

MONITORING REPORT
ENDS POLICY #4 AND EXECUTIVE LIMITATION POLICY #11
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL
BOARD OF DIRECTORS November 2015
By Pam Moore, School Administrator
www.guffeyschool.org

Policy Number: E-4

Policy Type: Ends

Policy Title: Social Skills

Pam Moore writes: As evidenced by the policy reports from our school's teachers, I am in compliance with this policy.

Students will be productive citizens participating actively in their community.

4.1 Students will:

4.1.1 Possess good interpersonal communication skills;

4.1.2 Be aware of the world around them and their place in it;

4.1.3 Honor diverse attitudes, values, beliefs and abilities;

4.1.4 Work cooperatively in groups;

4.1.5 Create an environment of emotional and physical safety for themselves and others;

4.1.6 Celebrate each other's growth and learning.

Hillevi Peterson-Hirsch writes:

4.1.1 Possess good interpersonal communication skills

Our personal communication skills are the key to first impressions. They can open doors or close opportunities quickly. One's ability to communicate is what people often remember long after your message has been disseminated and you have departed. While tools of communication may have changed as technology presents a smorgasbord apps and options, courtesy and good manners should remain a constant. Not so! What most of us experience on a daily basis leave us wondering what has happened to societal norms? Is Chic-Fil-A the only business that teaches their employees customer service and good manners? May it never be!

Middle School is a time we really address the impact of our communication skills (verbal, written, and visual) with emphasis on our community and the world around us. As part of my curriculum, I strive to accomplish these goals through several academic methods:

- *In grammar, the study of formal and casual language usage, i.e. slang vs. formal English*
- *Through the multiple presentations, be it class, visual or one to one within the community or with faculty and administration, emphasize good posture, eye to eye contact, and being prepared with what you want to say (notes)*
- *Through acting skills, discussing what message your body language and vocal tones communicate*
- *Through discussions on our differences and conflict resolution, we discuss what you may think you are saying and in reality, what others may hear – and how to consider what you say may affect the hearer*

- *We have practiced (and will continue to do so) how to write emails that say what you want to say and avoid misinterpretations, knowing that in personal and work situations, these can be the biggest obstacle*
- *We focus on written communication, determining how we should be edit for the intended recipient, to know the difference between formal and casual communication.*

Communication requires listening as well as observing the other person. Much of the time, middle school students (and adults) are so busy thinking about what THEY want to say that they forget to listen – not just hear – the messenger.

Good communication is a lifelong learning skill. At Guffey, it is our goal to lay a solid foundation for life long success.

Lynda MacDonald writes:

4.1.2 Students will be aware of the world around them and their place in it.

Guffey Community Charter School provides many opportunities for students to be aware of the world around them and their place in it. Currently we are working on a Veteran's Day program. Mrs. PH is real good about instilling the significance of this day into the students and how honoring our veterans is so importance. The students are taking this seriously and are doing a real good job on this performance. Other areas where we learn about the world around is is through our field trips. Recently we took a field trip to the Beaver Ponds Experimental Center in Fairplay. There students learned about our ecosystem and why it is important to protect it. We also learned about and saw a variety of ways that people can use to conserve our energy resources. The students were very enthusiastic and got complimented on all of the questions they asked. In October, we took a field trip to Colon Orchards and learned how apples are grown and harvested. We also got to see first hand how critical the weather is to a successful apple harvest. We had a great turn out for our Open House. The students had a critical part in sharing what we are doing in each of our classrooms. In social studies we have been learning about our Native American cultures. Students have learned how the Native Americans were treated when the first settlers arrived and have taken away that moving forward it is important to treat others much more fairly. In science we have been learning about how to think scientifically. We've also learned about the importance of science in our world. Many of my students are hooked on science and will hopefully see this a viable career option in the future.

