

2026.27

INNOVATIVE SCHEDULE

A BCA Parent & Student Guide



**OUR MISSION IS TO CREATE A DESIRE TO
KNOW AND SERVE GOD IN THE HEARTS OF
OUR STUDENTS BY EQUIPPING THEM
ACADEMICALLY, PHYSICALLY, SPIRITUALLY,
AND SOCIALLY TO FULFILL GOD'S PURPOSE
FOR THEIR LIVES.**



STUDENT-CENTERED SCHEDULING

A BCA UPPER SCHOOL DISTINCTIVE

In early 2021, BCA recognized the need for a fundamental shift in the way our students experienced the daily schedule of the school day. We were, and still are, blessed to be growing and thriving as a school during times of much uncertainty and stress. Aware of shifts in our culture and economic industries, we were compelled to examine our structures and practices. We deeply value the opportunity to provide our students with the best learning environment possible - a learning environment that does more than make them "good at school," but rather prepares them for life beyond school.

We believe an effective learning environment requires a schedule that is flexible, student-centered, and innovative in design for the unique challenges facing this generation. This publication has been prepared to share with you the "why" and "what" of BCA's Upper School schedule with a few new features for the 2026.27 Edition!

THE FOUNDATIONS OF THIS INNOVATIVE SCHEDULE ARE THREE-FOLD

1 MISSION & PURPOSE time allocated to authenticate our mission & purpose.

It allocates the TIME necessary to authenticate our purpose and mission. Our BCA mission involves equipping the whole-child (academically, physically, spiritually, and socially) and our purpose is to "pursue the heart and equip the mind of the next generation for Christ." Such a calling requires TIME dedicated to this pursuit. The Knights Journey is one we desire for every student to experience at a deep and real level.

2 LEARNING designed to optimize how students learn best.

It is intentionally designed to reflect how students LEARN best. Frenetic pacing of vastly differing subjects with little to no time for memory consolidation is not how the human brain was designed to learn. We can do better than a fixed schedule that crams all electives into 7th period or perhaps "dooms" a student to a less-than-ideal time for their math class every...single...day. The fixed seven-period day is, in fact, a relic from a century-old model of education designed for the needs of the Industrial Revolution. It is well past time for a change.

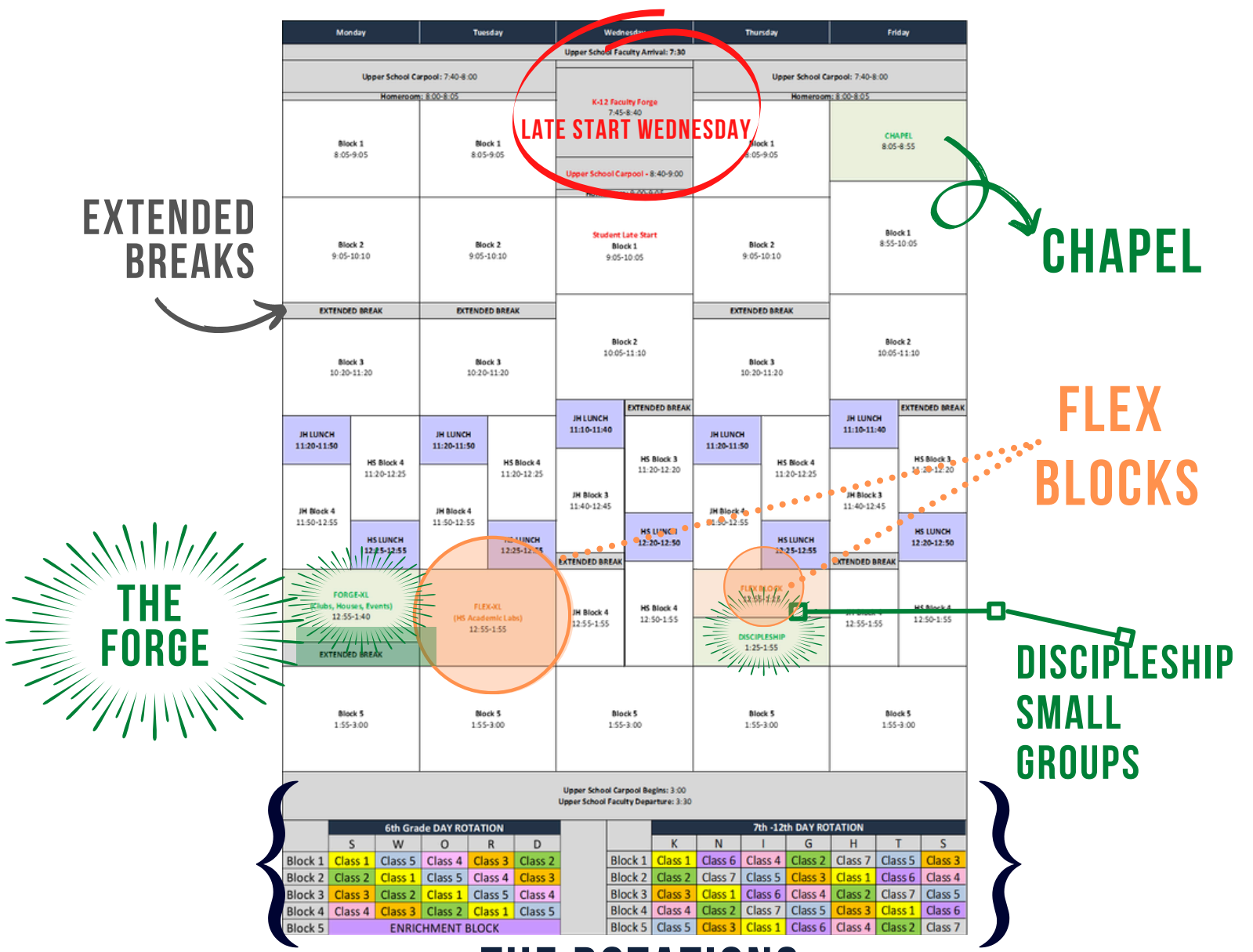
3 WELL-BEING sincere consideration given to student spiritual, emotional, & social well-being.

