

MONITORING REPORT
ENDS POLICY #6
EXECUTIVE LIMITATIONS POLICY #5 & #6
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
May 2022
By Martine Walker, School Administrator

Policy Number: E-6

Policy Type: Ends

Policy Title: School Community Connection

The school and the community will work together to accomplish the following:

6.1 Student work is intellectually powerful, embedded in the local setting, holds personal meaning and is authentic – related to “real life”;

6.2 Community expectations for schools and students include a large focus on the local environment, work outside of school, long-term projects, active learning and public performance of academic work;

6.3 School and community interactions are rich, complex, varied and natural;

6.4 Schools and communities actively collaborate in seeking to make the local environment a good place in which to live and work;

6.5 Students value their local places and see them as having the potential to sustain a life of quality;

6.6 School decision-making is responsibly and democratically determined by the people the school serves for the benefit of the entire community;

6.7 All students, regardless of circumstances (economic, cultural, linguistic, geographic, etc) have access to and participate in high quality educational experiences.

Martine Walker writes:

Teachers Elizabeth Cauley (K-2), Lynda MacDonald (3-5), Jenny Peck (6-8), and I have written to this policy. We have included observations and perspectives which show that the work we are doing together continues to ensure our school and staff are in compliance with this policy.

Jenny Peck writes:

6.1 Student work is intellectually powerful, embedded in the local setting, holds personal meaning and is authentic

One of the things that I love so much about Guffey School is how we can tailor the school experience to provide real-life skills in addition to the standard academic skills. Three ways that we provide students with life skills are through elective classes, the 8th-grade project, and providing community service opportunities. The middle school elective program allows each student to choose three elective classes to take each year. Our elective classes are taught by community volunteers and funded through grants and donations. We are so blessed to be able to offer a variety of elective classes each year. This school year, the elective classes offered include sewing, art, cooking, photography, robotics, computer programming, and welding. Students always look forward to their elective classes, and for most students, electives are the highlight of their week! The 8th-grade project is an intellectually powerful, culminating assignment for our 8th-grade students. Oftentimes, the 8th-grade project opens doors for students to get involved in the community beyond the normal school day. This year we have two 8th grade students. One student has chosen to focus on a career in welding for his 8th-grade

project. He has been spending a substantial amount of time learning from and helping Ken Walker and Bill Sioux at the shop. This student even helped re-weld the auto-snow chains for the school bus! The other 8th-grade student has been working with Stefanie Skidmore to learn about TIP training mustangs. Not only has this student learned the process of TIP training, but she has also acquired a job with Stefanie – she regularly helps Stefanie with chores and helps with gentling the mustangs on the weekends. The third thing that we offer at Guffey School that I love is the opportunity to participate in community service. I feel like it is so important to offer assistance to your community without expecting anything in return. So many of our community members volunteer at our school regularly and it is great for our students to be able to give back to the community. I also like to have my class participate in community service because it allows us to explicitly teach students how to have a solid work ethic. In my opinion, having a strong work ethic will get you further in life than any other skill. My students have participated in community service at least once per month this school year, and it is amazing to see the difference in their work ethic from the beginning of the year to now. Just this past week, my students were asking if they could help stack wood for one of our older volunteers who lives nearby. This was completely unprompted – they just want to help!

Elizabeth Cauley writes:

6.2 Community expectations for school and students include a large focus on the local environment, work outside of school, long-term projects, active learning and public performance of academic work

As the school year comes to an end, the K-2 class is a busy place. The students have a project of one kind or another for nearly every subject.

In Reading: The Kindergarten students are working on an Alphabet book, the first grader is working hard on his sight word dictionary, and the second graders are hard at work with their BIG cumulative project. This project consists of 12 various written works including: a book report completed at home, a research report about volcanoes written with the help of their volcanology science group, an oral presentation of a written personal narrative, letters written back and forth to 2 pen pals at school, and a collection of in class and self-paced written works. These works are presented in a formal, final draft form in a collective project folder. They demonstrate an overview of what each student has learned so far from their time at Guffey School and as an example that they are ready, and willing, to flourish in third grade.

