

Glen Canyon Outdoor Academy



Family and Community Guidebook

WELCOME TO GCOA

Our Mission

GCOA is committed to providing an active student-centered environment through outdoor expeditionary learning, collaborative teachers, and family and community engagement that will develop inquisitive explorers, cultivate creative thinkers and empower resilient learners.

The idea for Glen Canyon Outdoor Academy (GCOA) blossomed from a desire to reimagine our traditional educational model in the context of our stunningly beautiful southwestern outdoor environment. Our committed founding team of educators and parents began meeting in the fall of 2017 to outline our desires for a new and unique educational model. GCOA earned its charter from the state of Arizona in 2019, and was the only applicant to earn a 100% on our charter application in that year. We are proud to serve the community of Page and surrounding Navajo Nation Chapters opening for the 2022-23 school year for grades 1-6, expanding to include K and 7 in our second year, and 8th grade in our third year of operation.

We were founded on the beliefs that:

1. Outdoor experiential education is paramount to our students' academic, social, personal, and professional success.
2. Quality educators collaborate to facilitate student exploration of our standards-based curriculum and to provide resources for students to learn, explore, analyze, and create.
3. Collaboration with our local community is essential for our students' development by providing opportunities for leadership, mentorship, and apprenticeship. The involvement of students' families is essential to support students' development in learning, relationships, and academics. Family and community collaboration will allow GCOA to provide for each student as an individual.
4. ALL students can learn with effective, research-driven instruction.

In 2021, GCOA became an EL (Expeditionary Learning) School. Expeditionary Learning is one of seven "break the mold" school designs funded in the early 1990's by New American Schools, a presidential and private sector initiative that called for radically new models of education built upon high standards and yielding dramatic improvement in student achievement. There are now over 150 Expeditionary Learning schools nationwide. EL Education supports us in our approach to instruction and leadership, cultivating our school culture, aligning our mission and vision as a whole school, and developing our engaging curriculum.

OUR PHILOSOPHY

Outdoor Education and Expeditionary Learning	<ul style="list-style-type: none">• Our goal is that, on average for the school year, students spend 40% of their time outside, with a focus on immersive learning.• On-site outdoor classroom activities and fieldwork are prioritized for students to connect with place and experience academic content in the world outside.• Fieldwork may take place in a canyon, on a mesa, by the river, or in a museum, community garden, or theater.• Place-based experiences enrich and enhance learning.• Students frequently and fluidly move between the indoor and outdoor classrooms on campus.• On average, students are provided with 3, 15-minute breaks throughout the day to play outside.• Teachers collaborate with families and community members to provide field hour experiences for students and their families.• Outdoor learning experiences are guided by outdoor education standards and Leave No Trace Principles.• GCOA partners with EL (Expeditionary Learning) Education to provide high quality academic content through engaging expedition topics.
Land Stewardship	<p>Whether we're inside our classrooms, outside in play areas, or out in the field we always practice Land Stewardship Practices (influenced by Leave No Trace):</p> <ol style="list-style-type: none">1. Plan Ahead and Prepare2. Travel and camp on Durable Surfaces3. Dispose of Waste Properly4. Leave What you Find5. Minimize Campfire Impacts6. Respect Wildlife7. Be Considerate of Other Visitors <p>GCOA also embodies outdoor education standards revised from the USDA Forest Service and Association of Fish and Wildlife.</p>
Culture of Crew	<ul style="list-style-type: none">• "We are crew, not passengers, strengthened by acts of consequential service to others." Kurt Hahn, founder of Outward Bound• For staff and students, every morning starts with Crew, a time to check in, share, and support each other. Before we can learn, we need to ensure that we are ready to learn and are often distracted by circumstances and experiences. By recognizing where we are

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	<p>each day and what we bring with us, we can overcome barriers to learning and cultivate a culture where we are all ready to participate and share in learning.</p> <ul style="list-style-type: none"> • Crew time discussions may include topics relating to our core values, plans for school and community service projects, how to develop life-long practices for self-improvement, conflict resolution, and issues around equity.
Engaging Curriculum	<ul style="list-style-type: none"> • We believe that ALL students can learn with effective, research-driven instruction and a whole-child approach. • We take a student-centered learning approach with the teacher acting more as a facilitator or guide for self-directed learning. • Our core curriculum integrates Math, Science, Social Studies, English Language Arts (ELA), Outdoor Education and Art into 6 6-week thematic units called expeditions. Instead of students having different teachers for different subjects, students have one core teacher that weaves subjects together into cross-curricular activities and learning experiences. Our expeditions are custom tailored to provide opportunities for place-based learning, collaboration with the community, and bringing in families and community members as experts into the classroom. • Our approach to reading and writing (ELA) is supported by EL Education's curriculum. • Our approach to Math is supported by the Waldorf Education curriculum based on the work of Rudolf Steiner. • Gone are the days of textbooks and worksheets! At GCOA, students make their own books called Main Lesson Books for each expedition. These beautiful books are the best artifact for a student's learning and will be celebrated at the end of each expedition's Exhibition of Learning.
Experiential Learning (Lab Time)	<ul style="list-style-type: none"> • Every afternoon, students deepen the learning in their expedition with "Lab Time." Lab Time is inspired by EL Education's K-2 Lab Experiences where students guide their own learning through one or more lab experiences. • For most expeditions, students cycle through Create, Engineer, Imagine, Research, and/or Explore Labs for one hour every afternoon. • In these labs students might create paintings, play-act, make sculptures or costumes, conduct research, write poetry and stories, illustrate texts, or use engineering practices to design solutions to identified problems.
Family and Community Engagement	<ul style="list-style-type: none"> • Teachers are not the sole educators of children. We are all part of the learning community: teachers, administrators, families, siblings, and community members. We

