

MONITORING REPORT
ENDS POLICY #2
EXECUTIVE LIMITATIONS POLICY #7, #15
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
March 2025

By Kelli Burke/Administrator

E-2 Academic Accomplishment

Students will have the academic competencies necessary to achieve personal goals.

- 1) Each student will meet or exceed individually established academic standards for performance in all content areas defined by the Colorado State Educational Standards and in additional content areas dictated by the interests of the Guffey Community. These areas include but are not limited to:
 - a. Language Arts;
 - b. Social Studies;
 - c. Mathematics;
 - d. The Arts;
 - e. Science;
 - f. Technology.
- 2) Each student's skill will meet or exceed individually established standards for analysis, critical thinking and presentation. These skills include, but are not limited to:
 - a. Planning and managing time effectively;
 - b. Finding and using appropriate resources;
 - c. Recording observations;
 - d. Evaluating their work and that of others;
 - e. Assessing the quality of the research sources;
 - f. Investigation and thoughtful inquiry;
 - g. Organization;
 - h. Understanding and appreciating the natural world;
 - i. Effective oral and written communication;
 - j. Recognizing the value of all disciplines.
- 3) Each student will demonstrate academic honesty by:
 - a. Respecting their own and other people's work;
 - b. Giving credit for the sources used;
 - c. Reporting honestly about their own work.

Kelli Burke writes:

Teachers Shawna Swindell (k-2) Lynda MacDonald (3-5), Amy Owen (6-8), have written to this policy as evidence supporting the work that we are doing to stay in compliance with this policy.

Amy Owen - Middle School 6th - 8th grade

Language Arts

The 6th - 8th grade students are reading The Giver. Each week they take turns reading aloud page by page two chapters of The Giver. This is a weekly practice in public speaking as well as reading fluency. After we've read the chapters they are assigned vocabulary words. Words that are used in the story that

students are unfamiliar with. They then use the dictionary as a resource to define the word as used in the text of the story and any other definition they would like to share. They then use one of these vocabulary words in a sentence of their own. They also are given a short quiz after every two chapters as a review. These are designed to dissect the story. Put themselves in the character's position. To really evaluate their reading comprehension. They are to organize this into their reading binders which will be evaluated and make up a good portion of their reading grade.

Middle schoolers have a weekly spelling test. They are given the words at the beginning of the week, on Mondays. They are to choose their own word using that week's spelling rule. They are given a story in which the words are used and to be highlighted. They are then asked to create their own story using the words from their spelling list. They LOVE this and are quite the creative writing bunch. After they've completed their rough draft. They use their chrome books to type up their stories. This is a practice using technology. They then present their stories to the class before they take the spelling test on Thursdays. This gives them one more opportunity to see, say and hear the written word several times before their assessment. This also hones their public speaking and presentation skills. I feel this is improving their vocabulary as well as improving their spelling skills. In addition they are learning to write a story with a beginning, middle and end. Their stories are getting more lengthy and each one is captivating the audience. They are encouraging one another and really enjoying this process. We are currently working on a review of the last two trimesters and they will be tested on all the words they've missed thus far on spelling tests.

Mathematics

The 6th - 8th grade are using Go Math. I like it for the same reasons as Mrs. Mac. We have two math groups and students are placed in their group based on their assessment in the IXL program. We also use IXL as a learning tool, a program where they can earn badges for each process they've perfected. We offered a challenge over their holiday break to acquire 25 badges in order to receive a reward day to Skate City! They had a blast. They will be given this challenge during Spring Break as well in hopes to earn a bowling trip on April 17th. We are fortunate to have our Math Specialists (Ms Denise, Ms Jacsue and Ms Maria) come in the first of the week to set us up in the module we're focusing on that week. They are available to answer any questions we have on the process before we work through our workbooks throughout the week. We then have a review to make sure we all have a clear understanding before moving on. The Go Math curriculum is set up where they can easily go back and work through the examples if they are having difficulty with a particular process.

