from the [School](#) is designed to serve specific [School](#) needs. Both students and teachers are trained on how to use it consistently and efficiently so that all homework assignments, quizzes, and tests are recorded. Students are responsible for alerting their teachers to notes from their [Parent](#) and alerting their [Parent](#) to notes from the teachers or the [School](#). If the CJ is lost or missing, it is mandatory that students inform their [Parent](#) immediately and purchase a replacement. Failure to bring the CJ to [School](#), destroying the CJ, or removing pages from the CJ may be considered a Disciplinary Violation.

EMAIL PROTOCOL

Email addresses are available from the [School Front Office](#). [Parents](#) should not use email in the case of an emergency; rather, they should call the [School Front Office](#) directly. While [Parents](#) may use email to communicate any issues of concern, the demands of the [School](#) staff may limit their ability to address such communication or concerns immediately. Nevertheless, the staff member will acknowledge the communication within three working days and provide information on when the [Parent](#) can expect a full response. If a [Parent](#) does not receive an email response within three working days, he/she should inform the Head of School via email of the communication issue. If the Head of School does not address the communication problem within two working days, the [Parent](#) should call the [School Front Office](#) and schedule a meeting.

[Parents](#) should not request that teachers email assigned homework or due dates for their student. In order to develop the student's sense of personal responsibility, the [School](#) policy is to provide this information only to the students. As a result, teachers will not respond to these requests. The only exceptions to this rule are grades K–4 student's absences and any student experiencing a long-term absence. Absent students in grades 5–8 are provided with information on missed work and assignments, through the [Homework Buddy system](#).



VISITORS TO THE SCHOOL

All visitors must check in at the [School](#) Front Office and comply with the [School's](#) requirements for entry. If an individual is permitted to enter beyond the general foyer space, as indicated by the [School](#) Front Office, the visitor is required to wear a Visitor's Badge at all times.

The [School](#) will terminate visiting privileges for any visitor who interferes with academic instruction during the visit or who does not comply with the rules described in this Handbook.

In order to support the dress code and set a good example for our students, visitors to the [School](#) are expected to wear attire corresponding with the [School](#) dress code rules.

Visitors must be 18 years or older. Minors (under the age of 18 and not a [School](#) student) can only enter the [School](#) premises if accompanied by their [Parent](#), invited by the registrar during the student recruiting process, or participating in enrichment events which are designated 'open to minors' who are not students at the [School](#).



STUDENT RECORDS

Since BASIS charter schools operate in different regulatory environments, the content and rules for student records vary by [School](#). The [School](#) abides by the relevant jurisdiction's laws and regulations (e.g., immunizations). Students who are not compliant with these laws are not permitted to attend the [School](#). Please see your [School's](#) Student Guidebook for more information.

Student records include:

- **Historical records:** Records received from the student's previous school.
- **Attendance records:** Daily attendance records for the current school year.
- **Academic records:** All Final Reports issued by the [School](#) in previous years, the last progress report (if the student leaves before the end of the school year), and any official external test score reports.
- **Special education records**
- **School year disciplinary records:** Any disciplinary decisions or participation in disciplinary investigations documented during the school year
- **Cumulative discipline records:** Absence recovery plans, Short and Long-term Suspension notices, and expulsion notices
- **Health records:** Immunization records, medication instructions, etc.
- **Parent-Student Assurances:** Handbook contract, permission forms etc.
- **Personal records:** Records received from [Parents](#) during the registration or enrollment process, including the Emergency Contact Form
- **Parent information:** The student's caregiver(s), as identified in the student's registration documents as the person or people with whom the student resides

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTIFICATION

FERPA affords [Parents](#) and students over 18 years of age the following rights with respect to a student's education records:

- The right to inspect and review the student's education records.
- The right to request amendment of the student's education records.
- The right to consent to the disclosure of personally identifiable information contained in the student's education records.



- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School](#) to comply with requirements of FERPA. Notification of Rights under FERPA, with a summarized explanation of these rights, is posted near the [School](#) Front Office; [Parents](#) may request a copy from the office staff.

PUBLIC NOTICE REGARDING DIRECTORY INFORMATION

In accordance with FERPA, the [School](#) may not release to the public, or provide access to, educational records or personally identifiable information contained therein, other than “directory” information. At BASIS, directory information can include the student’s name, email address, physical address, grade level, honors or awards received, dates of attendance, participation in officially recognized activities and sports, awards or placement in [School](#)-organized or supported competitions, and cumulative and current grade average (in the case of students who qualify for academic recognition). Examples of when the [School](#) will release student directory information include highlighting our students’ achievements in the press or releasing directory information to college or military recruiters. State or [School](#)-specific variations regarding directory information and disclosures can be found in the [School's](#) Student Guidebook. If you do not want BASIS to release directory information about your child for this academic year, an opt-out form is available at the [School](#) Front Office.