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	<p>engage the community and families to create a learning community that supports all students.</p> <ul style="list-style-type: none">• In addition to field experiences during the school day, GCOA will host what we call “field hours,” open to all members of the family and community. Field Hours are times to learn together and engage as a whole community in the rich resources of the Four Corners Region.• Families are invited to participate in field hours, join the classroom as an expert and guest speaker, chaperone field experiences, and collaborate with us to organize engaging events.• Community partnerships are leveraged to help facilitate field hours events, field experiences, visiting as guest speakers and experts, and to help students design and conduct community outreach projects.• Community partners are utilized to support our community based specials program to provide rich academic, cultural, and physical activities beyond the scope of our core curriculum such as Native American Arts and Crafts, Navajo Language, Photography, Painting, Yoga, Physical Fitness, STEAM (Science, Technology, Engineering, Arts, and Math) Learning, Videography, and more!• Families and Community members are invited every six weeks to attend students’ Exhibition of Learning, a time where students present, share, and celebrate their amazing work throughout an expedition.
Structures of Support for Families	<ul style="list-style-type: none">• Parent Advisory Council (PAC): Our Parent Advisory Council is made up of 5 parents who meet regularly for discussion, brainstorming, and to identify needs for support within the school. Any parent is welcome to attend meetings and participate. Parents elect one PAC member to represent the parent voice on our governing board.• Communication and Feedback: Frequent and honest communication is essential for high functioning relationships between parents and GCOA. Our school leader, Family Director, and Family Specialist all work directly with parents. Parents can expect communication via phone call, text, email, home visits, and invitations to participate in field hours, GCOA events, and Campfire Chats. Parents will receive an annual anonymous survey to voice their concerns and give feedback. Parents are welcome to contact administration through phone call, text, email, and on our website. Parents are encouraged to communicate directly with teachers via email and during parent teacher conferences. Parents may also choose to go through the Parent Advisory Council to voice concerns to be brought to our governing board. We believe in direct and restorative conflict resolution and if you have a concern we first expect attempts to work out the issue directly with the parties involved.

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	Administration and the board may get involved with ongoing and systemic issues.
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SCHOOL ORGANIZATION AND STRUCTURE

DAILY SCHEDULES

K/1

Time	Monday to Thursday
8:30 - 9:00	Crew
9:00 - 10:00	ELA
10:00 - 10:15	Recess
10:15 - 11:00	Outdoor Expedition (TTH) Lab (MW)
11:00 - 11:15	Lunch
11:15 - 11:40	Recess
11:40 - 12:30	Specials
12:30 - 1:30	Math
1:30 - 1:50	Recess/Snack
1:50 - 2:40	Target Practice (MW) Afternoon Lab (TTH)
2:40 - 3:00	Closing Circle and Clean Up
3:00	Release
3:00 - 3:45	Aftercare

SCHOOL ORGANIZATION AND STRUCTURE

2nd Grade

Time	Mon/Wed	Tue/Thur
8:30 - 9:00	Crew	Crew
9:00 - 10:00	ELA	Outdoor Expedition
10:00 - 10:15	Recess	Outdoor Expedition
10:15 - 11:05	Expedition Lab	Debrief/Writing
11:05 - 11:20	Lunch	Lunch
11:20 - 11:45	Recess	Recess
11:45 - 12:40	Math	Math
12:40 - 1:30	Specials	Specials
1:30 - 1:40	Recess	Recess
1:40 - 2:30	Afternoon Lab	Afternoon Lab
2:35 - 3:35	Target Practice	Target Practice
3:35 - 3:45	Closing Circle Clean Up	Closing Circle Clean Up

SCHOOL ORGANIZATION AND STRUCTURE

3/4 Loop Group

Time	Mon/Wed	Tue/Thurs
8:30 - 9:00	Crew	Crew
9:00 - 10:00	ELA	Outdoor Expedition
10:00 - 10:15	Recess	Outdoor Expedition
10:15 - 11:05	Expedition Lab	Debrief/Writing
11:05 - 11:20	Lunch	Lunch
11:20 - 11:45	Recess	Recess
11:45 - 12:40	Math	Math
12:40 - 1:30	Afternoon Lab	Afternoon Lab
1:30 - 1:40	Recess	Recess
1:40 - 2:30	Specials	Specials
2:35 - 3:35	Target Practice	Target Practice
3:35 - 3:45	Closing Circle Clean Up	Closing Circle Clean Up

