



# BASIS

## Charter Schools

● ● ● WASHINGTON, D.C.

# BASIS

📍 Washington, D.C.  
Grades 5–12



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

BASIS DC is a **TUITION-FREE** public charter school serving grades 5–12. We are a school for all students regardless of background, disability status, neighborhood, or creed. We offer a world-class, STEM-infused, liberal arts curriculum with a strong student support system.

## WHAT MAKES BASIS CHARTER SCHOOLS' ACADEMIC PROGRAM EXCEPTIONAL?

**We are a global leader in education.**

BASIS Charter Schools are consistently named among the top schools in the nation. According to *U.S. News & World Report* 2023 rankings, 10 of the top 20 charter high schools in the nation are BASIS Charter Schools. Our schools also represent six of the top 20 STEM high schools in the country.

A photograph of the exterior of the BASIS Washington, DC building. The building is a multi-story brick structure with several windows. The name 'BASIS Washington, DC' is prominently displayed in large, raised letters on the facade.

**BASIS** Washington, DC



BASIS Charter Schools are dedicated to raising the standards of student learning to the highest international levels. Our students engage in the world-class BASIS Charter School Curriculum, which fuels critical thinking, problem-solving, and creativity. Classes are led by knowledgeable Subject Expert Teachers who design challenging and engaging lessons that appeal to different learning styles. As a result, BASIS Charter School students achieve excellent academic outcomes and become self-motivated learners.

### **Our students earn some of the top scores in the world.**

Our robust academic program allows students to advance to AP-level courses across all disciplines, and our curriculum is on par with Europe and Asia's high-achieving educational systems.

BASIS Charter School students not only acquire knowledge through our curriculum; they are able to apply it in real-world situations. Results from the OECD Test for Schools (based on PISA), a highly regarded exam taken by students in more than 70 countries, show that BASIS Charter School students outscore their peers in critical thinking. To learn more about our results, visit [enrollBASIS.com/washington-dc](https://enrollBASIS.com/washington-dc).

### **We hold students to high academic standards.**

The BASIS Charter School Curriculum requires students to demonstrate mastery of challenging material. We use the College Board's AP Exams® as opportunities for them to demonstrate this mastery. Students are prepared to start taking AP Exams® as early as grade 8, are required to take AP courses beginning in grade 9 and will complete at least six AP Exams® prior to graduation. The externally generated and graded AP Exams® also count as final exams for AP courses. This ensures that we are holding our students to the highest possible standards.

### **We hire Subject Expert Teachers for every course.**

Due to the challenging nature of the BASIS Charter School Curriculum, Subject Expert Teachers—many of whom hold advanced degrees— instruct our students. We are committed to the

philosophy that all students can succeed when provided with an advanced curriculum and supportive, knowledgeable teachers to guide them through it. As content experts, our teachers are responsible for planning, preparing, and carrying out all aspects of lessons. As such, their lessons are rich in content and deep in insight.

Subject Expert Teachers consistently extend their knowledge, expertise, and enthusiasm to students—maximizing comprehension and engagement.

### **HIGHLIGHTS**

BASIS Washington, D.C. opened in 2012 as the first BASIS Charter School outside of Arizona. In 2021, we were named one of three D.C. National Blue Ribbon schools from the U.S. Department of Education. We are ranked #250 in National Rankings, #3 in District of Columbia High Schools, #3 in Washington, D.C. Metro Area High Schools, and #61 in Charter High Schools in the nation by *U.S. News & World Report*, 2023. We have a 100% college acceptance rate, and each graduating senior earns an average of over \$100,000 in merit-based scholarships. We are proud to have impressive results across all student groups. Our students are motivated, hard-working individuals who are always ready to step up to a challenge and put in the extra effort it takes to meet, or exceed, our high academic standards. We are incredibly proud of our diverse learning community and our positive school culture of respect and intellectual drive.



