

MONITORING REPORT  
March 2016  
ENDS POLICY E-2  
EXECUTIVE LIMITATIONS POLICIES EL-7 & EL-15  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS  
By Pam Moore, School Administrator  
www.guffeyschool.org

**Policy Number: E-2**

**Policy Title: Academic Accomplishment**

Each student 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:

- Language Arts;
- Social Studies;
- Mathematics;
- The Arts;
- Science;
- Technology.

2) Each student's skills will meet or exceed individually established standards for analysis, critical thinking and presentation. These skills include, but are not limited to:

- Planning and managing time effectively;
- Finding and using appropriate resources;
- Recording observations;
- Evaluating their own work and that of others;
- Assessing the quality of their research sources;
- Investigation and thoughtful inquiry;
- Organization;
- Understanding and appreciating the natural world;
- Effective oral and written communication;
- Recognizing the value of all disciplines.

3) Each student will demonstrate academic honesty by:

- Respecting their own and other people's work;
- Giving credit for the sources used;
- Reporting honestly about their own work.

*Pam writes: At the October, 2015 Guffey Board meeting, the last time this End Policy was last monitored, primary teachers Ms. Hartman (K-2), Mrs. MacDonald (3-5) and middle school teacher Mrs. Peterson-Hirsch (6-8) presented the board and a remarkably large turnout of school families, students, and community members, a tour of their classrooms and an explanation of their curricular plans and goals for the 2015-2016 school year. Now, after about 6 months of instruction and reflection, the teachers offer an assessment of what has been happening in their classrooms. Monitoring of this policy also offers an explanation to a broad member question about how our school follows the Common Core standards as part of our state's standards.*

*Evidence of my compliance for this policy is as follows:*

**Jenny Hartman**  
**Ends E-2 Academic Accomplishment**  
**February 24, 2016**

*To demonstrate how we are meeting the standards in the K-2 class, I will discuss what the students are doing as it relates to the Colorado standards in the order of our typical daily schedule.*

***Morning Daily Warm Up***

*Each morning, the students have a warm-up paper to complete. This paper is on the student's desks when they first arrive in the morning and they know to get right to work when they walk into the classroom. Each student has a differentiated paper correlated to his/her grade level. The morning work papers are aligned with the Common Core and are a spiral review for the year covering math and English/language arts.*

*After the students finish their morning work, we move on to Calendar. They must write the date in two formats: the long version (February 24, 2016) and the short version (2/24/16). We then go through the days of the week and find what day is today, yesterday, and what tomorrow will be. We decide what the weather is today (for example, cool and cloudy, or cold and sunny, etc.). As a way to connect with the natural world each day, we go outside to feed the birds and run the track. We have 2 bird feeders outside of our windows and the students enjoy seeing the different species of birds come to eat throughout the day.*

*After calendar we do a grammar warm up called Daily Fix it Ups. We have 3 sentences projected onto the white board each morning. The students must identify what is wrong with each sentence and fix it on the board. The grammar skills are aligned with the Common Core standards and the sentences correlate with topics pertinent to the month. For example, February topics were the history of Groundhogs Day, Valentine's Day, President's Day, and dental health.*

***Reading***

*We have multiple reading groups during reading time, with a volunteer or myself to lead each group. We use the Houghton Mifflin Reading curriculum, which is aligned to the Colorado State Standards. This curriculum covers all of the necessary building blocks for reading instruction including: background knowledge, vocabulary, phonemic awareness, phonics, oral reading fluency, and comprehension.*

*Currently in my class, I have 2 kindergarteners and 3 second graders. At this point, the kindergartners are already proficient in all of their letters, a handful of sight words, and can even read simple short vowel words!*

