

MONITORING REPORT
ENDS POLICY #3
EXECUTIVE LIMITATIONS #13 & #16
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
September 2022
By Jacob Sampson, School Administrator with support from Martine Walker (last School Administrator).

Ends Policy #3: Personal Skills

Jacob Sampson writes:

I have asked our school's teachers, Elizabeth Cauley (K-2), Lynda MacDonald (3-5), and Natalie Sardj (6-8) to write to this Board End Policy. Having our teachers write to the policies provides us with useful information about what we are doing in our classrooms and also to what we are doing both on and off school's campus. The school's end policies are supported by weekly discussions at the staff meetings as we address that month's Ends Policy as a team. The school's Accountability Committee also reviews the written end policies so that they are also informed as to what we are doing at our school.

As evidence of how we are in compliance with this policy follows:

- 3.1.1 Students will create places for themselves in the community.
- 3.1.2 Students will effectively set personal goals.
- 3.1.3 Students will have a strong sense of self.
- 3.1.4 Students will work independently
- 3.1.5 Effectively evaluate and reflect upon their own growth and learning.
- 3.1.6 Students will create a personal environment of emotional and physical safety.
- 3.1.7 Develop and practice self-discipline.
- 3.1.8 Organize their personal space and time.

3.1.1 Students will create places for themselves in the community

Teacher, Lynda MacDonald (3rd - 5th) writes:

This end is a little tricky to begin the year with as we are not completely sure what our opportunities will be this year. However, with that said, creating places for themselves in the community has always been a part of what makes Guffey Community Charter School a true community school. When our vision statement was written, there was a conscientious effort to include the phrase: "Guffey School... nurtures the light of the individual student by treasuring our countryside, the classroom, and the community..."

Right now every classroom relies on community volunteers to support the multi-age aspect of our classroom, giving students the opportunity to work one-on-one and in small groups. Through these volunteers the students are able to connect with community members and learn to appreciate what the community does for us. In return we strive to give back. One way we give back is on Veteran's Day. We have always made an effort to recognize our veterans, often through student-made cards. The veterans have always responded very positively to this gesture.

Another way students create places for themselves in the community is through the 8th grade project. Last year our two 8th graders each made a great connection with a community member through their chosen project. One student connected with Bill by working with him, learning to weld and creating an awesome project. Another student learned how to train a mustang by connecting with Stephanie and gleaning her expertise

in this area. Both of these projects show how strong community connection is both for the students and for our community members.

Throughout the year we look for other opportunities to give back to our wonderful community. Every year new opportunities present themselves in unique ways.

3.1.2 Students will effectively set personal goals

Teacher, Lynda MacDonald (3rd - 5th) writes:

I always let students know how important it is for them to set personal goals and to challenge themselves to do better. Right now students are learning to become more fluent with their math facts. I give a periodic timed test so students can see for themselves how they are progressing. I let the students know ahead of time that the only person they are competing against is themselves and that their goal is to improve their own personal scores. I always begin the year by working on handwriting – both printing and cursive. We are also learning how to write complete answers to our written responses. Students show me their best work at the beginning of the year which sets the precedent for the rest of the year.

Another way I help students to set personal goals is through the assessments that we give throughout the year. DIBELS is an opportunity for students to measure their progress in reading fluency. We also give MAP assessments three times a year. These assessments measure growth in math, reading, and grammar. I let students know their previous score and challenge them to do better the next time. This helps to give students more buy-in so they want to put effort into these assessments. I feel it is important for students to see for themselves how they are progressing, so this information is always shared with them.

3.1.3 Students will have a strong sense of self

Teacher, Natalie Sardi (6th - 8th) writes:

Students in middle school take ownership not only of their own work but of the school as a whole. As school leaders they demonstrate to the lower school the expected standards of behavior both individually and as a group. In developing in this role, they have end of day chores which encompass the whole school and through completion of these they not only develop a personal work ethic but demonstrate ownership of the school in its entirety.

3.1.4 Students will work independently

Teacher, Natalie Sardi (6th - 8th) writes:

From the beginning of the school year students in middle school have independent work in each area of study. ELA sees students reading, answering questions and completing writing prompt essays based around the text we are studying. In Math students follow up on the main lesson of the week by completing assessments and practice on IXL independently and of course our 8th graders have begun work on their 8th grade project.

