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APPLICANT INFORMATION SHEET

Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School BASIS DC

Name of Entity Applying for Charter Status The committee to bring a BASIS School to DC

Contact Person Mary Siddall

Address 1314 Mollach Place, NW, Washington, DC 20009

Daytime Telephone 202-422-6164 E-mail mary@americasfuture.org

Fax _____

Name of Person Authorized to Negotiate Mary Siddall
(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature _____

Proposed Start Date Aug 2012

Proposed Year 1 Budget \$5,550,115.00

Start Up Information

First-Year Enrollment: From age/grade 5 to age/grade 8 Number of students 400

Year Five Enrollment: From age/grade 5 to age/grade 12 Number of students 623

Location of school (address or area of city) centrally located near metro & local bus routes.

Names of Organizations Involved in Planning (if applicable):

BASIS School, Inc. New Schools Dept.

Name of Educational Service Provider (if applicable): BASIS Educational Group

Type of Application (Check One)

☐ Conversion of Existing Public School ☐ Conversion of Existing Private School ☒ New School

If conversion, name the school being converted: _____

Do you wish to retain the existing school site? ☐ Yes ☐ No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? ☐ Yes ☐ No

Executive Summary

“When a child walks into a classroom, it should be a place of high expectations and high performance.”

-President Obama, State of the Union Address, January 2011

“What I’ve seen here is amazing and I think it can be brought all over this country.”

-The Rev. Al Sharpton (BASIS Tucson; Tucson, AZ, October 1, 2009)

Mission

BASIS DC will provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students of the District of Columbia.

Philosophy

Philosophy
One of America's most enduring traditions has been the practice of education as an equalizer. No matter a child's economic background, geographic location, culture or ethnicity, a quality education along with hard work provides the opportunity to become successful in life. A quality education accessible to all students breaks down the barriers of poverty and the self-fulfilling prophesy of low expectations, and prepares students to compete in a global economy. This tradition is threatened as long as our schools are not successful. The first step in reversing this trend is to encourage innovation in education. BASIS was founded to raise academic expectations, student achievement, and academic accountability. This model, proven successful in Arizona, demonstrates that academic innovation is possible and that educational excellence can be replicated to fit the diverse needs of students in various geographic locations. BASIS DC will serve student needs by helping them reach their highest academic potential, and will benefit the DC community by raising academic standards, teaching quality, and expectation for student support at other schools.

A Culture of Academic Excellence

Program Description

BASIS DC will educate Washington, DC students at an internationally competitive level. The school will serve students in grades 5 through 12 (opening with grades 5-8) from across the District, addressing the diverse backgrounds and needs of DC students. BASIS prepares middle and high school students to compete with their peers in countries with highly esteemed educational systems, such as Finland, Canada, Japan and India. The BASIS mission statement rests on 4 pillars: a rigorous curriculum, student accountability, knowledgeable and effective teachers, and equal access to all interested students through open enrollment. In the early years teachers and student support staff will work with students to build a sense of personal responsibility for their education. As students progress through the grade levels, they become models for younger students and help create a culture of positive peer support which reinforces personal responsibility, good study habits, organization, work ethic, and an overall sense that learning is exciting, rewarding, and worthwhile.

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The Founding Committee

The driving force behind the creation of BASIS DC is the sentiment prevalent among the founding committee members. The Committee to Bring BASIS to DC is a group of individuals who are committed to highly rigorous K-12 education and who have joined together to bring a top nationally ranked open enrollment school to Washington, DC.

As longtime advocates for improving education, the committee has the benefit of its members' expertise in middle school and high school instruction, curriculum development, comparative global education standards, standards development, assessment and data analysis, financial and business management, non-profit organizational management, marketing, college admissions procedures and standards, law, fundraising, community activism and support, and grassroots parental involvement.

A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

Student Characteristics

BASIS DC will be an open enrollment 5 – 12 tuition free public charter school that does not administer entrance examinations. Enrollment will be granted to any student who submits a registration packet during the open registration, as long as there is space available. Because we are not targeting a specific population but will attract students from all backgrounds throughout the entire District, preliminary student demographic data will be based on the combined demographic data from across the entire District. According to the National Center for Education Statistics (NCES), approximately 15.5 percent of the Washington DC student population receives Special Education Services and approximately 8.5 percent are English Language Learners; according to District of Columbia Public Schools (DCPS) data, 79 percent of the Washington DC student population is African American, 12 percent is Hispanic, 7 percent is white, and 66 percent qualify for free and reduced lunch. Combining NCES and DCPS data with BASIS DC's enrollment projections creates the BASIS DC Enrollment Projections table below.

BASIS DC: Projected Student Characteristics								
	Total	SPED	ELL	African American	Hispanic	Other	White	Free and Reduced Lunch
DC Average		16%	9%	79%	12%	2%	7%	66%
source		NCES	NCES	DCPS	DCPS	DCPS	DCPS	DCPS
5th	145	22	12	115	17	3	10	96
6th	112	17	10	88	13	2	8	74
7th	81	13	7	64	10	2	6	53
8th	42	7	4	33	5	1	3	28
9th	20	3	2	16	2	0	1	13
MS	338	52	29	267	41	7	24	223
US	62	10	5	49	7	1	4	41
Total	400	62	34	316	48	8	28	264

Addressing the Needs of BASIS DC Students

The Committee to Bring BASIS to DC is united in its belief that all children, regardless of economic, ethnic or cultural background can achieve at the highest levels if they work hard and are given the right support. While there have been great strides in the educational reform landscape of the District in recent years, there remains work to be done before we can close the achievement gap between students of all socio-economic backgrounds and geographic locations. BASIS is familiar with and has experience in addressing a diverse range of needs from students experiencing poverty, to students for whom English is not their first language. Familiarity with the landscape of Washington, DC is important in order to understand and alleviate the potential obstacles to student success such as high crime rates, teenage pregnancy, and the tendency toward low levels of parent involvement in their child's education.

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School's Impact on the Surrounding Community

BASIS DC will positively impact the surrounding community in the following ways: 1) provide students and families a commitment to academic excellence, 2) partner with existing organizations to raise student preparation and achievement, and 3) raise academic expectations, standards, teaching quality, and the expectation for student support in the DC area. The Committee to Bring a BASIS School to the Nation's Capital is comprised of individuals actively involved in the community and they will continue and even expand their commitment to community involvement. BASIS has an established track record of community involvement in the areas where their schools are located.

A. Application

Members of the surrounding community will be invited and encouraged to attend student performances, student academic presentations, and community education events at BASIS DC. They may also be able to utilize the BASIS DC facilities for community space when school and school related activities are not in session. Furthermore, the founding committee intends to build strong relationships with community organizations to help build a presence for BASIS DC within the surrounding community, to help with outreach and recruitment efforts, and, most importantly, to support BASIS DC parents and students. Please see *Section 3.5.a. Outreach to the Community* for more details on BASIS DC's anticipated community efforts.

b. Mission and Philosophy

Mission

BASIS DC will provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students of the District of Columbia.



