

MONITORING REPORT  
ENDS POLICY #6  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS  
December 2022

By Jacob Sampson, School Principal/Administrator  
With support from Martine Walker, past Principal/Administrator

**E-6 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.

***Jacob Sampson writes:***

*The teachers and I have shared in the writing of how we are all working together to ensure our school has a healthy and symbiotic relationship with our community. As evidenced by the following monitoring, I am in compliance with this policy.*

**Written by Elizabeth Cauley, K-2 nd grade teacher**

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

The reading curriculum for the second grade reading group has quite a large focus on non-fiction stories. The students really enjoy this because they can make connections to their own life. We are currently reading stories about firefighters and one of my second grade readers has a family member that is one. They enjoy getting to see a comparison to what they know about firefighters and what the stories are about. In social studies we are all studying several of the holidays that are celebrated in December. One of the students celebrates in a way different from the others. They have quite enjoyed not only that we are learning about their holiday but also that they get to share some of the information with the class themselves.

**Written by Elizabeth Cauley, K-2nd grade teacher**

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;*

The Thanksgiving break signals the end of term 1 and the start of term 2 and one of our coolest long term projects. The students spend the 12 days between the two breaks working through two cross subject, long term projects. The first is our Holiday program. This year they are

learning about 6 different holidays and then will have a short skit about the meaning of all the holidays and how they are alike. They are also learning culture and language this year including some ASL, German, and Swahili. The other long term project is their Rube Goldberg machines for Science. The students have been working hard at making sure they know their parts for the holiday program and that their machines work. Both long term projects will be shared with the school and community and the kids can't wait.

**Written by Natalie Sardi, 6<sup>th</sup> – 8<sup>th</sup> grades teacher**

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

We have many volunteers who not only support the school through monetary donations but also by volunteering their time and expertise with the students. The middle school is working with various local individuals and organizations as we plan the following:

CPR course for students - Local fire station

Composting - Local Farms and Farm Schools

Growing our own food - McGinnity Family Foundation

Learning more about the environment and the animals in it - Music Meadow Ranch

**Written by Lynda MacDonald, K-2nd grade teacher**

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

Our community has always done an outstanding job in collaborating to make the local environment a good place to in which to live and work. So many opportunities have already come our way this year. In the fall we had the opportunity to have a couple of guest speakers come. One guy came to tell the students about the fur trappers and traders of Colorado. He came with the clothing and tools used by the trappers. He gave an excellent presentation and did a great job of answering the students' questions. Later that month, a falconer brought his falcon to school. He explained how falconry works and also answered a lot of the students' questions. During Halloween, our community was amazing! One business came with cookies to decorate. Another came with pumpkins to carve and provided face painting. Our annual Halloween parade, which had incredible community turnout, was kicked off by a party set up by another business. For Veteran's Day, local veterans came to share their experiences. They all gave very impassioned and inspiring speeches. This program was well done with representation from veterans who had worked in various branches of the military, a parent who is currently employed, as well as a few recruiters. Students were fascinated and asked many questions. Recently we have been granted the opportunity to work with Pascha's foundation. With community support we will be able to set up a hydroponic system of gardening. It is amazing how our community supports this school and the opportunities that come to us because of our community.

**Written by Natalie Sardi, 6-8th grade teacher**

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

In working towards sustainability and understanding growing, composting and recycling students can see the richness and value in the environment around them and how taking care of the place in which they live supports others as well as themselves.

In the middle school sewing elective they will be upcycling old clothes into new wearable items for themselves, in leatherwork they are using the end product from a farm animal to create new

items. In both cases scraps and donated items have provided the bulk of the materials for these electives.

**Written by Jacob Sampson, Principal /Administrator**

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

I learned very quickly the love this community has for our school. GCCS has a strong, professional, supportive staff. All their focus goes towards supporting our students. Every decision is made with careful consideration of our students first, then their families, and finally our greater community. The staff meets daily to discuss students' needs (social, emotional and academic), processes and current events. There are also weekly meetings (formal and informal) to dig deeper into student's needs and future planning of events. The weekly meetings focus on classroom successes, building/tech needs, safety issues, Multi-tiered support systems (MTSS) for student support, and any other needs that we may currently have. The end goal is to create a system within our school that allows all a voice within the staff.

From these staff interactions we can discern if additional support, expertise, time or resources are needed. This is where the families and community have a major role in GCCS. I have observed and participated in opportunities where students, families and the community have collaborated to make decisions that enhance the value of GCCS for our students. Whether working with the middle schoolers in securing a hydroponics set and mini grant writing to collaborating with families and the community in creating amazing holiday events the support for GCCS is phenomenal.

Every decision I make as Principal/Administrator involves input at many levels. Within our school and our community we are surrounded by people with diverse backgrounds and experiences which allows for valued and valuable input to be provided before making a decision. This is what truly creates a community and makes GCCS so amazing.

**Written by Lynda MacDonald, 3-5th grade teacher**

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

One of our big field trips this term was an overnight trip to the zoo. This is the first time we have taken a trip like this. It was a wonderful experience on so any levels. Needless to say, this trip was quite expensive. However, that did not stop us from making sure that every student got to participate without adding a financial burden to their family. To pay for this trip, the students set out to make and sell cookies. Our community support was amazing! We sold so many cookies and had so many generous donations that we were more than able to pay for this trip and have money to spare for future trips. Guffey Motto: where there is a will there is a way! When an opportunity presents itself, we will figure out a way to make it happen for all.