*The second graders are all above grade level and are working in the 3<sup>rd</sup> grade curriculum now. We follow a specific schedule for each week in reading, and each week has a specific theme. On Mondays, we have our vocabulary day. We learn our 6 new vocabulary words, read a short story with those words in it, and do our vocabulary worksheets. The vocabulary paper that I created has them write the word, draw or define the word, identify the part of speech, write a synonym, and use the word in a sentence. The students absolutely love the vocabulary worksheet! I think this is partly because we try to incorporate technology into this assignment. They use the Dictionary.com app on the tablets to look up definitions, parts of speech, and synonyms. On Tuesdays, we read the main story from the book. This is a somewhat longer story that incorporates all of the vocabulary words. We also have a specific goal for each story to learn about a language arts topic such as inferences, fact/opinion, comparisons, poetry, etc. On Wednesdays, we read a leveled reader correlated with the theme and continue to work on the specific language arts topic of the week. On Thursdays, we re-read the main story and answer 6 questions about the story using complete sentences.*

*In addition to the in-class reading, we have an at-home reading program called Reading Rocks. This program was created to encourage the students to read outside of school. Their parents must write on a calendar how many minutes the students read each night, and the students get to put a sticker on our sticker chart for every 10 minutes they read. Once they reach a colored bar, they get a reward associated with which colored bar they reach. This program clearly works because the 5 students in my class read a combined total of 10,640 minutes during the 43-day winter term. That's an average of over 2,000 minutes per student! This means each student read an average of over 230 minutes outside of school each week!*

### **Snack**

*Yes, we even practice important skills during snack time! During snack, we always read aloud a story. This time is an opportunity for the 2<sup>nd</sup> graders to practice their presentation skills and reading fluency skills. Each 2<sup>nd</sup> grade student has a specific day of the week assigned to him/her to read a story aloud to the class during snack time. The student will know to anticipate that every Monday (or whatever day they are assigned to), he/she will be reading a story. They have the opportunity to choose whatever story they would like to read, and if they choose to, they can take the book home to practice or practice during reading buddies before they read it to the class.*

### **Phonics**

*Phonics lessons correlate with which phonics topic is in the reading stories for the week. All phonics lessons are taught as a whole class, meaning that the kindergarteners are being exposed to what the 1<sup>st</sup> and 2<sup>nd</sup> graders are learning, and vice versa. Phonics lessons are presented in a variety of ways. Sometimes we do a 'normal' lesson on the board with a paper to follow it, sometimes we play a Reading Folder game, and frequently we try to incorporate technology by using Journey's Interactive White Board lessons. We do not currently have an interactive whiteboard in the classroom, however we like to pretend we do! In order to incorporate some kinetic learning, I have the students take turns going up to the board to 'click' on things or to 'move' things where they need to go....really though, I am doing all of the movement on the computer with a mouse, but the students love to pretend they are the ones moving it as if it were really an interactive white board!*

### **Journals**

*Every day, the students write to a journal entry that relates to various topics following each month/season. This is a differentiated activity for K-2. The 1<sup>st</sup> and 2<sup>nd</sup> graders must write a couple of sentences, while the kindergarteners verbally respond to the journal entry. An adult will write with a highlighter what the kindergarteners want to say, and then the kindergarteners will trace what was written in a highlighter. The journal entries follow the standard Common Core formats for Language Arts, including writing letters, lists, cards, brainstorming webs, directions, acrostic poems, and creative writing. The journals are checked not only for content, but also for correct capitalization, spelling, punctuation, and grammar.*

### **Handwriting**

*Even though handwriting is not considered required by the Common Core, we still find it extremely important to practice handwriting in the K-2 class. For handwriting, we practice not only handwriting, but also drawing/fine motor skills every day. We are using the "Draw-Write-Now, A Drawing And Handwriting Course For Kids" books. We project a picture with about 4 sentences below it on the white board, and the students must copy the sentences onto their own paper in their best handwriting. The students know that I am specifically looking to see if each letter is formed correctly, and if any letters 'fell below the line' or are 'floating'. Each handwriting paper focuses on a themed topic for about a month. For example, right now we are writing about arctic habitats. Other month long topics*

that we learn about while doing handwriting are Native Americans, Christopher Columbus, Pilgrims, Weather, and various habitats. After the students write the 4 sentences, they can draw the picture that goes with the paragraph. This curriculum actually teaches the students how to draw by showing them step-by-step which lines to draw and when.

