

MONITORING REPORT  
ENDS POLICY #6  
EXECUTIVE LIMITATIONS POLICY #5 & #6  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS  
May 2023  
By Jacob Sampson, School Principal/Administrator with support from Martine Walker past  
Principal/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.

***Jacob Sampson writes:***

*Teachers Elizabeth Cauley (K-2), Lynda MacDonald (3-5), and Natalie Sardi (6-8), have written to this policy. They 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.*

Natalie Sardi (6-8) writes:

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

During the 22/23 school year students have exceeded academic expectations, moving from grade level reading assignments into 9th grade reading and comprehension, with the ability to apply social and emotional learning to the texts studied. With real world reading texts students have connected to the local and global community through intellectual considerations beyond their expected grade level. Part of the curriculum this year has been the living world and ancient civilizations. Students have studied plant growth and developed indoor gardens which are producing lettuce for families and the local community. Recently, on earth day, we began the outside garden project which will continue through next school year. Local community support projects are expanding as the weather improves with the middle school volunteering at 2 local ranches. We continue to learn more about our current local economy and the business of ranching through our upcoming educational trip to Music Meadows Ranch.

Natalie Sardi (6-8) writes:

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;

Our garden project looks at natural and environmentally sound ways to nurture the plants we grow. Utilizing local manure and checking and maintaining the nutrients in the soil lead not only to better crop yields but also healthier food production. The math and science involved in this work links abstract computations and measurement to the practical applications needed to ensure a visible and viable end result. The biggest public performance of academic work is the 8th grade Project which focuses on academic and creative displays of skills developed throughout each student's experience of middle school. The presentation to the community and stakeholders is the final piece towards students graduation at Guffey Community Charter School.

Elizabeth Cauley ( K-2) writes:

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

Throughout the year the whole school has amazing opportunities to interact with the community of Guffey and beyond. This past month they have had an event at a local business, participated in Earth Day along with community volunteers, gone on field trips, and are now preparing for Pie Palooza. All of this is in addition to the daily community interactions with classroom volunteers.

The K-2 class benefits from this in a myriad of ways. I have one volunteer come in once a week who provides one of my students who struggles with certain lessons to get some in depth one on one with the student. This gives the student the opportunity to approach some topics they are stuck on from another angle.

During field trips, like the one we just took to Starsmore Visitor Center, they get to learn and practice their skills of listening, outdoor citizenship, and manners. These are all skills that they will need for the rest of their lives in working with any other people.

During the Pie Palooza, the part of the K-2 class may seem small, but to them it is so important. My class this year is part of the play. We are the sign holders for the audience participation aspect. All of the kiddos in my class are learning so much about themselves during this process. The biggest impact so far though is that they are experiencing, and overcoming stage fright. Community support is a big part of this. One kiddo has stage fright and is so nervous for the actual performance. One of my volunteers has made a promise to this student that they will let the student know where they will be sitting so if the student gets nervous they can just look over for support.

Elizabeth Cauley ( K-2) writes:

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

Earth Day was a really big deal this year. Usually I make sure the K-2 class goes on a trash pick up hike, but this year was so much more. The students in my class were all part of different groups. One headed out to pick up trash, one worked on the raised garden beds, and one helped to clear the old pre-k playground. They worked with the other students from the school and community members in order to accomplish their tasks. Everyone was amazing at what all was accomplished that day.

This effort goes beyond Earth Day and the classroom though. I spent the last two weeks in April focusing on the ReDuce, ReUse, and ReCycle trinity, and on the concepts of conservation,

littering, and environmental awareness. This is so that they can hopefully continue to help make the world a better place, with their words and actions, with their families, school, community, and the wider world.

Lynda MacDonald (3-5) writes:

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

Guffey Community Charter School started a new Earth Day tradition this year. In celebration of Earth Day, we will be turning parts of the playground into a garden. Students were divided into three groups. One group started cleaning up the unused area of the preschool playground. This area will hold three plant beds which will be watered by drip irrigation from the downspouts from the gutters. We will grow herbs and vegetables as well as some wildflowers to help the pollinators. The second group started to put together raised beds in another part of the playground. A third group went around town picking up two big bags of trash. The middle school students also acquired two vertical gardens and have been growing lettuce among other plants. This lettuce will be used for our school lunches as well as given to community members. They also have some huge cherry tomato plants that are producing nicely. Our community has been very generous in helping to provide supplies for this project. We hope to get a composting bin donated to the school so we can use food waste to nourish our plants. According to Mr. Sampson, "The overall plan for our garden project is to educate students on food sustainability, develop a love of growing food, and see the cycle of life."