# BASIS CHARTER SCHOOLS CLASS OF 2023

Total Scholarship by graduates

**\$79,837,396**

*Naviance, 2023 (based on self-reported data)*

Average scholarship award  
earned per graduate

**\$112,447**

*Naviance, 2023 (based on self-reported data)*

Average  
ACT score

**30**

Average  
SAT score

**1397**

*The College Board, 2023*

*SAT® is a trademark registered/owned by the College Board and the National Merit Scholarship Corporation, and ACT® is a registered trademark of ACT, Inc., which do not endorse and were not involved in the production of this publication.*

## College Acceptance Rates

Percent of 2023 BASIS Charter School graduates accepted to one or more U.S. News & World Report top National Universities and National Liberal Arts Colleges

Top 100

**62%**

Top 50

**43%**

Top 25

**23%**

Top 20

**16%**

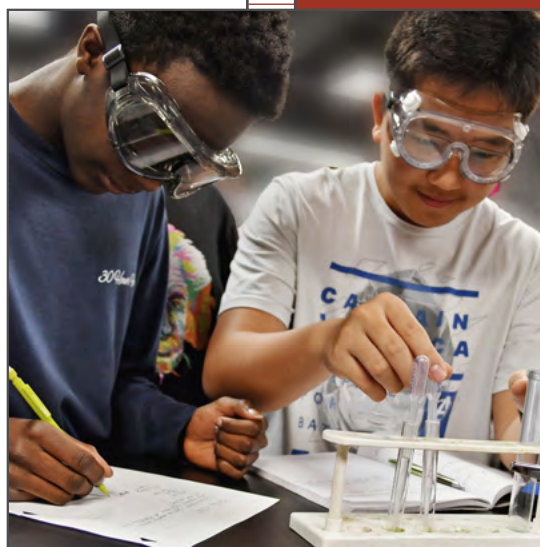
*U.S. News & World Report National University Rankings and National Liberal Arts College Rankings, 2023  
College acceptance information self-reported by students: Naviance, 2023*

# MIDDLE AND HIGH SCHOOL PROGRAMS

Our comprehensive middle school curriculum is designed to progressively move students toward a greater understanding of fundamental concepts in each subject. Teachers set high expectations and design instruction that is challenging and engaging, requiring students to refine their critical thinking skills and analyze content in deeper, more meaningful ways. As such, BASIS Charter School students far exceed traditional middle school standards and master advanced material that is normally taught in high school. For example, starting in grade 6 students take three science courses—biology, physics, and chemistry—each year to prepare for Honors and AP science courses. Through this progression of content, students master the material needed to excel in our high school program.

As your student enters grade 8, they will be mastering complex concepts and skills, taking responsibility for their educational goals, and focusing on their post-BASIS future. The rigor of grade 8 will help students prepare for the challenges of grades 9–12, where they will have the opportunity to take a wide range of Advanced Placement® Exams, as well as post-AP and Capstone courses. On average, your student may take 11 to 12 AP® Exams prior to graduation, with their overall grades reflecting test performance.

Due to the accelerated nature of the BASIS Charter School Curriculum, your student could meet the state requirements to graduate after grade 11. However, most students continue their studies into grade 12 and take advantage of the advanced study opportunities we offer to our seniors. A daily College Counseling Seminar fosters the exploration of different universities, career paths, and scholarship opportunities to encourage your student's achievement of post-graduation goals. Additionally, our counselors will help your student navigate financial aid, prepare for interviews, and facilitate college planning nights for families.





## LINGUISTICS (Grades 6–7)

BASIS Charter Schools are thrilled to offer a groundbreaking program developed by experts that teaches students to analyze the fundamentals of language. Addressing topics that are typically only taught at the university level, BASIS Linguistics includes Linguistics 6 and Linguistics 7 as a precursor to world language selections in grade 8. In Linguistics 6, students gain a foundational understanding of the scientific study of language with lessons on topics ranging from historical linguistics to the psychology of language. In Linguistics 7, students deepen their content knowledge by analyzing data sets, diagramming sentences, and exploring the phonetics and phonology of the languages that will be offered in grade 8. The BASIS Linguistics course sequence equips students with the necessary tools to be successful language learners and teaches them that science can be used to understand language.