Social Studies

6th - 8th graders are studying History of Guffey. This coincides with our Sense of Place unit. Using Guffey One Hundred Years of Memories by Past and Current Residents and Neighbors of the Town Site of Guffey Edited by Helen Cahill and Published by The Guffey Community Center. Celebrating 100 Years on April 12, 1995. This Sense of Place unit also included them writing their autobiography. This teaches them where they come from while learning about where they live. Guffey is a dynamic community with a lot of history and the students love learning about this place and its surroundings as well as the people who built this community. We already took one trip over to the Town Hall (Museum) and we have a service project planned in April to help clean up the Town Hall in hopes that we can use it for our 8th grade Presentations or graduation in the future. In addition we still have half the class trying to perfect their United States mapping.

Science

6th - 8th grade is fortunate to have Mr. Peterson come in and teach us Science.

Our current 2025 Science Topic:

Physics. Focus will be on energy, waves, electricity, chemistry.

Throughout the year there will be an emphasis on listening for key points, quality note taking, attention to procedure in labs, and the application of math to real-world problems. We will cross our scientific topics with related subjects: language, history, Greek and Latin etymology and art.

Class format will consist of about 50/50 mix of lectures and labs. Lectures will be socratic with the students actively engaged in asking and answering questions and participating in discussion.

The Arts

To keep these middle schoolers from doodling is impossible so I encourage them to keep sticky notes, index cards, sketch pad handy. We have some pretty impressive artists among us and all of their desk pencil sketching is impressive. They clean up after themselves. As a class they easily go through a package of wipes a week. They also keep a private journal where they are encouraged to reflect on their day and incorporate drawings. These are their own diaries. Sometimes they create a depiction of a current story they are working on. They get a taste of drama preparing for the play performance of the melodrama, All's Fair in Love and Pie performed on March 13th for the Pie Palooza which is our most successful fundraiser. They also had to follow a script when making phone calls to community members inviting them to the event. In addition we are fortunate to have Dana, our neighbor at The Bakery, to teach us Art on Thursday from 11am to noon. We are currently working on soap carvings. A form of relief sculpture that will be used for printing.

Technology

6th - 8th grade students each have their own chromebook. They are primarily used for IXL, our math learning and assessment program. In addition they type up their stories on Google docs and email them to me to complete the final edit and print. They are learning the tools within Google docs to edit their own story for spelling and grammar errors. They will be doing more on their chromebooks completing their final edits on their autobiographies and for reading vocabulary, etc.

PE

We are fortunate this year to have Bruce Robinson and Skyler Wickline come to do PE with the students one day a week. The students are learning teamwork and skills as it relates to soccer, football, and basketball. Rita Mick also comes once a week to do a Zumba class with the students.

Lynda MacDonald (3rd-5th)

Language Arts

My reading curriculum predominately comes from the Houghton Mifflin textbook series. This year we are focusing on stories that relate to the 1800's to help support our social studies curriculum. In class, we focus on reading comprehension, vocabulary, and fluency. We also utilize a variety of comprehension strategies such as clarifying, predicting, questioning, and summarizing. We discuss the elements of fiction vs nonfiction literature. We are also learning to identify the main topic of each paragraph and the supporting details. I often start my lesson with a group read-aloud and discussion of the story we are reading. I also include an individualized independent reading component. Students are required to write written responses that incorporate paragraphs showing an introduction sentence and supportive details with explicit examples from the story. We spend a lot of time at the beginning of the year modeling how this may look. I want my students to learn how to think for themselves using ways to expand their written ideas. I also use LexiaCore, which is a self-paced online reading program. I find that

this program helps to reinforce as well as fill in some of the gaps that I may not touch on in class. For students who need additional support, I provide reading fluency practice that can be done at home. This is definitely making a big difference for many of these students.

We also do spelling and grammar in class. My spelling curriculum comes from Spelling Workout. My grammar curriculum uses Language Arts Today by McGraw Hill, Grammar & Punctuation by Evan-Moor, and Grammar Minutes by Creative Teaching Press.

We just completed our mid-year standardized reading assessments with DIBELS and NWEA. I am happy to announce that just about all of my students are at or above grade level, and others are showing high growth.

