

BASIS CHARTER SCHOOLS

PARENT STUDENT HANDBOOK

2014/2015



HOW TO USE THIS HANDBOOK

This Handbook is available to BASIS parents, online. Our advice is to download the Handbook to your desktop for optimal viewing. Printed copies are also available at your school.

The text is divided into two columns: On the left, is the main content. On the right, you will find additional information which will help you understand or clarify the content.

To locate a specific topic, use the LINKs in the Table of Contents. To return to the Table of Contents, click on the content icon  on each page at the top of the right hand column. To go back one page, click on the 'back' arrow .

BLUE TEXT

The Handbook uses defined terms: **Parent** and **School**. These terms are defined in the section TERMS and DEFINITIONS. Where these words are used in the same defined context, they will be shown in blue. To refer to the definition, please return to the definition section using the content icon.

PURPLE TEXT

The term **LINK** is printed in purple. By clicking on **LINK**, an external website will open in a new window. These **LINKS** are not specific to state or school. If you have downloaded the Handbook, close the window to return to the previous screen.

GREEN TEXT

The term **SCHOOL INFORMATION** is printed in green. The Handbook requires parents to **read** or to **refer** to information, policies, or procedures related to their specific state or school. This information is published on the school's website. Whenever the text uses the term **SCHOOL INFORMATION**, refer to the column on the right to choose the name of your state or the name of your school. This information will open in a new window.

BOLD TEXT (READ & REFER)

When the Handbook reader is pointed to **SCHOOL INFORMATION** and **LINK**, the words **read** and **refer** are in bold. The term **read** means that accessing the information on the website is necessary to understand the information in the Handbook. The term **refer** indicates that the website information provides further information, for example, to make choices or find contact information.

By signing the Handbook Contract referenced in the HANDBOOK PURPOSE and HANDBOOK CONTRACT provided by the school, you agree you have read and referred to the links where required.



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WELCOME

WELCOME TO BASIS SCHOOLS!

We are thrilled that you have chosen a BASIS School as the appropriate educational environment for your child. The first BASIS 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 the 2014–15 school year, your child will benefit from being part of a community of sixteen Charter Schools and two Independent Schools:

- **Charter Schools:** BASIS Tucson, BASIS Scottsdale, BASIS Oro Valley with the new Oro Valley K–6 referred to commonly as BASIS Oro Valley, BASIS Peoria, BASIS Chandler, BASIS Flagstaff, BASIS Tucson North, BASIS Phoenix, BASIS Ahwatukee, BASIS Mesa, BASIS San Antonio, BASIS San Antonio North, BASIS Phoenix Central, BASIS Prescott, and BASIS DC.
- **Independent Schools:** BASIS Independent Brooklyn and BASIS Independent Silicon Valley.

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.

To learn about all BASIS Charter Schools please **refer** to the BASIS Charter School website [LINK](#).



MISSION

The mission of BASIS.ed is to raise the standards of American education to the highest international levels. BASIS Schools provide an accelerated, liberal arts education at internationally competitive levels for all students. The rigorous, college preparatory education equips students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives.

PHILOSOPHY

Our educational model is simple in concept but complex in practice. It is not hard to imagine a school where the students are held to the highest possible academic standards, where they are asked to take responsibility for their own work, and where the teachers are both highly qualified and motivated to help students in every way possible. Yet imagining this kind of school is not enough. We bring these ideas to life every day. We understand that the time a student has to prepare for college is exceedingly short; it is our goal to make the most of their time with us by providing them the most focused and best college preparatory education possible.



TERMS AND DEFINITIONS

SCHOOL: This Handbook contains only information common to all BASIS Charter Schools. For the purpose of this Handbook, the term **School** is used to represent any or all of the BASIS Charter Schools.

SCHOOL INFORMATION: The information that is not common to all schools but is specific to a state—Arizona, Texas, or the District of Columbia—and the information specific to a school (e.g. only for BASIS Scottsdale) is available to parents on the specific websites. The Handbook provides a direct link to specific information nevertheless the reader has to choose the state (district) or the specific school listed in the column in the right. The term **SCHOOL INFORMATION** is used to signal a request to **read** or to **refer** to the website information. The Handbook either compels the Parent to **read** the information or to **refer** to the information. To access the School Information select the name of your school or state from the list offered on the right column of the page.

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



A student who is 18 years of age or older, or legally emancipated, may submit written notice requesting that the school does not contact his/her caregiver(s) with regard to grades and other personal information. With this documentation, the term [Parent](#), for the purpose of this Handbook, represents only the student and the student's parents are excluded from any communication. It is the student's responsibility to submit this notice. Without the notification on file, all communication continues to go to student caregiver(s) regardless of the student's age.

HANDBOOK PURPOSE AND HANDBOOK CONTRACT

The purpose of this Handbook is to inform students and [Parent](#) of the policies, procedures, and operations of their school. It presents information highlighting policies and guidelines necessary for the academic achievement, safety, welfare, and well-being 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 Contract, which indicates that both the [Parent](#) and student understand and agree to abide by the directions of this Handbook. Each student will receive this contract from his/her [School](#) to complete.