NAME REGISTRATION PROCEDURE

When a student has a surname different from that of the [Parent](#) with whom he/she resides, the official registration must carry the names as recorded on the birth certificate, unless adoption or another legal name change is supported by documentary evidence.

CHANGES IN PERSONAL AND HEALTH RECORDS

It is the responsibility of the [Parent](#) to inform the [School](#) promptly of any changes that include, but are not limited to: home address, [Parent](#) telephone numbers and email address, marital status, guardianship, health status, immunizations, and medication needs. The [Parent](#) can bring the new documents to the [School](#) Front Office (in a sealed envelope if appropriate) or mail it to the [School](#) (addressed to the [School](#) Registrar). The [Parent](#) must supply a copy of the document (notarized, if original document is required); the [School](#) is not required to copy documents and does not have a notary available.

COMMUNITY

BASIS BOOSTERS

Each [School](#) draws from many neighborhoods and, in some cases, many towns to build its student body. Because of this wide distribution, the [School](#) relies on its Booster Clubs. Booster Clubs are not-for-profit, site-specific, [Parent](#) volunteer organizations that act as the “social glue” between the [School](#) families. By planning and coordinating social events and having a presence at many [School](#)-sponsored events, the Boosters provide students with opportunities to meet and socialize outside of the school day and help integrate [Parents](#) into the [School](#) culture.

In addition to fostering the [School](#) community spirit, the Boosters also provide practical help. Booster Clubs have bought and donated classroom supplies and teaching equipment through their own fundraising events and projects. The chairperson of each Boosters group may meet with the Head of School to discuss relevant issues.

[Parents](#) who wish to join or otherwise contribute to the [School](#) via the Boosters should visit the Booster website, which contains information about membership, events, and general news.

To learn more about the Booster Club associated with your [School](#), refer to [SCHOOL INFORMATION](#).



[SCHOOL INFORMATION](#)

[BASIS Ahwatukee Boosters](#)

[BASIS Chandler Boosters](#)

[BASIS Chandler Primary North Boosters](#)

[BASIS Chandler Primary South Boosters](#)

[BASIS Flagstaff Boosters](#)

[BASIS Goodyear Boosters](#)

[BASIS Goodyear Primary Boosters](#)

[BASIS Mesa Boosters](#)

[BASIS Oro Valley Boosters](#)

[BASIS Oro Valley Primary Boosters](#)

[BASIS Peoria Boosters](#)

[BASIS Peoria Primary Boosters](#)

[BASIS Phoenix Boosters](#)

[BASIS Phoenix Central Boosters](#)

[BASIS Phoenix South Primary Boosters](#)

[BASIS Prescott Boosters](#)

[BASIS San Antonio Primary MC Boosters](#)

[BASIS San Antonio Primary NC Boosters](#)

[BASIS San Antonio Shavano Boosters](#)

[BASIS Scottsdale Boosters](#)

[BASIS Scottsdale Primary Boosters](#)

[BASIS Tucson North Boosters](#)

[BASIS Tucson Primary Boosters](#)

[BASIS Washington, D.C. Boosters](#)



DONATIONS

Fundraising initiatives are implemented at the [School](#) level. [Parents](#), relatives, and friends are encouraged to contribute in a variety of ways. Since every BASIS charter school is a part of a 501(c)(3) organization (BASIS Schools, Inc., BTX, or BDC), all donations to BASIS charter schools are tax-deductible to the full extent of the law. In addition, in Arizona, for example, all [Parents](#) can donate under the public school tax credit for Extracurricular Activities. To learn more about fundraising opportunities in your [School](#), see your [School's](#) "Support BASIS" web page.

GIFT POLICIES

Staff members are prohibited from accepting gifts of more than a nominal value from any member of the community. [Parents](#) can help staff members comply with this regulation by abstaining from gift-giving, even during the holiday season. If you wish to show appreciation for a job well done, please consider making a donation to the Annual Teacher Fund (ATF) or to one of the other fundraising events at your [School](#). [Parents](#) should also support Booster Club initiatives.