It gives sincere consideration to student WELL-BEING. The spiritual, emotional, and social aspects of our students are worthy of intentional schedule design. Leadership training, discipleship small groups for ALL students, and access to extra academic help are all opportunities to help improve student well-being. Our students' lives are further enriched with access to life skills, fun clubs, expanded fine arts, social/emotional skill building, and strategically placed extended breaks between classes allowing time for unstructured social interaction.



THE SCHEDULE

After seeking feedback from all corners of our BCA community (parents, students, and faculty focus groups; administration and the Board), guidance and wisdom from a leading industry consulting firm in conjunction with conversations with other well-established, well-respected Christian schools, a BCA faculty/administration team developed, tested, and refined several schedule prototypes. We eventually landed on the one shown below with specific design elements as highlighted.



THE ROTATIONS

Making TIME is at the heart of this scheduling redesign initiative. Of course, we know that time cannot simply be “made,” but only re-organized & re-prioritized. A rotating schedule is a common way schools create blocks of time during the school day for strategic programming. The rotating schedule BCA uses for its Upper School (7-12) is a “drop two” model which drops two of the seven scheduled classes each day. This results in a rotating schedule that repeats every seven days (indicated with the letters K-N-I-G-H-T-S). Beginning with the 2026.27 school year, the 6th grade began to have its own unique 5-day, “drop one” S-W-O-R-D rotation to better suit this grade-level's developmental needs and help with the transition from elementary to upper school.

Each weekday (Monday-Friday) uniquely schedules five 60-minute blocks for classes which rotate through the five- or seven-day cycle. For 7th-12th, as shown on the graphic, a “K” day drops Classes 6 and 7, an “N” day drops Classes 4 and 5, etc. On any given day, a student attends 5 of their 7 scheduled classes. For 6th grade, students attend 4 of their 5 scheduled classes daily. In addition to the time created, a rotating schedule benefits students because optimal learning times vary by individual. A challenging class that always meets right after lunch or first thing in the morning can result in a yearlong struggle depending on the student's unique biological rhythm (referred to as their “chrono-biology”).

THE FORGE

The word *forge* means “to form or bring into being especially by an expenditure of effort.” It is reminiscent of the medieval blacksmith whose craft involved heating a piece of metal to a temperature where it becomes easier to shape by forging. BCA chose the term “The Forge” for the programming time allocated on Mondays and Thursdays. Thursday Forge time is set aside for Small Group Discipleship for all Upper School students. Mondays are flexible longer blocks (FORGE-XL). Student-choice HS Clubs, JH House activities, special chapel times, and other assemblies are planned during this time. JH House events focus on Christian character-building and social-emotional learning (SEL) in alignment with the goals of the Knight's Journey.

DISCIPLESHIP SMALL GROUPS

It is our goal for every student to be involved in a small group setting for intentional discipleship helping our students respond to the cultural challenges they face from a Biblical worldview. Deeper discussions that integrate with the weekly chapel message and opportunities for HS-to-JH student discipleship are key features of this time.