School 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](#)

[DC](#)



ELECTRONIC COMMUNICATIONS SERVICE

The **School** offers the option of participating in an Electronic Communication 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 communication 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 improper disclosure of confidential information that is not caused by intentional misconduct or 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 Office.

The information provided by the Electronic Communication 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 Electronic Communication Service. This does not prevent the **School** from using additional communication means, e.g., flyers, signs in the parking lot, or electronic screens in the foyer and school cafeteria.



ON-SITE SCHOOL MANAGEMENT AND STAFF

School management consists of the Head of School, Head of Operations, Director of Academic Programs, and Director of Student Affairs. School staff include teachers and teaching fellows, deans, and other administrative staff. While every school has a Head of School and Head of Operations, in small and new 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 what grades the school serves and the size of the school population. To find the names of the people in these management positions, at your school, **refer** to [SCHOOL INFORMATION](#). The first point of contact when parents or students need to communicate about academic issues or a student's wellbeing in a specific course, is the course teacher. Any other issues related to general academic performance or a student's wellbeing should be addressed to the student's Dean. Best and Brightest staff teachers. The Teachers educational background can be found on the school website and in the BEST AND BRIGHTEST Binder which is available for viewing in the School Office.

CURRICULUM AND COURSE ENROLLMENT

All schools use the BASIS.ed Curriculum. This internationally benchmarked and accelerated science and liberal arts curriculum was developed by BASIS.ed and is managed and continuously developed by BASIS.ed experts. **Refer** to this [LINK](#) for more information on the BASIS.ed curriculum. The BASIS.ed Curriculum determines the order in which students are required to take specific courses or what courses students can select from the school specific list of courses taught – School Course List. Go to [SCHOOL INFORMATION](#) to **read** the School Course list.

SCHOOL INFORMATION

[BASIS AHWATUKEE
Management](#) [Course List](#)

[BASIS CHANDLER
Management](#) [Course List](#)

[BASIS DC
Management](#) [Course List](#)

[BASIS FLAGSTAFF
Management](#) [Course List](#)

[BASIS MESA
Management](#) [Course List](#)

[BASIS ORO VALLEY
Management](#) [Course List](#)

[BASIS PEORIA
Management](#) [Course List](#)

[BASIS PHOENIX
Management](#) [Course List](#)

[BASIS PHOENIX CENTRAL
Management](#) [Course List](#)

[BASIS PRESCOTT
Management](#) [Course List](#)

[BASIS SAN ANTONIO
Management](#) [Course List](#)

[BASIS SAN ANTONIO NORTH
Management](#) [Course List](#)

[BASIS SCOTTSDALE
Management](#) [Course List](#)

[BASIS TUCSON
Management](#) [Course List](#)

[BASIS TUCSON NORTH
Management](#) [Course List](#)



The content of each course is guided by BASISedLink, the system developed and managed by BASIS.ed curriculum experts. It is the responsibility of BASIS.ed experts to align the curriculum with educational standards required by the relevant authorities (Arizona Department of Education, Texas Education Agency and Office of the State Superintendent, DC). It is mandatory for all teachers to be familiar with the educational standards requirements for their state and be able to implement the BASIS.ed curriculum in compliance with these requirements. Using the BASISedLink system the teacher designs the Course Syllabus. The Syllabus explains the content of the course in the form of a Course Topic Tree. The Course Topic Tree describes the logical and hierarchical structure of concepts, skills and strategies taught in the course. In addition, the Syllabus includes the description of class policies, grading policies, and the list of school supplies and Instructional Materials used in the class. Students receive the Syllabus during the first two weeks of instruction. Each course syllabus is available for the [Parent](#) to examine at the School Office.

The BASIS.ed curriculum distinguishes three type of courses:

- **Required Course:** Students are assigned Required Courses. In the case that there are alternatives to the Required Course for students in specific grades, the student's Dean and or Director(s) recommends and decides on 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 any final decision.

- **Elective Course:** Starting in grade 6, students must select one Elective Course from a choice of Elective Courses. Students are always required to list more than one choice of Elective to enable the School to best place students in courses based on their chosen preferences. A student's choice of an Elective Course(s) must be approved (in the form of a signature) by the **Parent** and may include a fee. The student's Director(s) make the final decision about the placement in an Elective Course based on the recommendation of the student's Dean. The Dean will recommend placement based on course prerequisites and available space.
- **Optional Course:** Students may be offered Optional Courses as an enrichment to the academic program. As these courses amount to additional but not essential academic benefits, they may require a fee. 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. 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 far exceed the requirements of Arizona, DC, and Texas standards. In compliance with charter laws and regulation, all Required and Elective Courses are offered free of tuition.