**Reading Buddies**

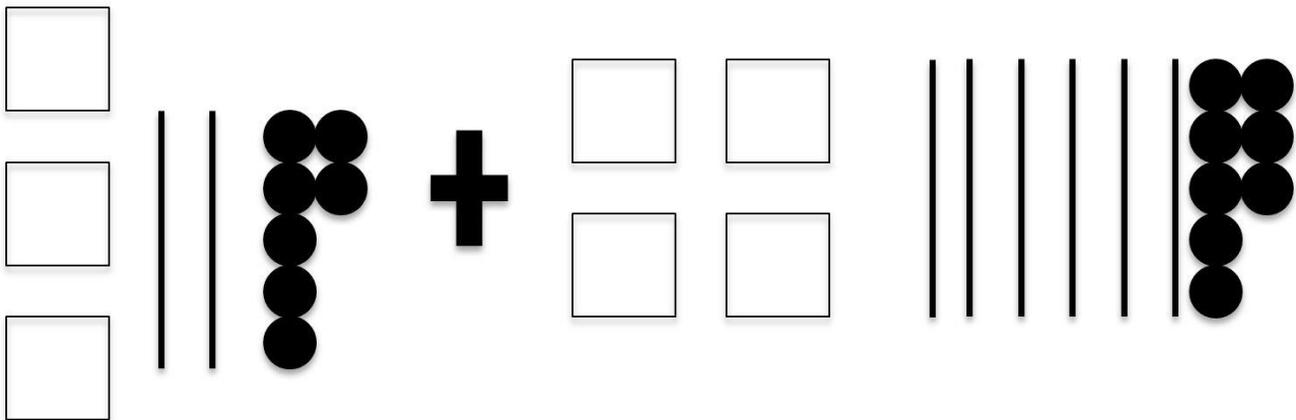
For 30 minutes after lunch recess, the students get a time to regroup (and calm down from recess) and read to each other. We have a substantial classroom library of books, all organized by either topic or reading level. The students pick a partner and get to read whatever book they would like to read to each other. The students really enjoy choosing their own books to read to each other. This is a low-pressure reading time that gets the students to really enjoy reading for fun.

**Math**

For math, we are using the Common Core aligned Harcourt GO! Math curriculum. This program has an excellent scope and sequence. Our routine for math starts with the kindergartners practicing IXL Math on the tablets while I provide instruction to the 2<sup>nd</sup> graders. While the 2<sup>nd</sup> graders are doing their independent practice, I provide the general instruction for the kindergartners. While the students are meeting the common core standards, I do my best to teach them how to approach a problem in a variety of ways. I show them how the book wants the problem to be completed, using the Common Core methodology, then I show them the standard/simpler way of completing the same problem and let the students decide which way they would like to complete the math problem based on what is easiest for them to understand. For example, with the simple math problem:

$$\begin{array}{r} 327 \\ + 468 \\ \hline \end{array}$$

The students must be able to draw lines and dots to represent the addition sequence.



After the two numbers being added are drawn, they must be drawn together (added), then if regrouping is needed, it must be drawn again to show dots being traded for lines or lines being traded for squares. Then the students must finally translate what the lines and dots mean into real numbers.

While this method of addition does give a good visual representation of the numbers being added, it is quite time consuming and not a very effective method of addition in real life. The other method the Common Core uses to add these same numbers is this:

$$\begin{array}{r} 327 \\ + 468 \\ \hline 700 \\ 80 \\ + 15 \\ \hline 795 \end{array}$$

*Again, this method may be helpful for some kids... but definitely not all kids. This is only one example of a math problem that has the potential to be simple, but is turned into a large, time-consuming problem because of the Common Core. There are many other examples that would confuse the average adult from the 1<sup>st</sup>, 2<sup>nd</sup>, and Kindergarten books. This is why I choose to expose the students to the methodology of Common Core, but I do not force them to do their entire math practice that way if it does not make sense to them. If they understand the same problem better in the 'standard' format, I have no issues letting them solve the same problem in a different way.*

*In addition to GO! Math, I am teaching my students to quickly learn their math facts. We are taking timed math fact tests where the kids are expected to answer up to 90 math problems in 5 minutes. The students do VERY well on these tests and have made substantial progress since we started them earlier this year.*