SCHOOL ORGANIZATION AND STRUCTURE

5/6 & 6/7 Loop Groups

Time	Monday to Thursday
8:30 - 9:00	Crew
9:00 - 11:25	ELA/Expedition
11:25 - 11:40	Lunch
11:40 - 12:05	Recess
12:05 - 1:30	Math
1:35 - 2:35	Target Practice
2:40 - 3:30	Specials
3:35 - 3:45	Closing Circle Clean Up

SCHOOL ORGANIZATION AND STRUCTURE

2023-2024 GCOA Student and Family Calendar

July 2023						
Su	M	Tu	W	Th	F	Sa
						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					

August 2023						
Su	M	Tu	W	Th	F	Sa
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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		

September 2023						
Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	M	Tu	W	Th	F	Sa
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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						

July						

August						
2	Meet the Teacher					
4	Kindergarten Kick Off Half Day-					
7	First Day of School					
8	Whole School Crew					
31	Back to School BBQ					

September						
4	Labor Day- No School					
5	Whole School Crew					
14	Celebration of Learning					

October						
3	Whole School Crew					
9-12	Fall Break- No School					
19	Half Day of School					
19-20	Parent/ Teacher Conferences					

November						
2	Celebration of Learning					
7	Whole School Crew					
9	Fall Festival					
20-23	Thanksgiving Break-No School					

December						
5	Whole School Crew					
21	Celebration of Learning					
25-28	Winter Break- No School					

January 2024						
Su	M	Tu	W	Th	F	Sa
	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			

February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	M	Tu	W	Th	F	Sa
					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						

April 2024						
Su	M	Tu	W	Th	F	Sa
	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				

May 2024						
Su	M	Tu	W	Th	F	Sa
			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	

June 2024						
Su	M	Tu	W	Th	F	Sa
						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						

January						
1-4	Winter Break: No School					
9	Whole School Crew					
15	Martin Luther King Day: No School					

February						
6	Whole School Crew					
15	Celebration of Learning					
19	President's Day: No School					
29	Half Day of School					

March						
29/1	Parent/ Teacher Conferences					
5	Whole School Crew					
18-21	Spring Break					
***	State Testing: end of March thru April					

April						
2	Whole School Crew					
11	Spring Fling + Celebration of Learning					

May						
7	Whole School Crew					
21	Celebration of Learning					
23	Last Day of School					

June						

Expedition Topics:

Kindergarten:

-Toys and Tools

-Weather

-Plant and Animal Life

-Trees

** K expeditions

are 9 weeks long

Grades 1/2:

-Schools around the World

-Paleontology

-Geology

-Gardening

-Plant Biology

-Ecology

Grades 3/4:

-Poetry

-Patterns

-Wilderness Survival

-History of the Southwest

-American Revolution

-Civil Rights

Grades 5-7:

-Mythology

-Engineering

-Physics

-Colonialism in the Southwest

-Minorities in Space and Science

-Earth and Space

Whole School Crew: 8:30-8:50 am: A time when the whole school comes together to celebrate successes! Family members welcome!

Celebration of Learning: Times TBD: A time when students showcase their hard work during their expeditions! Family members welcome!

SCHOOL ORGANIZATION AND STRUCTURE

Pick up and Drop off	<ul style="list-style-type: none">• School begins at 8:30 with student drop off available at 7:50. Students who arrive early can participate in our Physical Activity Welcome (PAW) time outside to give teachers their morning prep time. Morning PAW time is monitored and facilitated by our paraprofessionals.• Classes end at 3:45.• Cones are set up in both parking lots to mark drop off/pick up lanes.• For the GCOA Elementary School (grades 3-6) at 19 Poplar St. the best approach is from the west on Poplar Street and exiting east onto Poplar Street.• For the GCOA Primary School (grades 1-2) at 331 Lake Powell Blvd. The best entrance is to approach Lake Powell Blvd. from the west. Students can be dropped off at the school entrance and drivers can exit in a turn around manner.• Families will be provided with two laminated name cards that will identify the driver as a parent approved person to pick up their child. Please ensure that the person who picks up your child is identified in your registration paperwork. If a card is not with the driver, then the driver will need to park and walk up to the table to verify identity before the student can leave.• We will monitor the student drop off and pick up to make necessary adjustments and will communicate adjustments as needed including when we move to our permanent location.
Attendance and Punctuality	<ul style="list-style-type: none">• Attendance and punctuality are skills that students will need in all aspects of life. When we value something, we arrive on time and don't miss out! As a crew, we can't arrive at our destination without everyone fulfilling their role. Punctuality is not just limited to arriving at a place at the right time, it is also about taking actions at the right time. We practice the skill of punctuality for students to develop positive habits of a learner, community member, and steward.• Excused Absences: If students need to miss school due to a health concern, family concern, or emergency, it is important for a family member to excuse their absence so that their learning community stays informed. We are invested in your child's wellbeing beyond academic learning and want to avoid confusion that takes place in an unexcused absence.• Unexcused Absences: If an absence is unexcused the teacher/administrator retains the right to investigate the child's absence.• Habitual Truancy: Habitual truancy jeopardizes a student's ability to remain on target with learning and creates a void in our crew. If a child demonstrates habitual truancy

