

Instructional Time Model for BASIS Charter Schools (Arizona)

Charter Holder Information

Charter Holder Name:	BASIS Charter Schools, Inc.	Charter Holder Entity ID:	
Representative authorized to submit the plan:	Katie Porter		
Representative Telephone Number:	480-289-2088		
Representative E-Mail Address:	Katie.Porter@basised.com		

School Information

*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.

School Name	Entity ID	CTDS
BASIS Ahwatukee	91339	078212000
BASIS Chandler	90842	078589000
BASIS Chandler Primary North Campus	92997	078236000
BASIS Chandler Primary South Campus	92865	078273000
BASIS Flagstaff	90862	038707000
BASIS Goodyear	92734	078269000
BASIS Goodyear Primary	92736	078268000
BASIS Mesa	91949	078225000
BASIS Oro Valley	90508	078575000
BASIS Oro Valley Primary	92318	108404000
BASIS Peoria	90841	078588000
BASIS Peoria Primary	273398	078283000
BASIS Phoenix	91280	078403000
BASIS Phoenix Central	92349	078231000
BASIS Phoenix Primary	934316	078418000
BASIS Phoenix North	1002012	078633000
BASIS Phoenix South	549803	078282000
BASIS Prescott	92320	138786000
BASIS Scottsdale	81078	078736000
BASIS Scottsdale Primary East Campus	92863	078272000
BASIS Scottsdale Primary West Campus	783027	078288000
BASIS Tucson North	91309	108737000
BASIS Tucson Primary	6361	108725000

Background Information

In accordance with A.R.S. §§ 15-901.08, schools may adopt an Instructional Time Model (ITM) to meet the instructional hour requirements in A.R.S. §§ 15-808 and 15-901 provided that no more than 40% of a school's total instruction is remote.

STANDARD, IN-PERSON INSTRUCTION

For standard, in-person instruction, BASIS Charter Schools will continue to meet the required instructional hours using minutes of operation and in-person instruction provided to students in our brick-and-mortar facilities. The schools will have at least 180 instructional days during the school year. Consequently, BASIS Charter School instructional minutes meet, and most often exceed, the minimum requirements stipulated by A.R.S. § 15-901. Total BASIS Charter School instructional minutes will vary by grade level and by subject.

REMOTE INSTRUCTION

BASIS Charter Schools' model is 100% in-person instruction in our brick-and-mortar schools. However, in limited situations, remote instruction for an individual, a group, or the entire school may be warranted. The school may allow or require participation in remote instruction due to a variety of specific circumstances or events. These may include, but are not limited to: documented chronic illness, with appropriate medical certification, that interferes with a student's education; an outbreak of COVID-19 or another illness; campus closures due to extenuating circumstances, including those beyond the school's control, such as during snow days or other weather events and for seniors participating in the Senior Project Seminar course, a capstone experience involving independent research, internships, or creative endeavors. The project spans the first two trimesters as a project-based work model in collaboration with college counselors and on-site mentors, transitioning to an off-campus internship in the third trimester supervised by an internship advisor and on-site mentor check-ins.

Remote instruction will largely consist of project-based work, take-home course materials and assignments, authentic assessment materials to allow demonstration of concept mastery, and, to the extent appropriate, independent study materials. Check ins with teachers or other appropriate members of staff may be required depending on the length of the temporary remote instruction window. Due to the independent nature of remote work and the reduced opportunities for exposure to classroom discussions, social emotional learning opportunities, and extracurricular options, remote instruction should be used only when circumstances truly warrant it.

Individual students seeking remote instruction must obtain approval from the Head of School or designee. With our students' educational interests in mind, to maintain continuity of instruction, a full curricular experience, and the academic rigor built into the program of instruction in BASIS schools, approval for individual remote instruction is expected to be rare and limited. Heads of School may also determine that remote instruction is necessary

Instructional Time Model for BASIS Charter Schools

to maintain continuity of instruction during events that impact groups or the entire campus, such as an outbreak of illness in a particular grade or for snow/inclement weather days. Large group or whole campus remote instruction days are considered school days and students are expected to participate in the instruction or be excused from school by a parent or guardian in accordance with regular attendance reporting requirements.