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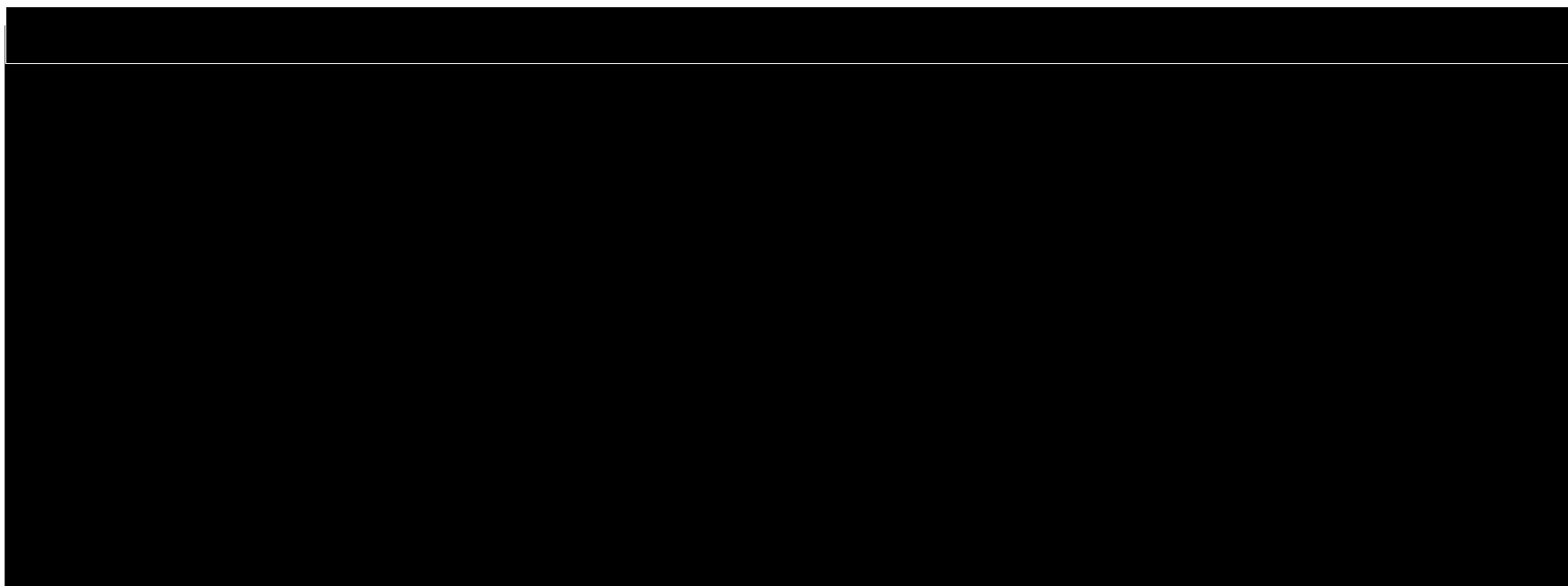
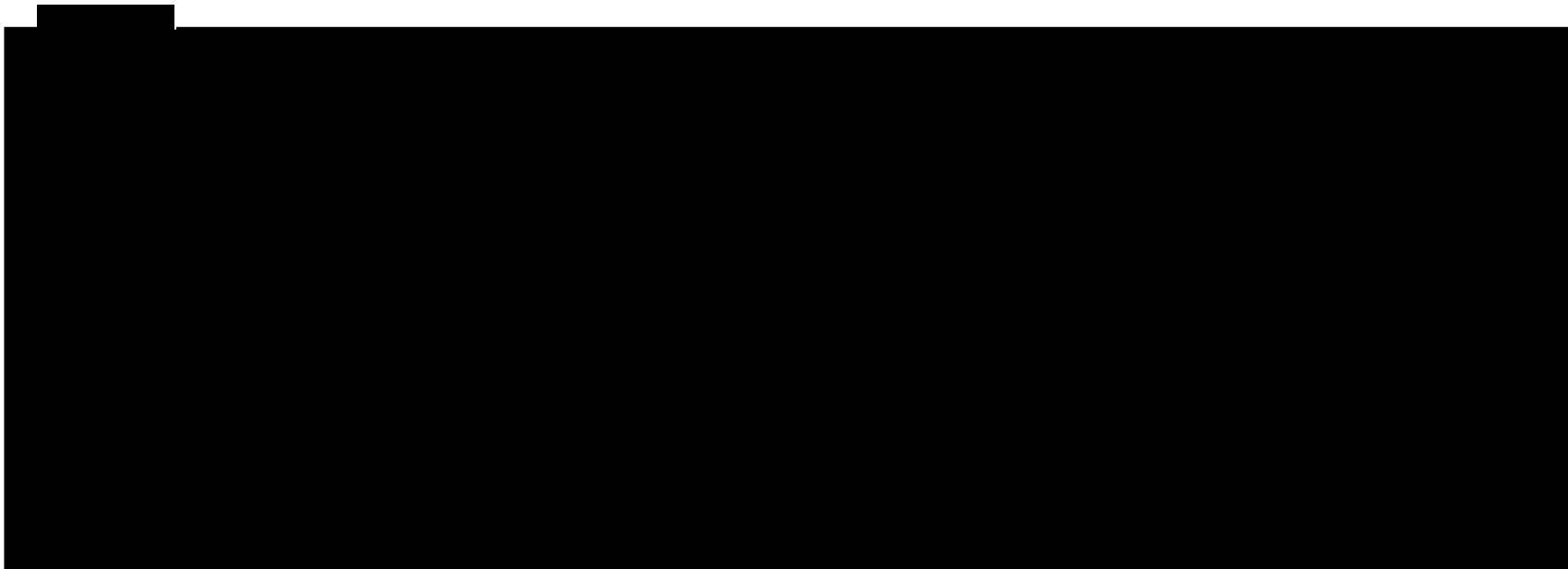
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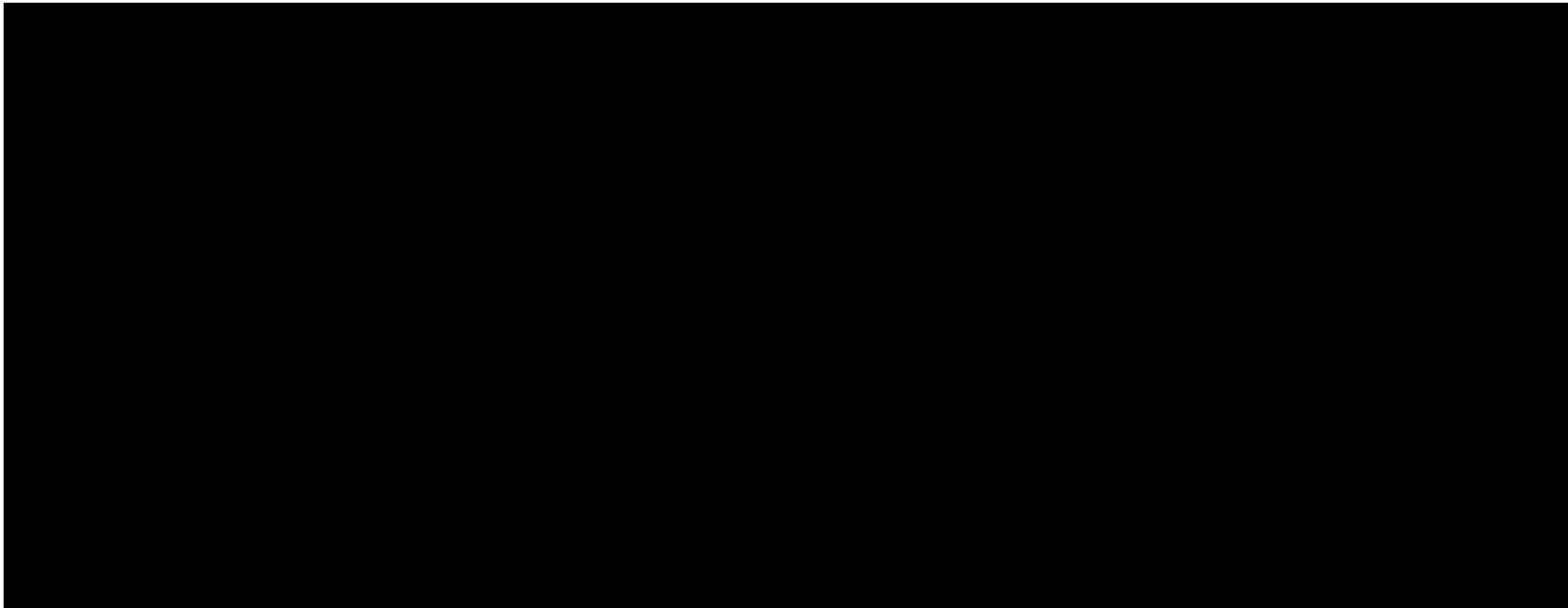
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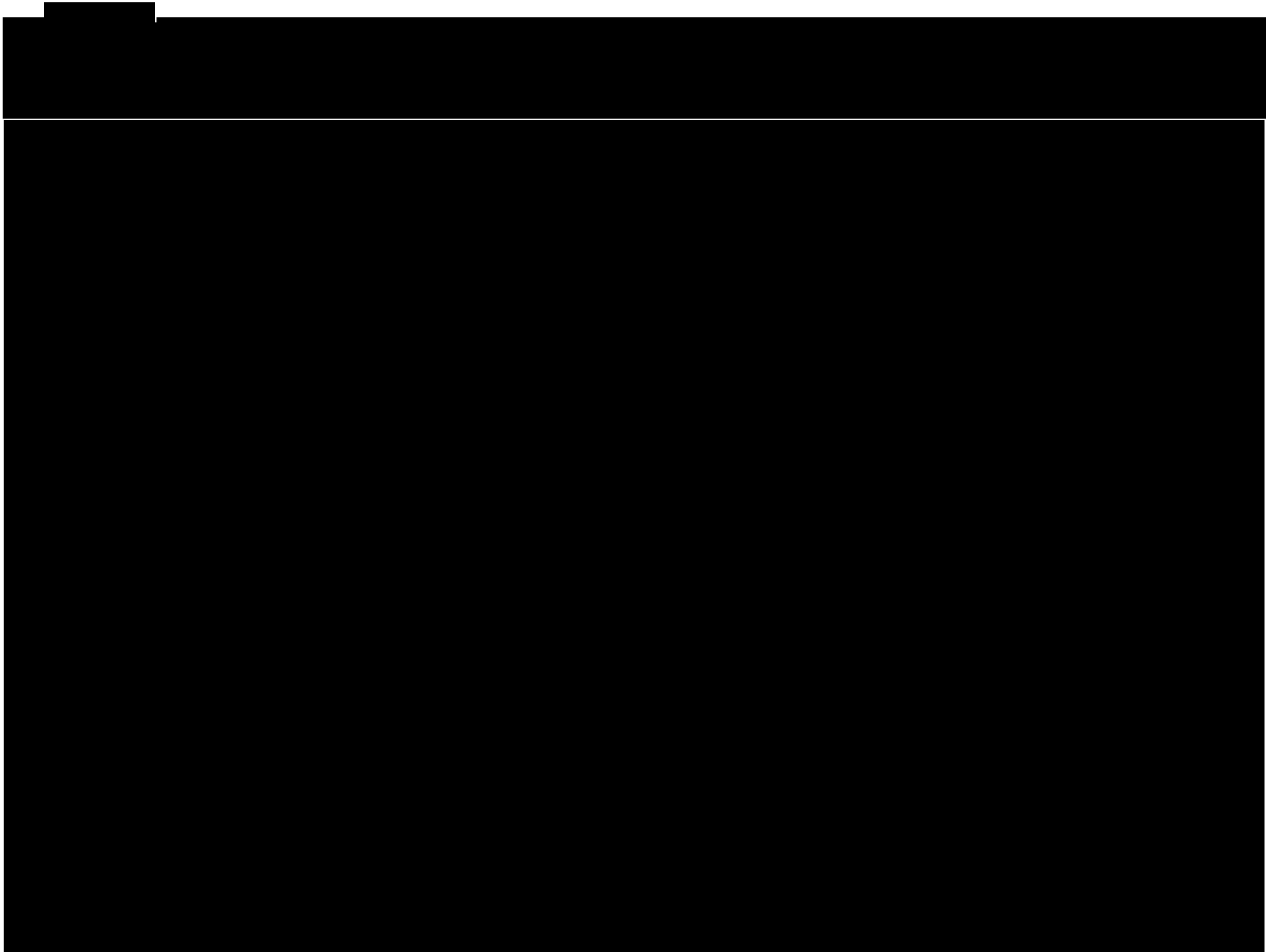
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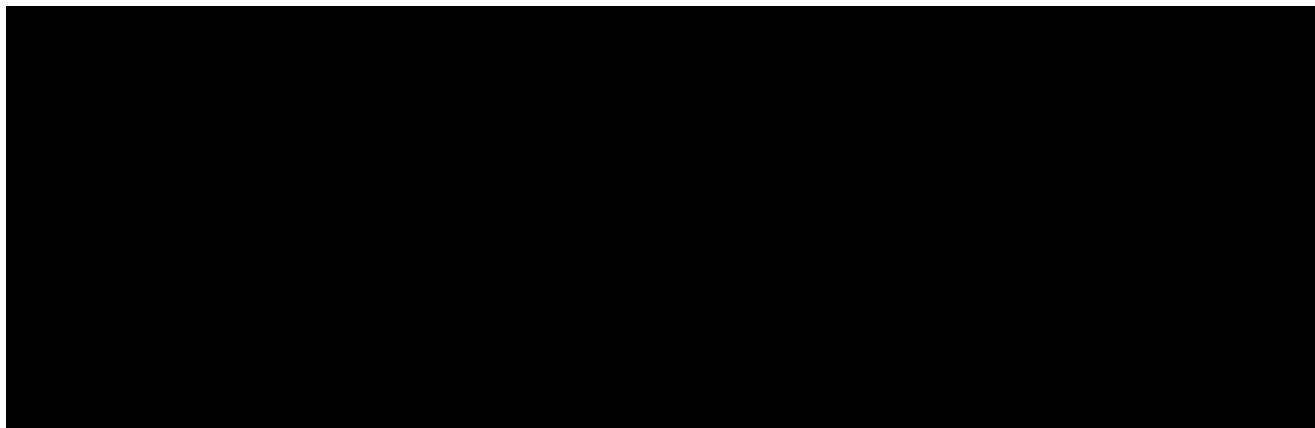
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e. Safety, Order, and Student Discipline

BASIS school's academic rigor and high expectations for student learning require an environment which is free from disruption and fosters mutual respect among students and staff members. To accomplish this, BASIS has developed clear rules concerning student behavior which will be enforced without discrimination on the basis of gender, religious belief, ethnic background, nationality, or disability. BASIS schools have developed a code of conduct based on five key principles of behavior:

- 1. Promote respect for fellow students and staff members:** All students are expected to behave in a respectful manner toward themselves, other students, staff, 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.
- 2. Promote respect for all individuals:** BASIS strives to provide an environment where all students feel comfortable and thrive. For this reason, certain behaviors are strictly prohibited on school premises. These include, but are not limited to, the use of derogatory statements in reference to race, sexuality, ethnicity, culture, or religious background.
- 3. Promote individual responsibility and responsibility for community:** BASIS holds each student individually responsible for his or her own language and actions.
- 4. Provide a safe environment for students:** BASIS staff and students work together to ensure a safe environment for all community members and any potentially dangerous situation is immediately reported to school officials.
- 5. Provide a disruption-free educational environment.** BASIS will provide students with the kind of distraction-free learning environment that is necessary to achieve academic excellence.