SCHOOL ORGANIZATION AND STRUCTURE

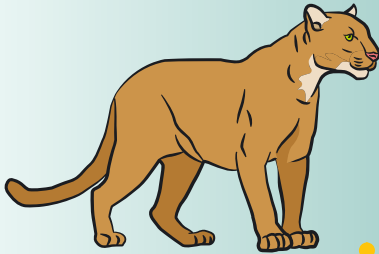
	the entire learning community for that child will decide on the best way to meet the needs of that child. This could mean that GCOA is not the best fit for the student and other alternatives may be explored.
Crew Time	As stated in our philosophy, at GCOA we spend every morning cultivating our culture of crew. The first 30 minutes of every morning is spent in crew time.
Morning Block Time	For our morning block (9:00 - 12:00 for grades 3-6 and 9:00 - 10:45 for grades 1-2) students work on expedition topics with an hour block dedicated to Literacy, with EL Education's ELA curriculum and time to work on expedition content which may integrate or focus specifically on Science, Social Studies, Art, or additional Math (such as data analysis from fieldwork) or Literacy (such as listening to a guest speaker). Students will work on their Performance Task for the expedition during this, or afternoon lab, time that will be shared at the end of the unit during our Exhibition of Learning. For grades 3-6, 45 minutes of Math occurs during this morning block, supported by the WildMath curriculum. For grades 1-2, math occurs in the afternoon, also supported by WildMath.
Breaks and Outdoor Play	<ul style="list-style-type: none">• During expedition time, at the teacher's discretion, students will typically get two 15-minute breaks. It is important to let content "rest" in the child and allow them to learn through play. Many studies show that a large portion of a young child's learning comes through play, especially social and emotional skills that are essential to cultivating a positive learning environment. Students may also choose to work on our school garden, or even take their learning outside. This play time is unstructured but a teacher may work with a student when asked.• Students also get an official recess during their 45-minute lunch and recess block, typically about 30 minutes.
Target Practice Time	Every day students get 45-minutes to one hour of target practice time to focus on Literacy and Math skills that need additional support. This may also be a time where a student leader might choose to work with other students and teach skills.
Afternoon Lab Time	As mentioned in our philosophy, students spend one hour every day enriching expedition content through engaging labs. This time is largely self-directed and is a time for students to create, explore, imagine, research, and engineer.
Community Based Specials	Our community provides a rich resource of expertise that extend far beyond our integrated

SCHOOL ORGANIZATION AND STRUCTURE

	<p>core curriculum. Community members are invited to participate in the learning community by hosting workshops and classes for students during their community based specials time. If you are interested in facilitating a community based special please contact us! We provide compensation. Community members who teach a special must have a fingerprint clearance card, which we are happy to support you in obtaining.</p>
Transportation	<p>Transportation services to and from families living outside of Page are provided from the Helping Hands' Express Bus fleet. This transportation service is public, but is free for families. For more information, please refer to your folder from our Meet the Teacher Events, or contact us.</p>
Meals and Snacks	<p>We are continuing in our search for a vendor that will participate in the National Food Lunch Program but we do not have a program in place to begin the school year. We had been in discussions for our planning year prior to opening with PUSD on contracting food services and unfortunately they opted out of providing this service. Please plan on sending a lunch with your child in a package/container that clearly has their name identified on the exterior of the packaging. We also encourage sending snacks for your child with them. If you'd like to provide snacks for the whole class, please purchase individually packaged snacks and coordinate with your child's teacher.</p>
School Closings	<p>We are still working on our system of communication for school closings and will notify you upon the development of this system.</p>
Four Day School Week	<p>Our schedule operates on a four day school week from Monday-Friday. Our Field Hours Events will occur outside of school hours to give additional opportunities for learning and for families to participate in immersive learning experiences. Even when we have Mondays off, Fridays remain a day off. We hope that this time allows for families to travel, students to support at-home needs and chores, and more time for families to spend together enjoying our amazing resources!</p>

GCOA HABITS OF CHARACTER

We are SEeKeRs!