Social Studies

This year for Social Studies we are learning all about the 1800's in US history. Our resources include: [US Studies Weekly](#) and [Exploring America's Heritage](#) . I also like to supplement what we are learning in class through YouTube videos. We often talk about the importance of using more than one resource when learning about history because it is important to get different perspectives about the events we are learning. Social Studies is teacher-led with whole group reading and discussion. We learn how informational text is organized as well as how to take notes. Students are required to complete comprehension questions to show their understanding. These questions need to be written as well thought out paragraphs including an introduction sentence and explicit details from the reading. Other activities include: working with maps, time lines, and a variety of other projects.

Mathematics

This year I am continuing to use Go Math. I really like that it gives more than one approach to solving problems. This helps students to visualize why math works and well as how it works. It also allows students to use the way that they find easier to solve problems. I always tell students it does not matter how they get the answer, as long as they can recognize that the answer seems reasonable. The students seem to enjoy the Go Math curriculum as well. I am really impressed with the in-depth concepts that these students are able to master. Many students come in with a reluctant attitude about math. I emphasize to them that math takes patience and practice, and from there we learn to enjoy math. I also use IXL which is an online program that allows students to work at their own pace on specific skills.

We just completed our mid-year MAP assessments. I am happy to say that almost all of my students are scoring at or above grade level as well as showing great growth.

Science

In science we are using the Science Fusion and the Interact curriculum. This year we are focusing on space and the solar system, the engineering process, simple machines, electricity and will end the year with a science fair project. We have whole class discussions as we work through the workbook lessons. I often pair an older student with a younger student so the younger students get exposed to the more difficult content. I supplement our lessons with related YouTube videos. We utilize the scientific method as we do a variety of investigations as they relate to what we are learning in class. This year we took a field trip to the Space Discovery Center where we were able to do a robotics simulation using Mars rovers. We then had an overnight where we were able to use our school's huge telescope to view the craters of the moon, the rings of Saturn and the moons of Jupiter. My students just finished a family simple machine project where they were able to work with their families creating a compound machine incorporating at least three simple machines. Their machine had to have a purpose that fulfilled a certain need. They then demonstrated their machines to the 1st/2nd grade classroom. Students really enjoyed putting their minds into creating their machines and came up with some great ideas.

Technology

I use technology to supplement what we are learning in class. For reading I use the LexiaCore program. For math I use IXL. Both of these are self-paced programs that can also be done at home. I often locate YouTube videos to supplement what we are learning in science and social studies. When we are curious about something we can quickly “Google it”. My students are currently doing a Typing program to help them become proficient at using their home keys.

The Arts

This year we have done a number of art projects around the holidays. We also put together quite a winter performance called “Who Wants to be the Next North Pole Star?” written by one of our past MS teachers. We are now working on the Pie Palooza performance. We are learning timing, expression and projection. The students are having a lot of fun. I am so impressed with how comfortable these students all are at getting up in front of an audience.

PE

We are fortunate this year to have Bruce Robinson and Skyler Wickline come to do PE with the students one day a week. The students are learning teamwork and skills as it relates to soccer, football, and basketball. Rita Mick also comes once a week to do a Zumba class with the students.

Music

This year we are fortunate to have Flip come in to volunteer to teach the students music.

Shawna Swindell - K-2

Language Arts

The k-2 reading curriculum used is Houghton Mifflin k-2 series. We also utilize a spelling curriculum from Spelling Workout. My grammar curriculum uses Grammar & Punctuation by Evan-Moor, and Grammar Minutes by Creative Teaching Press. We have also tapped into the Wonders curriculum by McGraw Hill. In class, we focus on group reading and discussion by having students read a page at a time as we go around the circle. Afterwards, we discuss the questions in the back of the books. These exercises help students improve their reading fluency and comprehension. Students are given reading packets that focus on sentence structure, grammar, and comprehension. We work through these packets together for half the time and individually for the second half. This ensures students are working on self-motivation and how to ask for help when needed.

Students also have independent writing time in their journals. Students are given a prompt and must include grammar rules learned that week and/or spelling words from the current week.