A COMMITMENT TO FAMILIES WHO CONTRIBUTE TO THE ANNUAL TEACHER FUND

All [Schools](#) accept donations to the Annual Teacher Fund (ATF). All money donated to this fund helps to recruit, retain, and reward valued teachers at the specific [School](#). For additional information about the ATF, please refer to [SCHOOL INFORMATION](#).

[SCHOOL INFORMATION](#)

[BASIS Ahwatukee ATF](#)

[BASIS Chandler ATF](#)

[BASIS Chandler Primary North ATF](#)

[BASIS Chandler Primary South ATF](#)

[BASIS Flagstaff ATF](#)

[BASIS Goodyear ATF](#)

[BASIS Goodyear Primary ATF](#)

[BASIS Mesa ATF](#)

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[BASIS San Antonio Shavano ATF](#)

[BASIS Scottsdale ATF](#)

[BASIS Scottsdale Primary ATF](#)

[BASIS Tucson North ATF](#)

[BASIS Tucson Primary ATF](#)

[BASIS Washington, D.C. ATF](#)



MISCELLANEOUS

LUNCH, SNACKS, AND FOOD IN THE CLASSROOM

Each [School](#) facility has different options regarding food services, time designated for lunches, and the area designated for the students to have lunch or snacks. Each [School](#), therefore, has its own rules and information related to lunch, snacks, or food in the classroom, which are posted at the [School](#) site and are detailed in the [School's](#) Student Guidebook.

PICKING UP AND DROPPING OFF STUDENTS

Each [School](#) facility has designed its own pick-up and drop-off procedures based on specific [School](#) locations and local traffic arrangements. For information regarding rules related to pick-up and drop-off procedures, please see your [School's](#) Student Guidebook.

CARE OF PROPERTY

Students and [Parents](#) are responsible for the cost of replacing any materials lent to the student by the [School](#), which are subsequently lost or damaged through vandalism or negligence. All instructional materials and documents (including syllabi, worksheets, and information fliers) furnished by the [School](#) are only provided once. If replacements are requested by a student or [Parent](#), the [Parent](#) is responsible for the [School's](#) cost to replace the requested item.

STANDARD DUE PROCESS

For disciplinary decisions in situations not otherwise addressed in this Handbook, described above, a [Parent](#) may request, in writing, that the Director of Student Affairs review a staff member's decision related to his/her student. The [Parent](#) will receive a written response to his/her request within 20 school days. If the concern is related to any of the Directors, the [Parent](#) should send the request to the Head of School. If the concern is related to the Head of School or Head of Operations, the [Parent](#) should send the request to the Vice President of Charter Schools. In both cases, the [Parent](#) will receive a written response to his/her request within 30 school days.

If the [Parent](#) believes that the [School](#) violated any charter or other applicable laws or regulations, he/she may bring it to the [School's](#) attention and/or directly contact the appropriate charter authorizing entity.

For BASIS Washington, D.C., the [Parent](#) may bring the issue to the School's attention and/or contact the [BASIS Washington, D.C. Board of Trustees](#).

PARENT FINANCIAL OBLIGATIONS

As a method of recording payments from [Parents](#) for allowable fees and deposits, the [School](#) utilizes Smart for Charters, a third-party accounting system. The [School](#) employs this service to provide clarity in billing, as well as to provide flexibility and convenience for families to deliver



payment. In most cases, the [School](#) is not authorized to collect cash payments or checks. Once a student has secured and accepted a space at the [School](#), the [Parent](#) is required to set up a Smart for Charters account. This account assures 24/7 access and allows the [Parent](#) to sign up for any optional activity or additional services for their student.

The [School](#) may impose the following sanctions against students for non-payment of fees and charges:

- Denying participation in the end-of-year assembly.
- Denying the privilege of obtaining a yearbook.
- Denying participation in enrichment and optional activities.
- Taking legal action against the [Parent](#).

NON-ACCIDENTAL INJURY/PHYSICAL NEGLECT OF A MINOR

The [School](#) is required to report non-accidental injuries and physical neglect of minors to the state child and family services agency. The law requires personnel who suspect or observe evidence of injury, sexual molestation, death, abuse, or physical neglect, which appears to be non-accidental, to immediately report (or cause reports to be made) to the proper agency or agencies. For more information, refer to this [Link](#). Failure to report such suspicions or observations may carry a criminal penalty depending on the jurisdiction. Reports are made confidentially to the applicable agency for follow-through pursuant to their protocol. [School](#) personnel are not allowed to disclose the nature of these reports to the [Parents](#).

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: Chelsea Gaberdiel, Legal Counsel & Director, Exceptional Student Services, BASIS Educational Group, LLC., 7975 N. Hayden Rd, Scottsdale, AZ 85258, (480) 289 2088.