WE ARE
STEWARDS

WE ARE
EXPLORERS

WE ARE
KIND

WE ARE
RESPECTFUL



SELF REGULATION

Honor the space I am in:
Keep it clean.
Honor the people I am
with: Manage my
triggers

Notice the people
around me: Manage my
feelings
Notice when I need help:
Ask for help

Be an upstander
Apologize for mistakes
Choose words and
actions carefully

Assume the best
Give others a chance
Manage my reactions



LEARNING SPACES

Keep the space clean
Put away materials

Eyes on Speaker
Participate

Use Kind Words
Keep my hands, feet,
objects to myself

Use appropriate voice
level
Talk one at a time
Ask permission to leave



PLAYGROUND/ LUNCH SPACE

Keep the space clean
Take care of equipment

Problem-solve

Include others

Stay seated when eating
Follow the rules of a
game
Use voice level 3-5



EXPEDITIONS AND BUS

Stay on the trail
Pet don't pick
Pack in/Pack out "If it
doesn't grow here it
doesn't go here"

Stay within boundaries
Enjoy don't destroy
Eyes on Speaker
Notice and Wonder

Include and share with
others

Use the Buddy System
Use voice between 1-2
(Bus), 1-5 (Expedition)
Take care of your personal
needs (sunscreen, bathroom,
water)



BATHROOM

Keep the space clean

Leave no trace

Wash hands

Mind others' privacy



TRANSITION SPACE

Keep the space clean

Head directly to my
destination
Listen

Keep my hands, feet,
objects to myself

Stay with group
Use voices 1-2



FAMILY/ COMMUNITY/ WHOLE SCHOOL EVENTS

Keep the space clean
Show pride in our school

Participate

Keep my hands, feet,
objects to myself

Greet visitors
Engage with visitors
Thank visitors



STAFF REGULATION/ CO-REGULATION

Model regulated
presence
Regulate, relate, reason

Supervise all areas
Use feeling words for
self and students

Redirect students with
"I need..." statements
Monitor Biases

Listen to Understand
Consider function of
behavior
Use a calm, but firm
tone

SUPPORTS THAT HELP US MEET EXPECTATIONS

In accordance with GCOA's core values, students have the right to supports that assist them in meeting the expectations of those core values. These supports include...

Every day starts with Crew	<p>As mentioned in our philosophy of education, we support students by cultivating a culture of crew. While social emotional skills are embedded into all of the work that we do, it is vital to carve out time dedicated to explicitly teach, discuss, reinforce, and act on our core values. Our crew curriculum and activities are in alignment with EL Education's Core Practice 23: Building the Culture and Structure of Crew. Our EL School Designer has worked with us to create a crew guidebook for teachers to use in their planning and create a cohesive school-wide culture around community in crew. In crew, students cultivate lifelong practices for self-improvement such as goal setting, mindfulness, restorative justice circles and conflict resolution.</p>
Self-Regulation Spaces	<p>At GCOA we value both independence and order when students need to regulate and express their needs. We envision cultivating an outdoor school sanctuary at our permanent site for the purposes of student self-regulation. At each temporary location, teachers may designate an indoor shared or classroom sanctuary space for students to spend time in for self-regulation. If students choose to use these spaces there can only be one student at a time, they will be monitored, and they will use a timer to ensure that they do not miss out on essential classroom activities.</p> <p>During our outdoor activities, students find a "Secret Spot," that can also act as a temporary self-regulation space.</p>
Acknowledgement of positive behavior and demonstration of GCOA core values	<p>We want to acknowledge and celebrate student behavior that exhibits our core values on a regular basis. We believe that all students can exhibit these behaviors with the right support and encouragement that comes from GCOA staff, teachers, families, and students themselves. All GCOA community members will:</p> <ul style="list-style-type: none">• Provide ongoing daily positive reinforcement in the form of positive and encouraging verbal communication that specifically articulates the positive behavior/value and what that student did to show the behavior/value.• Give shout outs during morning crew time.• Provide weekly reporting sent home with positive examples of habit demonstration from the teacher and self-assessment from students.• Celebrate exemplary demonstrations at our Exhibitions of Learning and other celebration events.

SUPPORTS THAT HELP US MEET EXPECTATIONS

Accountability	<p>We believe that the word discipline is rooted in discipling. Our discipline procedures and policies are aligned with the concept that behaviors allow for an opportunity to teach a student to make appropriate and healthy choices for the betterment of themselves, their peers, and their community. Children are not their behaviors and at GCOA our first approach is to ask questions that help us understand behaviors, and not give answers. As socially aware and self aware stewards of our school and community, we reinforce responsibility, independence, and accountability and take action to help students recognize how their behaviors may impact themselves and others and appropriate ways to cultivate a safe and positive environment for all.</p> <p>See GCOA Response to Behavior to identify the intervention plan used to teach students appropriate behavior and coping skills.</p>
Tiered Response Protocol	<ul style="list-style-type: none">● Tier 1: Minor disruptive behavior that elicits whole group response from the teacher during class. Teacher has set up classroom structures, culture, and procedures that prevent disruptive behavior. Behaviors may include but are not limited to: mild disruption, odd noises, inappropriate language, minor defiance, out of seat behavior, and mild dysregulation.● Tier 2: Disruptive behavior that elicits one-on-one redirection or conversation. The teacher redirects individually or the student self-regulates in a calm corner/school sanctuary. OR Disruptive behavior that elicits one-on-one redirection or conversation. The teacher taps out of the classroom to have an individual restorative conversation while an admin temporarily watches the class. Behaviors may include but are not limited to: minor damage to property, non-malicious physical outburst, temper tantrum, consistent inappropriate language, lack of motivation, and persistent disruption● Tier 3: Major and/or severe behavior to where the teacher seeks help outside of the classroom (administrative, familial, police, Encompass, mandatory reporting etc.). A child family support team may be set up to address the student's needs. Behaviors may include but are not limited to: damage to property, danger to self (self-harm, suicide), danger to others (homicide, assault), legal violations (drugs, weapons, threats), runner, verbal abuse, physical abuse, threats of violence, sexual harassment, excessive non-redirectable behavior, student reporting abuse,