For spelling, we cover phonetic rules associated with the current week’s spelling. I give phonetic lessons each week to ensure students are familiar with when and how to use the rules. Students are then given a spelling test at the end of each week.

To assess the students’ progress, we give both the NWEA and DIBELS. Most of the k-2 students are at or above average for their grade and others who are showing wonderful growth. For any student who needs additional support, we can provide that through volunteers and at home reading tools. We have seen great improvement with these support elements.

Social Studies

I utilize the 1st-3rd grade Social Studies curriculum by Harcourt and supplement with subject matter YouTube videos and class projects. This year our K-2 students are learning about the marketplace,

people in the communities, working in the community, and products and services. During our market unit, students had the opportunity to model certain roles in the community. We had students split up into 3 different roles, a producer, a consumer, and one role that was both a producer AND consumer. I gave each student different scenarios that impact supply and demand. Then they had to problem solve and determine how they were going to price their items and which items they were going to buy with a select amount of money.

Mathematics

Our K-2 students are continuing to use the Go Math curriculum. Each chapter is broken down into several short unit lessons that give students a variety of ways to solve the math problems. At the beginning of class we discuss the topic and work through the first two - three problems together as a group. Afterwards, students are given time to work through each problem independently using dry erase markers and boards, as well as different manipulatives. We also use the online program, IXL which helps to reinforce the information we are learning in class. I have first and second grade working on grade level curriculum.

For assessing progress, students are given tests at the end of each chapter and are given state NWEA testing.

Science

In science, we use the Science Fusion curriculum. This year we are learning about Animals and their environment, Earth and its Resources, the Solar System, and Matter and Energy. Students work through unit packets and have group discussions. I supplement each unit with in-depth science projects and YouTube videos. We also perform science experiments that provide hands-on learning opportunities.

Technology

I use technology to supplement what we are learning in class. For reading I use the LexiaCore program. For math I use IXL. Both of these are self-paced programs that can also be done at home. I often locate YouTube videos to supplement what we are learning in science and social studies. When we are curious about something we can quickly "Google it". We also do research on the computer. We are also fortunate to have access to ABC Mouse. This is a fun, interactive program that allows students to play reading, writing, and math games and introduces concepts that we may not cover in class.

The Arts

Our class participates in art projects frequently. We have already completed hand painted planets, sundials, and constellations for our solar system science unit, dioramas for our animal science unit. They have also built a bridge out of popsicle sticks for our STEAM time during class.

PE

We are fortunate this year to have Bruce Robinson and Skyler Wickline come to do PE with the students one day a week. The students are learning teamwork and skills as it relates to soccer, football, and basketball. Rita Mick also comes once a week to do a Zumba class with the students.

STEAM

This year I have implemented STEAM time during the day. This gives the students time to be creative using kinetic sand, play-doh, legos and other building manipulatives to use with math, science, technology, and art concepts learned in class.

Skills

Shawna Swindell, Lynda MacDonald, Amy Owen write:

Planning and managing time effectively

- 1) Managing time effectively can go both ways. I have some students who like to rush to be done first, but then their work does not show the thought and effort that I am looking for. I have other students who spend so much time “thinking about” the first question, that they do not finish their work. I guide both of these types of students in managing their time to fit each particular assignment so they can show their best work.
- 2) I send homework home every Monday and it needs to be returned the following Monday. This way students learn to manage their time at home in a way that fits their home life. Some students like to get their homework done right away early in the week, others prefer to do it on the weekends when they are not so tired after school.
- 3) Students in the K-2 room are in charge of keeping track of their daily schedule. With the class having a morning STEAM break and an afternoon STEAM break, the students have to manage their time properly so they do not have to work through their STEAM time.
- 4) Students plan and manage time effectively to have their story ready for presentation on Thursday.

Finding and using appropriate resources

In Social Studies we use a variety of resources. I emphasize that this is important for a number of reasons. First it gives us an opportunity to reinforce something we have already learned. Second, it gives us the opportunity to learn something new. Third, it gives us the opportunity to see something from another point of view.