CHAPEL

Upper School chapel meets on Fridays first thing in the morning.

FLEX BLOCKS

Flex Blocks are used to provide extra academic support and, in our junior high grades, for both academic support and outside break time providing developmentally essential time for movement and socialization skills. This time may also be used for academic collaboration time across subjects.

EXTENDED BREAKS

Extended 10-minute breaks allow for more social engagement, “brain-breaks,” and opportunities for restroom and snack breaks.

LATE START WEDNESDAYS

Elementary (K-5) and Upper School (6-12) morning carpool begins between 8:40-8:50a.m. on Wednesdays to allow for faculty professional and spiritual development in the morning rather than after school. This late-start timing provides a more effective setting for faculty development and affords our students a little extra sleep mid-week. Bus routes run their normal schedule on Wednesdays, and free childcare is available for families who need the regular drop-off time for work purposes. Preschool operates its normal schedule, but preschool families with K-12 siblings who prefer one drop-off time, may “opt-in” to a late start on Wednesdays for their preschooler as well.



Frequently Asked Questions

WHICH DIVISIONS ARE IMPACTED BY THE INNOVATIVE SCHEDULE?

Most of innovative schedule elements are only for our BCA Upper School (6-12). However, the Late-Start Wednesdays are also for elementary (K-5). Preschool does not have Late-Start Wednesdays unless families "opt-in" as previously described.

IS THIS A "BLOCK SCHEDULE?"

No. Block Scheduling is typically defined as "a method that is used where each student has approximately four class periods per day instead of the usual five to seven daily class periods in traditional academic scheduling. Each class is scheduled for a longer period than in traditional classrooms" (e.g., 90-minutes). In high school, Block Schedules typically switch to 4 completely new classes at the semester change. In contrast, BCA's Innovative Schedule is characterized by:

- Rotation (e.g. drop two classes each day for 7 days)
- Community time which we call "The Forge" and "Flex Blocks"
- Strategically scheduled extended breaks
- Late-Start Faculty Development time
- Consistent 60-minute classes (year-long classes scheduled with only 5 meeting per day for 7th-12th grades)

HOW ARE STUDENTS AND TEACHERS ABLE TO TRACK WITH THIS SCHEDULE AND KEEP UP WITH LESSONS?

We recognize that communication is key to implementing a rotating schedule. We have developed BCA-unique planners for both teachers and students that clearly lay out the rotating schedule with views of the year, months, and weeks with room for notes, homework, and lesson plans. We also use Schoology, classroom displays, and hallway TVs to communicate. Most importantly, we exercise patience with one another as we all learn a new and better way to "do school" that allows for some room to breathe, connect, consolidate knowledge, and develop life and leadership skills.

ARE HIGH SCHOOL COURSE REQUESTS, SCHEDULING, AND DROP/ADD IMPACTED?

No. High school students are still scheduled for seven classes and graduation requirements remain the same. The high school transcript is not impacted by this rotating schedule.

WHAT HS CLUBS ARE OFFERED AND HOW DO SIGN-UPS WORK?

The ability to offer our HS students a variety of unique clubs is one of the exciting features of this schedule. Club signups happen at the beginning of each semester and are driven by student interest and faculty passion. Some students enjoy active clubs (like pickle ball or "Gear Heads" which work on dirt bikes and go carts), while others will prefer a more "chill" brain-break environment weekly in a "Drop Everything and Read" (DEAR) room or a "Steeped in the Word" tea with discipleship room.

ARE STUDENTS STILL BE ABLE TO GET ACADEMIC HELP AFTER SCHOOL?

Yes. After school help is available from 3:00-3:30 but will require coordination with individual teachers since scheduled Academic Labs for high school have been shifted to the "Flex Blocks." Junior High academic assistance will include some time during the "Flex Blocks" as well.

HOW WILL ACADEMICS BE IMPACTED WITH ALL CLASSES NOT MEETING EVERY DAY AND ROTATING?

We believe this rotating schedule is a boost for student academic performance. Educational research backs up this thought. The rotating schedule allows for optimal learning times to be experienced by all classes in a student's schedule ("chrono-biology"). The extended breaks allow for better learning/memory consolidation. Fewer class blocks a day (5 versus 7) set a more reasonable pace for the day and require less "brain switching" between subjects. Students have one or two less classes to think about each evening for homework allowing for more focus. Intentional life skills, discipleship, and social/emotional instruction help lower stress and increase resilience - both of which contribute to better learning. Finally, teachers have more time for planning, professional development, and peer collaboration.

We are incredibly excited to offer this innovative scheduling experience for both our faculty and students!