

MONITORING REPORT
ENDS POLICY #2
EXECUTIVE LIMITATIONS POLICY #7, #15
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
March 2024

By Kelli Maguire/Administrator and /School Principal

E-2 Academic Accomplishment

Students will have the academic competencies necessary to achieve personal goals.

- 1) Each student will meet or exceed individually established academic standards for performance in all content areas defined by the Colorado State Educational Standards and in additional content areas dictated by the interests of the Guffey Community. These areas include but are not limited to:
 - a. Language Arts;
 - b. Social Studies;
 - c. Mathematics;
 - d. The Arts;
 - e. Science;
 - f. Technology.
- 2) Each student's skill will meet or exceed individually established standards for analysis, critical thinking and presentation. These skills include, but are not limited to:
 - a. Planning and managing time effectively;
 - b. Finding and using appropriate resources;
 - c. Recording observations;
 - d. Evaluating their work and that of others;
 - e. Assessing the quality of the research sources;
 - f. Investigation and thoughtful inquiry;
 - g. Organization;
 - h. Understanding and appreciating the natural world;
 - i. Effective oral and written communication;
 - j. Recognizing the value of all disciplines.
- 3) Each student will demonstrate academic honesty by:
 - a. Respecting their own and other people's work;
 - b. Giving credit for the sources used;
 - c. Reporting honestly about their own work.

Kelli Maguire writes:

Teachers Lynda MacDonald (K-4), Robin Winters (5-8), and Warren King (5-8) have written to this policy as evidence supporting the work that we are doing to stay in compliance with this policy.

Robin Winters (5th-8th) writes:

Language Arts

Language Arts involves many areas in middle school including the following:

- Group Reading - The class is divided into two reading groups based on their reading ability. Each group reads novels aloud alongside a teacher. In-depth discussions, reading comprehension activities, and vocabulary development are involved. The lowest level reading group is often led by a reading specialist. Also, one-on-one reading is being offered to a student who is struggling in this academic area.
- Class Reading - The entire class reads short stories of different genres. Much discussion and vocabulary development is included. Weekly vocabulary tests are given.
- Independent Reading Comprehension - All students complete several of these activities a week focusing on reading understanding. In addition, some of the lower level readers complete timed assessments to help improve reading ability and speed.
- Latin - Learning Latin words provides invaluable insights into English vocabulary and the structure and meaning of English words, especially longer or more complicated ones. It also has other educational benefits, notable career advantages, and enhances historical and cultural literacy. The students are tested weekly.
- Spelling/Word Analysis - Students who lack advanced word analysis skills often have difficulty decoding multi-syllable and unusual words, struggle with reading and writing words that have irregular spellings and have less developed vocabulary knowledge. The students have weekly spelling/word analysis tests.
- Sentence Diagramming/Grammar - The students are gaining a deep understanding of grammatical structure. This program helps students to understand the rules of the English language by teaching them how the parts of sentences work together. It is also helpful when learning the grammar of other languages.
- Writing - The students complete bi-weekly writing prompts which include various grammatical rules learned in the classroom. In addition, the students are working on compositions and speeches.

Math

The classroom is divided into several math groups in order to reach students at their ability level. Go Math, Singapore Math, and other resources are being utilized. The goal is to fill in mathematical gaps and challenge students to excel. Some students are working on advanced algebra concepts. Others are working at or below grade level. Several volunteers assist in leading the groups daily to meet all students' needs. Often, one-on-one instruction is provided.