## SPORK MATH

SPORK Math is comprised of the following courses: Arithmetic B (grade 5), Pre-Algebra (grade 6), Algebra I (grade 7), Algebra II (grade 8), Pre-Calculus A, AB, and B (grades 9–10). SPORK Math is delivered through tablets, allowing us to update the curriculum every year, to ensure that we are responsive to our students' needs. This method of delivery facilitates rapid homework communication between teachers and students, making time spent in the classroom more productive. For example, while students are doing homework, they can mark the problems they are struggling with the most. Their teacher will receive that information in real-time and can come to class the next day with a lesson prepared to address those concepts. Long term, SPORK Math will help teachers identify the areas students struggle with the most, allowing them to adapt their lessons and plan for extra practice.



### **FINE ARTS** (Grade 5)

Students in Visual Arts 5 learn how to apply their knowledge of the elements and principles of art and design to production, criticism, aesthetics, art history, and multi-cultural studies. Likewise, students in Music 5 apply their musical skills to reading, interpreting, and performing a varied repertoire of music. In Theatre 5, they advance their skills in dramatic performance by learning how artistic choices create meaning and analyzing theater productions from multiple angles.

### **ART HISTORY & PRACTICE** (Grade 6)

In Art History & Practice, students explore the world of art through a historical lens. They apply key concepts—themes, materials, or techniques—and vocabulary from each time period to their own creations and performances. In addition, students make connections across cultures, beliefs, and artists' perspectives to learn what inspires artists to create.

### **VISUAL ARTS** (Grades 7–12)

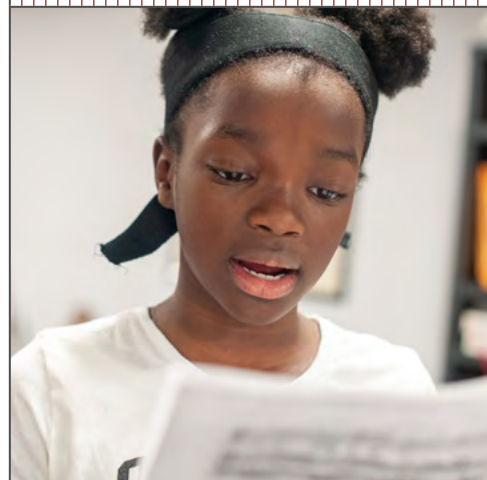
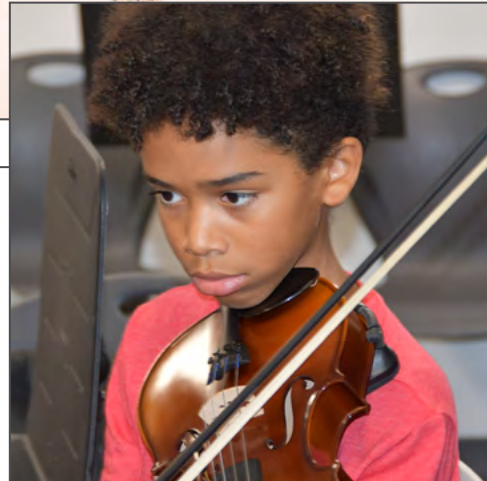
Visual Arts courses focus on identifying and achieving artistic goals; creating, reflecting, and evaluating art; and understanding art in social and cultural context.

### **THEATRE** (GRADES 7–12)

Theatre courses require students to apply previously learned skills and knowledge in the context of a production-based class.

### **MUSIC** (Grades 7–12)

Music courses focus on technique and performance.



# THE SENIOR PROGRAM

The BASIS Charter School Curriculum culminates with the Senior Program, which plays a vital role in preparing students for college. After completing their junior year, most BASIS Charter School students have earned enough credits to meet state graduation requirements and have the option to graduate early; however, the majority choose to complete their senior year and earn the BASIS Diploma with Honors or High Honors.

The Senior Program is comprised of a daily College Counseling Seminar, advanced Capstone courses, and a Senior Project that is completed off campus.



## COLLEGE COUNSELING SEMINAR

A unique aspect of our Senior Program is the College Counseling Seminar. In this course, students explore different colleges and universities, write application essays, apply for scholarships, navigate financial aid, and prepare for interviews. Our dedicated College Guidance Coordinators work hard to ensure that all students are prepared for the college application process and find the school that is the best fit for them as an individual. College Guidance Coordinators help students navigate the college application process by facilitating campus visits, hosting university admissions representatives, providing feedback on applications and personal essays, supplying news about scholarships, and hosting financial aid and college planning nights for families.