- **Student Initiated Changes in Elective and 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 student's academic result the Dean may recommend a change in a students' 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 for Grades 8–12 Only:** Students must take at least one (1) Elective Course per grading term; however, students may withdraw from any second Elective Course or additional Optional Course. However, in the case of a student who is enrolled in a second elective 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. In these instances, 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 the partial credit for the course. If the student stops attending the course prior to receiving the Dean's acknowledgement, his/her absences will be considered unexcused (see Attendance section).
- **Late Enrollment in an Elective or Optional Course for Grades 8–12 Only:** Students may petition (in writing) their Dean for late enrollment in an Elective or Optional Course. The Dean will confirm with the course teacher that the course is available (available 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:



- In the case of a petition 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 immediately after the approval is granted.
- In the case of a petition 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. **Refer** to this [LINK](#) to learn more about BASIS.ed. 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 provides accreditation, research, and professional services to 30,000 public and private schools and districts across the United States and in more than 70 countries that educate over 16 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 School Council on Accreditation and School Improvement (SACS CASI). BASIS.ed received system accreditation from AdvancEd (NCA CASI) in June 2012. 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](#) can contact any member of the School management or staff by e-mail or by requesting an appointment by delivering a written note to the staff at the School Office. The School Office is open during the advertised school hours. While School Office assistants are not authorized to provide the [Parent](#) with any information related to student attendance or academic performance, they are available to assist in contacting the person who is best qualified to answer the questions or concerns of the [Parent](#). Alternatively, the [Parent](#) should **refer** to [SCHOOL INFORMATION](#) to find the contact information for the person at the [School](#) they wish to contact and to learn about the School days and hours.

SCHOOL INFORMATION

BASIS AHWATUKEE
[Contact](#) [Hours](#)

BASIS CHANDLER
[Contact](#) [Hours](#)

BASIS DC
[Contact](#) [Hours](#)

BASIS FLAGSTAFF
[Contact](#) [Hours](#)

BASIS MESA
[Contact](#) [Hours](#)

BASIS ORO VALLEY
[Contact](#) [Hours](#)

BASIS PEORIA
[Contact](#) [Hours](#)

BASIS PHOENIX
[Contact](#) [Hours](#)

BASIS PHOENIX CENTRAL
[Contact](#) [Hours](#)

BASIS PRESCOTT
[Contact](#) [Hours](#)

BASIS SAN ANTONIO
[Contact](#) [Hours](#)

BASIS SAN ANTONIO NORTH
[Contact](#) [Hours](#)

BASIS SCOTTSDALE
[Contact](#) [Hours](#)

BASIS TUCSON
[Contact](#) [Hours](#)

BASIS TUCSON NORTH
[Contact](#) [Hours](#)



SCHOOL ORGANIZATION

GRADES

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

- **Grades K–6:** BASIS Tucson
- **Grades K–12:** BASIS Oro Valley, BASIS Phoenix Central
- **Grades 4–12:** BASIS Ahwatukee, BASIS Mesa
- **Grades 5–12:** BASIS Chandler, BASIS Flagstaff, BASIS Peoria, BASIS Phoenix, BASIS Prescott, BASIS San Antonio, BASIS San Antonio North, BASIS Scottsdale, BASIS Tucson North, BASIS DC

For simplification of communication, High School refers to grades 9–12.

Students are placed in Grades based on their age and or grade attended during the previous school year. 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 any final transfer.

GROUPS AND SECTIONS

In grades K–8, students are organized into Groups based first and foremost on their grade level. For most classes, the students in grades K–8 attend classes with the same students: their Group. For the purpose of scheduling, students in grades 9–12, are organized into Sections.



The students' placement into Sections depends on program requirements (e.g., students are required to take a minimum of one AP Science course in grade 10), students' academic readiness (e.g., only students completing the Algebra II class can proceed to the Pre-Calculus class), and scheduling constraints. Additionally, in certain cases, the placement of students in Sections is guided by a student's, or **Parent**, preference (i.e., in Electives and Foreign Languages Classes). For students in grades K–8, the Sections mostly coincide with Groups. All 9–12 classes are scheduled by Sections. 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 the Group and Section placement is at the discretion of the Director of Student Affairs. The **Parent** will be informed prior to any change in Group assignment.

The **School** reserves the right to make all final decisions regarding the placement of a student into 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 their Elective Course as either their first period class or their last period class. In some cases they can attend both.

To learn about the [School](#) and grade specific schedules, **read** [SCHOOL INFORMATION](#). To see your student's specific schedule refer to the Student Schedule your student receives during the first week of School.

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 Pre-Comprehensive 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 actual days of instruction, early release days, and other School Year information, **read** the School Calendar using [SCHOOL INFORMATION](#).

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.

SCHOOL INFORMATION

[BASIS AHWATUKEE](#)
[Schedule](#) [Calendar](#)

[BASIS CHANDLER](#)
[Schedule](#) [Calendar](#)

[BASIS DC](#)
[Schedule](#) [Calendar](#)

[BASIS FLAGSTAFF](#)
[Schedule](#) [Calendar](#)

[BASIS MESA](#)
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[BASIS TUCSON](#)
[Schedule](#) [Calendar](#)

[BASIS TUCSON NORTH](#)
[Schedule](#) [Calendar](#)



For the purpose of grading the trimesters are divided into Mid-Trimesters. During 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 Pre-Comprehensive and Comprehensive Exams. Students in grades K–5 and 9–12 are exempt from both Pre-Comprehensive and Comprehensive Exams and, therefore, do not participate in the Review Periods. The dates of Pre-Comprehensive and Comprehensive Exams are marked in the School Calendar. Pre-Comprehensive 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 fulfilled conditions required for participation in a Senior Project may spend the last trimester participating in the Senior Project typically outside school premises. For Senior Project information, requirements, and timeline, **refer** to [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