### **Spelling**

*The students have spelling tests each week that have words associated with their phonics lessons and reading stories for the week. Again, we have a schedule of how we do spelling so the students know what to expect. On Mondays, they receive their new list and must write each word 4 times. On Tuesdays, we have a worksheet that asks them to do various things, such as sort the words by vowel sound, riddles, rhyming, etc. On Wednesdays, the students verbally quiz each other. Finally, on Thursdays, we have our spelling tests.*

### **Writing**

*This year we have a very heavy focus on writing in our classroom. We are following the Common Core aligned 2<sup>nd</sup> Grade Writing Workshop Curriculum. This curriculum is teaching the students how to write a variety of types of pieces by actually writing...a lot! This year, the students will write a personal narrative, 2 non-fiction papers, reviews and persuasive letters, comic strips, realistic fiction, content area writing and research, and poetry. The students are going through the entire writing process starting with brainstorming, to writing a rough draft, adding details, editing and revising, then finally writing a final copy and publishing. The students are even learning presentation skills by presenting their writing to either our class or to the entire school.*

### **Social Studies**

*For Social Studies, we are using the Harcourt Social Studies curriculum. This curriculum is aligned with the Common Core. We are covering the topics of Community and Resources, Geography, American History, Government, Cultures, and Economics. So far, we have taken two field trips this year that apply to our social studies curriculum. We visited the Beaver Ponds Environmental Outdoor Education Center to learn about our natural and renewable resources, and we visited the Cripple Creek Courthouse when we were learning about government. We also had a person come to Guffey and talk to the K-5 classes about Native Americans that tied in with our American History unit.*

### **Science**

*For science, we are using the Common Core aligned Harcourt Science Fusion. For this curriculum, I am alternating units between the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade curriculum in order to meet the standards for*

each grade level without teaching the same things each year. Science Fusion is a very comprehensive science program that covers all of the essential topics for elementary school, including multiple units in The Nature of Science, STEM, Life Science, Physical Science, and Earth Science. The students love this new science curriculum because it encourages hands on activities for almost every other lesson! In addition to hands-on labs, Science Fusion also offers virtual labs to provide inquiry based learning when a physical lab is not possible. We have also taken hikes in our 40-acre backyard to expand on science topics that we are studying. For example, we are currently learning about rocks and minerals in science, so we went on a science hike. The students were very focused and on task throughout our entire hike and were constantly engaging their sense of wonder by asking lots and lots of questions! The students were able to independently identify igneous, sedimentary, and metamorphic rocks while we were on our hike, and could also identify 4 different types of soil and determine if the soil was made up of more rock bits, or more decayed plant bits. The then hypothesized about which type of soil plants prefer to grow in.

### **The Arts**

I incorporate The Arts as much as possible into each curricular unit that we are studying. We have art projects in Social Studies and Language Arts. Also, as a part of our handwriting practice, we are using the Draw Write Now books. In these books, the students copy in their best handwriting a few sentences, then draw a picture to go along with the writing. These books provide step-by-step instructions on how to draw the picture. We also have an art class with a volunteer 3 of the 4 weeks each month. Additionally, we have a volunteer teaching a movement class for the K-2s once per week. The students also have the opportunity to participate in music classes throughout the entire school year.

### **Standardized Testing**

In addition to informal teacher observations, we have multiple standardized tests that the K-2 students must take. We currently use the DRA, DIBELS, and MAP testing. Both the DIBELS and DRA tests reading abilities in multiple categories, while the MAP testing tests both reading and math abilities. I am pleased to say that every student in my class tests at or above grade level in every category of every standardized test!