*“Getting accepted to college is simple. Distilling a student’s purpose, gifts, and potential, then aligning them to colleges that will suit their future social, intellectual, and financial needs is the complex art at the center of the College Counseling Seminar.”*

*—Meg Giles, Sr. College Guidance Coordinator, BASIS Mesa*

## CAPSTONE COURSES

During the first two trimesters of their senior year, BASIS Charter School students take Capstone courses designed to emulate a college classroom where students are engaged in independent research, lab work, and seminar-style discussion. Capstone courses cover complex material and require students to learn about a specific topic in depth. Courses span the academic disciplines and serve as a bridge between high school academic standards and college scholarship.

### Examples of Capstone Courses:

- Forensics
- Biology of Psychological Disorders
- Popular Music as Literature
- History of Food
- Disease and Immune Response
- Multivariable Calculus
- Statistics
- Organic Chemistry
- The Latin Roots of Italian
- World History Through Film
- Gender Studies
- Quantum Mechanics
- Marine Biology

*\* Capstone courses offered vary year-to-year and by campus.*



# SENIOR PROJECTS

Senior Projects are the true synthesis and culmination of a student's journey through the BASIS Charter School Curriculum. Through these comprehensive projects, BASIS Charter School seniors combine their creativity, critical thinking skills, and deep content knowledge to make a real and direct impact on their communities and the world. Students can complete the Senior Project in one of two ways: they can do a traditional Senior Project, or they can do a Senior Project that aligns with the AP Capstone™ curriculum. Students who successfully complete a Senior Project earn a BASIS Diploma with High Honors.

## TRADITIONAL SENIOR PROJECTS

The BASIS Diploma Senior Project is a selective program that requires students to dedicate the final trimester of their senior year to researching or developing an original idea in a field of their choosing. In addition to developing a project of the student's choice and design, Senior Projects also entail an off-campus experience, such as an internship, job shadow, or volunteer position. These experiences can take them across the nation or around the world. Students are guided by a faculty member at their BASIS Charter School, plus a mentor at their off-campus site. At the end of the trimester, students present their findings to their peers, teachers, and parents.

## AP CAPSTONE-BASED SENIOR PROJECTS

Through the AP Capstone™ curriculum, BASIS Charter School students design, plan, and conduct year-long research projects, applying their knowledge to real-world problems. Students are guided by a faculty member at their BASIS Charter School, as well as a mentor at their off-campus research site. In addition to submitting an initial project proposal, the AP Research course (the second course in the AP Capstone sequence) requires students to write a 4,000- to 5,000-word academic essay on their chosen topic, and then present their findings.





# GRADES 5-12

# COURSE OVERVIEW

\* All courses are subject to change

## MATH (minimum course-level requirements)

- **Grade 5** Arithmetic B
- **Grade 6** Pre-Algebra
- **Grade 7** Algebra and Geometry I
- **Grade 8** Algebra and Geometry II
- **Grade 9** Pre-Calculus A
- **Grades 9-10** AP Pre-Calculus
- **Grade 10** Pre-Calculus B
- **Grade 11** AP Calculus AB
- **Grade 12** Math Capstone

## SCIENCE

- **Grade 5** Physical Geography and Science
- **Grades 6-8** Biology, Chemistry, and Physics (all three each year)
- **Grade 9** First Honors Science (Biology, Chemistry, or Physics)
- **Grade 10** Second Honors Science; first AP Science
- **Grade 11** Third Honors Science, second AP Science, or AP Elective
- **Grade 12** Science Capstone

## SOCIAL SCIENCES

- **Grade 5** U.S. History (Pre-contact Americas to Industrial Revolution)
- **Grade 6** World History I (Pre-history to Enlightenment)
- **Grade 7** World History II (Age of Exploration to Cold War Era)
- **Grades 8-9** AP U.S. Government and Politics
- **Grade 10** AP World History: Modern & AP European History
- **Grade 11** AP U.S. History
- **Grade 12** Humanities Capstone