Grading 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. This scale is used in courses focused on skills, participation, and collaboration. SPNU is used in grades K–4 for non-core courses, in grade 5 and 6 for PE, and for all grades to assess Term Projects. The students in grade 12 will receive SPNU grades for his/her College Counseling Class and Senior Project.
- **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. 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

A	4.00	$\geq 92.5\%$
A-	3.67	$\geq 89.5\%$
B+	3.33	$\geq 86.5\%$
B	3.00	$\geq 82.5\%$
B-	2.67	$\geq 79.5\%$
C+	2.33	$\geq 76.5\%$
C	2.00	$\geq 72.5\%$
C-	1.67	$\geq 69.5\%$
D+	1.33	$\geq 66.5\%$
D	1.00	$\geq 62.5\%$
D-	0.67	$\geq 59.5\%$
F	0.00	$< 59.5\%$



- **Qualified A–F scale:** uses twelve marking categories: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. This scale is used in all courses taught to students in grades 8–12 to prepare the student 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. 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. The **Parent** should **refer** to the information regarding conversion tables for other scales on the BASIS Charter Schools website [LINK](#).

GRADES, AVERAGES, GPA

- **Course Progress Grade:** During each grading period the teacher (in grades K–4, the Subject Expert Teacher) enters the results of students assessment in the PowerSchool Grade Book. The teacher sets up weights for different types of assessment 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 Pre-Comprehensive grade results. Assignments during Pre-Comprehensive 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 Pre-Comprehensive Exam Grade.

In grade 8, the system first calculates an average of all grades entered to the system before the beginning of the Review Period ('preliminary course average'), and then calculates the Course Progress Grade as a weighted average of the 'preliminary course average' and the Pre-Comprehensive Exam Grade. The 'preliminary course average' is weighted as 70% and the Pre-Comprehensive Grade as 30%.

- **The Cumulative Course Average:** Is 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:** Is 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 information on the AP Conversion table **read** the [LINK](#). **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 Exam are set in the Course Syllabus. **For courses graded on 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 information on the SPNU conversion table **read** the [LINK](#).

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 Course Final 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 Course Final Grade and Letter Grade (with the exception of SPNU grades) is converted by using the 4.0 GPA scale.

EXAMS

- **Pre-Comprehensive and Comprehensive Exams:** Are cumulative exams designed, audited, and approved by BASIS.ed in cooperation with BASIS teachers. In most cases the Pre-Comprehensive and Comprehensive Exam is designed as 50% content common to all BASIS.ed schools and 50% teacher-specific content. The purpose of the Pre-Comprehensive Exam is to provide students with the experience



of taking a cumulative examination and provide teachers, [Parent](#), and students with invaluable information about the student's progress and academic standing. Pre-Comprehensive and Comprehensive Exams are mandatory for students in grades 6,7, and 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 Pre-Comprehensive Exams. The [School](#) is committed to working with students and [Parent](#) to understand the exam areas where a student is unsuccessful and provide educationally appropriate support and intervention to help achieve future success.

- **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. School graduation requirements compel students to take a minimum of six AP® Exams and pass at least one with a minimum 3 score (see Graduation Requirement and Diploma options section). 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.
- 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 1 AP® Exam in 9th grade, 2 AP® Exams in 10th grade, and 3 AP® Exams in 11th grade. 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. Students regularly use these types of materials during the AP course for review and exam preparation. The exam is administered by the [School](#) at the same time as the College Board's AP® Exam and evaluated by the teacher.



- **Term Projects:** Are graded using the SPNU Scale; students who do not participate in Term Projects must complete an Independent Study Project (pre-approved by the Director of Student Affairs).

CREDIT REQUIREMENTS

Students in grades 9–12 are required to obtain a specific number of credits to be promoted from grade to grade and before they can receive a BASIS High School 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 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 in this Handbook) 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 syllabi.
- **Senior Project Credit Requirements:** The Senior Project is worth 3 credits. To receive credit for the Senior Project and qualify for graduation with High Honors, students must fulfill all communication and activity requirements as set out in the Senior Project Plan. The student will then be graded using the SPNU scale. Providing the student passes, he or she will present the Senior Project to the entire 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 graduation with High Honors.
- **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 Dean 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 Deans' approval and recognition that the activity is valid for the credit, and
 - 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 Students Affairs based 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 Syllabi, 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 in any grade lower than grade 9, at BASIS Schools:** 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, DC, students in grade 8 who continue to attend BASIS School in grade 9 receive:
 - 1.5 credits for Algebra I/Geometry
 - 1.5 credits for Algebra II/Geometry
 - 1 credit for any Pre-Calculus or AP® Math course



- 0.5 credits for Economics in grade 8
- 1 credit for History III in grade 8 (1 credit World History)
- 1 credit for any AP® Elective course (in accordance with College Board rules, these 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, in Arizona.

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 [School](#) 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.

- **Partial Credits Requirements:** The general rule is that the student obtains one third credit for each semester he/she was enrolled in the course for a minimum of 75% of classes during the semester.



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. The [Parent](#) of students in grades 9–12 earning a C- or lower in any subject in Mid-Trimester is notified via e-mail.

The Progress Grade Reports include for all courses: Course Progress Grade and Cumulative Course Average, and Cumulative Progress Average. The 6–8 Progress Report for the third grading period or the second trimester include Pre-Comprehensive Exam Grade.