BASIS General Rules of appropriate behavior

- Compliance with all federal, state, and local laws;
- No possession of any kind of weapon or any item simulating a weapon;
- 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 aggression against or abuse of persons or property (including abuse of Communication Journal—e.g., no removing of entries or pages);
- No sexual advances, 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 gum chewing is permitted anywhere on school premises;
- No possession or unauthorized use of matches or lighters and explosive materials;
- Compliance with all written rules and procedures provided and/or posted throughout the school's premises including the emergency procedures;
- Compliance with verbal directions of staff members;

- Arrival at class or at any required school activity on time and appropriately equipped;
- Attendance at all scheduled classes and all required school activities;
- Reporting immediately to school personnel another school community member's actions and/or words believed to violate the school's disciplinary policy;
- Students are permitted to sell products on school grounds **ONLY** as a part of the school program.

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

Non-Suspension Disciplinary Actions

Classroom Discipline: Each teacher will have his or her own classroom discipline procedure, which is in accordance with BASIS school policies. These procedures will be clearly defined in course syllabi.

- **Restriction:** The student will be required to immediately (or in the time interval indicated by a staff member) report to the school office for disciplinary action. The School Director will then:
 - Inform the student of the school policies he/she violated;
 - Invite the student to explain his/her understanding of the event and instruct him/her on disciplinary due process;
 - Decide the remedy and/or the disciplinary consequences:
 - Warning – There is no requirement to inform the parent about this action.
 - Minor consequences – Including, but not limited to: Warning plus additional Exclusion for more than one school period; a request to perform additional academic or school service activities during Exclusion; one time Exclusion from an extracurricular activity; written notice sent home regarding the Discipline Violation.
 - Major consequences – Short Term Suspension (see below).
 - Severe consequences – Long Term Suspension or Expulsion (see below).

Suspension and Other Disciplinary Actions

Short-Term Suspension (1-9 school days): During Short-Term Suspension, the student must remain away from classes and other school activities. In some extreme cases the School Director may decide the student will not be allowed to come to campus at all during his or her Short-Term Suspension. Suspended students must make up missed assignments to receive credit for them. Upon returning to school the student will be 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.

When the School Director decides to impose Short-Term Suspension, a suspended student's parent/guardian will be informed of the suspension by telephone, in writing, or in person. The School Director may postpone the final decision regarding the length of suspension due to any pending incident investigation. A student suspended pending the result of a disciplinary investigation will be supported in his or her efforts to keep up with homework assignments and will be allowed credit for made-up work. If a student is subsequently found not guilty of a Discipline Violation, or the violation proves to be significantly less serious than suspected, he or she will be allowed the opportunity to make up and receive credit for missed assignments.

Once the incident investigation is completed, a conference between the School Director and the parent/guardian will be required before the student is allowed to return to class.

Long-Term Suspension (At least 10 school days): The student must remain away from school premises, classes, and all other school activities for a period of at least 10 school days. Long-Term Suspension does not excuse the student from academic work assigned during the term of suspension. To receive credit for assignments missed during a Long-Term Suspension, students suspended at least 10 school days will be required to complete missed assignments after returning to school. The student must follow the same procedure to secure make-up assignments as he or she would for a Short-Term Suspension. The student might be required to come to school after regular hours to sit exams and quizzes during his or her Long-Term Suspension.

Prior to any Long-Term Suspension, the student will be placed on Short-Term Suspension and the rules for Short-Term Suspension will be invoked. During this time the School Director will conduct an investigation of the incident. Once the incident investigation is completed, a conference between the School Director and the parent/guardian will be required before the student is allowed to return to school. The investigation of the incident may also result in the School Director's recommendation to expel the student.

Expulsion: BASIS will permanently withdraw the student's privilege of attending the school.

Any student Expulsion will be initiated at the recommendation of the School Director and will require the approval of an Ad Hoc Disciplinary Board, which will make the final decision. Until the Ad Hoc Disciplinary Board makes its final determination, the student and school will follow the procedures implemented for a Long-Term Suspension. The student's parent/guardian shall receive written notification of the recommendation for Expulsion and shall be invited to attend the Disciplinary Board meeting, at which the final determination will be made.

Contact of Local Law Enforcement Authorities: If any student is considered an immediate threat to him or herself or others, or engages in conduct required by the law to be reported to the Law Enforcement Authorities, the School Director will contact local law enforcement.

Possible Disciplinary Decisions

Disciplinary decisions in each individual case will be made at the discretion of the School Director. These disciplinary decisions will depend upon the nature and severity of the infraction and other pertinent circumstances. All disciplinary decisions will be made with the best interest of the BASIS DC community in mind.

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Calendar - BASIS SCOTTSDALE 5-7th Grade 2010 / 2011

August-10							September-10							October-10							November-10							December-10											
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S					
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2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12					
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19					
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26					
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					27	28	29	30	31								
30	31																																						
						Σ														Σ														Σ					
School Days						17	17	School Days						21	38	School Days						19	57	School Days						18	75	School Days						13	88

January-11							February-11							March-11							April-11							May-11											
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S					
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31																					25	26	27	28	29	30		30	31										
						Σ														Σ														Σ					
School Days						20	108	School Days						19	127	School Days						18	145	School Days						20	165	School Days						15	180

Calendar - BASIS SCOTTSDALE 8-12th Grade 2010 / 2011

August-10							September-10							October-10							November-10							December-10											
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S					
						1				1	2	3	4	5					1	2	3										1	2	3	4	5				
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	1	2	3	4	5	6	7	6	7	8	9	10	11	12					
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19					
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26					
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31							
30	31																																						
						Σ														Σ														Σ					
School Days						17	17	School Days						21	38	School Days						19	57	School Days						18	75	School Days						13	88

January-11							February-11							March-11							April-11							May-11											
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S					
					1	2		1	2	3	4	5	6		1	2	3	4	5	6												1							
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8					
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15					
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22					
24	25	26	27	28	29	30	28							28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29						
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School Days						20	108	School Days						19	127	School Days						18	145	School Days						20	165	School Days						15	180

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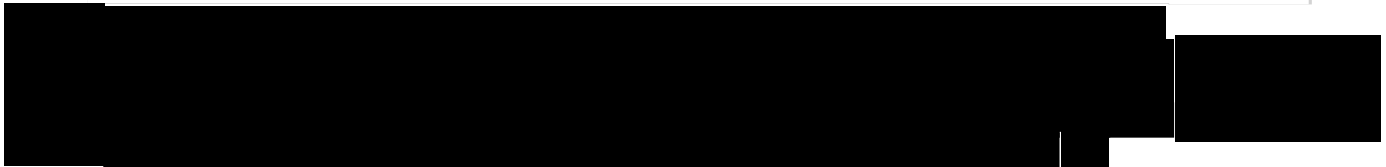
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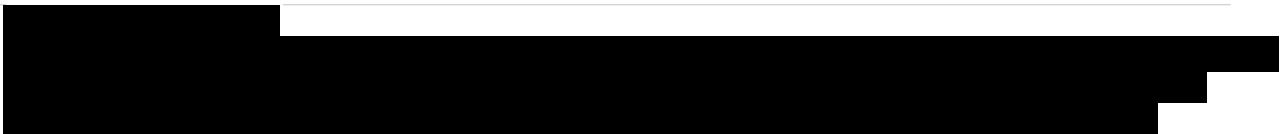
A. Application



Upper School Year Organization			
8th grade – 11th Grade		12th grade	
Academic Term	1st Trimester	Academic Term	1st Trimester
	2nd Trimester		2nd Trimester
	3rd Trimester	Senior Project Term	
Review Term		Senior Project Presentation	
Project Term			



←	Extracurricular Program	Instructional Program	Extracurricular Program	→
	Morning Elective Period	Core Periods and Lunch	Afternoon Elective Period	
	Academic Electives and General Electives		Academic Electives and General Electives	







B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

Profile of the Founding Group

The driving force behind the creation of BASIS DC is the shared vision of the founding committee members. The Committee to Bring a BASIS to DC is a group of individuals who are committed to highly rigorous K-12 education and who have joined together to bring a nationally ranked, open enrollment school to Washington, DC.

As longtime advocates for improving education, the committee has the benefit of its members' expertise in middle school and high school instruction, curriculum development, comparative global education standards, standards development, assessment and data analysis, financial and business management, non-profit organizational management, marketing, college admissions procedures and standards, law, fundraising, community activism and support, and grassroots parental involvement.

The founding group represents a well-balanced team whose years of experience in various aspects of education and education reform has guided and will continue to guide the development of BASIS DC. By helping to adapt the BASIS educational standards, assessment mechanisms, and school policies to the unique environment of DC, and by providing input and assisting in the charter application review process, members of the founding committee have been and will continue to be instrumental in the planning process behind BASIS DC. Moreover, their significant insights will undoubtedly inform Best Practices at BASIS campuses throughout the country.

Mary Siddall – Chair

Mary Siddall is passionate both about the education of her children and greater educational opportunities for all children and has been involved in the national school reform debate for most of her adult life. She ran the No Excuses Campaign, a national marketing effort that showcased high-performing, high-poverty schools, and on the side wrote many fundraising proposals for various charter schools and school choice groups. She became active locally when her oldest child, who is now in sixth grade, went to Kindergarten. She lives in Ward 1 off 14th and U with her husband and three children (one in a traditional public school and two in charter schools). Mary is a board member of DC School Reform Now and the Fillmore Arts Center, an advisory board member and founder of America's Future Foundation, and a church school teacher at St. John's, Lafayette Square. She graduated with a B.A. in Humanities from

Washington College and did graduate work in philosophy at the Catholic University of America. Ms. Siddall is the mother of three school age children.

Robert A. Compton – Vice Chair

Bob Compton has had several careers over the past 30 years – IBM Systems Engineer, Professional Venture Capitalist, Angel Investor, President/COO of NYSE Company, Entrepreneur and Filmmaker. He brings to the committee expertise in business, financial management, international educational systems, and experience in non-profit governance.

As an entrepreneur, angel investor and professional venture capitalist, he has been active in over 30 businesses including software, telecommunication services, healthcare services and medical devices. As President/COO of Sofamor Danek, he led the largest spinal medical device company in the world. As a filmmaker, he created, produced and financed the groundbreaking documentary series “Two Million Minutes.” Mr. Compton holds an Honorary Doctorate from the Rose-Hulman Institute of Technology. He has served on over a dozen non-profit organizations, including as a Trustee of the Kauffman Foundation, a \$1.8 billion foundation dedicated to accelerating entrepreneurship. He received his Master’s in Business Administration from Harvard University Graduate School of Business and his Bachelor of Arts from Principia College.