Lynda MacDonald (1st-4th) writes:

Language Arts

My 1st - 4th grade reading curriculum predominately comes from the Houghton Mifflin textbook series. I have an aide who is currently taking the first grade group and a reading specialist to help give

individualized attention to those in need. In class, we focus on reading comprehension, vocabulary, and fluency. We also utilize a variety of comprehension strategies such as clarifying, predicting, questioning, and summarizing. We discuss the elements of fiction vs nonfiction literature. We are also learning to identify the main topic of each paragraph and the supporting details. I often start my lesson with a group read-aloud and discussion of the story we are reading. I also include an individualized independent reading component. Students are required to write written responses that incorporate paragraphs showing an introduction sentence and supportive details with explicit examples from the story. We spend a lot of time at the beginning of the year modeling how this may look. I want my students to learn how to think for themselves using ways to expand their written ideas. I also use LexiaCore, which is a self-paced online reading program. I find that this program helps to reinforce as well as fill in some of the gaps that I may not touch on in class. For students who need additional support, I provide reading fluency practice that can be done at home. This is definitely making a big difference for many of these students.

We also do spelling and grammar in class. My spelling curriculum comes from Spelling Workout. My grammar curriculum uses Language Arts Today by McGraw Hill, Grammar & Punctuation by Evan-Moor, and Grammar Minutes by Creative Teaching Press.

We just completed our mid-year standardized reading assessments with DIBELS and NWEA. I am happy to announce that just about all of my students are at or above grade level, and others are showing high growth.

Social Studies

This year for Social Studies we are learning all about US history starting with the explorers and ending with the Constitution. Our resources include: [US Studies Weekly](#) and [Exploring America's Heritage](#). I also like to supplement what we are learning in class through YouTube videos. We often talk about the importance of using more than one resource when learning about history because it is important to get different perspectives about the events we are learning about. Social Studies is teacher-led with whole group reading and discussion. We learn how informational text is organized as well as how to take notes. Students are required to complete comprehension questions to show their understanding. These questions need to be written as well thought out paragraphs including an introduction sentence and explicit details from the reading. Other activities include: working with maps, time lines, and a variety of other projects. This fall students researched a Native American culture, created a diorama and shared what they learned. Recently students created their own explorer guide book. In the fall we had a man come to school to give a presentation about Navajo culture to go with our Native American unit.

For our spring program, we plan to partner with the MS classroom (who are also learning about US history) to put together a "live" historical figures program. Each student will research and dress up as a historical figure from early American history. Then we will all present our project.

Mathematics

This year I am continuing to use Go Math. I really like that it gives more than one approach to solving problems. This helps students to visualize why math works and well as how it works. It also allows students to use the way that they find easier for them to solve problems. I always tell students it does not matter how they get the answer, as long as they can recognize that the answer seems reasonable. The students seem to enjoy the Go Math curriculum as well. I have had more than one student tell me, "I love math!" I currently have an aide who is taking my first garage group and am fortunate to have a volunteer come three days a week to help with my other grade levels as needed. I also use IXL which is an online program that allows students to work at their own pace on specific skills.

We just completed our mid-year MAP assessments. I am happy to say that almost all of my students are scoring at or above grade level as well as showing great growth.

Science

In science we are using the Science Fusion curriculum. This year we are focusing on animals, plants, the environment, and will be learning about the human body by the end of the year. We have whole class discussions as we work through the workbook lessons. To accommodate the wide age range, I scaffold my lessons starting with the 2nd grade level to give background knowledge, then add the 3rd grade level, finally end with the 4th grade level. As the lessons get harder I often pair an older student with a younger student so the younger students get exposed to the more difficult content. I supplement our lessons with related YouTube videos. We also do a variety of investigations as they relate to what we are learning in class. My first graders are working with my aide so they can work on content at their grade level and at their pace. Students are currently working with our 8th grader's project to grow plants. We will use our harvest for our lunch and share it at our end of year potluck.

Technology

I use technology to supplement what we are learning in class. For reading I use the LexiaCore program. For math I use IXL. Both of these are self-paced programs that can also be done at home. I often locate YouTube videos to supplement what we are learning in science and social studies. When we are curious about something we can quickly "Google it". We also do research on the computer.