FINAL GRADE REPORT

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

- **Grades K–5:** the last Course Final Grades and percentage GPA.
- **Grades 6–8:** Course Final Grades, GPA, and Comprehensive Exam scores.
- **Grades 9–11:** Course Final 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:** Course Final 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 the 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 a point scale. Final Course Grades for courses that include the student's AP® Exam results are designated on the transcript.



COURSE PROMOTION

The following course requirements are generally applicable, however, a modified curriculum may be applied for the first three years of a new [School's](#) operation. **Refer** to [SCHOOL INFORMATION](#) to learn about courses required or offered to the students at your [School](#).

GRADE PROMOTION CRITERIA

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

- **Grades K–5:** To be promoted to the next grade, a student must earn a minimum Final 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](#).
- **Grades 6–7:** To be promoted to the next grade, a student must earn a minimum Final 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 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.

SCHOOL INFORMATION

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Please Note: Students in grade 8 who receive a one (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 two (2) or higher are promoted even if they opted not to take the World History Comprehensive Exam and regardless of their World History Comprehensive Exam results.

- **Grades 9–11:** To be promoted to the next grade, a student must earn a minimum of 7 credits and take the minimum required number of AP® exams.
- **Texas EOCs:** Pursuant to Texas law, All Texas students must pass End of Course exams in 12 subject areas 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](#).

NOTE: Based upon the essential knowledge and skills for each course, and in light of the BASIS academic program, BASIS 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 Dean. 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 promotional 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 to regain regular student status.

The conditions for receiving promotional status may include, but are not limited to, the following:

- **Comprehensive Exam Failure:** Students who fail any Comprehensive Exam (score <60%) are offered the opportunity to retake and pass the failed exam on a date specified by the School.
- **Final and AP-Alternative Exam Failure:** 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.
- **Grades K–8 Course Failure:** 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.
- **Grades 9–12 Course Failure:** 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 ON AN INDIVIDUAL ACADEMIC PLAN

When a student is placed on an Individual Academic Plan due to failing to fulfill the grade promotion criteria, 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 **Graduation with Honors and High Honors** (see High School Graduation Options section). The student will be required to take a course load proposed by the Dean of Students for grades 9–12 and approved by The Director of Student Affairs. The Director may modify elective requirements and/or the timeline for fulfilling required credits as part of the Individual Academic Plan (the modified required course of study must comply with School graduation requirements).

A student on an Individual Academic Plan is only eligible for graduation after he/she earns the required number of credits specified in the [School](#) High School Diploma Course Requirements table, associated with that cohort (see Graduation Requirements Section). All credit deficiencies should be fulfilled during the grade 12 year since students graduating without Honors are not required to take Capstone Courses or participate in a Senior Project. However, any student who has deficiencies in two or more sequential required courses (e.g., Pre-Calculus and AP® Calculus AB) may be required to take missing credits in a fifth year (enrolled at the [School](#) as a part-time student).



HIGH SCHOOL DIPLOMA & GRADUATION OPTIONS

To obtain a BASIS High School Diploma, students must fulfill the graduation requirements for their graduating year and their [School](#). The table below describes the general graduation requirements for all BASIS students. However, these can be modified depending on Arizona, Texas, and DC specific requirements and depending on the maturity of the school (i.e., depending on the year the school opened and how many years the student has attended BASIS). To **read** more about the Graduation Requirements (defined by the year of graduation) follow this [LINK](#). It is crucial for the students and Parent 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 a necessary for students to familiarize themselves with any adjustments (e.g. less stringent requirements) made for their specific school and their graduation year.



GRADUATION OPTIONS

GRADUATION OPTIONS	YEARS TO GRADUATE	CREDITS Obtained in Grades 9–11	AP EXAMS	CREDITS Obtained in Grade 12	CREDITS Senior Project
Early Graduation	3	Core English: 4 Core Math: 3 Core Science: 5* Core Social Science: 3 Foreign Language: 3 Electives (1/grade): 3	1 1 1 1 2**	None	None
Graduation	3+	Same as Early Graduation w/o College Counseling Seminar requirement	Same as Early Graduation w/o College Counseling Seminar requirement	Same as Early Graduation w/o College Counseling Seminar requirement	Same as Early Graduation w/o College Counseling Seminar requirement
Graduation w/ Honors	3 ² / ₃	Same as Early Graduation	Same as Early Graduation	Elective: ² / ₃ Math: ² / ₃ Science: ² / ₃ Humanities: ² / ₃ Foreign Lang.: ² / ₃ College Counseling: ² / ₃	None
Graduation w/ High Honors	4	Same as Graduation with Honors	Same as Graduation with Honors	Same as Graduation with Honors	3

*One AP® Core Science course can be replaced by an AP elective course.

**AP® Elective Exams or Foreign Language Exams can be replaced by any additional Core AP® Exam.

ACADEMIC RECOGNITION

The [School](#) recognizes high academic performance at the end of each grading period or trimester. The Director for 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 way:

- **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).
- **90'S 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 acknowledgements, **read** the College Board website for qualifications [LINK](#).