**As used in this policy, the term "BASIS" refers to: BASIS Educational Group, LLC, BASIS Schools, Inc., BTX Schools, Inc., BDC, A Public School, Inc., BBR Schools, Inc., and all affiliated entities.*



DISCLAIMER

The **School** has made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, district, and federal laws and regulations. If this Handbook contains a policy that does not comply with applicable law, that law takes precedence over the Handbook policy. If any part of the Handbook is for any reason held to be unenforceable, such provision is severable and the rest of the Handbook remains fully enforceable.

EQUAL EDUCATIONAL OPPORTUNITY AND PROHIBITION AGAINST RETALIATION

The **School** will not tolerate retaliation against any student who files a good-faith complaint of discrimination or harassment, even if the investigation produces insufficient evidence to support the complaint or if the allegations cannot be substantiated. Likewise, the **School** will not tolerate retaliation against any individual who participates in the investigation of a harassment or discrimination complaint against anyone else. Any perceived retaliation should be immediately reported to the Title IX Coordinator for investigation.

BASIS.ed and BASIS charter schools will take all steps necessary to ensure strict enforcement of its non-discrimination, non-retaliation, racial, and sexual harassment policies.



GLOSSARY OF TERMS

90's CLUB: All students in grades K–7 earning a Cumulative Average of 90% or higher for the current grading period (not awarded for students in grades 8–12).

ACADEMIC TERM: Starts on the first day of school and ends on the last school day before the Comprehensive Exam Review Period.

ACCREDITATION: A voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards.

ANNUAL TEACHER FUND: An annual opportunity for [Parents](#) and community members to get involved and invest in the success of BASIS charter schools. The Annual Teacher Fund is the only major fundraising program we have and the proceeds we raise each year go directly to recruit, retain, and reward high performing teachers.

AP-ALTERNATIVE EXAM: Exams written by the course teacher, similar in structure and grading to the College Board's AP® Exams. Exam questions and essay prompts from previous years' AP Exams, which may have been used in the course for review and exam preparation, are used to create the AP-Alternative exam. The exam is administered at the same time as the College Board's AP Exam.

AP EXAM: Exams produced and graded by the College Board®. Part of the Advanced Placement® program. The exams are designed to measure a student's college readiness.

BASIS.ed: Management organization for BASIS charter schools; BASIS Schools, Inc., BBR Schools, Inc., BDC, A Public Charter School Inc., and BTX Schools, Inc.

BEST AND BRIGHTEST: A collection of educational background and teacher biographies for current school year Teachers.

BOOSTER CLUBS: [Parent](#)-run, non-profit, volunteer, organization that supports each school through fundraising events, programs, and activities.

COMMENDED SCHOLAR LIST: All students in grades 8–12 earning a cumulative GPA of 3.5 or higher for the current Trimester.

COMMUNICATED: The information is conveyed to the [Parent](#).

COMPREHENSIVE COURSES: Courses in which there is a Comprehensive exam.

COMPREHENSIVE EXAM: Cumulative exams created, audited, and approved by BASIS.ed in cooperation with teachers. Administered to students in grades 6–8. Must pass exam in order to be promoted to next grade level.

CONDITIONAL PROMOTION STATUS: Issued by the School Director, upon written request, to students in grades K–8 who did not meet the promotion requirements for a course. Student is required to fulfill the conditions determined by the School Director during the Summer Term. Students who fulfill all conditions will earn promotion status and advance to the next grade level.

COURSE CUMULATIVE AVERAGES: An average of the grades earned in each Grading Period.

COURSE PROGRESS GRADE: Student performance in a course during a given Grading Period. Each teacher or Content Expert (grades K–4) calculates grades according to his/her grading policy published in syllabus and any Grading Period-specific regulations.

CUBBY: Grade K–3 storage compartment.

DISCIPLINE VIOLATION: Noncompliance with any of the following: the BASIS Code of Conduct, General Rules, Classroom Rules, Dress Code, Materials Brought to [School](#) Rules, Response to Physical Aggression, Abuse of Persons or Property, Verbal Aggression, or Harassment and Bullying.

DISTINGUISHED HONOR ROLL: Top 5 percent of students with the highest Cumulative Averages; not awarded for Grading Period 1 or Trimester 1.

EARLY BIRD: Before-school program available to all students who arrive at school early.



FERPA: Family Education Rights and Privacy Act.

