



GRAND CANYON UNIFIED SCHOOL DISTRICT #4

PUBLIC HEARING AGENDA

WEDNESDAY, SEPTEMBER 16, 2026 AT 5:45PM

In accordance with A.R.S. § 38-431.02, notice is hereby given to the public that the Governing Board of the Grand Canyon Unified School District No. 4 will hold a Public Hearing, open to the public, on September 16, 2026 at the GCUSD Board Room, Room #405, beginning at 5:45 PM MST. Doors will open at 5:30 PM MST.

Information regarding agenda items is available for review at the District Administrative Office and online at <https://grandcanyonschool-org.community.highbond.com/Portal/>.

To Join via Zoom: <https://us06web.zoom.us/j/82152930512?pwd=LWRJbTCguJtJtcBh0rHLlyEyqFtc7C.1>

Participant ID: 327713

Passcode: 779568

To Join via Audio, please call: US: [+1 669 444 9171](tel:+16694449171)

Webinar ID: 821 5293 0512

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1. OPEN THE PUBLIC HEARING

- A. The Presiding Officer will begin the Hearing

2. PRESENTATION OF PROPOSED INSTRUCTIONAL TIME MODEL

An Instructional Time Model - H.B. 2862 allows school districts and charter districts to adopt an Instructional Time Model (ITM) to meet the instructional requirements in A.R.S. § 15-808 and 15-901, which provides flexibility for a school district to determine the manner in which instructional hours are provided to students, including: remote courses, project-based learning, mastery-based learning, weekend courses or evening courses.

- A. Superintendent Yost will Present to the Governing Board and Attendees Information and GCUSD's Plan for an Instructional Time Model for Emergency Use Only

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[ADE Instructional Time Model FAQs.pdf](#)

[GCUSD 2026-2027 Instructional Time Model.pdf](#)

3. QUESTIONS FROM THE PUBLIC

4. QUESTIONS FROM BOARD MEMBERS

5. ADJOURNMENT

A. The Presiding Officer will end the Public Hearing.

6. CERTIFICATION

A. Dated this ____ day of September 2026 _____, Board Secretary, I hereby certify that the above agenda was posted on the ____ day of September 2026 at _____ a.m. / p.m. _____ Signature



Arizona Department of Education

Instructional Time Model (ITM): Frequently Asked Questions

Last Updated: August 5, 2021

Q: Will ADE be approving ITM submissions?

A: No, ITM submissions will be used by ADE to understand which schools are utilizing the flexibilities authorized in HB 2862, the types of flexibilities being operationalized, the extent to which a school is deviating from in-person, teacher-led instruction, and the way attendance will be tracked under each flexibility. ADE will not be approving or rejecting ITM submissions, but rather maintaining ITM submissions as documentation for future audit purposes.

Q: Are schools required to submit an ITM to the Arizona Department of Education (ADE) before beginning instruction as defined in the ITM?

A: No, HB 2862 allows schools to begin providing instruction pursuant to an ITM as soon as the ITM has been approved by the governing board. ADE will provide a template for reporting ITMs, but HB 2862 does not require submission of the template prior to beginning instruction under an ITM.

Q: Are governing boards required to approve an ITM on a template provided by ADE?

A: No, school districts/charter schools will submit information about the ITM to ADE using a template provided by ADE but are not required to use the template itself in the governing board approval. Governing boards and local communities will likely want to review more information/additional details about the proposed ITM than will be required to be reported through the ADE template.

Q: Can CTEDs submit an ITM?

A: No, HB 2862 applies to instructional hour requirements prescribed in ARS 15-808 and 15-901, but does not identify applicability to ARS 15-393.

Q: Are schools able to provide over 50% of total instruction remotely though an adopted ITM?

A: Yes, HB 2862 permits remote instruction in excess of 50% of total instructional time, however a school site that provides more than 50% of total instruction remotely will receive a negative funding adjustment of 5% of the Base Support Level for instruction over the 50% threshold (i.e. for a school providing 60% of total instruction remotely, 10% of the ADM will receive a 5% BSL reduction). Additionally, ADE will report schools that exceed the 50% threshold to the State Board of Education or Arizona State Board for Charter Schools who may require an application for Arizona Online Instruction.