## ENGLISH/LANGUAGE ARTS

- **Grade 5** English and Writing Mastery
- **Grades 6-8** English
- **Grade 9** Honors English Literature, Honors English Language
- **Grade 10** AP English Literature or AP English Language
- **Grade 11** Second AP English course or Post-AP English
- **Grade 12** Humanities Capstone

## WORLD LANGUAGE

- **Grades 6-7** Linguistics
- **Grades 8-11** French, Mandarin, Spanish, or Latin, AP optional
- **Grade 12** World Language Capstone

## FINE ARTS, PE, AND ELECTIVES

- **Grade 5** Visual Arts, Theatre, Music, PE & Sports
- **Grade 6** Art History & Practice (Visual Arts, Theatre, Music, or Writing) and PE & Sports
- **Grade 7** Engineering, Visual Arts, Theatre, Music, Writing, or PE
- **Grades 8-12** General electives\*, AP elective, or Post-AP elective

## OTHER

- **Grade 7** Computer Logic
- **Grade 8** Economics

\* Minimum of one Fine Arts elective required.

A variety of subjects, including AP courses, are available as electives. Please contact the school to review possible electives for the upcoming school year.



## EXTRACURRICULAR ACTIVITIES

Extracurricular activities enhance the learning experience and provide opportunities for enrichment, socialization, and achievement beyond the classroom. These activities allow students to interact with different groups, pursue individual interests, and develop new skills. To participate in extracurricular activities, students must exhibit good behavior and maintain a strong academic standing. As such, they learn to balance outside activities with advanced coursework, an important time management skill that will benefit them throughout their education.

### EXTRACURRICULAR ACTIVITIES OFFERED AT BASIS DC MAY INCLUDE\*:

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|--|--|--|
| <ul style="list-style-type: none"> <li>• American Sign Language Club</li> <li>• Art in the City Club</li> <li>• Boys High School Basketball</li> <li>• Boys Middle School Baseball</li> <li>• Boys Middle School Basketball</li> <li>• Boys Soccer</li> <li>• Certamen</li> <li>• Chess Club</li> <li>• Code4Life Club</li> <li>• Coed Soccer</li> <li>• Dance Team</li> <li>• Debate Team</li> <li>• Drama Club</li> <li>• Flag Football</li> </ul> | <ul style="list-style-type: none"> <li>• Game Group</li> <li>• Gay-Straight Alliance (GSA)</li> <li>• Girls High School Basketball</li> <li>• Girls Middle School Basketball</li> <li>• Girls on The Run</li> <li>• High School Cross Country</li> <li>• High School Debate Team</li> <li>• High School Science Club</li> <li>• High School Track and Field</li> <li>• Knitting Club</li> <li>• Mandarin Club</li> <li>• Middle School Coed Soccer</li> <li>• Middle School Cross Country</li> </ul> | <ul style="list-style-type: none"> <li>• Middle School Debate Team</li> <li>• Middle School Science Club</li> <li>• Middle School Track and Field</li> <li>• Model UN</li> <li>• National Honor Society</li> <li>• Open Studio Art</li> <li>• Poetry Club</li> <li>• Rubik's Cube Club</li> <li>• Student Leadership Club</li> <li>• Taekwondo Club</li> </ul> |
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*\* Extracurricular activities offered vary by campus and from year-to-year based on student interest.*

# SUPPORTING DIVERSE LEARNERS

BASIS Charter Schools offer a robust program of student support services. All students learn the basics of organization and executive functioning through tools such as the Communication Journal (or “CJ”). Students get extra help and learn self-advocacy in programs such as Student Hours, where they can meet with each of their teachers every week for help outside of the classroom. All students also receive social and emotional education in middle school as we help developing minds learn how to cope with the stress of school and the modern world.