FINAL COURSE GRADE: A weighted average of Trimesters 1, 2, and 3 grades and the Final Exam scores. Grades are weighted at the discretion of the teacher; specific weights are described in the Course Syllabus.

FINAL EXAM: Exams produced and graded by BASIS teachers in non-AP courses for grades 9–12.

GRADING PERIOD (GP): Grading section of (roughly) six weeks that applies to grades K–7.

HEAD OF OPERATIONS: Responsible for the operations of the [School](#), all [school](#) programs complementing the education process (e.g., the Early and Late Bird programs). Manages financial transactions between the students and the [School](#).

HEAD OF SCHOOL: Responsible for the overall education process in the [School](#). Responsible for ensuring that the education process at the [School](#) matches the scope and quality of the BASIS Curriculum. Supervises the School Directors, faculty, and other school staff-members participating in the education process.

HIGH SCHOOL GPA: Average of the grade points for courses taken at a BASIS Curriculum School in grades 9–12. Calculated on a 0–4 point scale.

HIGH SCHOOL TRANSCRIPT: A record of all courses for which BASIS Curriculum Schools award High School credit including some BASIS Curriculum courses taken in grades 5–8.

HOMEWORK BUDDY: A student assigned to record daily assignments and class notes for any students that may be absent from class.

HONOR ROLL: Top 15 percent of students with the highest averages for the current grading period.

INCOMPLETE (I): 'I' status given if the teacher does not have enough information to assign an actual grade, usually due to excessive, excused absences. 'I' status does not affect any grade averages.

LATE BIRD: After school, fee-based, supervised study program for students who cannot be picked up from school at their normal dismissal time.

MID-TRIMESTER GRADE: Applies to grade 8 students, course grade at mid-Trimester (sixth week/each Trimester) point recorded in student's communication journal by subject teacher. Students in grades 9–12 may also receive Mid-Trimester reports if their grades fall below C-.

MID-TRIMESTER REPORT: Progress report for students in grades 9–12 who are earning a C- or lower in any course at the mid-trimester point (sixth week/each Trimester). Report is mailed to [Parent](#) but is not included on report card or transcripts.

MOST IMPROVED HONOR ROLL: Top 5 percent of students in terms of total percentage improvement between the previous grading period and the current one (not awarded for Grading Period 1 or Trimester 1).

OECD/PISA: Organisation for Economic Co-operation and Development/Program for International Student Assessment.

PARENT: The student's caregiver(s)/guardian(s) as identified in the student's registration documents as the person or people with whom the student resides.

PRECOMPREHENSIVE EXAM: Mid-year cumulative exam created, audited, and approved by BASIS.ed in cooperation with teachers. Administered to students in grades 6–8.

PRIMARY SCHOOL: Term used for BASIS Curriculum School grades K–4.

PROGRESS GRADE REPORTS: Progress report for GP 1–5 and Tri 1–3. Only the Final Grades count as true grade reports.

PROJECT TERM: Scheduled week at the end of the school year when students from all grades collaborate on a specific project.

PROMOTION STATUS: Indicates whether or not a child has met all requirements to be promoted to the next grade.

REVIEW PERIOD: Week or days of review in preparation to an upcoming exam (PreComprehensive, Comprehensive, or AP Exams).

SCHOOL DIRECTOR: Positions that include the Director of Student Affairs, Director of Academic Programs, etc. Responsible for educational services delivered to students and oversee LETs and teachers.



SENIOR PROJECT: The program that eligible grade 12 students participate in during the final Trimester of their senior year. Requires students to intern or volunteer at a public or private sector institution (domestic or international) or enroll in an external study program and present their findings to the entire school and local community.

SENIOR PROJECT ADVISOR: The BASIS faculty member who advises and grades a student's Senior Project. Not the same as the on-site Senior Project Mentor.

SPNU: Abbreviation for grading scale, Superior, Pass, Needs Improvement, Unsatisfactory. SPNU grades do not carry a percentage equivalent and do not factor into cumulative average.

SUMMER TERM: Time period (typically June through July) between the last day of one school year and the first day of the next school year.

TARDY: When a student does not arrive on time to school or to class.

TERM PROJECT: Multidisciplinary/multi-grade projects intended to challenge students to be cooperative, creative learners and to function as a team to achieve a specific goal. Term Projects are graded using the Superior, Pass, Unsatisfactory (SPU) scale; students who do not participate in Term Projects must complete an Independent Study Project (pre-approved by the School Director).

TRIMESTER (Tri): Grading period of (roughly) 12 weeks that applies to grades 8–12.



