

MONITORING REPORT
ENDS POLICY #3
EXECUTIVE LIMITATIONS #13 & #16
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
September 2023
By Kelli Maguire, School Administrator with support from Lynda MacDonald/Principal

Ends Policy #3: Personal Skills

Kelli Maguire writes:

I have asked our school teacher/Principal, Lynda MacDonald (1-8th grade) to write to this Board End Policy. Having her 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 and 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/Principal, Lynda MacDonald writes:

Our community has always been an integral part of who we are as a school. We could not be Guffey Community Charter School without our community support. This year is certainly no exception. I always say we are very opportunistic. This year our opportunities include beginning a new playgroup. This playgroup will be a wonderful opportunity for parents and children ages two - four to socialize. We have a couple of dads coming in each week to teach PE. The dads and the kids are loving it! We have parents and community members coming in weekly to offer cooking, art, and photography classes to our middle school students. This year we are starting a new music class thanks to a community volunteer who is willing to share her expertise in music.

We plan to continue our community events this year including: our annual Halloween parade Veterans Day, Winter Program and Palooza. For Veterans Day we will be making cards and offering the Veterans of our community to join us for lunch. I also just received a call from the American Legion offering to put on a program for our students.

Our community continues to be a wonderful support for our school, both monetarily and in so many other ways.

3.1.2 Students will effectively set personal goals

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

Teacher/Principal, Lynda MacDonald writes:

I am going to put these two ends together because I believe they are integrally tied together. I strongly believe it is important for students to set personal goals and reflect upon their own growth and learning. To be successful in life it is important to be self motivated to do your best. One way I help students to be self-motivated in improving themselves is to take ownership of their tri-annual assessments. These assessments are not only a good way for teachers to assess student growth, but also a great way for students to assess their own growth. By being given this opportunity, they are able to take ownership of their accomplishments. Each term students will be taking DIBELS assessments. These assessments measure how fluently a student can read. One advantage of improving reading fluency is that reading is much more enjoyable and thus comprehension is much more attainable. Students are given opportunities to work on their reading fluency on a regular basis. Then they can see how this practice influences an increase in their DIBELS scores which makes them excited. Another assessment we do each term is our MAP assessments in reading, grammar, and math. I share students' scores with them at the beginning of the year. I explain that these are baseline scores, that each student is different and that is fine, and that our goal is for each student to challenge themselves to do better each term. The students are always excited to see how their scores improve throughout the year. By having this by-in, I know that students are putting in their best effort, which tells me that I am getting an accurate assessment of their ability.

3.1.3 Students will have a strong sense of self

Teacher/Principal, Lynda MacDonald writes:

We have a lot of new students this year. When meeting with parents, I heard many concerns about what their students experienced in other schools. I have to say I am not seeing those concerns here. Being a small school has so many advantages. Students feel safe to be themselves and are accepted for where they are. I see this over and over. At Guffey School we build trust and relationships in an “atmosphere of safety, kindness, and joy”. Guffey School is a wonderful place for students to have a strong sense of self and to become successful individuals!

3.1.4 Students will work independently

Teacher/Principal, Lynda MacDonald writes:

Being a student in a multi-age classroom, it is important to be able to work independently. It is evident from the older students in my classroom how well they have developed this ability. For my newer students, I start by pairing them with returning students and working together to model what the expectation of working independently looks like. Working independently does not just mean getting work done quickly. There is a certain quality of work that is expected. Working independently means being willing to come up and ask for help if you do not understand something so you can move forward. I make sure that students feel comfortable asking for this support. Working independently also means being able to work quietly while I

am working with another group (our first graders are learning to develop this skill and I am impressed with how far they have already come).

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

Teacher/Principal, Lynda MacDonald writes:

This year I have playground duty. I am so impressed with how well the students are cooperating, having fun together, and getting along. The older students are playing so nicely with the younger students. The returning students are integrating so well with the new students. The playground is buzzing with activity with kids zipping from one thing to the next.

3.1.7 Develop and practice self-discipline

Teacher/Principal, Lynda MacDonald writes:

Practicing self-discipline is a great way to begin the year. Sometimes we literally do “practice”. I say, “Everyone be chatty, and when I say stop, I want to see how quickly you can stop and put your eyes on me.” Practice can be fun, but it is an effective way of setting an expectation. This year I have a lot of new students so setting this expectation right off the start is important. Like I had mentioned before, I had parents who were concerned about their student’s behavior, I have very chatty 1st graders, and I have some returning students who are fidgety and need to work on their self-control. I do give students the opportunity to draw or read when they finish their work. Overall, things are already settling in nicely and we have a positive climate in the classroom.

3.1.8. Organize their personal space and time

Teacher/Principal, Lynda MacDonald writes:

This END is meant for me. With so many things going on in a day, my room looks like a hurricane hit it by the end of the day. With that said, we always make sure to make time at the end of the day to organize our space so we can start fresh the next day. In my classroom, I prefer to use tables rather than desks and have communal school supplies. This gives me the flexibility to move things around depending on what we are doing in class. However, students do have their own container for pencils and markers. They also have individual folders for each subject for their work. Routine and organization on my part is key to helping things flow smoothly from one activity to the next.

Students are also given weekly homework folders. These folders contain the practice work for the week. Rather than have work due every night, weekly work gives the students the opportunity to do the work on a schedule that works well for them. Some prefer to get it done right away after school. Others prefer to wait until the weekend. Parents are pleased with this system because it works well with their schedule, too. So far I have had great success in getting homework completed and turned in.

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

Kelli Maguire 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:

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 math curriculum. We will focus on the elementary level reading curriculum for the upcoming school year.

On October 11th, our school's October Board meeting features our students who present and share their academic studies for the current school year. Along with the school board, parents are also asked 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, (Kaia and Trystan). This year Guffey Students will again have multiple opportunities to explore electives. Our K-5th graders will have Zumba, PE and music. Each trimester our middle school students will be rotating through and participating in various electives. This first trimester there will be Photography, Art and Cooking classes. All middle school students will also participate in PE and music. Every student will also be part of our winter program performance as well as our Pie Palooza melodrama. As you can see we are able to offer our students SO much in the way of traditional academics along with arts, music,

theater 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), RtI 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. This year we hired a ½ time reading specialist and a ½ time math specialist to assist in both the elementary and middle school 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 will 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 MAP (standardized in-house assessments) and concluded MS 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 year, due to low enrollment, we have two classrooms. Mrs. MacDonald currently has 11 students in her 1-4 classroom. The middle school has 9 students in its 5-8 classroom. Each of our two 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. Our teachers hold current teaching licenses for the state of Colorado and are highly qualified. In addition Mrs. MacDonald has completed 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 DIBELS 8 training.

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.

Kelli Maguire 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 and evacuation plans 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 continuing to use 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 students 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.