Bob Compton has a rather unique relationship to BASIS. He first became acquainted with BASIS schools in October of 2008 when he was invited to screen his first film “Two Million Minutes: A Global Examination” to audiences of BASIS Tucson and BASIS Scottsdale students, parents, and community members. The documentary contrasted students’ hard charging attitudes toward high school in India and China against the blasé attitudes of students in the United States. The documentary makes the point that the difference in our educational systems portends poorly for continued economic prosperity in the U.S. After spending time sitting in on classes and visiting with students, parents, and teachers at BASIS, Bob, having observed schools around the world, believed he had found “one of the best school in the world” in a most unlikely place; Tucson Arizona. Compton followed up by sending a crew to Arizona and the result was a film about BASIS Schools entitled “Two Million Minutes: The 21st Century Solution” which hailed BASIS as a solution to the poor showing of American students compared to their international peers.

A. Graham Down

A. Graham Down brings to the committee expertise in high level curriculum content, assessment, teaching, administration of a non-profit organization, and fundraising. He became Executive Director of the Council for Basic Education (CBE) in 1974 and served as President from 1990 until his retirement in 1994, when he was named President Emeritus. Mr. Down was the Council’s principal emissary to diverse audiences across the country and has appeared frequently on radio and television. He was responsible for the development of all CBE activities, for securing funds to underwrite them, and for overseeing the operations of the Council. Subsequent to his retirement from CBE, Mr. Down has been a consultant to a number of organizations, including the Phi Beta Kappa Society, the National Writing Project, the Council of Chief State School Officers, the National PAIDEIA Center, Project SEED, the Concord Review, the Environmental Literacy Council, and the National Science Teachers Association. For the past 10 years, he has served as Chairman of the Advisory Committee to the Davies-Jackson Scholarship program at St. John’s College, Cambridge. He also serves as Editor-at-Large of Young Arts Magazine, a quarterly publication of the National Foundation for Advancement in the Arts.

In addition, after retiring from CBE, Mr. Down has served as a fund-raising consultant to a number of organizations, including the American Academy for Liberal Education, Music Educators National Conference, American Council on the Teaching Foreign Languages, and the International Baccalaureate, raising approximately half million dollars from various sources – individual, corporate, private, and governmental.

He has also acted as the Search Consultant to the Board of Directors of the National Foundation for Advancement in the Arts (NFAA) to find NFAA’s new President, to find a new Executive Director for the Council for Educational Development and Research, and for the Appalachian Educational Laboratory.

Prior to coming to Washington, Mr. Down was a history instructor, Chairman of the Music Department, and master-in-charge of the Upper School at Lawrenceville School. He then became assistant, associate and acting director of the College Board’s Advanced Placement Program. After a stint at Bradford College as assistant to the President, he returned to the College Board as assistant director of the program series for the New England regional office.

An accomplished musician, Mr. Down has directed choirs and played the organ at a number of churches, including 20 years as director of music at Western Presbyterian Church, Washington, DC. He is currently Master of Music at Epiphany Catholic Church in Washington. He serves on the Board of Directors of NFAA and the Academy of Learning Through the Arts.

A native of England, Mr. Down graduated from both Oxford and Cambridge Universities with degrees in history, education and music. He became an American citizen in 1964 and is a resident of Washington, DC.

Nick Fleege

Nick Fleege brings to the committee an expertise in instruction, knowledge of the BASIS model used in other BASIS campuses, experience in replicating the BASIS model, and has five years of classroom experience. Nick Fleege earned a Bachelor of Science in Mechanical Engineering from the University of Illinois. He taught in Southwest and Central Phoenix for three years as a member of Teach for America before becoming a part of the BASIS team in 2008. Upon joining the BASIS faculty, Mr. Fleege taught Physical Geography and Algebra at BASIS Scottsdale and Robotics and Algebra at BASIS Tucson's middle school. In April of 2010, Mr. Fleege became involved in all aspects of opening a new school and helped ensure BASIS Oro Valley would successfully open in August of 2010. In the wake of BASIS' success in Oro Valley, Mr. Fleege was named Director of New School Development. In this position, he is responsible for all activities related to opening new BASIS Schools. As a founding committee member, Mr. Fleege will also be able to learn about the special needs of DC students and parents from founding committee members who are DC residents which will provide valuable insight to the BASIS Educational Group staff when it comes to community outreach, training staff, and managing BASIS DC.

Instead of recruiting a committee member who is a commercial real estate broker, a contractor, or a lender, the founding committee has made the decision to form a facility and site selection subcommittee. The sub-committee has already begun preliminary conversations with a real estate specialist who is familiar with the DC community to assist in the site selection and facility tenant improvements for BASIS DC upon approval of the charter. The members of the sub-committee are: Mary Siddall, Robert Compton, David Hedgepeth and Nick Fleege.

David Hedgepeth

David Hedgepeth brings to the committee, in addition to a parent's perspective, legal expertise, practical political experience, and familiarity with the legal issues faced by teachers. A graduate of Colgate University and Catholic University of America, Columbus School of Law, he has worked as a Litigation Support Specialist managing paralegal, administrative, and technical teams on cases such as discrimination against African American and Latino farmers, and protecting third party payers such as CareFirst BlueCross BlueShield from unfair business practices by Pharmacy Benefit Managers. Additionally, during his time at CUA, Hedgepeth pursued his interest in education and labor law by serving as a law clerk for the American Federation of Teachers (AFT) and a student lawyer at CUA's Families and the Law Clinic. Mr. Hedgepeth is the father of two school age twin daughters and is a resident of Washington, DC.

Mali Parke

Mali Parke is a committed advocate, activist and speaker on issues including sustainability, nonviolence, wholesome nutrition, educating the whole child and respectful parenting/teaching/living. She brings to the committee her strong marketing, social media knowledge, social networking, community organizing, and fundraising skills as a consultant for local for-profit and non-profit organizations. She also brings her communication and relationship strengths as a Life and Professional Coach and presenter of workshops to parents and educators on 'educating the whole child'. Mali brings strong marketing and managing skills in outreach and promotional campaigns, strategic initiatives, new client acquisition and market research from her previous career as a Marketing and Campaign Manager at Ruesch International, an international payment solution provider with more than 30,000 customers and over \$24 billion in annual sales. She also brings a diverse multi-cultural approach and strong analytical skills from her work at Advanse International, an international consulting firm, where she conducted market analysis and delivered feasibility reports for European companies seeking to expand into the US. Mali graduated with Honors from Sorbonne University, France, with a Master in International Economics and Management, and a Bachelor's Degree in English. She has been a resident of Dupont Circle, DC for over 12 years and has strong ties to the DC community from her native Washingtonian husband. She has two school-aged children, one in a DC Department of Parks & Rec co-operative play, and the other in the neighborhood DCPS elementary school. She is a committed parent to bring world-class and affordable education choices to all children in the city to allow them to be full 'citizens of the world' and empower their choices in their adult life.

Marc S. Tucker

Marc has been a leader of the standards-driven education reform movement for many years. Mr. Tucker created New Standards, a 23-state consortium designed to develop internationally benchmarked student performance standards and matching student examinations. He authored the 1986 Carnegie Report, "A Nation Prepared: Teachers for the 21st Century," which called for a restructuring of America's schools based on standards; created the National Board for Professional Teaching Standards; created the Commission on the Skills of the American Workforce and co-authored its report, "America's Choice: high skills or low wages!," which called for a new high school leaving a certificate based on standards; and, was instrumental in creating the National Skill Standards Board and served as the chairman of its committee on standards and assessment policy. With Ray Marshall, Mr. Tucker co-authored "Thinking for a Living: Education and the Wealth of Nations," selected by *BusinessWeek* as one of the ten best business books of 1992; with Judy Coddling, co-authored "Standards for Our Schools: How to Set Them, Measure Them, and Reach Them," published in 1998; and co-edited "The Principal Challenge," 2002. Mr. Tucker created the National Institute of School Leadership, a state-of-the-art executive development program for school leaders. Mr. Tucker was the lead author of "Tough Choices or Tough Times," the report of the New Commission on the Skills of the American Workforce.

(1) brief résumés of the individuals, see Appendix G

(2) the names and addresses of entities submitting the Petition,

The Committee to bring a BASIS School to DC C/O

Mary Siddall

1314 Wallach Place, NW

Washington, DC 20009

(3) the names and most recent annual reports of the organizations or corporations of which the individuals are directors or officers.

See Appendix L for the complete list of organizations and corporations on which the members of the Founding Committee serve as Directors or Officers and the available annual reports for these organizations.

(4) names of any organizations or agencies that are partners in planning and establishing the school, along with a description of the role played and the resources contributed by each.

The Committee to Bring a BASIS School to DC is Partnering with BASIS School, Inc. because of their experience in opening and managing successful charter schools. The BASIS Communications Director and the Director of New School Development worked with the Committee to Bring BASIS DC to create this charter application. Looking forward, Nick Fleege, the Director of New School Development for BASIS, will continue to be a member of the founding board as BASIS DC further defines itself in the planning phase. Beginning in 2012, BASIS Educational Group will be responsible for hiring and training the BASIS DC Head of School, performing the accounting services for BASIS DC, and providing Human Resources services and support as a result of the anticipated service agreement.

b. Planning Process

The Planning Process

While current BASIS schools operate in Arizona and are well hidden from many education reform activists, the results, unique program, and focus on international standards have attracted the attention of many well-recognized experts such as Andreas Schleicher, Head of the Indicators and Analysis Division (Directorate for Education) at the Organization for Economic Co-operation and Development; Sir Michael Barber, head of McKinsey's Global Education Practice and Founder of the Education Delivery Institute in Washington, D.C.; Marc Tucker, president of the National Center on Education; Jay Matthews, education columnist for *The Washington Post* and creator of Newsweek's "Challenge Index;" political figures such as Rev. Al Sharpton and Former Speaker Newt Gingrich and among major media outlets such as the *Economist*, *The Wall Street Journal*, *CNN Tonight*, and *Meet the Press*. The common comment BASIS managers often heard when hosting these various education experts was: "We can use a school like this in our community." After researching BASIS schools, a group of highly motivated community members assembled to create the Committee to Bring BASIS to DC, giving this project the support it needed to start the planning process. Upon follow-up conversations with the Committee and upon visiting the District to meet with Committee members, successful charter leaders, and real estate specialists, the BASIS New Schools Development team decided to explore the possibility of transferring BASIS beyond the Arizona borders.

Bringing the well-established BASIS program model to DC poses a slightly different task for the Committee. Instead of designing the school's mission, philosophy, and program, the committee had to assess whether the BASIS program fit the needs and character of the DC community. After careful consideration, the Committee determined BASIS DC would benefit all potential students in DC, and would indeed be a great fit.

Choosing an Education Management Organization

In the planning process the committee looked for answers to following questions:

- Can BASIS demonstrate the ability to be a top ranking school model?
- Is the BASIS model transferable to the DC environment?
- Will BASIS bring any extra benefits to DC educational community?

Can BASIS demonstrate the ability to be a top ranking school model?

When answering this first question, the committee utilized five measurements to demonstrate BASIS position in the national rankings:

1. Successful Charter Schools
2. Success Measured
3. BASIS AP results vs. national results
4. US News
5. Newsweek

Successful Charter Schools

BASIS Tucson was selected as one of America's eight most noteworthy charter schools by the US Department of Education's Office of Innovation and Improvement in their first issue of "Successful Charter Schools" in June, 2004, only six years after its founding. Of the 8 charters in the report, then-Secretary of Education Paige said in the preface "these schools were chosen after an exhaustive national search, they were selected primarily because they have demonstrated success over time in boosting student achievement."