In Science: The students are all working together to explore three basic types of volcanoes. They are writing a research report, guided by 2nd graders for their BIG project, and are creating volcanoes to demonstrate how each kind works.

In Social Studies: Students have been learning about economics and how money moves. They are practicing for a play dealing with money, buying, and a budget in a real world situation, a farmer's market. They also have been doing "chores" in the classroom. They earn fake money for these jobs and get the chance to choose between easy jobs that do not pay much, or harder jobs that require giving something up (ex: recess or story time) in order to get more money. The students will be able to practice their budgeting and money skills at a "garage sale" where they can buy real things with their money.

There is also a dance recital for Music, final term long book reports for Library, and a student Art Show for Art.

These are some of the ways the students in the K-2 class are bringing together their learning from the year and the community around them.

Lynda MacDonald writes:

6.3 School and community interactions are rich, complex, varied and natural

Our community is amazing in the way it supports our school. First we have wonderful community volunteers who are committed to coming to help in the classrooms. Volunteers come to help middle school math and 3rd grade math. Volunteers come to help with k-2 reading. These volunteers are essential in helping to give small group assistance when teaching across so many grade levels at once. We have volunteers who come in to teach middle school specials ranging from welding to photography to sewing. This year I have a volunteer coming in to share her expertise in music and is doing a wonderful job teaching my students rhythm. They absolutely love it! I also have a volunteer coming in to teach Zumba to the students.

This year the local businesses continued to step in helping our students enjoy the holidays. We had a wonderful Halloween Parade again this year with stops along the way supported by the local businesses. At Christmastime the community always steps up to support our community and students with toys and activities. One business hosted an Easter egg hunt for our students again this year. It is great to see the businesses so involved with supporting our students.

The library is also an integral part of our school. We go to the library twice a month to read and check out books. This year my class got to rejoin the Book Club. We have been learning about the 1800's. Everyone shared their favorite story that related to the 1800's and we had a great discussion about this time period. Peg Larson also brought back the Book Rescue. Students were able to choose any books they wanted to take home. They were thrilled.

Soon we will be having our annual Pie Palooza. This is a huge fundraising event that brings out the whole community. It is a lot of fun and generates a lot of excitement about our school.

Lynda MacDonald writes:

6.4 Schools and communities actively collaborate in seeking to make the local environment a good place in which to live and work

The community also helps support our 8th graders with their 8th grade projects. This year we have two eighth grader students who have been working on 8th grade projects. Bill Soux and Ken Walker have both been extremely instrumental in helping one of our 8th graders develop a passion for welding. They have taught him a lot about welding and have helped him to build a grill. This student definitely wants to make welding a career goal.

Another 8th grade student is very interested in horses. Stephanie Skidmore has taken this student under her wings showing her how she gentles mustangs and gets them ready for adoption. Both of these students will be presenting what they have learned to a community panel at the end of the month.

Elizabeth Cauley writes:

6.5 Students value their local places and see them as having the potential to sustain a life of quality

In a community the size of Guffey it is impossible to not be involved and aware of it, even for the youngest of students.

Community involvement in the form of volunteers helps the students to get a sense of the idea of doing more than the minimum, going above and beyond, just because you want to. During events such as the egg hunt, Pie Palooza, Halloween, and the Santa give-away, students get to work with and see the people of the community and how they all bond together. In math or Language arts it is not uncommon to include community examples to enhance understanding. For example: the Library provides a service and Mountain Aries Market provides goods.

Students that are returning students in my classroom this year took great pride and initiative to teach the new students about littering and making sure the community is clean for the sake of the people and animals that live here. Several times in March and April when discussing the Reduce, Reuse, Recycle method and Earth day, the older students were guiding the younger ones to go on trash pick up hunts during recess.