Attendance Tracking

STANDARD, IN-PERSON INSTRUCTION: For students participating in standard, in-person instruction at our brick-and-mortar schools, the process for tracking attendance will remain as previously disseminated to teachers. At the beginning of each class period, teachers will take attendance using PowerSchool and will mark any students who are not physically present in class as “unverified,” pending confirmation from the school’s Registrar. The Registrar will then reconcile the student’s whereabouts through a variety of verification methods (including verifying the attendance phone line and checking sign-out logs) before determining if there is an absence, a roster error, or some type of in school intervention or meeting that would warrant the student’s attendance status.

REMOTE INSTRUCTION: For students participating in remote instruction, verification of attendance and participation will be conducted in one of three ways with the most common method listed first:

- Parents will submit an attestation of the number of minutes of independent work (including preparing assignments, completing classwork or homework, viewing prerecorded materials, reading or consulting resources, completing projects or labs, responding to teacher communication) the students have completed for each course. The form will be submitted weekly but, for remote instruction lasting longer than one week, will be reviewed by the Dean of Students to determine whether regular, daily participation is occurring. The Dean of Students may impose additional attendance requirements for students who are not demonstrating regular, daily attendance, such as daily check in submissions or phone calls. Additional minutes of work carried out during the weekend may be counted toward the instructional minutes achieved during the week.
- Student participation in virtual meetings with their school administrators for status and progress checks (e.g., via telephone or digital meeting software).
- Assignments completed and submitted by the student for each course.

To ensure that students approved for more than one week of remote instruction are making adequate progress in their courses, these students will be assigned to participate in weekly check-ins with the Dean of Students or one of their designees. The school administrator will review progress and teacher messages with the student and will provide the student with a regulated regular update of their grades, as appropriate. The Dean of Students or designee may also alert parents if the student is not making adequate progress in the course material, assignments, and assessments, and may

supervise remote student assessments as needed. Should the student fail to demonstrate regular attendance or make adequate progress, the school reserves the right to require the student to return to in-person instruction as appropriate.

REMOTE INSTRUCTION FOR SENIOR PROJECT SEMINAR:

- Student attendance will be tracked and monitored by the designated teachers (e.g. College Counselor/Senior Project Coordinator) over the course of the three trimesters.
- In Trimesters 1 and 2, attendance will be recorded by the designated teacher based on student participation in in-person or virtual meetings daily. Additionally, student progress will be monitored via weekly/monthly project-based assignment completion and compliance with course expectations.
- In the third trimester, students must submit weekly time logs verified by their project mentors and the BASIS Senior Project Coordinator. Logs must document a minimum of 15 hours per week of project-related work completed at the internship site.

Instructional Methods and Monitoring Learning in the Remote Setting

a. In the tables below, **list** the methods that will be used to deliver instruction (i.e., Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e., Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

The following tables represent the general programs and curricular content of the BASIS Charter schools, which may be altered, as appropriate, in order to meet students' learning needs, or to address the practical logistics of remote learning but without undermining the BASIS Charter School Curriculum or standards of excellence in student outcomes. Any school or network wide assessments or College Board™ tests (such as AP™ exams) listed below are those that would traditionally provide benchmarks, measure progress, or demonstrate mastery of content for the curricula described herein, and they may require students on temporary remote instruction to return to campus for administration.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Math, online manipulatives	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate.	Math assessments delivered weekly
1–3	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Math, online manipulatives	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate.	Grades 1-2: Math assessments delivered weekly Grade 3: Math assessments delivered weekly, Math/ Science Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring)

4-6	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Math (4-6)	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate; practice problem feedback through designated platform.	<p>Grades 4-5: Math assessments delivered weekly, Math Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring)</p> <p>Grade 6: Math assessments delivered weekly, Math Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)</p>
7-8	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Math	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate; practice problem feedback through platform.	Math assessments delivered weekly, Math Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)

9–12	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Math, Math	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate; practice problem feedback through designated platform.	Math assessments delivered weekly, AP examinations
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Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers.	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Literacy assessments; FastBridge EarlyReading and aReading assessments (taken in Fall, Winter, and Spring)
1-3	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives, mentor selected novels (3)	Checks for understanding and exit tickets via assignments, completion of projects or classwork	All: Spelling and Grammar assessments delivered; phonics assessments delivered as appropriate. Grade 1: FastBridge EarlyReading and aReading assessments (taken in Fall, Winter, and Spring) Grades 2: FastBridge CBMReading and aReading assessments (taken in Fall, Winter, and Spring)