K-2 students have a variety of resources to use for math. During their independent work, students are encouraged to find resources in the classroom that help them work through the problems on their own before asking for help. They have access to a variety of seating arrangements, counting manipulatives, writing boards, and hundreds charts.

Students plan using appropriate resources, their dictionaries, their book or last resort Google.

Recording observations

This term, in science we have been doing a number of investigations with simple machines and electricity. During our engineering unit, the students had to work in teams to create a design, then create a prototype which they tested and made improvements upon to determine how to best build a strong bridge using a limited number of materials. They needed to record their observations throughout each step of the process.

We record our observations and compile the data in a spreadsheet and graph.

Evaluating their work and that of others

- 1) As I grade work, I often have students review their mistakes and make corrections.
- 2) I also had students “share and compare” so they can learn from each other.
- 3) The students evaluate their own work through the editing process and occasionally will edit each other's work.

Assess quality of research

Students assess the quality of their research sources when completing an open book test to evaluate their comprehension of the material.

Investigation and thoughtful inquiry

I love Google. Whenever we are studying something, often students have additional questions that I can't always answer. We immediately go to Google to satiate this curiosity. During our engineering unit, term students researched their favorite inventor and learned about their story. In science we are using the scientific method to come up with a question, think about their hypothesis, identify their variables (independent, dependent, and controls), record and analyze their data, then think thoughtfully about their conclusions. What connections can they make about why something may or may not have happened.

Students investigate thoughtful inquiry when participating in lectures and labs.

Organization

Organization is important. In my classroom I help my students to stay organized in a variety of ways. One way is that I send their homework folder home every Monday with the required week's work in it. This way students can work with their families to come up with a routine that works for them to complete the work. This works well. It is also easy for students to remember to bring this folder back every Monday (however, we are still working on the success rate of this). I also organize my classroom where all classroom supplies are shared. Each student has a cup of their desk for pencils. Folders for certain classes are kept in a tub on my table. Other than that their desks are clear (my desk, however, tends to get overwhelmed by the end of the day, but that is a different story).

Students keep their notebooks organized in various subjects. These reading notebooks will be graded on organization, legible printing, and presentation as well as content.

Understanding and appreciating the natural world

This year in science we learned about space. We were able to have an overnight where we used our school's telescope to observe the craters of the moon, the rings of Saturn, and the moons of Jupiter.

The students understand and appreciate the natural world every time we get out of the classroom. Whether it be for a team building bubble break, PE or picking up trash on the way to or from the Library to check out books or Post Office to mail thank you cards. They love to be in nature, soaking up the sun.

Effective oral and written communication

- 1) Students often write letters and make cards to thank community members.
- 2) During Open House each student participated in presenting what we are doing in class.
- 3) In their daily work, we are working on writing complete sentences with subjects and predicates. We are also working on writing complete paragraphs with an introduction sentence, details to support it, and a conclusion that ties the whole paragraph together.
- 4) All students have played a role in one or more of our school performances.

Students display effective oral and written communication once they complete a badge within IXL they communicate that to me by raising their hand. Then we identify together where they should proceed. If they are struggling with something they communicate that to me and we find the appropriate lesson with IXL to help them.

Recognizing the value of all disciplines

When we are learning something, I often point out how what we are learning relates to another subject that we are learning in class. It is fun making these connections.

Students recognize the value of all disciplines. If it were up to them they would be on the chromebook eight hours a day. Instead they are learning the value of different styles of learning.

Each student will demonstrate academic honesty

Whenever we do research, I emphasize that it is important to paraphrase what they are reading and glean the facts, but not copy something word for word. We also give credit for our resources. When we work as a team students know that the older student is a coach, but that every student is expected to do their own work.

Each student displays academic honesty. They know that if they cheat they are hindering their own academic growth. They often grade their own work, reporting honestly by placing their pencils on the floor and using red for corrections. They understand the correction process is for their benefit to make sure they understand the process.

Respecting their own and other people's work

Students respect their own work and the work of others by putting things in their own words. When using someone else's words they are taught to cite the source

EL-7 Budgeting

Financial planning for any fiscal year shall not deviate materially from the Board's Ends policies, risk fiscal jeopardy or fail to be derived from a multi-year plan.