This year, because of the School Board election, students got to see their community coming together to make a big decision. They saw cooperation and competition and how those two contrary-seeming-concepts actually build to create a truly dynamic conversation. My students each got to hear each candidate's position and got to vote in the classroom.

The students have a deep understanding of what it means to be part of a community and the benefits of a successful community.

Martine Walker writes:

6.6 School decision-making is responsibly and democratically determined by the people the school serves for the benefit of the entire community

At Guffey School we are very lucky to have such dedicated teachers, support staff, volunteers, and community members. The collaborative process between everyone continues to work and flow in a way that serves our students, our school, our families, our community, and each other in a way not many organizations can. The willingness of everyone to work together, to value each other's ideas, and to seek counsel when needed ensures the decision-making process is well informed and thought out. This all takes patience and respect and I am proud to acknowledge that everyone here contributes when asked.

This democratic approach to decision-making is put into action everyday - from small day-to-day occurrences to bigger decisions with more impact. One example is our weekly staff meetings. During our staff meetings we go through a standing agenda which includes the topics: computer issues, building/campus issues, safety concerns, behavior and discipline, special ed, special events, community linkage, teacher support and accountability. Under these topics we often share thoughts and ideas and we all are free to share equally. If something comes up during the week that isn't too urgent, I will add that to our agenda for our staff meeting so we may discuss it then and receive feedback and ideas from everyone before deciding how to best proceed. This process ensures that everyone feels heard, that we are taking into account the variety of experience and talents each person has to offer, and that we have full support from one another as we move forward with the situation being discussed.

Another example of how we make decisions responsibly and democratically is through our Accountability Committee. During accountability meetings this year we reviewed the Writing curriculum. This was updated with the knowledge of our teachers combined with feedback from the other accountability members which includes at least one parent and one community member in addition to myself and teachers.

Also, we just sent our annual end-of-year survey home to families and are waiting for those to come back. These surveys are reviewed by our Accountability Committee to discuss any necessary follow up or changes. Questions on this survey include: "what do you feel our school's greatest strengths are?", "what do you think is the school's biggest challenge?", "Are there any positive changes that you feel our school could do to better serve our students?", "Do you feel that your student is being academically challenged?", "Do you feel informed about what is happening at school?", along with more specific questions pertaining to homework and parent-teacher conference feedback.

It takes all of us to make Guffey School the place that it is. We all have our own strengths and talents and our school decision-making is truly determined by the people the school serves for the benefit of the entire community because of this and our respect for each other. One of the key attributes of all staff at Guffey School is our willingness to work as a team and to receive feedback, constructive criticisms and to be willing to learn from all of those we are so lucky to be surrounded by.

Jenny Peck writes:

6.7 All students, regardless of circumstances (economic, cultural, linguistic, geographic, etc) have access to and participate in high quality educational experiences

All of our students have the opportunity to participate in high-quality educational experiences. As a school, we make sure that nothing gets in the way of allowing each student an equal opportunity at everything. For example, we like to take a lot of field trips and provide experiences for our students that they might not otherwise be able to have outside of school. We understand that many of our school families cannot afford multiple field trips each school year. In the middle school class, we have done fundraisers and we have written/been awarded grants to help pay for things like field trips and elective classes. Some of the field trips for the middle school this year have included Big Bear Ranch, Colon Orchards, WHOA Ranch, the Space Foundation, Cañon City High School tour, Tech Start Program, Mission Wolf overnight, Western Museum of Mining and Industry, Front Range/Nixon Power Plants, High Trails Outdoor Education Center 3-day, Nighthawk Ranch, Horseback Riding at M Lazy C Ranch, Paintballing, and the Cripple Creek Railroad. Not many schools can take that many field trips in a single school year – we are so lucky! Field trips are one of the best ways for students to apply what they have learned while making school so much fun!

Policy Number: EL-5

Policy Type: Executive Limitations

Policy Title: Staff Compensation

With respect to employment compensation and benefits for employees, the Administrator shall not cause or knowingly allow jeopardy to the fiscal integrity or public image of the school.