### **E-2 Academic Accomplishments**

**Lynda MacDonald**

**March 6, 2016**

*Reading - This year in reading we are continuing to use the Houghton Mifflin reading series. Much of our reading this year has revolved around the content that we are learning in Social Studies. Students read stories and respond to questions regarding a variety of reading strategies including: cause and effect, compare and contrast, making predictions and judgements, drawing conclusions, evaluating, sequencing, and summarizing. Answers need to be written in complete sentences or mini paragraphs including an introduction sentence, details to support their answer and a conclusion. Students are also required to read a chapter book that relates to the theme we are studying in social studies. This year the 4<sup>th</sup>/5<sup>th</sup> graders read Indian Captive and Caddie Woodlawn. The next term they will read a book related to the Civil War. Each of these books had extensive questions to go with each of the chapters. They also wrote a book report following a specific format when they completed the book. For homework, students use Daily Reading Activities that help them with their reading fluency as well as reinforce a variety of the above mentioned reading strategies. Students also use LexiaCore 5 in class as well as for homework. LexiaCore5 is an online reading program that students can work on at their own pace.*

*Our reading assessments (PARCC and MAP) show that all students who are not on a Read Plan are working at or above grade level. Our DIBELS and DAZE assessments showed significant growth for every student. Even students who were on Read Plans and may have not caught up to grade level*

standards, doubled their reading fluency scores. I work with students who are on Read Plans weekly either before or after school. I also have community volunteers working with these students in the classroom to give them the extra guidance and modeling they need to be able to do grade level work. Specific guided work is sent home for their families to work on as well.

*Spelling/Grammar* – In spelling we use *Spelling Workout* by Modern Curriculum Press. I also have individualized Priority Word lists for each student. These word lists are based on misspelled words in each student's daily work. This year in grammar, we are continuing to use the McGraw Hill grammar series. We also use *Grammar Minutes*, *Grammar and Punctuation* and *Daily Paragraph Editing* both by Evan-Moor to help supplement what we are learning in class. Most of our MAP results are quite high with just about every student working at grade level in the fall and increasing their scores to above grade level in the winter.

*Writing* – This year we have done a variety of writing assignments that relate to our social studies units. The first term student wrote their own trickster tales. This term students will be writing persuasive letters from two different points of view. We will end the year writing an autobiography about a historical character. Each term students also learn to write a book report using a specific format. By using this same format, I am able to see student growth throughout the year.

*Math* - This year in math we are continuing to use the Harcourt math series. I choose this math series is because it integrates well across the grade levels. We also use *Math Minutes* and *IXL* as review homework. *IXL* is an online program where students can work at their own pace.

Our mid year MAP results show just about every student working at grade level. Our PARCC results from last year were a little lower than the state average, but higher than the district average. I have since adjusted when I teach certain topics so as to have covered the topics that will be heavily tested before the test is given. For example 5<sup>th</sup> grade has a heavy concentration on fractions and volume. I used to teach these concepts toward the end of the year. I have now moved them up to the middle of the year.

*Social Studies* - This year in social studies we are covering the 1800's. We started the year learning about different Native American cultures. The next term we learned about the Louisiana Purchase and the War of 1812. From there we learned about explorers, pioneers and the westward expansion. Next term we will be learning about the Civil War - what led up to it and the impact it had on our country. We will end the term reviewing US geography. I use *USA Studies Weekly* newsmagazine along with the *Exploring America's Heritage* text book.

*Science* – This term in science we are using the *Science Fusion* curriculum by Houghton Mifflin. So far we have covered the units on studying science, properties of matter, energy, and are now studying space. We will end the year learning about plants and animals.

*Technology* – Students practice their keyboarding by typing their spelling words. We also use *LexiaCore5* and *IXL* online programs for reading and math respectively. Whenever a student is curious about something we are learning in class, I often encourage them to Google the topic so we can all learn more. I use the overhead project to project Youtube videos on topics that we are learning. I also use the camera feature to model editing work together.

*The Arts* – This year we once again have a wonderful music program led by Mrs. Peterson-Hirsch. The students put on a beautiful performance for Veteran's Day that was very well attended. They also performed *The Velveteen Rabbit* for our winter program. We had an outstanding *Pie Palooza* melodrama. In the spring the students will be putting on a Disney tribute with a variety of Disney favorites. For visual arts, I have two community volunteer artists come in twice a month to work with the students using a variety of media. We have also recently added movement with Lani once a month

at the community center.