Jenny Hartman writes:

4.1.3 Honor diverse attitudes, values, beliefs, and abilities:

The students in the K-2 class tend to have very similar attitudes, beliefs, and values...but have very different abilities. The students recognize that they have different abilities, and they respect that. At the beginning of the year, some students may have complained and asked why they were being asked to do more (or different) work than another student, but that does not happen anymore. They fully understand that they each have their own abilities that may be different than their classmates, and therefore I have different expectations for each of them. We recently had a writing assignment where the students were asked to write a personal story that showed a certain emotion. Throughout the writing process, I paired students up to brainstorm, discuss ideas, and revise each other's papers. The students were not paired up with someone who had the same writing abilities. They were purposely paired up with one strong writer, and one less strong writer so that they could learn from each other. I was so please to see how respectful the students were when they were helping each other. Though there was plenty of constructive feedback, I never once heard a student making fun of, being disrespectful, or rude to another student in regards to his or her writing. They understood that mistakes were made because everyone is still learning, and that it is ok to make mistakes. They also understood that they each have

different strengths when it comes to writing, and they pushed each other to become better writers. The students truly honored each other's diverse abilities.

Lynda MacDonald writes:

4.1.4 Students will work cooperatively in groups

Having students working cooperatively in groups is the key to making a multi-age classroom work. I am a strong advocate that kids learn best when they can communicate about what they are doing by working together. I am constantly pairing kids up. In fact, I love having trapezoidal tables because they can be moved around offering so much flexibility in putting kids in groups – twos, threes, fours, or sixes. In science students are paired with a younger to older partner. They work in teams to collaborate about what we are discovering. I like seeing the older student really hearing what the younger student has to say, and vice versa. They are taught that they don't always have to agree. However, they do need to respect each other's opinions and ideas. In reading and social studies, depending on what we are doing, I also have students working together. This gives the younger student the boost they may need to comprehend upper level material. In writing, students edit and peer review each other's work. We learn how to give constructive feedback. Again, the author does not have to take the all of advice. The purpose is to give another perspective to think about new ideas. They can pick and choose what they want to do with the information.

Hillevi Peterson-Hirsch writes:

4.1.5 Create an environment of emotional and physical safety for themselves and others

The atmosphere in Guffey's K-8 environment lends itself to creating a family atmosphere that promotes emotional and physical safety. As I enter my third year here, it has my observation that students and staff look out for one another. Parents have consistently commented to me on how welcoming and safe our school is.

The past two years the middle school students have taken on the role of becoming a K-2 Buddy; assisting with field trips, reading to the younger students, watching out for their buddy on the playground, and reinforce good behavior on the bus.

The small class in our school allows each student to have (his)her voice heard and any issues of exclusion or gossip are obvious and addressed in a timely manner. The middle school years are often tough ones as students often start to create exclusive cliques and the atmosphere at Guffey strives to keep those problems from taking root.

Jenny Hartman writes:

4.1.6 Celebrate each other's' growth and learning.

It is so easy and natural for the students to celebrate each other's' growth and learning in a multi-age classroom. Almost every day, I have students wanting to help other students with assignments. When the students are helping each other, I am constantly hearing "Good job!" and "Yeah, you got it!" as encouraging words when the student being helped gets something right. We also have a reading program in our classroom that encourages reading at home. For every ten minutes read at home, they get to put a star on our sticker chart. The students can see how much each other has read, and they are always congratulating each other when they get to a certain point on our graph. They are also encouraging each other to read at home when they see that someone is falling behind! In math, we have been taking timed math fact tests. These tests are fairly intense for first and second graders, and most students struggled with them at first. However when one student did really well and got 100%, it was very encouraging to see the other students being proud of her and congratulating her as opposed to being jealous and upset.

Policy Number: EL-11

Policy Type: Executive Limitations Policy Title: Accomplishment Reporting to the Public

Pam writes: Evidence of my compliance with this policy can be found in the school's annual report called, Guffey Community Charter School's Annual Progress Report for the 2014-2015. This document was presented to this board at the September, 2015 board meeting and is now available to the community and the general public on the school's website.

The Administrator shall not fail to prepare an annual progress report to the community.

Accordingly, the Administrator may not fail to include the following in the annual progress report:

1. Student achievement based on the attainment of established standards.
2. School strategies to improve student achievement.
3. Comparisons of school adopted content area
4. Revenues, expenditures and costs of various segments of school operations.
5. The extent to which the school has achieved its ends.
6. Information regarding achievement of the state accreditation indicators.