Accordingly, the Administrator may not:

1. Change his or her own compensation.
2. Create benefits for him or her except where those benefits are the same as the benefits that exist for all professional staff.
3. Promise or imply permanent or guaranteed employment.
4. Create obligations over a longer term than revenues can be safely projected, in no event longer than one year.
5. Fail to develop and implement salary schedules and pay plans for employees that:
 - a. Compensate the school's personnel commensurate with education and prior experience;
 - b. Condition salary increments upon evidence of continued professional growth;
6. Fail to develop and implement plans to attract and maintain top quality staff.

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

EL-5, the administrator may not: 1. Change his or her own compensation.

I have not altered my compensation. I understand that only our school board can alter my compensation.

EL-5, the administrator may not: 2. Create benefits for him or herself except where those benefits are the same as the benefits that exist for all professional staff.

I have not created benefits for myself that are any different than the same benefits all full time staff enjoy. I understand that only the school board can create any new benefits for my position.

EL-5, the administrator may not: 3. Promise or imply permanent or guaranteed employment.

I have not promised or implied that employment with our school is ever permanent or guaranteed. Contracts & memo agreements are for one year only, thus no longer than the school year we are funded for.

Each of our school's teachers are on one-year contracts which are offered in April or May. All other contracts and memo agreements clearly state the term being one school year. Copies of our school's contracts and agreements are kept in the personnel files in the main office, in the Administrator's folder in Google Drive and with our school bookkeeper. The board is made aware of changes in personnel via the monthly consent agenda which is presented at each board meeting.

EL-5, the administrator may not: 4. Create obligations over a longer term than revenues can be safely projected, in no event longer than one year.

The school's contracted teachers are compensated based on our salary step schedule. The salary schedule is a guideline and does not guarantee compensation increases each year. Due to annual operating constraints, and based on student count, there could be times when our school cannot afford a year's step and/or lane increase. The current teacher salary schedule is found on the school's website under "Financial Transparency".

EL-5, the administrator may not: 5. Fail to develop and implement salary schedules and pay plans for employees that: a. Compensate the school's personnel commensurate with education and prior experience; b. Condition salary increments upon evidence of continued professional growth;

Our salary schedule is competitive with other rural school district schedules. Our schedule offers to compensate school personnel based on their education and prior experience with room for growth not only through college credits but we also recognize CDE CEUs in order to encourage staff to seek development that is affordable and relevant to their field.

EL-5, the administrator may not: 6. Fail to develop and implement plans to attract and maintain top quality staff.

I feel very lucky to have such a dedicated team of staff members at our school, some of whom have been with us for many years. It is not uncommon for rural schools and rural districts to regularly face the hardship of high staff turnover as well as challenging staff recruitment. Our staff are capable, experienced and passionate. Some evidence of this:

- *Our school's board, community, and school families are so supportive of the work that our teachers are doing.*
- *Our teachers are dedicated, organized, qualified, accountable and flexible.*

- *Our small class sizes and family atmosphere offer teachers opportunities to make immediate classroom adjustments to meet the unique needs of their students.*
- *Our teachers and support staff are empowered to do whatever it takes to support our school's students.*
- *The opportunity to teach the same group of students over the course of several years, making it easier to observe improvements in students' social and academic accomplishments which gives them a sense of gratification in their work.*
- *The teachers play an active role in virtually every aspect of our students' social and emotional needs, as well as in their instruction.*
- *Guffey teachers don't experience the same frustration that some teachers might feel around the outcomes of their student's standardized test scores or parental pressure for student achievement.*
- *Guffey teachers meet each child where they are and work for individual achievement.*

Policy Number: EL-6

Policy Type: Executive Limitations

Policy Title: Staff Evaluation

With respect to evaluation of paid and unpaid staff, the Administrator shall not cause or allow an evaluation system that does not link their performance with the school's mission statement and belief system, that does not comply with state law and that does not measure their performance in terms of achieving the Board's *Ends* policies.