				Grade 3: FastBridge CBMReading and aReading assessments (taken in Fall, Winter, and Spring); Humanities Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring); writing assignments
4-6	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives, mentor selected novels	Checks for understanding and exit tickets via assignments, completion of projects or classwork	All: Grammar assessments delivered via Microsoft Forms, unit assessments, writing assignments Grade 4: FastBridge CBMReading and aReading assessments (taken in Fall, Winter, and Spring); English Benchmark Learning Test (network-wide examinations taken in Fall, Winter, and Spring) Grade 5: English Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring) Grade 6: English Pre-Comprehensive & Comprehensive exam (network-wide

				examination taken in Winter & Spring)
7–8	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives, mentor selected novels	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Unit assessments, writing assignments, English Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)
9–12	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives, mentor selected novels	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Writing assignments, unit assessments, AP examinations

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork.	Civics/History/Science assessments delivered via Microsoft Forms.
1–3	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Science assessments delivered via Microsoft Forms, project and/or lab completion

4–6	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate.	<p>All: Unit science assessments via Microsoft Forms, projects and lab reports</p> <p>Grade 5: Science Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring)</p> <p>Grade 6: Biology, Chemistry, and Physics Pre-comprehensive & comprehensive exams (network-wide examinations taken in Winter & Spring)</p>
7–8	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by teachers based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit science assessments via Microsoft Forms, lab reports; Biology, Chemistry, and Physics Pre-Comprehensive & Comprehensive exams (network-wide examinations taken in Winter & Spring)

9–12	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by Mentors during COVID- 19 based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit science assessments via Microsoft Forms; lab reports; AP examinations
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include Movement and Civics/History, as well as Mandarin, Performance Arts, Music, Visual Arts, Engineering and Enrichment for full-day students. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion
1–3	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-Home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include PE & Martial Arts, Mandarin, Performance Arts, Music, Visual Arts, Engineering, and Connections. Content is created by Subject Expert Teachers and Learning Expert Teachers, under the advisement of Subject Advisors, to align with BASIS Charter School	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion

		Curriculum based on state standards and internal course objectives		
4–6	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include, but are not limited to, PE & Martial Arts, Mandarin, Performance Arts, Music, Visual Arts, Engineering, History, Classics, Latin, Physical Geography. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors and Outside Classroom Instruction Mentors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion, writing assignments
7–8	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include, but are not limited to, PE & Sports, Foreign Language, Performance Arts, Music, Visual Arts, Engineering, History, Economics, and Logic. Content is created by Subject Expert Teachers, under the advisement of	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion, writing assignments

		Subject Advisors and Outside Classroom Instruction Mentors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives.		
9-12	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include, but are not limited to, Foreign Language, Non-AP electives, AP electives, Seminar courses, and Capstone courses. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion, writing assignments and response papers as appropriate

Meeting the Needs of Students with Disabilities and English learners in the Remote Setting

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

a. Describe how the charter school will ensure access and meet the needs of students with disabilities and English Learners

IEP or 504 meetings, as appropriate, will be convened for eligible students who are approved for temporary remote instruction that will last longer than one week to determine whether the student's plan needs to be revised due to participation in remote instruction. BASIS Charter Schools will make a free appropriate public education available to students with disabilities who are eligible for special education and related services or eligible under section 504 for related aids and services, in conformity with their IEPs or 504 plans, respectively, as developed by those students' teams in consideration of necessary supports and services during temporary remote instruction. Short term remote instruction, such as during school closures for inclement weather, does not warrant review and revision of students' IEPs or 504 plans, respectively. However, the ESS Coordinator will review students' plans to determine if any additional services are appropriate to ensure the student has a FAPE available if the student missed scheduled services during the remote day. ESS Coordinators will work with the Dean of Students and other school leaders, as appropriate, to plan for appropriate supports for students who will need those in order to access curriculum through remote instruction.

Students who are approved for temporary remote instruction who are English learners will receive supports and services consistent with those provided during in-person instruction to promote access to and understanding of curricular materials. The ESS Coordinator or EL Coordinator, as appropriate, and other school personnel will meet with parents/guardians to determine how to ensure language supports are available during remote instruction. For short term remote instruction due to school closures or similar events, ESS or EL Coordinators will work with the Dean of Students and other school leaders, as appropriate, to plan for appropriate supports for students who will need those in order to access curriculum through remote instruction.