## BEYOND THE BASIC SUPPORTS

BASIS DC is a school for anyone. Among our alumni are students who are first in their families to go to college, some with developmental disorders or health impairments, and those who are English Language Learners. BASIS DC has a comprehensive program of support services to help any learner succeed. This includes programs available to all students, such as Academic Support, where students meet with faculty mentors; or our reading, math, counseling, and executive functioning interventions. We have a strong and knowledgeable team who implements federal programs such as 504 plans and IEPs. See the following mock/example student support schedules to get an idea of what support services might look like for your student.

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*“The thing I enjoy most about working with students in the support program at BASIS DC is that we use an inclusion model throughout our campus. All students participate in all courses, clubs, and extracurricular activities. I’m proud of the growth students in our support program make on their unique individual learning plans throughout their BASIS DC careers. All students at BASIS DC work extremely hard to meet the demands of our accelerated curriculum. Our school fosters an environment where hard work and active academic engagement is the norm regardless of whether you have an identified disability or not.”*

*–Joshua Lichtenstein,  
Director of Student  
Support Services*

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*“BASIS DC SPED students are the definition of bridging the gap in education to make sure every student has an opportunity to receive a great education, no matter what their disability is. The reason I enjoy supporting my students is because I can relate to them, I had an IEP when I was in school. I had fantastic teachers who built relationships with me and supported me during my educational journey. I want to be that same light in my students’ lives to help them grow academically and socially.”*

*–Megan Caradine,  
Dean*



## SEONG-SU

Seong-Su is in grade 10 at BASIS DC and has a specific learning disability in mathematics that affects his understanding of basic arithmetic. He also struggles with anxiety as diagnosed by his doctor. The school team and Seong-Su's parents determined that his learning disability impacts his ability to access the school curriculum, so together we developed an Individualized Education Program (IEP) for Seong-Su designed to support him specifically in the areas of mathematics and social-emotional wellbeing.



### CLASS SCHEDULE

- Pre-Calculus B
- AP European History
- AP English Language
- French II
- Honors Chemistry
- AP Biology



### INTERESTS

AP Comparative Government and Politics and active participant in Model UN

Enjoys volunteering at the local Humane Society with his friends



### IEP GOALS AREAS

- Mathematics
- Executive Functioning
- Behavior/Social-Emotional

### SUPPORT & SERVICES

Seong-Su receives pull-out instruction during study hall class time for 30 minutes on Monday, Wednesday, and Friday to receive additional support in math. During this time, his Special Education Teacher pre-teaches material from his Pre-Calculus B and Honors Chemistry classes to help prepare Seong-Su for upcoming coursework, and reviews other material to reinforce lessons.

Twice per week, Seong-Su's Learning Specialist joins him in his 50-minute Pre-Calculus B class to provide individualized instruction to help Seong-Su with the material in real time.

Because of his learning disability, Seong-Su receives extended time on both classroom and standardized tests that are math-based, and needs to test in a quiet location with a small group. As a result, whenever Seong-Su has a quiz or test in his Pre-Calculus B or Honors Chemistry class, he takes those assessments in the student testing room overseen by the school test monitor.

Seong-Su also meets with the school psychologist for regular 30-minute sessions every week to work on strategies for managing his anxiety, and is able to check in as needed with the school counselor for additional support.



## DANAI

Danai is in grade 5 at BASIS DC and has a specific learning disability in the areas of reading and writing that cause difficulties with word decoding and reading fluency. She also has been diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) by her doctor. The school team and Danai's parents determined that her learning disability and ADHD diagnosis impact her ability to access the school curriculum, so together they developed an Individualized Education Program (IEP) for Danai designed to support her in reading, writing, and executive functioning.



### CLASS SCHEDULE

- Arithmetic B
- U.S. History
- English 5
- Writing Mastery
- Physical Geography and Science
- Art
- Music
- Physical Education (PE)



### INTERESTS

Favorite classes: Science and PE

Member of the school soccer team and track and field team



### IEP GOALS AREAS

- Reading
- Written Expression
- Social-Emotional/  
Executive Functioning

### SUPPORT & SERVICES

Due to pervasive impact of Danai's learning disability, she receives all her English 5 and Writing Mastery instruction one-on-one with her special education (SPED) teacher outside the general academic setting. Danai's SPED teacher collaborates closely with the BASIS DC English 5 and Writing Mastery Subject Expert Teachers to ensure she is receiving the same content as her peers, despite the different setting.