Accordingly, the Administrator may not fail to develop and administer an evaluation system for personnel that is designed to:

1. Improve instruction;
2. Enhance the implementation of curricular programs.
3. Measure professional growth, development and performance.
4. Document unsatisfactory performance.
5. Link staff performance with multiple measures of student performance.
6. Assure that scheduled instructional time is used to students' maximum advantage.
7. Assess staff understanding of the *Ends* policies, and effectiveness of performance in achieving those *Ends* policies.

Martine Walker writes:

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

EL-6, the administrator may not fail to develop and administer an evaluation system for personnel that is designed to: 1. Improve instruction;

Our school uses an evaluation system that aligns with the educator quality standards and the State Board Rules and is in compliance with Senate Bill 10-191. Historically, Guffey School continuously works to improve the quality of education.

*We can do this with our small class sizes as our teachers are able to meet our students where they are academically. The *Ends* policies from our school board gives us all a clear picture of who we are and what we do and because these policies are monitored throughout each school year we are able to reflect and see how what we do is truly special. Our teachers also use*

multiple methods for evaluation to track student progress and to ensure that the curriculum we use is reliable, valid, and fair. I have heard many times from staff, community members, and other schools that when our students graduate from Guffey School they are more than ready for the next step in their education.

EL-6, the administrator may not fail to develop and administer an evaluation system for personnel that is designed to: 2. Enhance the implementation of curricular programs.

While Guffey School is small, we are continually blessed by our local community volunteers who bring their experience and passion to our students which in turn strengthens our curriculum and bond with our community. Examples are:

- *Chris Peterson: Photography teacher*
- *Pam English: middle school math mentor and sewing teacher*
- *Nancy Comstock: 3rd - 5th grade math mentor*
- *Sarah Garouette: Cooking teacher*
- *Rita Mick: dance/exercise teacher*
- *Bill Sioux: welding teacher*

EL-6, the administrator may not fail to develop and administer an evaluation system for personnel that is designed to: 3. Measure professional growth, development and performance.

Our teachers complete a self-evaluation in addition to receiving an administrative evaluation at the close of each school year. The evaluations offer a time to reflect on the quality of their work, cooperation, communications, and judgment. The administrative evaluation involves a face-to-face meeting, the day after the last day of school, to go over all criteria, reflections, and goals for the next school year.

EL-6, the administrator may not fail to develop and administer an evaluation system for personnel that is designed to: 4. Document unsatisfactory performance.

Employees who perform unsatisfactorily will be spoken to in person and/or will receive a written incident report or performance improvement plan. A follow-up meeting would be arranged.

EL-6, the administrator may not fail to develop and administer an evaluation system for personnel that is designed to: 5. Link staff performance with multiple measures of student performance.

Staff performance paired with student performance is measured throughout the school year by informal classroom observation, with staff & students writing to the compliance of our ends policies, through universal testing measures of success using MAPs and Dibels testing, and more formally by standardized testing (PARCC, CMAS). State standardized test scores are not available until the following school year (and this year they were cancelled due to the pandemic) Any students on an IEP, ILP, 504 or READ plan may be subject to additional evaluations in which their disability is taken into consideration by their support team.

EL-6, the administrator may not fail to develop and administer an evaluation system for personnel that is designed to: 6. Assure that scheduled instructional time is used to students' maximum advantage.

Our school's small class size allows teachers to meet the students where they are both academically and socially. This means that teachers can somewhat customize instructional

material and the amount of instructional material. Students at Guffey School can work at their own pace, using their own ability regardless of where they are below or above grade level.

EL-6, the administrator may not fail to develop and administer an evaluation system for personnel that is designed to: 7. Assess staff understanding of the Ends policies, and effectiveness of performance in achieving those Ends policies.

One of my favorite times of the month is creating the monitoring report. This report always fills my heart as I see how the staff and students write to our school's ends policies. These monitoring reports can be found on the school's website.