OECD Test for Schools (Based on PISA) is a test, based on the highly respected Programme for International Student Assessment, or PISA, managed by the Organization for Economic Co-operation and Development (OECD). The test is an internationally benchmarked, school-level assessment tool that measures critical-thinking skills and how well fifteen-year-olds can apply their knowledge of reading, math, and science to real-world problems. The result of this test enables the [School](#) to compare their students' results against international results and earn international recognition. Since the test measures a student's problem-solving abilities and is not curricula-based, it requires no prior preparation. This test is critical for the [School](#) to determine international benchmarking; therefore, all eligible fifteen-year-old students are required to take the test during the School Year. For additional details read the OECD website [LINK](#).



STUDENT SERVICES & ENRICHMENT ACTIVITIES

STUDENT SUPPORT PROGRAM

One of the central tenets of the [School's](#) educational philosophy is to create independently motivated students. Constant communication with [Parent](#) is one of the most efficient ways to increase student performance, especially in cases where the students are experiencing difficulty. We believe in strong communication and individual support for each student. To learn specifics about our Student Support Program **refer** to [SCHOOL INFORMATION](#).

SPECIAL EDUCATION

As any public charter school, the [School](#) provides a Free and Appropriate Education (FAPE) to students with disabilities, who are currently eligible or are determined eligible to receive special education services and related services under IDEA and/or Section 504 of the Rehabilitation Act. To learn specifics about the Special Education Program, **refer** to [SCHOOL INFORMATION](#) or make an appointment with the School Special Education Coordinator.

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 Enrichment Activities offered at your school will be conveyed 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: The DC School offers a Food Services Program.*

SCHOOL INFORMATION

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Special Education:

[ARIZONA](#)

[TEXAS](#)

[DC](#)



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 discrimination of gender, religious belief, ethnic background, nationality, disability, or other protected class.

Any violation of rules described within this Handbook is considered a violation of [School](#) rules. Signing the Handbook Contract as defined in the HANDBOOK PURPOSE and HANDBOOK CONTRACT section of this Handbook indicates that both the student and [Parent](#) have read and understood all [School](#) policies and rules. The Handbook Contract will be provided to Parents, 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, or for behavior prior to the student's enrollment. In such cases, the [School](#), at its sole discretion, may schedule a hearing to determine whether the student is allowed to enter or continue at the [School](#). The [School](#) may also honor the disciplinary consequences imposed by a student's previous school.



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 can 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 one's race, sexuality, ethnicity, culture, or religious background.
- **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 Discipline 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 Discipline Violation.
- **Provides a disruption-free, educational environment:** No student may disrupt another student's learning. Classroom disruptions of any kind may be considered a Discipline 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 (e.g., hugging, kissing, lap sitting).



- 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 Program.
- No unauthorized use of the BASIS name and/or logo. The BASIS name and logo are registered trademarks.
- 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 are also authorized to use reasonable physical force in cases where, after repeated verbal warnings, a student refuses to obey instructions in accordance with the [School's Discipline Policy](#).

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 [Parent](#) via the Course Syllabi.

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, cell phones, and pagers) 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 RULES

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 that adheres to the following guidelines:

- No clothing may be worn that creates a distraction for other students.
- 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 may threaten the safety or health of the wearer or other students (e.g., no shoes with wheels in the soles, or excessively high-heeled or platform shoes) *Note: Students in grades K–4 are not permitted to wear flip-flops to School.*
- Staff members will determine whether a student's attire complies with the dress code and 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, turn clothing inside out, request that a [Parent](#) deliver replacement clothing to the [School](#), confiscation of non-essential items (e.g., hats), or other appropriate measures. Repeated dress code warnings may be considered a major violation of the School Rules.

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 (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, during classes, is strictly prohibited. During classes, all electronic devices must be switched off and out of sight. 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 violation of the [School](#) Rules. For further information on this issue, see the Special Education Policies and Procedures Manual at the [School](#) front office and **refer** to [SCHOOL INFORMATION](#).

SCHOOL INFORMATION

[ARIZONA](#)

[TEXAS](#)

[DC](#)



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 Discipline 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 engaging in private conversation on [School](#) grounds or at a [School](#)-sponsored event must adhere to the [School](#) Rules of good behavior. If someone involved in the conversation (or someone overhearing the conversation) deems it inappropriate or offensive, the student must stop the conversation at once.



At no time may a student intimidate another party in order to prevent him/her from openly expressing his/her dislike of a conversation topic. Similarly, if the conversation continues after a student has expressed dislike for it, it must be immediately reported to a staff member. 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: systematic and/or continued unwanted and annoying actions by a person or group, including threats and demands. This behavior includes, but is not limited to, verbal, physical, or sexual harassment.

All forms of harassment and bullying are strictly prohibited and result in severe disciplinary consequences. Behavior must meet these criteria to be defined as harassment and bullying:

- **Systematic and/or Continued:** A first offense qualifies as physical or verbal abuse, not harassment, and may be considered a Discipline Violation. If the offenses continue, severe disciplinary consequences may ensue.



- Unwanted and Annoying: The victim must inform a staff member of the first offense and that he/she finds the offense annoying or unwanted. As a result, the staff member has the opportunity to warn and/or discipline the perpetrator after the first violation.

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 Discipline 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.