According to the study's authors,

The schools were selected first on the basis of student performance: They met 2003 Adequate Yearly Progress goals for their states and demonstrated three years of student achievement growth on standardized tests. They were also selected to represent a range of school types, serving differing student populations and various grade configurations. From over 250 schools nominated, many demonstrated that they were doing an excellent job of educating urban students who have been largely underserved in traditional public schools... Ultimately, eight schools were selected for site visits... As remarkably diverse as these schools are, they share certain fundamental qualities, core features that seem to be at the heart of the charter process.

Success Measured

Perhaps the most "state of the art" evaluation of BASIS Tucson was done by the Arizona Charter School Association in connection with their 2008 publication "*Success Measured*." This publication reported on a study which compared the 'value added' for students attending a particular school to their demographically matched peers across the state. In this carefully controlled study on value added, BASIS Tucson came out as one of the three best charter schools in AZ. Success Measured used four filters to identify the best charter schools in Arizona. Two methods focused on student growth and two focused on systematic high achievement and sustainability. To make it through the four filters, schools had to meet all four of the following criteria:

- High student-level growth percentile ranks
- Higher than expected student-level growth, given student demographics
- High actual-minus-predicted scores
- Long-term evidence of school-level growth relative to the state mean.

According to the Report's authors, "Once we identified the three best schools, we checked two additional items to ensure accuracy. First, we confirmed that the schools tested virtually all of their students and did not exclude groups of students who were expected to receive lower scores. Then, the schools' financial records were reviewed to make sure that success was occurring in a fiscally sound environment. We also matched them to other schools with similar demographic characteristics to see the differences between the three top schools and those that had less successful track records."

BASIS AP results vs. national results

BASIS students outperform their peers nationally on AP exams. This is even more impressive considering all BASIS students take a minimum of 6 AP exams, while students in the majority of High Schools across the country must have teacher permission and approval to take these exams. Nationally, 58.2% of all tests taken scored a 3 or higher and were considered passing. Comparatively, BASIS Scottsdale 2011 graduates passed 77.2% of their exams and BASIS Tucson 2011 graduates passed 90.3% of their exams.

BASIS Class of 2011	BASIS Scottsdale	BASIS Tucson	BASIS combined
Graduates	20	23	43
Exams taken	193	207	400
# exams taken per grad	9.65	9.00	9.30
Exams passed	149	187	336 (84%)
# exams passed per grad	7.45	8.13	7.81

Source: <http://www.apcentral.collegeboard.com>








U.S. News & World Report

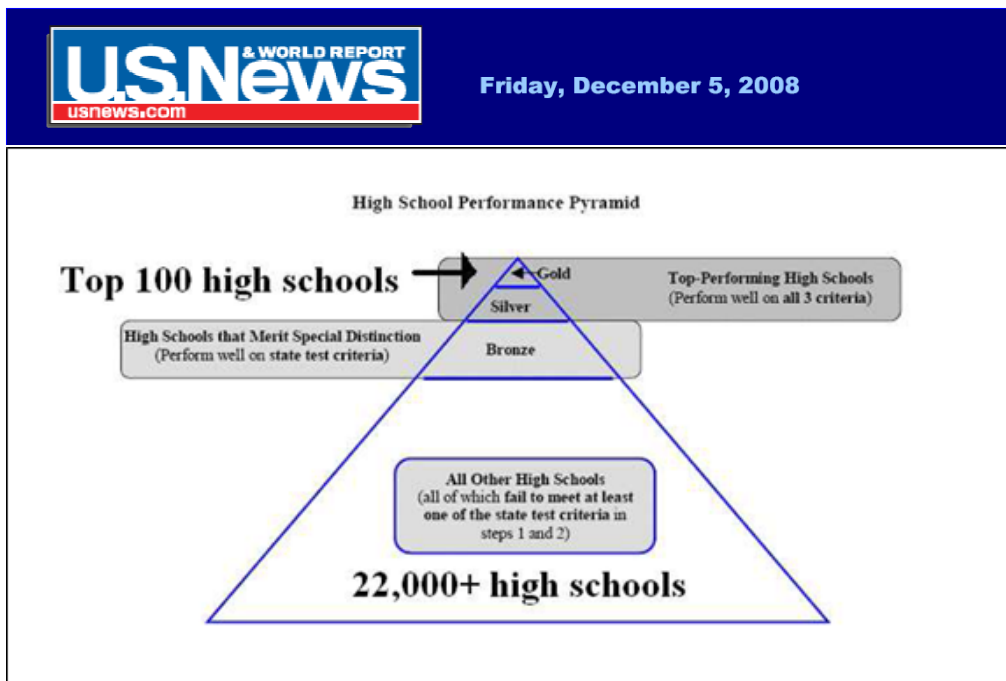
The determination for a school's *U.S. News and World Report* ranking is a three step process. The first step determines whether "each school's students were performing better than statistically expected for the average student in the state."¹ The second step determines whether "the school's least-advantaged students (African American, Hispanic, and low income) were performing better than average for similar students in the state."² The third and final step determines a school's "college-readiness performance," based on "the school's AP or IB participation rate (the number of 12th-grade students who took at least one AP or IB test before or during their senior year, divided by the number of 12th graders) and how well the students did on those tests."³

The picture below illustrates the ranking pyramid for all 22,000+ high schools eligible for inclusion in the *US News and World Report* ranking. The top 100 high schools, considered "Gold Medal Schools," were numerically ranked. With a consistent top 20 ranking, BASIS Tucson has demonstrated that, academically, it is among the top one half of one percent of public high schools in the United States (BASIS Scottsdale will be eligible for inclusion in the rankings in 2012).

¹ <http://education.usnews.rankingsandreviews.com/education/high-schools/articles/2009/12/09/methodology-americas-best-high-schools>

² <http://education.usnews.rankingsandreviews.com/education/high-schools/articles/2009/12/09/methodology-americas-best-high-schools>

³ <http://education.usnews.rankingsandreviews.com/education/high-schools/articles/2009/12/09/methodology-americas-best-high-schools>




Source: http://education.usnews.rankingsandreviews.com/directories/high-schools/index.html/state_id+DC/page_number+1/page_size+10/sort+alpha/name+/award+1+2+3+4/school_name+/county+/detail+less

Only one DC school, Benjamin Banneker Academic High School, a magnet school with selective admissions, achieved a Silver Medal ranking. Moreover, only three DC schools, Hyde Leadership Public Charter School, Thurgood Marshall Academy Public Charter School, and Washington Math/Science/Technology Public Charter School, received a Bronze Medal ranking.

Newsweek

In addition to the *U.S. News & World Report* ranking, founding committee members also took into account *Newsweek's* ranking of DC schools. The methodology behind the *Newsweek* ranking is based on the "Challenge Index" which is a simple division of the number of AP, IB, or Cambridge tests taken by all students at the school divided by the number of graduating seniors. The only Washington, DC school on *Newsweek's* top 100 list in 2010 was Bell Multicultural, ranking 36th. The seven other DC High Schools ranked from 101st to 1724th on the *Newsweek* list. As additional quantitative evidence of the success of BASIS, the Equity and Excellence ratio (E&E - % of graduating seniors with at least one 3 on an AP exam) is 100% for BASIS Tucson, compared to 32% for the highest E&E ratio in the District.

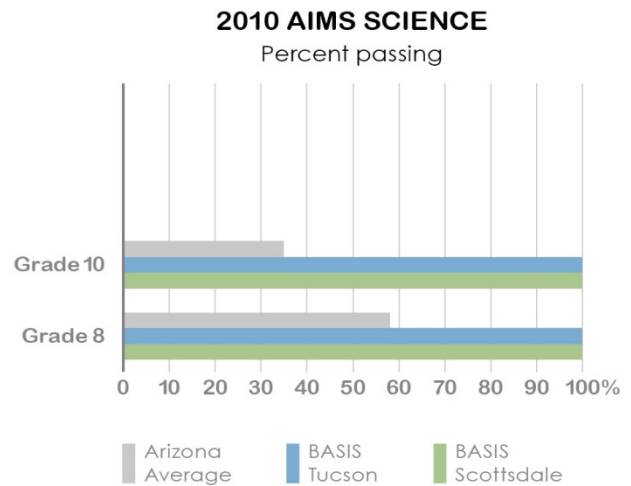
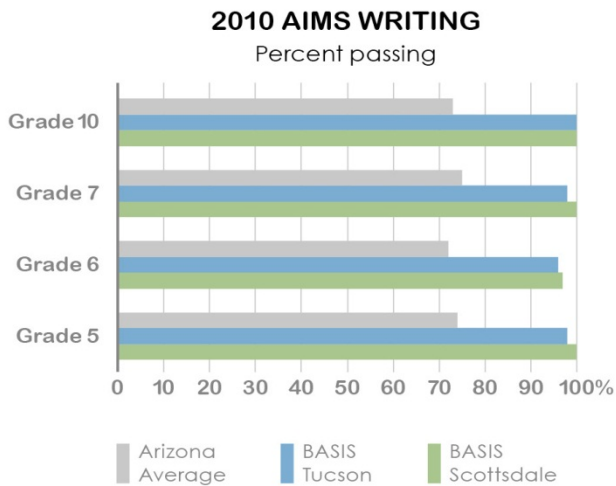
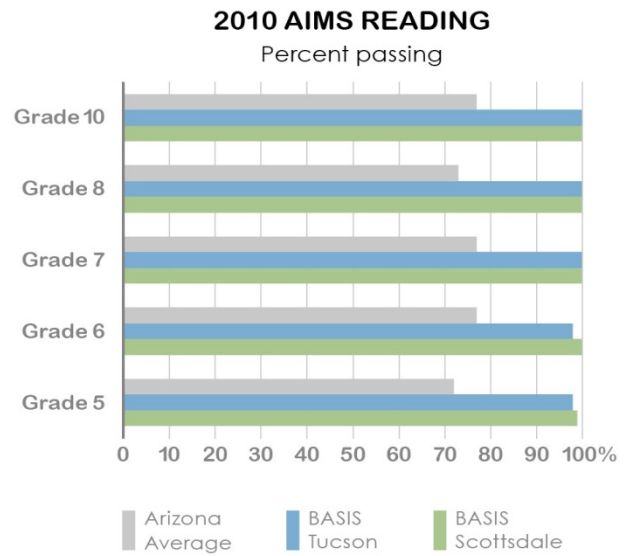
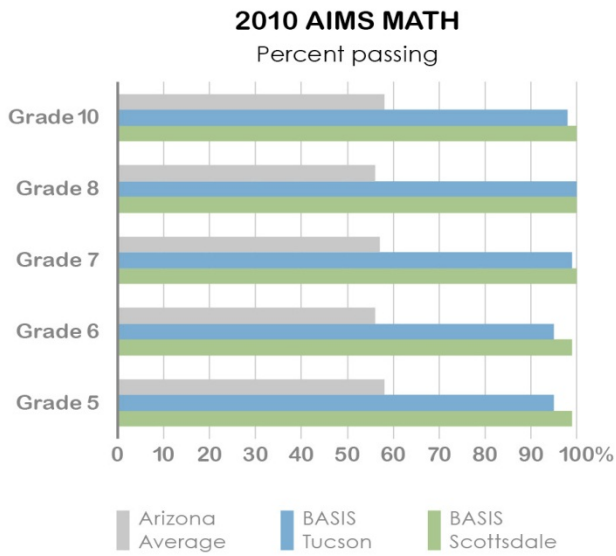
A. Application