8<sup>th</sup> grade projects are in full swing with two eighth graders this year. One student is doing a creative expression project using welding skills he learned by partnering with a local community member. Another student is focusing on a career in the military also partnering with a member of the community. For Veteran's Day a number of community members came to share their experiences of being in the military and answered students' questions regarding what this type of service to our country entails.

Lynda MacDonald (3-5) writes:

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

Our school provides many opportunities for parents and community alike to become involved. First, there are many volunteer opportunities at our school. This year we had support from parents and community members helping in the classroom with reading, math, art, zumba, electives, as well as being an extra set of eyes for lunch and recess duty. The accountability committee is another opportunity for parents and community members to become involved. This committee meets quarterly. Each year we review one area of the curriculum. This year our focus was on our math curriculum. We also support other areas of school including school events. Every fall, we hold an Open House where parents and community members are invited to come and see presentations with each classroom showcasing what they will be learning in class that year. Conferences are held in the fall and winter. This is an opportunity for parents to see how their students are doing. It is also an important time for parents, teachers, and students to work as a team to best support each student. We always have a good turnout and parents are very appreciative of what their students are accomplishing in class. Beyond conferences, parents do have easy access to staff. Staff often meet with parents outside of school hours to address any concerns they may have regarding their students. This is a benefit of being a small school. Our staff sends out weekly newsletters to families to let them know what is happening in the classroom as well as to inform them of upcoming events. School activities such as Earth Day, the 8<sup>th</sup> grade presentations, and the Pie Palooza are open to the public. Families also always

have the opportunity to join us on field trips. When I was walking down the stairs the other day. I heard a parent proclaim, "I just love this little school!"

6.7 All students, regardless of circumstances, have access to and participate in high quality educational experiences.

Being a small school gives us the opportunity for all to participate in high quality educational experiences. One area is through field trips. This year we took a variety of field trips. Our big trip was an overnight trip to the zoo. Students made and sold cookies to help fund this trip. Our community was so generous in their donations that every student was able to go free of charge. Our other field trips included our annual trip to the Colon Orchards pumpkin patch in the fall. This winter we took a trip to the Florissant Fossil Beds and the Dinosaur Resource Center to supplement what we were learning in science. Recently we took a trip to the Starsmore Visitor Center to learn about the Ute Indians that lived in this area. Students even had an opportunity to set up a tipi. The middle school class just took a trip to a ranch where they got to go horseback riding. One student told me, "This is the first time I have ever had the opportunity to ride a horse".

We also have had people come to our school to give presentations. At the beginning of the year we had a gentleman come to share his expertise on what life was like as an early trapper and trader. A falconer came with his falcon and shared what the sport of falconry is like. The fire department came to show us what their job is like. Recently Shawna Crocker from the Colorado Environmental Film Festival (CEFF) came to share the art of filmmaking. Students learned different techniques for creating films and then were treated to environmental films made by students their age. When asked what he learned, one student said, "Film can inspire people to step up and save the planet." If we have time at the end of the year, I hope to have my students put together a simple presentation to go with our ocean unit.

**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.

*Jacob Sampson 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 and will be contingent on enrollment numbers and funding available.*

*Each of our school's teachers are on one-year contracts which are offered in 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.

***Jacob Sampson 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/Robotics teacher*
- *Mary Dunn: 3rd - 5th grade math mentor*
- *Dana/ Stacy: Art teacher*
- *Rita Mick: dance/exercise teacher*
- *Bill Sioux: welding teacher*
- *Phil Cauley: Leatherworking teacher*
- *Elizabeth Cauley: Sewing 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, judgment and set goals for the future. 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, NNAT3, and DIBELS testing, and more formally by standardized testing (PARCC, CMAS). State standardized test scores are not available until the following school year. 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.**

*This year I have learned the power of the monitoring report. Once a month I pause, reflect, learn and can celebrate and share what the staff and students are doing, in detail, in their own words. These monitoring reports can be found on the school's website.*