The Arts

This year I have done a number of art projects with the students around the holidays as well as to supplement what we are learning in class. Early in the year we put together a fun paper mache string puppet show using the story "The Great Kapok Tree" to go with our science unit. We also put together quite a winter performance called "The Naughtiest Kid on the List" written by one of our past MS teachers. We are now working on the Pie Palooza performance. We are learning timing, expression and projection. The students are having a lot of fun. I am so impressed with how comfortable these students all are at getting up in front of an audience.

PE

We are fortunate this year to have Bruce Robinson and Skyler Wickline come to do PE with the students one day a week. The students are learning teamwork and skills as it relates to soccer, football, and basketball. On very snowy days, the students have done some sled riding too to learn how to take turns and pair up with each other for a run down our back hill. Rita Mick also comes once a week to do a Zumba class with the students.

Music

This year we are fortunate to have Flip come in to volunteer to teach the students music. The students learned how to read music and play the recorder. We performed "Jingle Bells" for the winter program. Right now the students are learning how to play the piano.

Skills

Planning and managing time effectively

1) Managing time effectively can go both ways. I have some students who like to rush to be done first, but then their work does not show the thought and effort that I am looking for. I have other students who spend so much time "thinking about" the first question, that they do not finish their work. I guide both of these types of students in managing their time to fit each particular assignment so they can

show their best work.

2) I send homework home every Monday and it needs to be returned the following Monday. This way students learn to manage their time at home in a way that fits their home life. Some students like to get their homework done right away early in the week, others prefer to do it on the weekends when they are not so tired after school.

Finding and using appropriate resources

In Social Studies we use a variety of resources. I emphasize that this is important for a number of reasons. First it gives us an opportunity to reinforce something we have already learned. Second, it gives us the opportunity to learn something new. Third, it gives us the opportunity to see something from another point of view.

Recording observations

This term, in science we have been doing a number of experiments with plants. Students are learning about the Scientific Method: Question, Hypothesis, Variables (Independent, Dependent, and Controls), Recording and Analyzing Data, Conclusion. We also practice how to observe whether it be through our senses or using measurement.

Evaluating their work and that of others;

- 1) As I grade work, I often have students review their mistakes and make corrections.
- 2) I also had students “share and compare” so they can learn from each other.

Assessing the quality of the research sources

I have not spent a lot of time with this yet, however when we get into doing more research, we will talk about the importance of assessing the quality of our sources.

Investigation and thoughtful inquiry

I love Google. Whenever we are studying something, often students have additional questions that I can't always answer. We immediately go to Google to satiate this curiosity. Later this term, students will be doing their own research on a historical figure that they will present for our spring program.

Organization

Organization is important. In my classroom I help my students to stay organized in a variety of ways. One way is that I send their homework folder home every Monday with the week's required work in it. This way students can work with their families to come up with a routine that works for them to complete the work. This works well. It is also easy for students to remember to bring this folder back every Monday (however, we are still working on the success rate of this). I also organize my classroom where all classroom supplies are shared. Each student has a cup of their desk for pencils. Folders for certain classes are kept in a tub on my table. Other than that their desks are clear (my desk, however, tends to get overwhelmed by the end of the day, but that is a different story).

Understanding and appreciating the natural world

This year in science we are learning about animals and plants. We have done a number of investigations including going out into the field to observe certain things such as the difference between vascular and nonvascular plants. Also observing cones vs flowers.

Effective oral and written communication

- 1) Students often write letters and make cards to thank community members.
- 2) During Open House each student participated in presenting what we are doing in class.

3) In their daily work, we are working on writing complete sentences with subjects and predicates. We are also working on writing complete paragraphs with an introduction sentence, details to support it, and a conclusion that ties the whole paragraph together.

Recognizing the value of all disciplines

When we are learning something, I often point out how what we are learning relates to another subject that we are learning in class.

Each student will demonstrate academic honesty

Whenever we do research, I emphasize that it is important to paraphrase what they are reading and glean the facts, but not copy something word for word. We also give credit for our resources.