Equity for all students to achieve their full potential

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Arizona Department of Education

Q: We are late to the game with this and are not sure how quickly we can get the governing board meetings going. If we held the first meeting before the start of the school year and then planned for the second hearing right at the start of September, would we be able to start the students remotely who want that option, or would we need to wait until after the second hearing in September?

A: HB 2862 allows schools to begin providing instruction pursuant to an ITM as soon as the ITM has been approved by the Governing Board.

Q: Will school districts/charter schools need to submit an ITM for Arizona Online Instruction (AOI) programs?

A: No, approved AOIs may provide 100% online instruction without adopting an ITM or holding additional public hearings.

Q: We are planning on applying for an AOI for School Year 2022-2023, but we have many families who want a remote learning option this year. If we have students who would want to opt into remote learning for this school year due to medical or health concerns and they end up being online and exceed the 50% threshold, would only those who opted into remote learning be calculated at the 95% level or would it apply to all students in the school district/charter school?

A: In Fiscal Year 2022, schools may provide up to 50% of the instruction provided to all students remotely before funding adjustments apply. Funding adjustments are calculated at the school level and not at the student level.

Q: We currently have an approved AOI for our school district/charter school and we are confused by this recent guidance regarding ITMs. Do AOIs now require two public hearings? Can you share any additional information about why a school district/charter school would have ITM and an AOI?

A: No, approved AOIs may provide 100% online instruction without adopting an ITM or holding additional public hearings. A school district/charter school may adopt an ITM to gain flexibility to provide some instruction outside of a teacher-led, in-person classroom to students that are otherwise in-person, non-AOI students.



Arizona Department of Education

Q: Our small charter school plans to open this August with in-person learning as its only instructional model. Due to our small teaching staff, we will not offer remote or hybrid options. However, in the case of a significant increase in COVID-19 community transmission levels, we may need to implement a remote or hybrid option for a period of time. If this emergency scenario is the case, do we need to hold two public hearings as noted in HB 2862?

A: Yes, if a school district/charter school intends to use remote instruction or would like to have the option to use remote instruction this year, an ITM should be adopted to define how alternatives to in-person, teacher-led instruction will be utilized and the attendance procedures that will be used for days on which instruction does not take place in person.

Grand Canyon Unified School District #4

Instructional Time Model

2026-2027 School Year

The Grand Canyon Unified School District # 4 Instructional Time Model establishes approved instructional methods that may be utilized across district schools and programs, when appropriate, to support student learning and instructional continuity.

Instructional Time Model

Instructional Methods Being Used	When in-person learning • Remote • Project-Based Learning • Mastery-Based Learning
Instructional Time Replacement and Measurement	<i>Remote and Asynchronous Learning</i> Students may access teacher-created or teacher-assigned instructional materials including recorded mini-lessons, guided instructional videos, digital assignments, learning playlists, discussion prompts, project directions, and standards-aligned digital learning platforms. These instructional experiences replace traditional classroom instruction by delivering direct academic content, guided practice, and application opportunities outside of the physical classroom while remaining under the supervision and direction of certified educators. <i>Project-Based Learning (PBL)</i> Students will engage in interdisciplinary projects aligned to Arizona Academic Standards in English Language Arts, mathematics, science, and social studies. During remote or asynchronous learning periods, students may conduct research, participate in inquiry tasks, collaborate digitally, analyze information, complete design challenges, develop presentations, create written responses, or apply academic content to authentic real-world problems. This instructional time replaces traditional classroom instruction by requiring students to demonstrate understanding and application of academic standards through teacher-designed learning experiences. Certified educators provide project frameworks, instructional mini-lessons, rubrics, checkpoints, conferencing, and feedback throughout the learning cycle. <i>Mastery-Based Learning</i> Students will participate in personalized mastery pathways focused on foundational literacy, numeracy, and content-area competencies. Students may engage in teacher-assigned learning tasks, digital lessons, guided practice, intervention activities, or enrichment experiences based on their individual progress toward mastery of standards.