3.1.5 Students will effectively evaluate and reflect upon their growth and learning

Teacher, Natalie Sardi (6th - 8th) writes:

In exploring their math skills through assessments students have been able to see where their skills fall on a grade level continuum and reflect on which path to take in learning and practicing skills they may not have encountered yet. With the beginning of the year assessment, they can see their growth once they take the assessment before winter break. Looking at their growth in math skills is a very concrete way to measure their own abilities and growth.

3.1.6 Students will create a personal environment of emotional and physical safety

Teacher, Elizabeth Cauley (K-2nd) writes:

The K-2 classroom is a wonderful place for students to learn how to be stronger emotionally and socially. In the corner of the classroom there is a beanbag chair where students may choose to go when they are upset, sad, angry, or frustrated. They take that time to relax and calm themselves to be ready to work forward. A couple students like to take time in this chair to have some quiet time and recharge themselves to be ready to keep learning when we transition to the next activity.

3.1.7 Develop and practice self-discipline

Teacher, Elizabeth Cauley (K-2nd) writes:

As a classroom the K-2 has developed a classroom agreement that follows the anagram FLUTTER. It stands for: Follow school rules, Listen, Use our manners, Take responsibility, Take turns, Encourage, Respect ourselves and others. The students work hard at making sure that they are showing respect to themselves and others by following this agreement. They develop self-discipline to follow this agreement. Several times I have caught students reminding others to use manners or work through taking turns. It is not perfect and quarrels and other snags happen, but as the year goes on, I can see the students taking more and more part in their own actions and being responsible.

3.1.8. Organize their personal space and time

Teacher, Elizabeth Cauley (K - 2nd) writes:

Each student in the K-2 classroom has a set of supplies that they take care of. This includes everything from their pencils to markers to folders. They know where things are supposed to go and are in charge of their own things. In addition to being in charge of their own things, they also are responsible for managing their down time. As we work through the lessons of the day, some students or groups finish before others. When this happens any students that have finished their work can choose from a variety of activities. Right now the favorite is to draw and color. In fact I have started a whole collection of colored pictures that have been completed as gifts for me during down time.

Policy Number: EL-13
Policy Type: Executive Limitations
Policy Title: Educational Program

The Administrator shall not fail to adapt and develop the educational program of the school as necessary to meet content standards and fulfill the Board's Ends policies.

Accordingly, the Administrator may not:

1. Fail to ensure that the educational program will provide both formal studies to meet the general academic needs of each student and, to the extent possible, opportunities for individual students to develop specific talents and interest in more specialized field

Jacob Sampson writes:

Guffey School provides formal studies to meet the general academics while also providing opportunities to meet student's individual interest areas with the following:

ACADEMICS: "The Colorado Academic Standards (CAS) are the expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. State standards are the basis of the annual state assessment." (Quoted from www.cde.state.co.us) Colorado has the following content areas:

Colorado Arts (Music, Visual Arts, Theater, Dance), Comprehensive Health (The standards underscore important skills for navigating today's society with its complex and often confusing messages around health, beauty, and happiness), Mathematics, Physical Education, Reading, Writing, Communicating, Science, Social Studies, World Languages, Extended Evidence Outcomes (for students with significant cognitive support needs) and English Language Proficiency.

Our school's teachers along with our school's accountability committee review (staff representative: Lynda MacDonald) and revise how our school covers the requirements of the state standards and try to cover one subject matter a year. For example, the goals last school year were to review and discuss the social studies and technology curriculum. We will focus on the math curriculum for the upcoming school year.

On October 12th, our school's October Board meeting features our three teachers in their classrooms with their students who present and share their academic plans for the current school year. Along with the school board, parents are also required to attend.