SUPPORTS THAT HELP US MEET EXPECTATIONS

	<p>and concerns about student quality of life.</p> <ul style="list-style-type: none">• Our primary goal is to cultivate a safe space for ALL GCOA community members: students, staff, volunteers, etc. We have built our robust multi-tiered system of support to promote children staying in school as part of our learning community. If student behavior threatens the safety of our learning community discussion for suspension or expulsion will occur on a case by case basis including the teacher, administrator, and family member(s).
Reflection Questions	<ul style="list-style-type: none">• What happened?• What were you thinking of at the time?• What have you thought about since?• Who has been affected by what you've done? In what way?• What do you think you need to do to make things right?
Dress Code	<p>All community members at GCOA should demonstrate appropriate fit and coverage of clothing that provide comfort for transition between indoor and outdoor settings. Clothes should be neat, clean, and in good repair. Your child is encouraged to wear shoes that are appropriate for playing and learning outside on varying terrain.</p> <p>Please help your child to refrain from the following:</p> <ul style="list-style-type: none">• Skirts/dresses that are shorter than 4 inches above the knee.• Revealing neckline.• Spaghetti straps• Inappropriate graphics• Your child may bring a hat to school (and may be required to) for use outside.
Internet Use Policy	<p>Students will not be allowed to have access to their cell phones for the entire day unless explicitly required by emergency circumstance or a specific learning opportunity.</p> <p>As an outdoor school, computers may be used for research, writing, creating presentations, data analysis, testing, and other related educational activities as designated by our curriculum and teachers but are not a frequent point of use in our classrooms.</p> <p>GCOA has adopted an internet use policy. Please refer to that policy for additional information.</p>

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Safety Plan	<ul style="list-style-type: none">• Emergency Response Plan- an emergency plan has been created with guidance from the Page Police Department. You may ask to see that policy in the front office.• All school personnel are mandated reporters of suspected abuse or neglect.• School Visitor Policy- we ask that all school visitors sign in at the front desk and obtain a badge before entering the main school property. All volunteers that work with students on a regular basis will be required to obtain an IVP card.
Fieldwork Protocols, Communication, and Safety	<ul style="list-style-type: none">• As an outdoor-based school, students will play and learn outside as part of everyday activities. Our curriculum embeds fieldwork opportunities that enrich and enhance learning. These fieldwork opportunities include: on-campus outdoor classroom learning, off-campus outdoor learning within walking distance, and off-campus outdoor learning that requires transportation.• Families can expect that students move between indoor and outdoor spaces on-campus fluidly and fluently as part of daily instruction. Additionally, families can expect that classes utilize walking distance access frequently throughout each expedition. Families will NOT be communicated with for these routine and frequent excursions and can expect it as part of a student's typical day at GCOA.• For fieldwork that requires off campus transportation, families can expect communication prior to the field experience, and may volunteer to provide additional adult support and supervision for these experiences. Communication will include specific details about the location of the fieldwork. The standard rotation for off-campus transportation occurs every Thursday from 9:00 - 12:30 with each class rotating each week. This means that each class at a minimum transports kids off campus for field work once every month from 9:00 - 12:30. All teachers will be Wilderness First Aid certified prior to their first off-campus fieldwork event.• Teachers will always carry a walkie talkie, their cellphone, a first aid kit, extra water (minimum of one gallon), trash clean up supplies, a bathroom kit, extra sunscreen, a student participant list, and emergency contact information. Teachers, administrators, and office personnel will have their walkie talkies on their person whenever one or more classes are out in the field within walking distance. Additionally, a trip log is available at each location for teachers to sign out and in with details about their destination for each

SUPPORTS THAT HELP US MEET EXPECTATIONS

	<p>fieldwork experience. Teachers are required to take attendance immediately prior to leaving the classroom so administration and office personnel have a list of fieldwork participants.</p> <ul style="list-style-type: none">• Due to the nature of utilizing our outdoor spaces flexibly and regularly, it is imperative that your child arrive on time to school to avoid missing out on a fieldwork experience.
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ACADEMIC RIGOR AND RESPONSIBILITY