*Please Note: the [School](#) goes to great lengths to prevent sexual harassment from occurring among its staff, students, and other community members. All [Parents](#) and students (in grades 3–12) must read and sign an acknowledgement of the School's Student Sexual Harassment Policy, which is available from the [School](#). For more information **read** this [LINK](#). This form, which also signifies [Parent](#) consent for the student to view an accompanying mandatory video, must be returned to the School Office during the first week of school. The [School](#) reserves the right to withhold Progress Grade Reports and the Final Grade Report from any student who does not have a signed acknowledgement form on file in the School Office.*

DISCIPLINARY CONSEQUENCES

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



*NOTE: **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.*

Consequences of a Discipline 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 Discipline 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** premises). Each exclusion is considered a Dean Referral. Failure to follow instructions during exclusion may lead to Major Consequences.
- **Dean Referral:** The student is required to immediately report (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 Discipline Violation Report describing the event. The Dean, or the designated person, then informs the student of the School policies he/she violated, invites the student to explain his/her understanding of the event and instructs him/her on disciplinary due process, and decides the remedy or the Disciplinary Consequences, as listed below.

- **Minor Disciplinary Consequence**

- **Notice of Discipline 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 Discipline Violation. While this written document is filed in the **School** discipline 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 Discipline 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):** 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 term of 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 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 Discipline 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 makeup 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 **School**.

NOTE: Short Term Suspensions in all BASIS Texas schools are for a period not more than 5 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 **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 this time the Director of Student Affairs conducts an investigation of the incident. 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 **School**. The investigation of the incident may also result in the Director of Student Affairs' recommendation to expel the student.
- **Expulsion:** The **School** permanently withdraws the student's privilege of attending the **School**. Expulsion is initiated at the recommendation of the Director of Student Affairs and requires the approval of the Head of **School**. The Head of **School** initiates an Expulsion Committee consisting of a minimum of two additional staff members to investigate the Discipline Violation prior to a final decision. Before the final decision is made, the student and the **School** follow the procedures for a Long-Term Suspension*. The student's **Parent** receives written notification of the recommendation for expulsion and is invited to attend the Expulsion Committee meeting, at which the final determination is made.



- **NOTE – Pursuant to Texas law, when the Director of Student Affairs determines that a student's conduct warrants suspension for more than 5 days, or expulsion, but prior to taking any expulsion action, the Director or his/her designee 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 5 school days from the date of the disciplinary action. The complete disciplinary due process for Texas Schools can be found in the School Guidebook.*

DISCIPLINARY DUE PROCESS PROCEDURES

The [School](#) does not set mandatory consequences for disciplinary violations. The Dean of Students or in certain cases, the **Director of Student Affairs**, is tasked with determining consequences for each individual case based on the severity of the infraction and any other relevant circumstances. The final decision regarding Short-Term and Long-Term Suspension is always authorized by the Director of Student Affairs. 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 Discipline 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 discipline 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 the **Parent**. The **Parent** may elect to pick-up the student immediately or allow the discipline 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 discipline incident, he/she can set up a meeting with the Dean of Students 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 Director of Student Affairs may adjust based on individual circumstances.

Following a decision on a discipline violation, a **Parent** may request a meeting with the Dean of Students and may ask the Dean of Students 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 Violation and resulting Discipline Consequence.



Whenever the Director of Student Affairs imposes a Short-Term or Long-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 **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 Associate Vice President of the **School**. For the contact information of the Associate Vice President please **refer** to the BASIS Schools website [LINK](#).

Procedures for handling Discipline Violations specific to students with disabilities are outlined in the **School's** Special Education Policies and Procedures Manual (available upon request at School Office).

*Please Note: 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 teacher 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 Discipline 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 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** will provide reports on disciplinary incidents which 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.

ABSENCES

To support learning, the **Parent** is strongly encouraged to align all family vacations and personal events 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 within 30 minutes of the start of school to notify the School 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 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 between the **School** and the **Parent**. If a student accumulates excessive absences (absences that jeopardize the student's academic success, according to the course teacher), the **Parent** will be required to meet with the Director of Students 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 timeline will be summarized in an Absence Recovery Plan. If the student does not follow the goals and timelines of the Absence Recovery Plan, the [Parent](#) will be required to meet with the Director of Student Affairs again and, 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.

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 to [School](#) or class 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 the other students present 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 where it is chronic, the Director of Academic Affairs informs the [Parent](#) in writing that their student's next tardy will then qualify as chronic.



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

It is the **Parent's** responsibility to accompany his/her tardy student to the School Office and sign him/her in, 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 being accompanied by a Parent, without a written note, or prior to 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 accompanied and signed out by a **Parent**. At all times a **Parent** should collect their student during a passing period and not during class time. If the **Parent** does not know the times of passing periods, the Parent should call the Front Office for this information.

Students returning to **School** after their classes have 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.



HOMework

HOMework

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 he/she learned in the class and can 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 the information on which the 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. The Dean of Students, based on the recommendation of any teacher, may place the student on the Academic Support Student Program. If the Academic Support Student Program does not bring expected results, the student may be placed on an Academic Probation 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 they are studying independently at home, during study time imbedded 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 Student Program. If the Academic Support Student Program does not bring expected results, the student may be placed on an Academic Probation Program.