 RANK	SCHOOL	CITY	STATE	INDEX	SUBS. LUNCH	E&E
39	Bell Multicultural	Washington	DC	5.595	84	24.6
101	Woodrow Wilson	Washington	DC	4.011	39	32
112	School Without Walls	Washington	DC	3.793	22	30
231	Banneker **	Washington	DC	3.093	46	17
1306	Thurgood Marshall Academy	Washington	DC	1.358	72	5.1
1614	Cesar Chavez Charter-Capitol Hill	Washington	DC	1.095	66	4.8
1686	Duke Ellington School of the Arts	Washington	DC	1.038	38	19.6
1724	McKinley Tech	Washington	DC	1.011	45	3.6

Source: <http://www.newsweek.com/feature/2>

With BASIS Tucson ranking in *Newsweek's* top ten list of America's Best High Schools for four years running and *U.S. News & World Report's* top 20 list for three years running, the school has a proven track record of success. By utilizing a similar educational approach tailored to the DC community, BASIS DC will not only help to improve the caliber of educational options available to DC students, but should also increase the rigor and levels of expectations at other DC area schools competing for student enrollment. In addition to national rankings, the BASIS Scottsdale and Tucson students also boasted scores on the state assessment system, the Arizona Instrument to Measure Standards (AIMS) exams, which were leaps and bounds ahead of their peers. 2010 AIMS scores for BASIS Scottsdale (green) and BASIS Tucson (blue) students are compared to the Arizona student average (grey) in the various grades and subjects tested in the table below.

A. Application



Based on the collection of impressive rankings and results, the committee is confident that BASIS' accomplishments demonstrate sufficient proof to be considered a top ranking model.



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d. Civil Liability and Insurance

BASIS School, Inc. currently has Civil Liability and Insurance produced by CBIZ Insurance Services, Inc. and insured by Philadelphia Indemnity Company and Hartford Insurance Company. As the policy cover page shows, the coverage greatly exceeds the minimum requirements in all areas.

A. Application

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.						
INSR ADD'L LTR INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR	PHPK538128	3/1/2010	3/1/2011	EACH OCCURRENCE	\$ 1,000,000
	DAMAGE TO RENTED PREMISES (Ea occurrence)				\$ 100,000	
	MED EXP (Any one person)				\$ 5,000	
	PERSONAL & ADV INJURY				\$ 1,000,000	
	GENERAL AGGREGATE				\$ 2,000,000	
GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC					PRODUCTS - COMP/OP AGG	\$ 2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS	PHPK538128	3/1/2010	3/1/2011	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
	BODILY INJURY (Per person)				\$	
	BODILY INJURY (Per accident)				\$	
	PROPERTY DAMAGE (Per accident)				\$	
	GARAGE LIABILITY <input type="checkbox"/> ANY AUTO					
				OTHER THAN AUTO ONLY: EA ACC	\$	
					AGG	\$
A	EXCESS/UMBRELLA LIABILITY <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> DEDUCTIBLE RETENTION \$ 10,000	PHUB300448	3/1/2010	3/1/2011	EACH OCCURRENCE	\$ 9,000,000
	AGGREGATE				\$ 9,000,000	
					\$	
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					\$	
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below OTHER	59WELU1096	3/1/2010	3/1/2011	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER	
	E L EACH ACCIDENT				\$ 500,000	
	E L DISEASE - EA EMPLOYEE				\$ 500,000	
	E L DISEASE - POLICY LIMIT				\$ 500,000	
A Package	PHPK538128	3/1/2010	3/1/2011	Employee Benefits Liab	1,000,000	
A Professional Liability	PHPK538128	3/1/2010	3/1/2011	Educators Legal Liability	1,000,000	
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS Charter School						
CERTIFICATE HOLDER			CANCELLATION			
***** Evidence of Insurance***** -			SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE 			

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e. Provision for Audit

As stated in the anticipated service agreement, "BASIS DC shall be responsible for the cost of the annual audit required by the Charter Contract and applicable law. BASIS Educational Group shall cooperate in the preparation of the annual audit and any other accounting reviews, which are undertaken by independent auditors approved or selected by the BASIS DC Board of Trustees. BASIS Educational Group shall make all of BASIS DC's financial and other records related BASIS DC available to the auditor as required by applicable law. BEG shall produce such records at the office located at BASIS DC."



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A. Application

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Registration and Enrollment Policies

All packets received before the deadline will be entered in the lottery (after the initial year of operation, students with registration preferences will be registered before the lottery). If a student's registration packet is selected in the lottery, he or she will be automatically registered. Once the student is registered, his or her parent/guardian must respond to future Registration Updates and Confirmations by designated deadlines in order to keep the student actively enrolled. The student will be placed under "Non Active Forfeit" if responses are not received by deadline dates. If the student's registration packet is not selected in the lottery, he or she will be automatically placed on the Waiting List and his or her parent/guardian is required to confirm interest to stay on the Waiting List. Registration packets received after the open registration deadline are placed on the Waiting List and assigned a position based on the date the application was received.

If, upon the open registration deadline, the school receives fewer registration packets than there are spaces available, all students who turned in completed registration packets by the deadline will be registered and Extended Registration will begin. Once the available spaces are filled, the Waiting List will open and student will be assigned positions on the list based on the date their registration packets were received.

Whenever a registration spot opens due to a Registration Withdrawal or a student forfeit (missed confirmation deadline), the student who is first on the Waiting List will receive a Registration Confirmation Form and the parents/guardians are required to submit the form by the deadline. If the parents/guardians decline the registration or miss the confirmation deadline, the vacant registration spot will go to the next student on the Waiting List. If multiple students hold the same position on the Waiting List, a lottery will be performed to determine which student will receive the open position.

An Explanation of Policies Regarding Enrollment Preferences

BASIS DC will be an open enrollment public charter school which does not charge tuition and does not administer entrance examinations. Policies regarding enrollment preferences for students returning to BASIS who attended the

A. Application

school during the previous school year and siblings of BASIS students follow:

Enrollment preference will be given to students who meet the following criteria in the order listed:

1. to students reenrolling in BASIS who attended during the previous school year;
2. to students who are siblings of BASIS students.

No preference will be granted to students who do not meet the above criteria.

Ensuring Adequate Enrollment

BASIS DC will provide DC students with an educational option beyond what traditional public schools can offer. As an open enrollment public charter school which teaches to the highest international standards, BASIS is able to offer all students the opportunity to receive education on par with the best private schools in the country and the best schools in the world without charging tuition. The demand for the DC Opportunity Scholarship Program demonstrated the desire among Washington DC parents to provide their children with opportunities beyond what traditional public schools offer. Prior to its rejection for reauthorization, the DC Opportunity Scholarship Program provided financial aid to enable low-income residents to attend the private school of their choice. According to a May 2010 article in School Reform News, "The program is popular with DC residents and attracts more applicants than the available seats. About 9,000 families have applied for the program's scholarships."

We believe our aggressive recruitment strategy, which will utilize the expertise and skills of BASIS employees, founding committee members, and grassroots efforts, and the proven record of exemplary student achievement at the existing BASIS schools, will ensure an adequate enrollment of students.

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A. Application

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b. Enrollment, Withdrawal, Suspension, and Expulsion of Students

Enrollment and Withdrawal Policies

BASIS DC will be an open enrollment, tuition-free school that does not administer entrance examinations. Enrollment will be granted to any student who submits a registration packet on or before the open registration deadline, as long as space remains available.

The BASIS DC Registration packet will require parents to submit a Verification of Residency which meets the District of Columbia Public Schools' Residency Verification Guidelines. The following tables outline the documents that will be accepted as a verification of residency in Washington DC.

REQUIREMENTS FOR PROVING RESIDENCY (OPTION 1)

<i>One of the following items will suffice to establish District of Columbia residency:</i>	
Item Accepted for Verification of DC Residency	Item Must Show:
1. A pay stub	a. Issue date within the past 45 days; b. Name of person enrolling the student; c. Current DC home address; and d. Withholding of DC taxes for the current tax year.
2. Proof of financial assistance from the DC Government, in the form of either a: a. Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter; b. Medicaid approval letter or recertification letter; c. Housing assistance letter from a housing shelter, including contact name and phone number or a letter from the Housing Authority; or d. Proof of receipt of financial assistance from another DC Government program.	a. Issue date within the past 12 months; b. Name of person enrolling the student; and c. Current DC home address.
3. Supplemental Security Income annual benefits notification	a. Issue date within the past 12 months; b. Name of person enrolling the student; and c. Current DC home address.
4. A tax information authorization waiver form certified by the DC Office of Tax and Revenue	a. Name of person enrolling the student; b. Evidence of payment of DC taxes for the previous tax year; and c. Current DC home address.
5. Verification Letter <i>and</i> Military Housing Orders; or DEERS Statement*	Name of student.
6. Proof that a child is a ward of the District of Columbia, in the form of a Court Order	Name of student.
7. An embassy letter	a. Issue date after May 1 of the current year; b. Name of person enrolling the student; c. Official seal; and d. Statement indicating that the person enrolling the student and the student currently live on embassy property in DC, with the DC address.

Source: <http://dc.gov/DCPS/Files/downloads/Learn-About-Schools/Enrollment/DCPS-Enrollment-Forms-Residency-Verification-Guidelines-3-2010.pdf>

REQUIREMENTS FOR PROVING RESIDENCY (OPTION 2)

<i>In the absence of items listed on the other side of the page, two (2) of the items listed below will suffice as proof of residency in the District of Columbia. The address and name on each submitted item must be the same.</i>	
Item Accepted for Verification of DC Residency:	Item Must Show:
1. Unexpired DC motor vehicle registration	a. Name of person enrolling the student; and b. Current DC home address.
2. Unexpired lease or rental agreement	a. Name of the person enrolling the student; b. Current DC home address; and c. Receipt of a payment or canceled check indicating payment of rent within the past two (2) months.
3. Unexpired DC motor vehicle operator's permit or other official non-drover identification	a. Name of person enrolling the student; and b. Current DC home address.
4. One utility bill (only gas, electric and water bills are acceptable)	a. Name of person enrolling the student; b. Current DC home address; and c. A separate receipt of payment or canceled checks indicating payment for the utility bill within the past two (2) months.

Source: <http://dc.gov/DCPS/Files/downloads/Learn-About-Schools/Enrollment/DCPS-Enrollment-Forms-Residency-Verification-Guidelines-3-2010.pdf>

If more registration packets are received than there are spaces available, the school will perform a lottery to determine which students will be granted enrollment. The students who are not selected in the lottery will be placed on a Wait List. Positions on the Wait List will also be determined through a lottery.

If the number of registration packets submitted does not exceed the number of spaces available, Extended Registration will begin and students will be accepted as long as there is space available in their specific grade level. Once all available spaces are filled, BASIS DC will open the Wait List and positions on the Wait List will be determined based on their registration packet submission date.

Whenever a student withdraws from BASIS DC, the student who holds the top position on the Wait List for that grade level will be notified and, once the student's parent/guardian submits the Confirmation Form, the student will be enrolled and begin classes.