Standards-Based Grading	<p>Our custom designed curriculum incorporates Arizona's College and Career Readiness Standards for Math, Science, Social Studies, and English Language Arts with outdoor experience, service learning, and art into 6 6-week units that we call "Expeditions." Math instruction is supported by WildMath curriculum, and English Language Arts and Literacy is supported by EL Education's ELA Curriculum. The delivery of our curriculum and instruction is based on child development as outlined in Waldorf Education's philosophy. Student work and material is created and held in Expedition Notebooks for each of our 6 expeditions, inspired by Waldorf Education's approach.</p> <p>Lesson books, informal and formal assessments, learning activities, and field journals are all utilized as ways to track student progress on skills and standards throughout the entire school year. Individual assignments are not graded with a traditional grading system of point value and letter based, but as a demonstration of a student's mastery of a standard-aligned skill or piece of knowledge (please reference our 1-4 mastery scale below).</p> <p>Standards based grading allows the learning community to see the development of a specific skill over time, and clearly see and track trends.</p>
1-4 Mastery Scale	<p>1 = BEGINNING (The student is brand new to this skill or demonstrates lack of prior knowledge needed to attempt this skill/knowledge. The student needs and works with support to articulate a plan for what they need to learn prior to attempting this skill/knowledge).</p> <p>2 = GROWING (The student is clearly working towards expectations yet needs support, scaffolding, and differentiation. Mistakes are corrected in group settings with support. The student can explain what evidence they would need to provide to demonstrate proficiency of the skill/knowledge and provides some action steps for how they plan to get there).</p> <p>3 = PROFICIENCY (The student consistently demonstrates the skill/knowledge with some time needed. They are able to correct mistakes when prompted. They can either explain or provide some evidence to demonstrate their proficiency).</p> <p>4 = MASTERY (The student consistently demonstrates the skill/knowledge with little to no hesitation. They provide relevant evidence to demonstrate mastery of the skill/knowledge. The student could teach this skill to another student).</p>

ACADEMIC RIGOR AND RESPONSIBILITY

Badges	Upon the culmination of each expedition, students who show proficiency for at least 80 percent of all skills taught and practiced throughout the expedition earn a Badge for that expedition. Students can demonstrate proficiency over time via the process explained above, or demonstrate proficiency in their end of unit Performance Task. At the end of each year, students should have earned 6 badges, one for each expedition. Opportunities for additional badges will be presented throughout the school year based on service learning, creativity, mastery, GCOA habits of character, Leave No Trace Principles, and other designations.
Performance Tasks	Each 6-week expedition includes a Performance Task where students create a project that incorporates essential learning targets from the academic unit. Performance Tasks may be written, oral, live presentation, demonstration, documented, recorded, or be an artifact. Students will present their Performance Task projects during each expedition's Exhibition of Learning where families and community members are invited to celebrate student work. Performance Tasks are assessed in 3 ways: Demonstration of Character, High Quality Work, and Mastery of Knowledge and Skills based on our K-8 Performance Task Rubric.
Student/Parent Conferences	Student/Parent Conferences are scheduled twice during the school year - in the fall and in the spring. Conferences help the learning community communicate and collaborate and give students the opportunity to take responsibility for their learning. Student and parent attendance is required, and we provide a flexible scheduling system to ensure that our schedules align. Conferences provide opportunities for reflection, goal-setting, and problem-solving and allow students to present their progress to the most important people in their lives. Students prepare for these conferences by selecting and revising work, writing reflections, and practicing presentation skills.
Celebrations of Learning	On the last day of each expedition, families and community members are invited into school to celebrate their child's work. Students have worked for 6 weeks on a focused topic and are ready to share their learning along with artifacts and Performance Tasks. Occasionally students will offer a presentation out in the field on a different day from the last day, giving multiple opportunities to engage in and celebrate student work and learning.
Multi-year Relationships (Loop Groups)	We emphasize multi-year relationships with students and multi grade-level grouping to accommodate children's different levels of maturity and differing capabilities. Looping students by 1-2, 3-4, 5-6, and 7-8 allows for flexibility in grouping that doesn't label a student as behind or ahead. We teach to each child rather than to the grade. The younger children have the experience of stepping into a leadership role when the older group moves on and a younger group moves in. When students stay with the same teacher for two or more years, the teacher can use the