MISSED ASSIGNMENTS & ASSESSMENT POLICIES

HOMWORK AND ABSENCE

When a student in grades K–8 is absent from [School](#) due to illness, injury, or family reasons, the [School](#) will use the Homework Buddy Program to assist students in keeping up with the lessons they are missing during their absence. **Read** further information about the [School](#) Homework Buddy Program, by visiting this [LINK](#). Students in grades 9–12 are expected to organize their contact with the [School](#) by themselves, but they can contact their Dean who will assist them in the case of 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 to [School](#).
- 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 time 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 timeline 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 medicine must be in its original sealed container, labeled with the student's name, date, name of medicine, dosage to be given, and pharmacy medication 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](#). *Please note: medicine placed in plastic bags will not be accepted.*
- Medicine must be brought to the School 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 medicine 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 epinephrine injections (i.e., using an Epi-pen) or inhalers; state law allows these items to be carried and administered by the student.



To comply with the rules outlined above, a [Parent](#) must come to the School Office to complete the appropriate paperwork for any student who requires medication while the student is attending [School](#).

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.

Please Note: It is essential for [Parents](#) to provide reliable emergency contact information. [Parents](#) must inform the School 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 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 or “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 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 Contact's decision to determine whether to collect the student from [School](#) or have the student return to class.

If the office staff is unable to reach the [Parent](#) or 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 Contact was notified, or no [Parent](#) or Contact was reached after attempting every Contact on the Emergency Contact Form, the [School](#) will follow the Medical Emergencies procedures.

If the [Parent](#) or 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.

Please Note: The [School](#) has limited options to make sick students comfortable, so [Parents](#) or [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 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 syllabi 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 Student Program. If the Academic Support Student Program does not bring expected results, the student may be placed on an Academic Probation 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

Each student in grades 1–3 is assigned a cubby at the beginning of School Year for storing books and personal items. Student 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 5–12 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 Discipline Violation. There is a nominal annual locker fee.

Student 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 lock properly his/her locker and to keep the lock combination confidential. Sharing the lock combination with other students may be considered a Discipline Violation. The [School](#) is not liable for any 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 must 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 any locker other than the one assigned to the student by the School, without approval from the Director of Student Affairs, may be considered a Discipline 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 Discipline Violation.

EMAIL PROTOCOL

Refer to [SCHOOL INFORMATION](#) to access teacher email addresses, during the first week of school. Email addresses are also available at the School Office. [Parents](#) should not use email in the case of an emergency; rather, they should call the School Office directly.

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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 a 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 Office and schedule a meeting.

Parent 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 Office. If they are permitted to enter beyond the general foyer space, as indicated by the School Office, it is essential that the visitor wears a visitor's badge while on **School** grounds.

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](#).

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 Discipline Records:** Any discipline decisions or participation in discipline 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 [Parent](#) 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 [Parent](#) 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 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. The directory information includes, but is not limited to, the student's name, electronic email address, grade level, 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).



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, marriage, separation or divorce, guardianship, health status, immunizations, and medication needs. The **Parent** can bring the new documents to the School Office (in a sealed envelope if appropriate) or mail it to the **School** (addressed to the **School** Registrar). The **Parent** must supply the 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 has regular, scheduled meetings 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](#).

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DONATIONS

Fundraising initiatives are implemented at the [School](#) level. [Parents](#), relatives, and friends are encouraged to contribute in a variety of ways. Since every [School](#) is a part of a 501(c)(3) organization (BASIS Schools, Inc., BTX, or BDC), all donations to the [School](#) 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. For more information **read** this [LINK](#). To learn more about fund-raising opportunities in your school, **refer** to [SCHOOL INFORMATION](#).

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](#).

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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 and these are posted at the [School](#) site. For information and rules related to lunch and food services, at your [School](#), please **read** [SCHOOL INFORMATION](#).

PICKING UP AND DROPPING OFF STUDENTS

Since each [School](#) facility has designed its own Pick-up and Drop-off procedures based on specific [School](#) locations and local traffic arrangements, the [Parent](#) should **read** information and rules related to the Pick-up and Drop-off procedures on [SCHOOL INFORMATION](#).

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 flyers) 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.

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STANDARD DUE PROCESS

A **Parent** may request, in writing, that the Director of Student Affairs reviews 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 Associate Vice President assigned to that School. 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.

PARENT'S 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:

- Deny participation in the end-of-year assembly.
- Deny the privilege of obtaining a school yearbook.
- Deny participation in Enrichment and Optional Activities.
- Take legal action against the [Parent](#).

NON-ACCIDENTAL INJURY/PHYSICAL NEGLIGENCE OF A MINOR

The [School](#) is required to report non-accidental injuries and physical neglect of minors to the state child and family services. 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, the [School](#) does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability 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 people have been designated to handle inquiries regarding the School's non-discrimination policies:

- **DC and Texas:** Kate Gottfredson, Director, Compliance, BASIS.ed
- **Arizona:** Anastasia Korte, Compliance Coordinator, BASIS.ed
- **Contact:** 1715 East Skyline Drive, Suite 121, Tucson, AZ 85718, Phone (520) 219 6000

DISCLAIMER

The [School](#) has made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, district, and federal 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 will take all steps that are necessary to ensure strict enforcement of this sexual harassment policy.