STUDENT INTERESTS: We are so fortunate here at Guffey School with our dedicated and professional staff, our small class sizes, and our volunteers to be in an excellent position to meet and know each of our school's children and their unique interests and needs. Students have multiple project opportunities in a school year which helps them to retain knowledge and hold on to a love of learning because they get to make their studies more personal and can also dive deeper into each subject. These projects are visible throughout the school year with displays on the school walls and bulletin boards. Our 8th graders have the most in depth project of all students with their cumulative and year-long focused 8th grade project. This year we have two Eighth Graders (Logan and Adelmo). This year Guffey Students will again have multiple opportunities to explore arts electives. Our K-5th graders will have Zumba this year and each trimester our middle school students will be rotating through and participating in various electives. This first

trimester they will be sewing, art and leatherwork. As you can see we are able to offer our students SO much in the way of traditional academics along with arts, sciences, and physical activity/movement. Having all of these wonderful opportunities makes for a more well-rounded student who is ready to learn!

2. Fail to ensure that the educational program includes all legally required courses and programs.

Guffey School adheres to the Colorado Academic Standards (CAS) and we are held to the same rigorous educational standards as all public schools in Colorado. Our school's district, Park County RE2 in Fairplay and Mountain BOCES of Buena Vista (Board of Cooperative Educational Services) assist our school and staff in assuring that our school includes all required educational programs for our school's students. Examples are our ability to offer, when possible, specialized services to students in the following areas:

IEPs (Individualized Education Plans), we are working to secure a contracted virtual SPED teacher for this school year to support our student who has an IEP, READ plans (Reading to Ensure Academic Development), Rtl plans (Response to Intervention), and 504 Plans. We also support students on ALP (Advanced Learning Plans).

We also participate in The Colorado Student Assessment Testing Program, and the Unified Improvement Plan (UIP) when presented by our district school. Our school has maintained Adequate Yearly Progress (AYP) which is a reflection on all the state required courses and programs.

3. Fail to develop a curriculum to provide a program of instruction based on and designed to enable students to meet or exceed the Board-adopted standards for student performance, meet the needs of all students and utilize a variety of educational programs and instructional strategies.

Our school works hard to meet both the Colorado Assessment Standards (CAS) and the Guffey Community Charter School Board adopted policies (Ends). One of our major concepts in working to accomplish this is that we meet each student where they are and implement teaching strategies to match the various learning styles of the individual student. Guffey School has always offered individualized instruction which provides every student the opportunities they need for academic and social success. We believe that creative thinking, dedication, problem solving, teamwork, and thinking outside of the box, have been our tools for this success. When needed, we include additional staff, community members or special education consultants, with parent permission. These resources are brought in to offer their expertise and guidance. The multi-age environment eases students into learning groups where they can grow, be successful and most importantly, learn at their own pace.

4. Fail to involve appropriate staff and community members and utilize available resources to develop the curriculum.

Being able to match Guffey students with the appropriate staff or community members is one of our school's greatest assets. A Guffey School classroom teacher and community person is always a member of the 8th grader's project team, and we have community members assist in the classrooms for math, reading, middle school science, and all middle school electives. Most of these community members come daily throughout the week to share their expertise by working with small groups of students or one-on-one in our school's classrooms.

5. Fail to encourage and carefully monitor innovative programs, evaluating the effectiveness of all pilot courses annually and keeping the Board adequately informed.

Our school's staff and I carefully monitor the effectiveness of our programs throughout the school year and make adjustments as needed.

6. Fail to ensure that faculty and administration regularly evaluate the education program and recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

The school's teachers and I will regularly evaluate our educational programs by carefully analyzing and monitoring the progress of all our instructional programs based on our students' learning outcomes. To do this we ask specific student-driven questions. Examples of these are: Is this student achieving at or above their grade level? Is the curriculum still challenging and interesting to our students? Are there things that we could do better to improve our student outcomes? Over the years and with the implementation of the READ plan, our teachers have become proficient in identifying and targeting their instruction to meet the needs of all school students. We have already dove into our CMAS (state assessment data) and concluded math is an area of curriculum to look at further throughout this school year.

7. Fail to ensure that all new programs and courses of study as well as the elimination and extensive alteration of the content of current programs and courses are presented to the Board for information.

The board is kept informed about the school's curriculum at our school by reading the written monthly monitoring reports and attending our October board meeting and Open House where classroom teachers share their educational plans for that school year.

8. Fail to consider class size and organization as important components of the education program.

This school year Mrs. Cauley's K-2 classroom currently has 8 students, Mrs. MacDonald's 3rd -5th grade classroom currently has 6 students and Mrs. Sardj's 6th-8th grade classroom has 6 students. Each of our three classrooms are designed to be age specific and currently have a very manageable number of students in each setting.

