A.4 School Calendar and Weekly Schedule

BASIS Peoria K-6 will be in session for 180 days in the 2015-2016 school year. The school will observe all federal holidays, including Labor Day, Veteran's Day, Martin Luther King Day, President's Day, and Memorial Day. The school will also observe a "fall break" during the entire third week of October, a "Thanksgiving break" that will run from the Wednesday before Thanksgiving through the subsequent Monday, a "winter break" that will run from December 21 through January 1, and a "spring break" that will run from March 21-25. The school's only early release days will be the first and last day of school and December 18.

A sample weekly schedule for BASIS Peoria K-6 would be as follows:

Table 2
BASIS Peoria K-6 Instructional Hours per Week, By Grade

Grade	Start/end times	Instructional Hours/Week	Humanities*	Math & Science*	Language Arts*	Math*	Science*
K	8:00-12:00	18	-	-	275	225	50-100†
1	7:40-3:20	32	450	450	-	-	-
2	7:40-3:20	32	450	450	-	-	-
3	7:40-3:20	32	450	450	-	-	-
4	8:20-3:40	32	450	450	-	-	-
5	8:20-3:40	31	-	-	300	250	250
6	8:20-3:40	31	-	-	250	250	450

** Figures shown are instructional minutes per week. Detail on the Humanities and Math & Science courses for grades 1-4 can be found in section A.3.*
† Minutes for science instruction within the Basic Knowledge Acquisition (BKA) block will range from 50 to 100 minutes per week.

BASIS employs a block scheduling system in which students take certain courses only on specific days of the week. In this manner, students are able to take more courses than would be possible in a traditional schedule, substantially improving pupil achievement. For example, rather than taking the same science course every day, BASIS 6th graders take chemistry, biology, and physics three times per week. BASIS 6th graders take six academic courses per grading period in addition to foreign language, a fine arts elective, and PE. BASIS 5th graders take nine courses per grading period, including foreign language, art, music and PE. English class is taken six times per week, providing additional time to focus on reading and writing. Learning effective organizational skills, study skills, and time management skills at an early age is an important part of managing the number of subjects students take.

Professional Development

Every BASIS school holds staff meetings weekly to address the overall educational needs of the students. These meetings rotate each week between All Staff Meetings, Grade Level Meetings, and Subject Group Meetings, as detailed below.

As described in the PMP Strategy IV, BASIS teachers participate in summer training and on-site training each year prior to school start. The combined training equates to: between 15 and 24 full-day professional development days for new teachers in their first year; 10 full-day professional development days per year for returning teachers; 38 annual meetings (one per week) for all teachers with either

their subject area teams, grade level teams, or all staff; and ongoing support from the Specialized Support Services Team and the relevant Subject Area Advisors. Continuing professional development and support for the instructional faculty comes through our Subject Advisors and the BASISedLink blog, both of which provide mentoring within the campus and across the BASIS network.

The following four-month calendar represents the frequency with BASIS teachers are engaged in professional development activities.

- The first opportunity for BASIS teachers to receive targeted professional development, aligned to the BASIS Philosophy and Curriculum and to deeply engage in the Arizona College and Career Ready Standards is the **New Teacher Training Institute**, held every July. All new teachers attend this Institute, where Subject Advisors, Heads of School, and the BASIS.ed Intellectual Capital Team engage with them on all aspects of teaching at BASIS. Additionally, training is provided on the BASISedLink system where teachers will build and be held accountable for their syllabus implementation as well as the Sharepoint online collaborative work forum. It is also during this time where new teachers are introduced to the special education program at BASIS and the requirements of charter schools under IDEA and section 504 of the Rehabilitation Act.

- During **"All Staff Meetings,**" the Head of School will review general themes, and the school management team will provide guidance on activities relevant to all staff such as formative assessments, monitoring student progress and mastery, strategies for behavioral interventions, etc. These meetings will happen at least once a month, and often with greater frequency as school site management may deem necessary.

- At least once during the first two months of school an afternoon/evening will be dedicated to **"Systems Review,"** wherein administrators from BASIS.ed will provide on-site technical training support for teachers on the BASISedLink and SharePoint tools. Proper use of BASISedLink is critical since that is one of the technical monitoring tools that the HOS will utilize to ensure teachers are on track to cover all standards necessary for a given year.

- During **"Subject Group Meetings,"** teachers across grade levels in the same subject area meet to discuss student progress, challenges, effective pedagogical techniques for teaching specific concepts, and implementation of the curriculum and standards in such a way that the students follow a natural progression in understanding as they move up from grade to grade. BASIS has found that this type of teacher collaboration time is incredibly beneficial and allows experts to work together to identify successful and promising practices driven by their actual classroom experience and real-time student data.

- During **"Grade Level Meetings,"** all teachers across each grade level meet as a group to discuss student progress, particularly successful instructional techniques, and how teachers can coordinate their instruction across subjects. These meetings help teachers support students who are struggling and identify strategies that work for individual students. Importantly, the LETs and SETs attend these meetings and provide cross-subject feedback.

- These scheduled times are in addition to the **ongoing support and engagement provided to teachers by the Subject Area Advisors (SADs) and Specialized Support Services Team**. As described in the PMP, this professional development is individualized and designed to ensure teachers are receiving strategic supports that track with their particular needs to ensure students are able to

achieve mastery on the Arizona College and Career Ready Standards as well as move through the BASIS curriculum.

3 Independence Day observed

12-25 New Teacher Training Institute

27-31 All staff on-site training

JULY 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 – 7 All staff on-site training

11 First Day of School
Early Release

11 4:00 PM, All Staff mtg
17 4:00 PM, Grade Level
26 4:00 PM, Subject Grp
31 4:00 PM, All Staff mtg

AUGUST 2015						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 Labor Day
8 4:00 PM, Grade Level
11 3:30 PM, Systems Review
16 4:00 PM, Subject Grp
21 4:00 PM, All Staff Mtg
28 4:00 PM, Grade Level
24 GP1 Ends
25 GP2 Begins

SEPTEMBER 2015						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

12-16 Fall Break

5 4:00 PM, Subject Grp
19 4:00 PM, All Staff Mtg
26 4:00 PM, Grade Level

OCTOBER 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31