In addition to making the general curriculum accessible to Danai, her SPED teacher creates specially designed reading skills and written expression content. Focusing on pre-teaching strategies and the development of new skills helps Danai access and learn text-driven content and perform writing tasks.

A Learning Specialist joins Danai in her U.S. History class every day to provide individualized instruction and support for the reading-heavy material. At the end of every day, Danai checks in with her SPED teacher who also serves as her case manager. During these check-ins, Danai and her teacher review her Communication Journal (CJ), weekly checklist of assignments, and work on organizational skills.

Due to her learning disability and ADHD diagnosis, Danai receives extended time on all classroom-based and standardized tests. She requires a quiet location with a small group, so she completes all her assessments in a monitored student testing room. Danai also meets with the school psychologist for 30 minutes every week to work on executive functioning skills, self-regulation, and strategies for addressing her impulsivity.



## TYLER

Tyler is a grade 8 student at BASIS DC who has been diagnosed with Autism Spectrum Disorder, a disability that causes Tyler to have significant discomfort with social settings and limited verbal communication. The school team and Tyler's parents determined that his disability impacts his ability to access the school curriculum and developed an Individualized Education Program (IEP) for Tyler designed to support him in reading and writing, as well as adaptive living and executive functioning, communication, and social-emotional wellbeing.



### CLASS SCHEDULE

- Pre-Calculus AB
- U.S. History
- Economics
- English 8
- Biology 8
- Physics 8
- Chemistry 8
- Spanish I B
- Intermediate Art Studio 2D



### INTERESTS

Favorite subject: Math

Enjoys graphic design and digital artwork



### IEP GOALS AREAS

- Reading
- Written Expression
- Adaptive-Daily Living Skills
- Communication/Speech and Language
- Motor Skills
- Social-Emotional/Behavior

### SUPPORT & SERVICES

Tyler receives academic instruction from his special education (SPED) teacher and Learning Specialist outside the general education setting in a self-contained classroom. In this setting, Tyler is better able to access the BASIS Charter School Curriculum with instruction from highly qualified staff who have experience providing the adaptive behavior support that Tyler needs. His SPED teacher and Learning Specialist collaborate with the Subject Expert Teachers to ensure he receives the same content as his peers, despite the different setting. In addition to the general education curriculum, Tyler also receives special education services in reading comprehension, written expression, behavior modification and socialization, and life skills from his Learning Specialist.

Twice-weekly sessions for reading comprehension and written expression focus on helping Tyler to recognize subtext in literature. His teacher works to connect the abstract nature of inferential comprehension and helps him improve his ability to express his thoughts in writing through increased use of imagery. Due to challenges with his motor abilities, Tyler has access to assistive technology for writing activities, and has weekly 30-minute sessions with an Occupational Therapist to continue developing his handwriting.

Tyler also meets with a speech-language pathologist 45 minutes every week to work on his expressive and receptive language and verbal expression goals. Tyler enjoys creating digital artwork and participates in his art class alongside his peers; but since he is easily overwhelmed, and experiences emotional dysregulation in larger social settings, he has the support of a dedicated aide. His SPED teacher works with Tyler once per week on improving his responses to frustrating situations and using productive language when addressing peers with whom he disagrees. To further support Tyler in his social-emotional wellbeing, Tyler has weekly 60-minute sessions with the school psychologist to develop and reinforce executive functioning skills and adaptive behaviors.

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### **WHAT ARE BASIS CHARTER SCHOOLS?**

The BASIS Charter Schools network comprises 39 charter schools across Arizona, Louisiana, Texas, and Washington, D.C. All BASIS Charter Schools utilize the BASIS Charter School Curriculum, which encourages self-motivation and hard work, allows students to master advanced content and thoroughly prepares them for college.

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### **HOW DO I APPLY?**

BASIS DC participates in and follows all rules of the My School DC common citywide lottery. BASIS DC adopts all of the definitions of "lottery" and "waitlist" provided by My School DC. Information about the application and lottery process can be found at [myschooldc.org](https://myschooldc.org). As public charter schools, BASIS Charter School campuses enroll students in accordance with state and federal law; we do not restrict admission on the basis of academic achievement or any protected class.