Accordingly, the Administrator may not do any financial planning which:

- 1) Is not in a summary format understandable to a lay person.
- 2) Fails to show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year.
- 3) Contains too little information to enable credible projection of revenue and expenses.
- 4) Fails to disclose budget planning assumptions.
- 5) Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period unless otherwise approved by the Board in a multi-year plan.
- 6) Plans for the expenditure of funds from the Sustainability Fund except as authorized by the Board according to the requirements set forth in GP-15.
- 7) Reduces the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state statutes.
- 8) Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audit, Board and committee meetings, Board memberships and legal fees.
- 9) Fails to take into consideration fiscal soundness in future years or fails to provide the organizational means sufficient to achieve ends in future years.
- 10) Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits.

Kelli Burke: Evidence of my compliance for this policy is as follows:

Accordingly, the Administrator may not do any financial planning which:

- 1) Is not in a summary format understandable to a lay person.

The financial information is presented in a format that is intended to be understood by a lay person or anyone who is interested. Our financial reporting is consistent with CDE's required reporting format according to HB 10-1036 which directs local education providers to post financial information on-line, in a downloadable format, for free public access. Our school's auditing firm keeps our school in compliance with any requirements or changes to the state's reporting system. Collaboration between myself, our bookkeeper, Nina Allmond, and our technology director, Chris Peterson, ensures that the school's website is in compliance and up to date with all of our school's financial information. Thanks to the hard work of our bookkeeper and Mr. Peterson, our website is completely up to date with all required financial transparency documentation.

Accordingly, the Administrator may not do any financial planning which:

- 2) Fails to show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year.

Our school's budget shows the amount budgeted for the current and upcoming fiscal year. I have been creating the projected budget for the 2025-2026 school year. It will be finalized in April to be presented to the board during May's board meeting.

Accordingly, the Administrator may not do any financial planning which:

- 3) Contains too little information to enable credible projection of revenue and expenses.

Our financial plan contains details that are meant to represent, to the best of our ability, accurate projections of revenue and expenses. These projections are based on prior experience and knowledge of possible upcoming changes which are monitored through various CDE sources and the state budget committee updates.

Accordingly, the Administrator may not do any financial planning which:

- 4) Fails to disclose budget planning assumptions.

My budget assumptions are based on an estimated number of students who will be enrolled in our school at the October count, the amount of PPF (per pupil funding) that we anticipate receiving from the state, the Title I & II funds, small attendance funds, capital construction funds, e-rate funds, anticipated expenses for the school year, staffing needs, fiscal liabilities, additional revenue and carry-over from the previous school year. There is concern with future enrollment. I will do my due diligence in planning for GCCS and its future.

Accordingly, the Administrator may not do any financial planning which:

- 5) Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period unless otherwise approved by the Board in a multi-year plan.

I have not spent more money during this fiscal year than what we have available in our school's funding accounts.

Accordingly, the Administrator may not do any financial planning which:

- 6) Plans for the expenditure of funds from the Sustainability Fund except as authorized by the Board according to the requirements set forth in GP-15.

I have not used these funds and understand these funds can only be used if authorization is granted to me by the Board as stated in the requirements of GP-15.

Accordingly, the Administrator may not do any financial planning which:

- 7) Reduces the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state statutes.

I have not spent or committed to spend more funds in a school year than what is in the required reserves.

Accordingly, the Administrator may not do any financial planning which:

- 8) Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audit, Board and committee meetings, Board memberships and legal fees.

The school's annual budget provides for board development, governance, estimated legal fees and the school's annual fiscal audit.

Accordingly, the Administrator may not do any financial planning which:

- 9) Fails to take into consideration fiscal soundness in future years or fails to provide the organizational means sufficient to achieve ends in future years.

Our school has been able to successfully operate on fluctuating state and federal funds because of regular review of funds, budget, and actual spending. We are creative in finding alternative ways to provide funding. Some of these avenues are: having a Colorado Gives link on our website. family and community donations, fundraisers, local community donations, City Market's Community Giving donations, and fundraisers such as Pie Palooza, Guffey t-shirts, and the hard work of a very frugal and fiscally responsible staff.