ACADEMIC RIGOR AND RESPONSIBILITY

	knowledge that they have gained about a child during the first year to plan for learning experiences in the year(s) beyond.
At Home Learning	All expeditions offer opportunities for, but do not require, at home learning (traditionally called homework). We believe that the best result of school is contagious excitement that students take home with them to share their learning. Asking your child questions about their learning, reviewing their lesson book together, reading books together, practicing and reviewing Leave No Trace Principles, trying WildMath activities, and collecting materials for a project are all great ways to help your child engage with their learning at home and support them with their work at school. Additional and deeper opportunities will be outlined at the start of each expedition such as service-learning, at home projects, and writing activities. Students will learn outdoor leadership skills that they can share with the whole family by designing a treasure hunt, navigating to a location without a GPS device, creating a compost system at home, growing native plants, or identifying birds!
Multi-Tiered System of Support and Interventions (MTSS)	<p>All students determined to be consistently BEGINNING or GROWING will receive evidence-based interventions and remediation strategies determined by a team of individuals with specific knowledge about interventions, learning strategies, and the student. Interventions are based on 3 Tier.</p> <p>Tier 1 consists of high-quality classroom instruction that is aligned to our philosophy, implements research-based practices, and utilizes assessments to provide data-driven response and feedback for ALL students. Students who are determined at-risk based on our data tracking system will move to Tiers 2 and 3 of intervention.</p> <p>Tiers 2 and 3 of our System of Support will occur when an MTSS team comprised of teachers, school leaders, families, and students identify areas of struggle and gaps in acquisition and skills. The MTSS team will create a bank of interventions for students who display initial signs of academic and/or behavioral struggles. Students in Tier 2 typically receive small group focused interventions. Students who continue to struggle will receive individualized interventions designed by a team of teachers and their parents, giving them optimal support for success.</p>
Individualized Educational Plan (IEP)	In our program of instruction, specialized education will not be considered a “placement” or label, but rather a protection under the law for students who are in need of specific interventions as set forth in IEPs, accommodations, and modifications. All students will be able to access interventions when needed, and students with IEPs will receive specific instruction as designated in their IEP and according to law. All students will be integrated into full classroom instruction to the greatest extent

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	possible. Remediation will supplement rather than supplant the classroom instruction provided to all students. A certified special education teacher will be hired to plan programming, design interventions and IEPs, train teachers and aides to understand the needs of identified disabilities, and work with students on a one-on-one or small group basis as needed.
Retention and Acceleration	Discussion of retention for any student is a team decision and will be determined on a case-by-case basis with regards to academic, social, behavioral, and emotional success. The team will include teachers, the school director, and the student's family. The student will be included when appropriate. The team will design a targeted learning plan for that student with the possibility of retention as a last resort. Students who end the year with less than 6 bages and are promoted to the next grade level based on their targeted learning plan will continue the following year with interventions to help them master skills and knowledge.
Withdrawal from School/Transfer of Records	If you wish to withdrawal your student from GCOA, please contact our school registrar or visit the main office at 19 Poplar St.

Field Work Materials


Type of Backpack

- Please provide your child with a backpack appropriate to outdoor-based fieldwork. You can expect students to move fluently and fluidly between indoor and outdoor spaces on a daily basis (please refer to the supports that help us meet expectations sections for more information about fieldwork).
- You may have already provided a traditional school backpack for your child, and while this may be appropriate for travel to and from school it may not be comfortable for a child on an outdoor fieldwork experience. Please reference the photos below to see the difference between an outdoor-based backpack and a school-based backpack. The outdoor-based backpack may live in the classroom if a student is bringing their school backpack to and from school every day.


OUTDOOR APPROPRIATE VS. SCHOOL APPROPRIATE
(lightweight, structured support vs. built to fit rectangular materials)



Field Work Materials

<u>Materials in Backpack</u>	<p>Students should always have:</p> <ul style="list-style-type: none">● Refillable water bottle● Hat● Layers for sun/weather protection● Sunscreen (please AVOID spraying sunscreens)● Snacks● Sturdy shoes
<u>Type of Shoes</u>	<p>Students need to wear sturdy shoes that are appropriate for outdoor play and outdoor field experiences that may require walking. Shoes must be comfortable, durable, and have good traction/tread. Sandals with a heel strap such as Chacos, Bedrock, or Tevas are appropriate. Flip Flops or Crocs are not appropriate. Tennis Shoes and Hiking Shoes are always appropriate and provide the best protection and support for various terrain and encounters with stickers.</p> <p>Some examples of possible options for sandals and/or tennis/hiking shoes:</p> <div data-bbox="800 862 1808 1305">The image block contains three separate photographs. The first photo on the left shows a pair of grey and pink sneakers with green laces. The middle photo shows a pair of grey and pink hiking shoes with black soles. The third photo on the right shows the soles of two sandals: one with a yellow and orange tread pattern, and the other with a black tread pattern.</div>

Field Work Materials

	
<u>Clothing</u>	<p>Students are expected to dress appropriately for flexible movement between indoor and outdoor spaces. Students need to be comfortable in both indoor and outdoor spaces with appropriate clothing for play, exploration, movement, and working. We strongly recommend lightweight and loose fitting clothing for sun protection and comfort in the heat. We recommend putting extra clothing/layers in outdoor backpacks so students can throw on a sun shirt, put a bandana around their neck, and adjust for changes in weather. A rain jacket is recommended as a layer for outdoor education as monsoon season approaches. Students should always have a hat in their outdoor backpacks and extra sunscreen.</p> <p>Please refer to the Supports that Help us Meet Expectations section for more detailed information about appropriate dress and coverage.</p>