Withdrawal Policies

Students may contact the BASIS DC office to withdraw at any time. BASIS DC will attempt to arrange a meeting with the student and family to ensure that the family is making an informed decision. Data collected from these meetings will be used to improve the BASIS program and to ensure BASIS DC more closely meets the needs of the community.

Disciplinary Policies and Procedures

BASIS DC will call on years of BASIS schools' experience with student discipline in order to create a safe and orderly school in which students can work. BASIS believes that all students have the right to study in a secure environment, free from distractions and out of harm's way. The discipline policies and procedures for BASIS DC have been drawn up and will be carried out with that strong belief in mind. For a more complete explanation of specific disciplinary policies and procedures, please see *Section A.4.e Safety, Order, and Student Discipline*.

Procedures for handling Discipline Violations specific to students with disabilities will be clearly outlined in the school's Special Education Policies and Procedures Manual. Parents/Guardians of students with disabilities may request a copy upon the opening of school. A disabled student is one who has been classified as disabled pursuant to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and/or the Americans with Disabilities Act.

Student Disciplinary Records

The School Director will make reasonable efforts to thoroughly investigate, accurately document, and fairly adjudicate student misconduct. Disciplinary records related to the current school year will be maintained by the School Director in the student's discipline file. The student's disciplinary file, adjusted to comply with Family Educational Rights and Privacy Act (FERPA), will be made available for inspection by parents/guardians upon request. In compliance with FERPA, all documents with information about any other students involved in the disciplinary event will be removed from the file prior to such inspection. The student's disciplinary file, including disciplinary information related to the current school year, will be available for inspection only if the request is made before the end of the school year during which the discipline violation occurred.

When responding to requests for student disciplinary records and information from law enforcement agencies or court officials, the school will follow procedures mandated by the Family Educational Rights and Privacy Act (FERPA).

Standard Due Process

A parent/guardian may request, in writing, either of the following: that a School Director reviews any decision made by any staff member; that the Head of School reviews any decision made by a School Director. Decisions made by the Head of School are considered final. The parent/guardian will receive a written response to his/her request within 20 school days.

If the parent/guardian believes that the school violated any Charter School Regulations, state or federal laws, or any other relevant regulation, he/she should bring it to the school's attention and may directly contact the District of Columbia Public Charter School Board.

Tuition reimbursement for nonresident students.

We anticipate BASIS DC will only accept students who are residents of Washington DC and are able to verify their residency.

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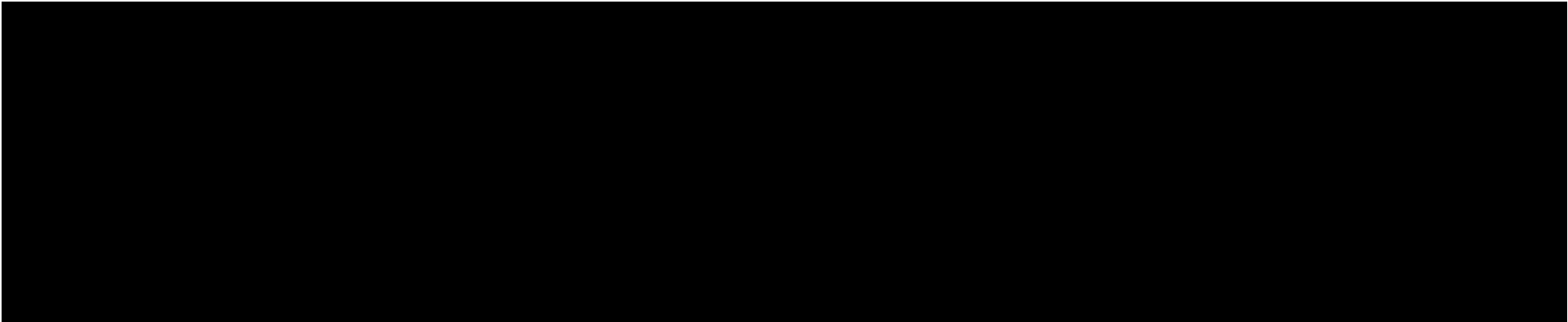
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3. Arrangements for Meeting District and Federal Requirements

a. Healthy Schools Act of 2010

BASIS DC and BASIS Educational Group will adhere to all applicable health and safety laws and regulations, pursuant to §38-1802.02 (11) and §38-1802.04 of the DC School Reform Act and will comply with all required health and safety inspections by government officials. BASIS Educational Group will provide CPR and First Aid training to all full time faculty and staff and will require all students to submit immunization records with their registration documents in order to be considered for enrollment. These records will be forwarded to the Department of Health to ensure that all student immunization records are compliant with current applicable laws.

b. Safety

BASIS DC and BASIS Educational Group will comply with all requirements of the Americans with Disabilities Act and all requirements of the DC Fire Code, sec. 5-501 et seq. The school will undergo an inspection by a DC Fire Marshall before opening for classes.

c. Transportation See SRA §38-1802.08.

BASIS DC and BASIS Educational Group will comply with §38-1802.08 of the DC School Reform Act with respect to student transportation. The school and parent boosters committee will ensure parents and students are aware of their eligibility for reduced rates on the Metrorail and MetroBus and will assist families in securing a reduced fare. Further, the school will contract with a specialist who can arrange transportation for students with disabilities.

d. Enrollment Data See SRA §38-1802.04(c)(12).

BASIS DC and BASIS Educational Group will comply with all requirements of 38-1802.04(c)(12) of the DC School Reform Act with respect to student enrollment data. BASIS Educational Group staff will maintain accurate enrollment and attendance records for all students and will verify residency for all students who undergo the registration process and submit registration packets.