Accordingly, the Administrator may not do any financial planning which:

- 10) Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits.

The funding of salaries and employee benefits is our school's biggest expense. The teacher's salaries are currently in line with the STEP salary advancements and our STEP salaries reflect updates for costs of living and staff continuing education hours and/or credits. Full time staff are current with excellent health care benefits which include Vision and Dental, an annual HSA deposit, and retirement benefits. All staff are current with PERA benefits.

EL-15 School Year Calendar

The Administrator shall not fail to prepare and present to the board for adoption a school calendar for the next school year that provides for the number of instruction and contact hours/days established by the Board, includes the dates for all staff in-service days, and is written to try to best meet the instructional needs of students.

Accordingly, the Administrator may not:

- 1) Fail to allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs.
- 2) Fail to provide a copy of the calendar to all parents/guardians of students enrolled in the school.

- 3) Fail to ensure that any change in the calendar, except for emergency closing or other unforeseen circumstances, be preceded by adequate and timely notice to students, parents and teachers of no less than 30 days.
- 4) Implement a school calendar that plans for fewer than the minimum number of instruction/contact hours for students as required by state law, including provisions under state law for staff development and parent-teacher conferences.
- 5) Fail to consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

Kelli Burke writes:

Evidence that I am in compliance with this policy is as follows:

Accordingly, the Administrator may not:

- 1) Fail to allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs.

I prepare a rough draft of the school calendar for the following school year in March with a final draft completed before the April board meeting. This allows adequate time to receive input from parents and teachers. While planning the calendar I also take into consideration the calendars of other schools nearby that in which our students' siblings may be attending. I will try my best to coordinate the start, end and seasonal breaks so that our families who have children in other area schools can make their family plans accordingly. I offer current school families and staff the opportunity to provide their input on the school calendar rough draft. After these steps have taken place I will present the proposed school calendar to the Board for their approval during the April board meeting.

Accordingly, the Administrator may not:

- 2) Fail to provide a copy of the calendar to all parents/guardians of students enrolled in the school.

I make our school calendar available to all families during enrollment, a link is provided on the school website, it is posted on the school's multi-purpose room bulletin board, and I keep copies in the office and hallway to provide as requested.

Accordingly, the Administrator may not:

- 3) Fail to ensure that any change in the calendar, except for emergency closing or other unforeseen circumstances, be preceded by adequate and timely notice to students, parents and teachers of no less than 30 days.

Any changes to our school's calendar would be shared with students, parents, staff and school Board with at least 30 days notice. Everyone has been notified of the recent changes which include the cancellation of most school programs.

Accordingly, the Administrator may not:

- 4) Implement a school calendar that plans for fewer than the minimum number of instruction/contact hours for students as required by state law, including provisions under state law for staff development and parent-teacher conferences.

According to Colorado State Law, and the School Attendance Law of 1963, and under the Compulsory School Attendance, 22-33-104, every child who is the age of six on or before August 1 of each year and is under the age of seventeen shall attend public school for at least the following number of hours during

each school year: One thousand fifty-six (1056) hours if a secondary school pupil; Nine hundred sixty-eight (968) hours if an elementary school pupil in a grade other than kindergarten; Nine hundred (900) hours if a full-day kindergarten pupil; Four hundred fifty (450) hours if a half-day kindergarten pupil. At Guffey School, all students, K-8, have a scheduled 1008 contact hours while often acquiring more contact hours through school trips, required event participation, and other after school educational activities. Since we schedule all of our students to the same hours our K-5 students go above and beyond their required hours. Our school has 7 staff days calendared. The school offers parent-teacher conferences twice during the school year, one in October and the other in February, which are half-days for students.

Accordingly, the Administrator may not:

5) Fail to consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

The staff and I recognize that our students have a longer school-day. Since we are in school 4 days a week, most of our students travel a great distance to be here and they also have family obligations or extracurricular commitments in towns nearby. Our school's teachers offer plenty of classroom time for students to complete their assignments and oftentimes, their homework too. We will continue to listen to families and support the school/home balance.