	This instructional model replaces traditional seat-time instruction by allowing students to progress based on demonstrated competency rather than time spent in whole-group instruction. Teachers monitor mastery through formative assessments, student work artifacts, digital platform progress monitoring, conferencing, and performance tasks. Measurement of Time Instructional time within all learning options will be measured through documented participation in standards-aligned learning activities assigned and monitored by certified educators. Time will be calculated based on the estimated duration required to complete assigned instructional tasks and verified through student engagement, progress monitoring, and completion of learning evidence. Instructional time may include: ✓ Participation in teacher-assigned project tasks ✓ Completion of asynchronous lessons or learning modules ✓ Engagement with digital instructional platforms ✓ Viewing and responding to teacher-created instructional videos ✓ Participation in virtual check-ins or conferencing ✓ Completion of mastery tasks or intervention activities ✓ Submission of assignments, reflections, assessments, or project artifacts ✓ Collaborative learning activities connected to project work Teachers will maintain documentation of instructional time through learning management systems, digital platform usage reports, assignment completion records, project checkpoints, formative assessments, attendance verification procedures, and evidence of student participation and mastery.
Attendance Reporting	A student may be reported as present for remote or asynchronous instruction when one or more of the following occurs during the instructional day: ✓ Completion or submission of teacher-assigned instructional tasks ✓ Participation in standards-aligned project-based learning activities ✓ Engagement with teacher-created or teacher-assigned instructional videos or lessons ✓ Completion of assignments or learning modules within approved digital learning platforms ✓ Submission of student work, reflections, assessments, or project artifacts ✓ Participation in scheduled virtual conferences, check-ins, or small-group instructional sessions ✓ Demonstration of progress toward individualized mastery goals ✓ Documented communication or interaction with the teacher related to instructional tasks ✓ Participation in collaborative project work or discussion activities connected to instructional objectives

	Attendance will be verified through evidence collected within the school's learning management systems, digital instructional platforms, assignment submission systems, teacher records, conferencing logs, progress monitoring tools, and other documented indicators of student engagement. Measurement of Participation Teachers will establish clear daily or weekly learning expectations aligned to Arizona Academic Standards and the school's instructional model. Students and families will receive guidance regarding required learning tasks, participation expectations, submission timelines, and methods for demonstrating engagement. Participation may be measured through: ✓ Completion of assigned learning activities ✓ Time engaged within approved digital learning systems ✓ Submission of completed assignments or project checkpoints ✓ Teacher observation during virtual sessions or conferences ✓ Student responses to instructional prompts or feedback ✓ Evidence of progress toward mastery of identified standards/competencies ✓ Completion of formative assessments or demonstrations of learning Teachers will monitor participation regularly and maintain documentation of student engagement and instructional completion. Reporting Students as Absent A student may be reported as absent during a remote or asynchronous instructional day when the student does not demonstrate participation or engagement in assigned instructional activities within the established timeframe and no verified communication or alternative participation documentation is provided. Examples of circumstances that may result in an absence include: ✗ Failure to complete or submit assigned instructional work ✗ Lack of engagement in required learning activities ✗ Failure to participate in scheduled instructional check-ins without communication ✗ No documented evidence of instructional participation during the designated instructional period When a student is identified as absent or minimally engaged, school staff will follow established attendance intervention procedures, which may include communication with families, participation reminders, academic support outreach, and problem-solving to address barriers to participation. Teacher Oversight and Documentation Certified educators will maintain oversight of student attendance and participation during remote instructional periods by: ✓ Monitoring assignment completion and engagement data ✓ Reviewing student work submissions and progress
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	✓ Tracking participation in instructional activities ✓ Maintaining communication logs with students and families ✓ Documenting evidence of participation and instructional completion ✓ Recording attendance according to school and district procedures Attendance records for remote and asynchronous learning days will be maintained in accordance with district attendance policies and Arizona Department of Education expectations for Instructional Time Model implementation.
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