**Policy Number: E-2**

**Policy Type: Ends**

**Policy Title: Academic Accomplishment**

Hillevi Peterson-Hirsch

Middle School 2015-2016

Each student 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:

Language Arts; *Middle School Students use the All Write textbook from Great Source Education Group. They are taught and assessed in areas of grammar and punctuation, spelling – including Latin and Greek roots; writing descriptive sentences as an introduction to expository, persuasive, and narrative essays, and elements of poetry. All writing is based upon Six Traits of Writing and assessed via the down-loadable rubric on my web site.*

*Roots of English During the 2015-2016 school year we have begun using the Latina Christina I text Latin and Greek Roots for Beginners. As of 3/7/2016 we are  $\frac{3}{4}$  of the way through the text and it is my hope we are able to complete this introductory curriculum. The Latin and Greek introduced has been reinforced across the science, math, art and literature curriculum.*

*Literature curriculum is established based upon state standards for comprehension, analysis, critical thinking and presentation.*

*2015-2016 Literature includes:*

- *The Giver (sociological fiction) **complete***
- *Macbeth (a work of Shakespeare) **3/7/2016 in process***
- *The Prince and the Pauper (classical fiction) **complete***
- *The Children's Homer (Greek Mythology) **complete***
- *Gathering Blue (sociological fiction) **complete***
- *National Poetry Month (short stories and poetry in April)*
- *The Hobbit (classical fiction)*

*Social Studies; 2015-16 Middle School Students are taught and assessed in areas of Geography in the Eastern Hemisphere in the fall (through winter break) and history, geography, and social studies throughout the second half of the 20<sup>th</sup> Century, including:*

- *Post WWII by decades: 1950s – 9/11/2001 (BBC interactive for students)*
- *History of Technology (progressive from 1950 - today)*
- *Vietnam (multiple sources including The History Channel and PBS)*
- *The Cold War*
- *The effects of the Atomic Age on the world*
- *Sociological effects of the Hippies on America*

*Mathematics; 2015 - 2016 Middle School Students are taught and assessed using Spectrum publications in areas of:*

- *General math (consumer math, ratio and proportion, fractions, percent, calculating interest, perimeter, volume, probability and statistics) **complete***

- *Geometry (points, lines, rays, angles, triangles, polygons, circles, perimeter, area) complete*
- *Pre-algebra (problem-solving, functions, graphing, proportion)*

*Methods of multi-level instruction include 6<sup>th</sup> and 8<sup>th</sup> grade individualized online practice at: IXL.com and support with community expert, Jude Loiselle, and myself.*

*This year we have successfully kept on schedule completing the general math text before spring break and reinforced with Spectrum publications texts of word problems.*

*The Arts; 2015-2016 Middle School Students are taught and assessed in areas of visual arts, music, and theater.*

- *Visual Arts include: art history, creative visual expression through right brain, left brain sketching activities, using attractive layout and design for making power point presentations, newsletters, posters and brochures.*
- *Music includes introduction to notation, vocal technique (tone and dynamics), and choir performance.*
- *Theater Arts includes literature study of Shakespeare's Macbeth (read aloud), The Velveteen Rabbit (contemporary drama in literature), performance skills practiced in rehearsal process and performance skills in the Pie Palooza play. Complete*

*Science; Taught by Chris Peterson, this year we have integrated a new curriculum from Holt McDougal called Science Fusion. This series offers 9 consumable textbooks and our goal has been to complete three of the texts this year, completing the circle of 9 textbooks throughout the middle school years. Thus far we have completed Introduction to Science and Technology and The Dynamic Earth.*

*Methods of assessment include:*

- *Hands-on activities*
- *Notes*
- *Quizzes*
- *Computer-based labs*
- *Test at term*

*Technology; Integrated into every subject area, 2015-2016 Guffey middle school students use technology effectively based upon 21<sup>st</sup> century learning goals established by the state of Colorado. Classroom expectations and content is always available online with my classroom website: [www.hillevipeterson.com](http://www.hillevipeterson.com).*

*There, students will find links to our online math software, IXL, individualized math support at Math Is Fun -- <http://www.mathsisfun.com/index.htm>.*