9. Fail to ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.

We require our teachers are State of Colorado professionally certified and licensed, and further, we prefer teachers who are recognized as highly qualified teachers (HQT) by our state. All 3 of our teachers hold current teaching licenses for the state of Colorado and two of our teachers are highly qualified. In addition Mrs. Cauley and Mrs. MacDonald has Passed the READ act teacher requirements.

10. Fail to meaningfully involve staff members in the development and evaluation of staff development programs designed to meet the Board's Ends.

It will be encouraged and supported for our staff to participate in educational classes, read books, and attend workshops or seminars on topics that would be helpful to our school and their professional development needs. We are open to any opportunities that may be provided through the District. This year's professional development will focus on the Seven Steps to a Language Rich Classroom. Our focus for September/October is on

Randomize and Rotate. This strategy supports independence and accountability for each student to be engaged in the classroom.

11. Fail to provide a learning environment that maximizes multi-age instruction through project-based learning that is rooted in a sense of place and community connection.

Guffey School is firmly rooted in our small, rural community and because of the connection that we have with our community, our school's students have the opportunity to learn and grow in our local environment. For example, the school has a lease agreement on two pieces of pond properties from Cover Mountain Subdivision that would offer living labs for both science and social studies projects. There are ideas to put the land to use for our students in support of our community. We are also reaching out to community members to have our students participate in community service opportunities.

Policy Number: EL-16

Policy Type: Executive Limitations

Policy Title: Student Conduct and Discipline

The Administrator shall not fail to ensure an environment which is reasonably safe, conducive to the learning process and free from unnecessary disruption.

Jacob Sampson writes:

A school must maintain an environment that is safe and free from disruptions, creating a learning environment where all students can be successful. Our school is a closed campus, which means that students are not allowed to roam about the building or leave the school's campus without permission. Students are informed of any known guests or visitors during morning announcements. Annually, and as needed throughout the school year, we review rules of conduct with our students and issue these rules to families by way of the Student Parent Handbook. The discipline policy was organized into a chart that has levels of offenses (mild, moderate, and severe) and appropriate consequences. This is clear, concise and leaves little room for issues to get bigger than they already are and will minimize the impact to learning due to consistent follow through of the policy. We continue to have an annual State of Colorado fire inspection and the Park County Sheriff Department makes itself available to us as needed. We will perform safety drills monthly and we also review our emergency procedures as needed. Emergency exit maps have been updated/created and posted throughout school. In addition all staff will use their walkie talkies and never leave students unsupervised.

This school year we are also implementing the Guffey Way. These are acronyms that are based on common language so students are aware of what it looks like and sounds like in common areas throughout our school, the bus and the playground. Clear expectations and boundaries, when explicitly taught creates a safe environment where all student can learn.

The safety of our students is a top priority of our school and community which is why we review policies on a regular basis and make changes as we see fit. Each time we review these policies we will do so as a committee made up of qualified and diversified members.

Accordingly, the Administrator may not:

1. Fail to adopt a written student conduct and discipline code which, at a minimum, is in accordance with state and federal law.

The school's Parent/Student Handbook, which every family receives at registration and upon request at any time, offers information about student conduct. The parts of the handbook that speak to student conduct and discipline are as follows:

School Rules, Attendance Policy, Discipline Policy & Philosophy (with the addition of the sequential progression of consequences, Suspension Philosophy, Anti-Bully & Pro-Kindness Policy, Dress Code, Personal Items, and Homework.

2. Fail to include teachers, administrators, students and the community in developing the code.

Whenever there is a major change in a written policy or the introduction of a new policy, it is reviewed by teachers, staff, the board, our school families, and any other stakeholder representatives. This year my goal is to conduct a mid-year and an end of year survey to all families as well as checking in with the staff to review all policies. We will continue to use open ended questions to elicit authentic responses. Examples are: What do you see as the greatest strength(s) of our school? What do you see as the greatest weakness(es) of our school? Is there any positive change you feel our school could make to service our kids better? The school's staff and I review the survey results during a staff meeting and if necessary, implement any needed improvements or follow up on suggestions.