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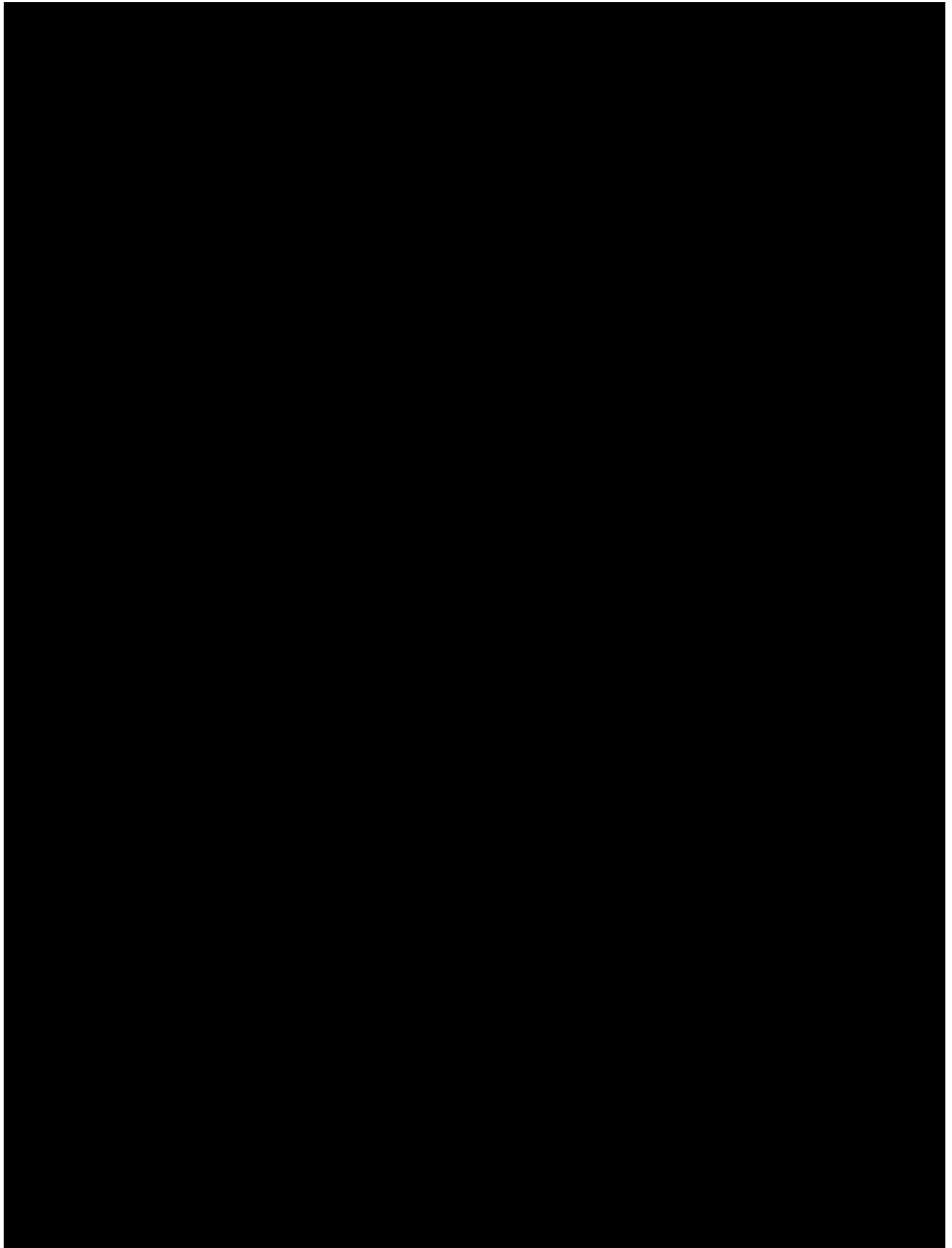
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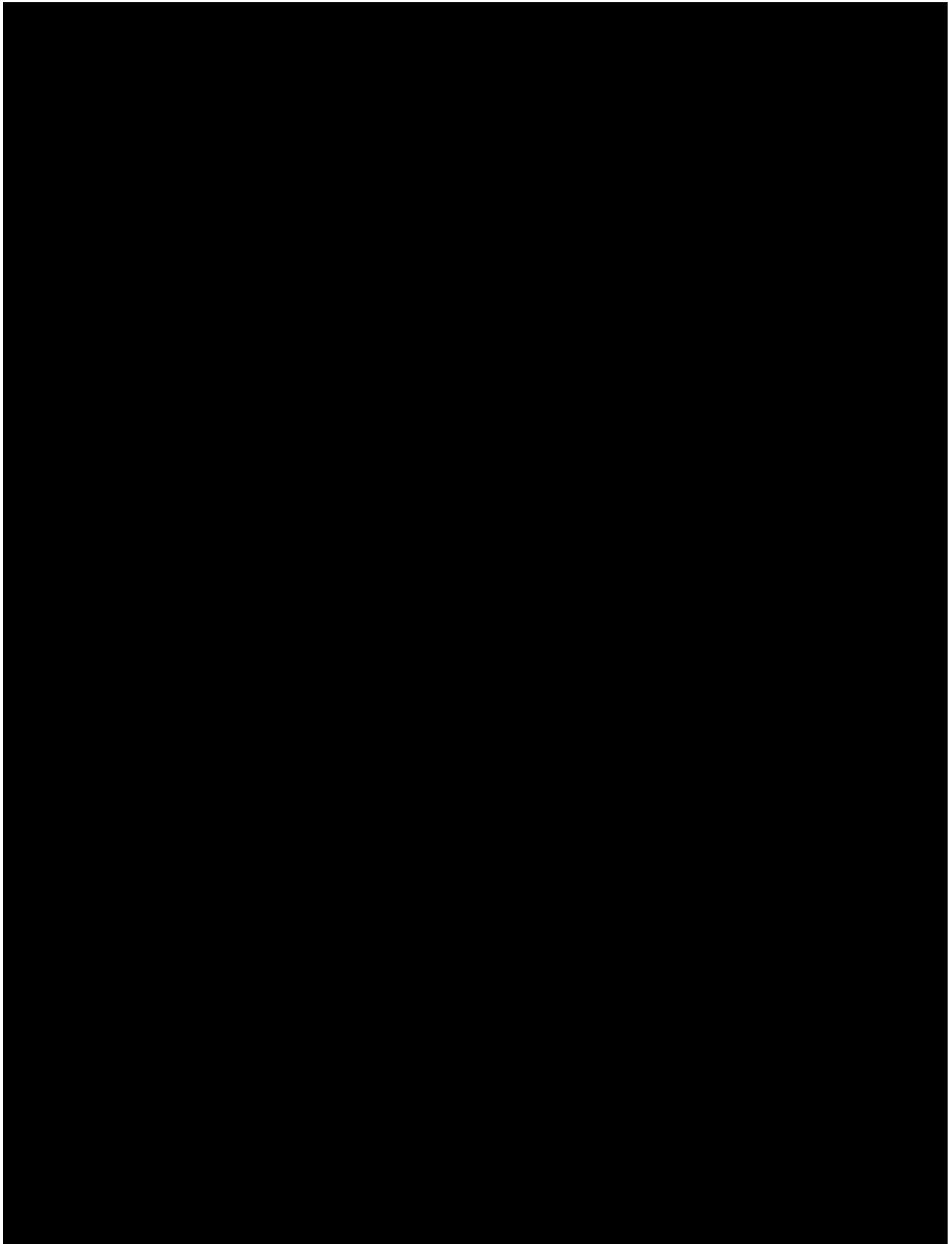
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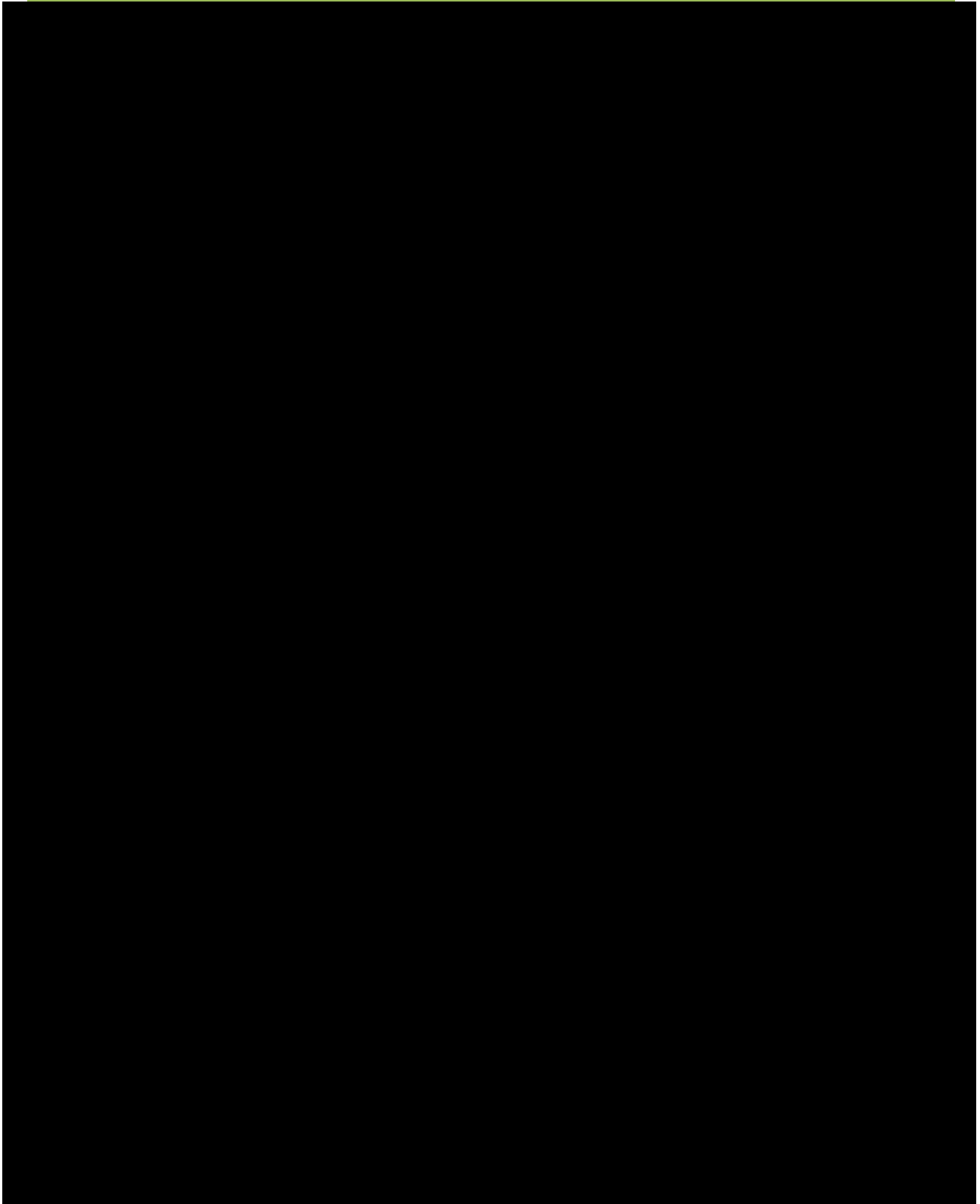
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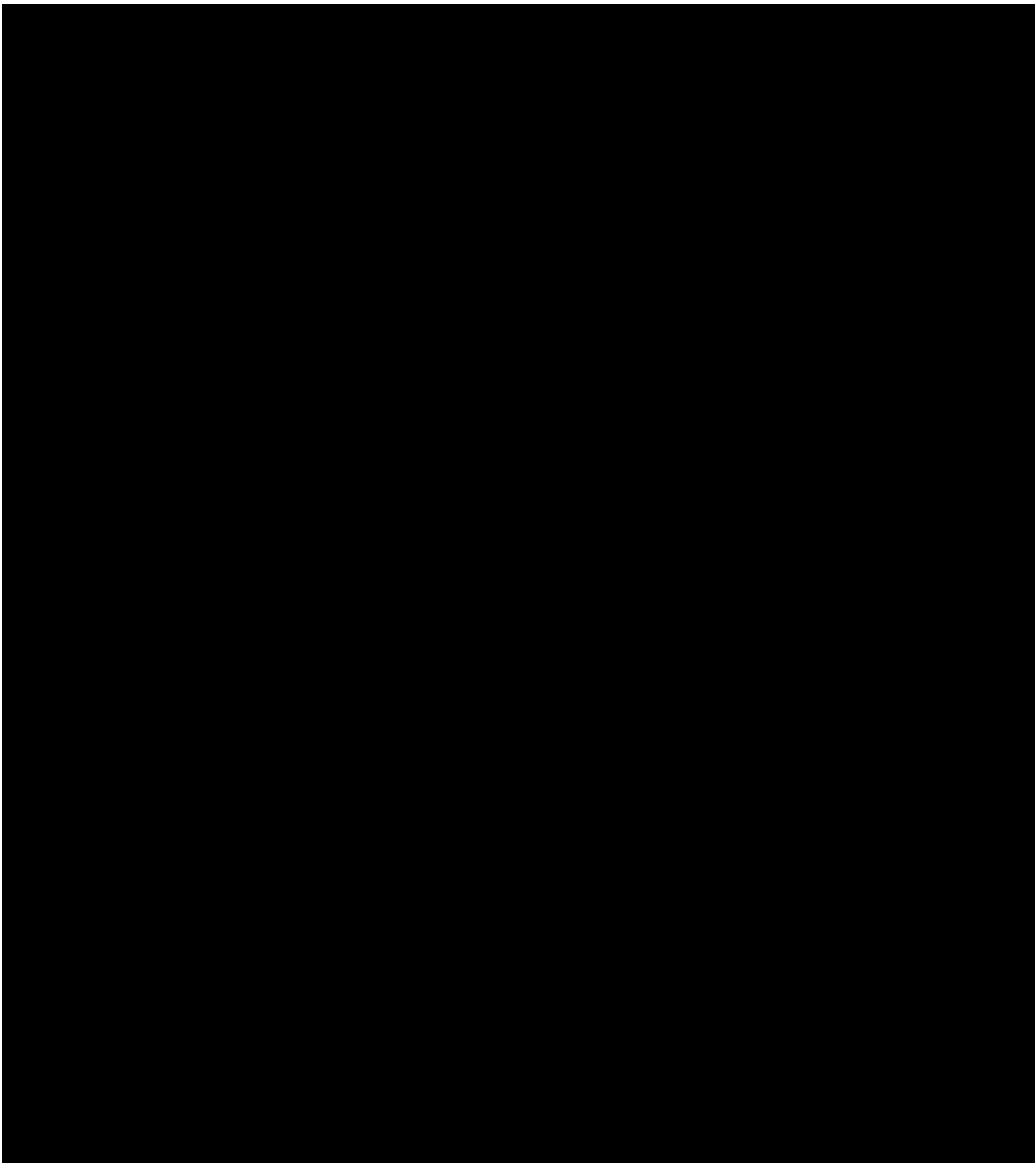
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⁴ http://www.collegeboard.com/prod_downloads/student/testing/ap/APID_brochure.pdf

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E. Certifications

Assurances Form**(This form must be submitted with the application.)**

s the authorized representative of the applicant, I certify that the proposed public charter school:

- Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*
- Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*
- Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*
- Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*
- Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*
- Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*
- Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*
- Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
- 0. Will provide training to relevant school personnel and Board of Directors members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.
- 1. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.
- 2. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.
- 3. Will submit an annual audit of financial statements according to Government Auditing Standards by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

Signature of Authorized Certifying Official <i>MCSiddall</i>	Title <i>Chair</i>
Applicant Organization <i>The Committee to Bring a BASIS School to DC</i>	Date Submitted <i>1/30/11</i>

Declaration of Intent to Apply Form

The undersigned individual/organization is considering the possibility of submitting an application to establish a public charter school in Washington, D.C. We wish to participate in all forums and receive all information provided to potential applicants by the District of Columbia Public Charter School Board.

Entity Interested in Applying The committee to bring a BASIS school to DC

Address 1314 Wallach Place, NW, Washington, DC 20009

Name of Contact Person Mary Siddall

Daytime Telephone 202.422.6114 FAX _____

Email Address mary@americasfuture.org

Name of Proposed School BASIS DC

Target Population to be Served Students in grades 5-12 (upon full implementation) who are representative of the DC student community.

You are invited to provide a one-paragraph description of the public charter school you are interested in establishing.

Please complete and mail this form to the following address:

District of Columbia Public Charter School Board
3333 14th Street, N.W.
Suite 210
Washington, D.C. 20010

The form may also be emailed to: dcpublic@dcpubliccharter.com

Filing this Notice of Intent is entirely voluntary and does not obligate a potential applicant in any way.