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### **WILL I HAVE TO PAY TUITION?**

No. BASIS Charter Schools are tuition-free.

### **WHAT IS THE SCHOOL-YEAR SCHEDULE?**

The start date for each school is determined by the Head of School and leadership team, and then announced on the school's website. To reduce the chance of scheduling conflicts for BASIS Charter School families with students in multiple grade levels, or who attend different schools, we try to align our school calendars with district school calendars. To maximize academic instruction time, BASIS Charter Schools do not include professional development (in-service) days on the school calendar.

### **DO YOU HAVE BEFORE AND AFTER SCHOOL PROGRAMS?**

Yes. BASIS Charter Schools offer the Early Bird and Late Bird programs to assist parents/guardians whose schedules do not align with the schools' scheduled start and end times.

### **DO YOU PROVIDE TRANSPORTATION?**

No. BASIS Charter Schools do not provide transportation for students at this time. However, we encourage members of our parent-volunteer booster clubs to identify carpool opportunities.

### **HOW MUCH HOMEWORK DO STUDENTS RECEIVE?**

Homework volume differs by grade level and by student. For example, the average grade 5 BASIS Charter School student is assigned between 30 minutes and two hours of homework per night. In high school, this time may increase to between one hour and three hours of homework per night.

### **DOES BASIS CHARTER SCHOOLS OFFER PHYSICAL EDUCATION?**

Yes. Students in grades 5 and 6 are required to participate in PE and Sports classes three times per week. Beginning in grade 7, students can choose to continue with Physical Education as an elective course.





## WHAT EXTRACURRICULAR OPPORTUNITIES ARE AVAILABLE?

BASIS Charter Schools offer extracurricular activities that enrich students' academic experience. We do our best to align extracurricular activities to serve our students' interests. As a result, extracurricular activities may not be identical at every BASIS Charter School. However, each BASIS Charter School campus offers an array of clubs and extracurricular activities in which students can participate.

## DO STUDENTS STRUGGLE WHEN THEY TRANSFER TO A BASIS CHARTER SCHOOL DURING HIGH SCHOOL?

High school students who transfer to a BASIS Charter School receive individualized academic plans based on the courses they have already completed at their previous school(s). These plans are intended to motivate students to reach their highest academic potential, while also considering their prior educational experience. Students who transfer to a BASIS Charter School later in the program still benefit from being part of an academically focused community and receive a more advanced education than they would at a traditional high school.

## DO YOU OFFER COLLEGE COUNSELING?

Yes. The college counseling process begins early in the BASIS Charter School Curriculum. Students attend educational seminars beginning in grade 8 to become more familiar with all facets of the college admissions process. BASIS Charter School seniors take a daily College Counseling Seminar, in which they explore potential colleges, submit applications, apply for scholarships, and prepare for interviews.

## DO BASIS CHARTER SCHOOL GRADUATES RECEIVE COLLEGE SCHOLARSHIPS?

Yes. Each school's College Guidance Coordinator works diligently to help students find scholarship opportunities. BASIS Charter Schools graduates average over \$100,000 in merit aid.

## WHAT COLLEGES DO BASIS CHARTER SCHOOL GRADUATES ATTEND?

We encourage students to apply to the schools or programs that best align with their interests and goals. Our graduates attend some of the nation's most prestigious colleges and universities. In fact, 62% of 2023 BASIS Charter School graduates were accepted to a *U.S. News & World Report* top 100 ranked National University or National Liberal Arts College, including Columbia, Harvard, MIT, Princeton, Stanford, University of Chicago, and Yale.

*Notice of Non-Discrimination: In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state law, BASIS\* does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability, gender identity or expression, or any other classification protected by law in any of its business activities, including its educational programs and activities which comply fully with the requirements of state and federal law and Title IX. The following person has been designated to handle inquiries regarding BASIS' non-discrimination policies: Beverly Traver, Compliance and Equity Investigator, BASIS Educational Group, LLC., 7975 N. Hayden Rd, Scottsdale, AZ 85258, (480) 289-2088.*

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







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