*Writing is integrated into the student's personal password protected blog. Here students are challenged to write responses, read and respond to one another's blog comments. 6 Traits of Writing rubrics are found under the writing tab.*

*Science labs are accessed and supported online.*

*Students may use email from the web site to contact me at any time, forward assignments from home, or even download worksheets that were accidentally left at school.*

*Other areas of technology integration are found in composing reports, using templates, creating visual documents, power point presentations and research work.*

*Students' familiarity with the use technology has been a definite advantage as we perform online tests for MAP and PARCC.*

2) Each student's skills will meet or exceed individually established standards for analysis, critical thinking and presentation. These skills include, but are not limited to:

- Planning and managing time effectively; *Middle School Students are presented with classroom planners to record daily assignments, homework, future events, and planning. Completed and graded assignments are delegated to students subject files for reference at conferences and preserving student achievements for their 8<sup>th</sup> Grade Academic Portfolio.*
- Finding and using appropriate resources; *Students use classroom texts, online resources, and occasional library materials. Students are instructed on how to find reliable online resources (see below). Handouts are provided on information gathering from websites for accountability purposes. Some websites links are available on our classroom website.*
- Recording observations; *Students record observations during science labs, literary analysis, art projects, and in history reflections.*
- Evaluating their own work and that of others; *Students are presented with rubrics and introduced to self-evaluation (grammar and composition) and frequently use peer editing of work prior to final drafts. One such evaluation on descriptive information required the students to write an intensely informative blog that described their bedroom. Then a fellow student had to draw their room based upon the information. There were many amusing revisions of this essay.*
- Assessing the quality of their research sources; *Students are instructed on how to find reliable online resources at the beginning of the year. Handouts are provided for future reference. They practice assessing quality web sites with each report by completing a website information gathering template.*
- Investigation and thoughtful inquiry; *Students are assessed in areas that exemplify multifaceted learning strategies: open-ended questions, personal response to literature, visual arts interpretations, hands on inquiry, cause-and-effect writing/analysis, and "You're the Teacher" classroom instruction opportunities.*
- Organization; *Methods employed are:*
  - A. *Planners – classwork and homework recorded daily from the white board*
  - B. *Topic based folders for graded assignments*
  - C. *Designated folders for each subject to place handout into*
  - D. *Science notebook checked and graded weekly*
  - E. *Computers with personalized files to keep created work*
  - F. *Eighth-grade portfolio compilation*
- Understanding and appreciating the natural world;
  - A. *See science curriculum for connections to real life*
  - B. *Reading connections to events in students' lives*
  - C. *Field trips to the Zoo, upcoming spring trips include ~WWII Aviation Museum, and Guffey Gorge*
  - D. *Videos and presentations*
  - E. *Community service projects*
- Effective oral and written communication; *See Language Arts Curriculum. Additional practice in Oral presentations of various projects, presentations, community phone calls for special events. Students receive instruction on how to write business letters, request for funding and*

*thank-you letters.*

- Recognizing the value of all disciplines. *Emphasis is placed on writing across curriculum, spiraling subject matter by building upon concurrent academic subjects. Students are expected to:*
  - A. *Finding connections between reading, experience, and/or previous knowledge in a students' personal or previous academic life*
  - B. *Linkage between social studies, reading and art curriculum*
  - C. *Linkage between science, history, and mathematics curriculum*
  - D. *Community mentors and school support*

3) Each student will demonstrate academic honesty by:

- Respecting their own and other people's work; *A student is expected to respond respectfully and positively to the work of their cohorts. Students have demonstrated empathy and support for one and other in all areas of school life. They have boldly spoken up in regards to any bullying situation that has arisen, respectfully disagreed with classmates when stereotypes have occurred, and been quick to respond to fellow students in emotional distress.*
- Giving credit for the sources used (and) Reporting honestly about their own work; *Students are instructed in and expected to use the MLA formatting and citing guide. All students practice how to cite online and written sources. They are presented with website summary templates which require students to rephrase information in their own words. We have a strict adherence to a "No Plagiarism" policy that results in failing the plagiarized assignment followed by a parent/teacher conference.*

## **EXECUTIVE LIMITATION POLICY EL-7**

### **Policy Title: Budgeting**

*Pam writes: Evidence of my compliance for this policy is as follows:*

EL 7 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

*The financial information is presented in a format that is accurate, clear, and consistent with CDE's required reporting format. Our school's auditing firm keeps our school in compliance with any requirements or changes to the state's reporting system.*

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 is presented in this way.*

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

*Our financial reporting incorporates both the projections of revenues and expenses, any of which can be described in more detail if necessary.*

4. Fails to disclose budget planning assumptions.

*Here is my list of my budget assumptions:*

- *What is the estimated number of students who will be enrolled in our school at the October*

count.

- *What is the amount of PPF (per pupil funding) that we will be getting from the state.*
- *What title and small attendance funds will we receive.*
- *What are the anticipated expenses for the school year.*
- *What are our staffing needs.*
- *What are our fiscal liabilities.*
- *What additional revenue might we expect.*
- *What, if any, is the carryover from the previous school year.*

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 any fiscal year than what we have in our school's available funding accounts.*

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 accessed these funds and understand that these funds can only be used if authorization is granted to me by the Board as stated in 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.

*I have not spent or commit to spend more funds in a school year than what is in the amended operating budget.*

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 budget has always been able to provide for board development, governance, legal fees and the school's annual fiscal audit.*

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 careful monitoring and a determination to find alternative ways to provide funding that involves our school families and local community. Examples are: Amazon Smiles, City Market's Community Giving, Box Tops for Education, Sunflower Bank's School Days, AmeriGas and MarGas school programs, and Office Depot programs, all of which our school is registered with and which contribute to additional revenue for our school's programs.*

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.*

*I'm proud to say that during my time as the school's administrator, we have been able to offer STEP salary advancements to our teachers and stay current with excellent health care benefits.*

## **EXECUTIVE LIMITATION POLICY EL-15**

### **Policy Title: School Year Calendar**

*Pam writes: Evidence of my compliance for this policy is as follows:*

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 programs, and that best meets 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.

*The school's staff and I prepare the 'first pass' of the next school calendar after reviewing the calendar of the other area schools. We always try our 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.*

*Public input on the school's calendar is offered to our current school families in the form of a DRAFT of the proposed calendar. This is their opportunity to offer any comments prior to the calendar being put on the consent agenda for board approval.*

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

*After our school's calendar is presented to the board, it is available to all families prior to the end of the current school year. It is also included in the school's parent/student handbook, and can be found on the school's website.*

3. Fail to ensure that any change in the calendar, except for emergency closings 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 this board. Copies of past years' calendars and student attendance records, are available in the administration office.*

4. Implement a school calendar that plans for no fewer than 990 (minimum) hours of student instruction/contact time for elementary students and 1,080 (minimum) hours of instructional/contact time for secondary students, 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 has attained the age of six years on or before August 1 of each year and is under the age of seventeen years shall attend public school for at least the following number of hours during each school year:*

*One thousand fifty-six hours (1056) if a secondary school pupil; Nine hundred sixty-eight hours (968) if an elementary school pupil in a grade other than kindergarten; Nine hundred hours (900) if a full-day kindergarten pupil; Four hundred fifty hours (450) if a half-day kindergarten pupil. At Guffey School, all students, K-8th have 1080 contact hours, so we exceed the minimum requirements. Regarding staff development days and parent-teacher conferences, I have not found any references that apply to the school year calendar for either of these topics in Colorado State Law. Our school has always calendared seven staff days, and depending on the school year, three-fourths of these are for staff development. Rarely are the professional development opportunities that come up during the school year on the days that we identified and calendared as our school's staff development. Teachers have*

*taken a personal day or are compensated for their time if a professional workshop would benefit our school and falls on a Friday. The school has offered parent-teacher conferences twice during the school year, one in October and the other in February.*

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 family obligations and extracurricular commitments after school. For example, this year many of our school's students are taking piano lessons after school, and because of this, our teachers offer plenty of classroom time for students to complete their assignments. And for those without internet at home, they have the opportunity to do their online courses, like IXL Math, daily after school until 5 PM.*