Warren King (5th - 8th) writes:

Social Studies

Starting in January this year, we've been studying colonial America. Specifically, we have been examining what life in the colonies was like, what shaped early American society, and what events and policies prompted the colonists to seek independence from England. Early in the semester, we did a unit on "thinking like a historian", learning the difference between primary and secondary sources, and how things influence the history of an area (geography, climate, customs, etc.). We are currently finishing up the American Revolution, focusing on the major battles of the war. We have an upcoming project in which I will have the students divide into three groups and develop a presentation covering the battles of note that occurred in the New England colonies, the Middle colonies, and the Southern colonies. Next up, we will look at the struggles the United States faced following the war and the challenges of setting up a new country.

Science

In science we are also using the Science Fusion curriculum. Since January, we have been learning about how organisms are classified, and what constitutes a "living thing". We started with animals and have just finished with plants. We are now in the process of taking a deep dive into the cells of plants and animals - what they have in common and how they are different. This involves learning a little about the chemical reactions that occur in cells, some of the substances produced in the cells and how they interact, and the major organelles in cells and the functions they perform. This study of cells and DNA will then be used to introduce genetics and heredity in the upcoming weeks.

Skills

Recording observations

In Science this month, we had a lab that involved preparing samples of leaves so that the stomata could be examined. Mr. Peterson showed the students how to prepare their samples on slides so that they could be viewed under the microscope. The students each prepared two specimens on the same slide, each a different side of the leaf. They then documented their observations, which are currently on display on the bulletin board outside the classroom.

Effective oral and written communication

The students have had to prepare and present several projects in front of the class. As mentioned previously, we have a project coming up soon, concerning the American Revolution, that will entail referencing online and printed sources, creating a map indicating the major battles occurring in that area, and presenting the finished project to the class.

EL-7 Budgeting

Financial planning for any fiscal year shall not deviate materially from the Board's Ends policies, risk fiscal jeopardy or fail to be derived from a multi-year plan.

Accordingly, the Administrator may not do any financial planning which:

- 1) Is not in a summary format understandable to a lay person.
- 2) Fails to show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year.
- 3) Contains too little information to enable credible projection of revenue and expenses.
- 4) Fails to disclose budget planning assumptions.
- 5) Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period unless otherwise approved by the Board in a multi-year plan.
- 6) Plans for the expenditure of funds from the Sustainability Fund except as authorized by the Board according to the requirements set forth in GP-15.
- 7) Reduces the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state statutes.
- 8) Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audit, Board and committee meetings, Board memberships and legal fees.
- 9) Fails to take into consideration fiscal soundness in future years or fails to provide the organizational means sufficient to achieve ends in future years.
- 10) Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits.

Kelli Maguire: Evidence of my compliance for this policy is as follows:

Accordingly, the Administrator may not do any financial planning which:

- 1) Is not in a summary format understandable to a lay person.

The financial information is presented in a format that is intended to be understood by a lay person or anyone who is interested. Our financial reporting is consistent with CDE's required reporting format according to HB 10-1036 which directs local education providers to post financial information on-line, in a downloadable format, for free public access. Our school's auditing firm keeps our school in compliance with any requirements or changes to the state's reporting system. Collaboration between myself, our bookkeeper, Tammy Jo Smith, and our technology director, Chris Peterson, ensures that the school's website is in compliance and up to date with all of our school's financial information. Thanks to the hard work of our bookkeeper and Mr. Peterson, our website is completely up to date with all required financial transparency documentation.

Accordingly, the Administrator may not do any financial planning which:

- 2) Fails to show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year.

Our school's budget shows the amount budgeted for the current and upcoming fiscal year. I will be creating the budget for the 2024-2025 school year in April to be presented to the board during May's board meeting.

Accordingly, the Administrator may not do any financial planning which:

- 3) Contains too little information to enable credible projection of revenue and expenses.

Our financial plan contains details that are meant to represent, to the best of our ability, accurate projections of revenue and expenses. These projections are based on prior experience and knowledge of possible upcoming changes which are monitored through various CDE sources and the state budget committee updates.

Accordingly, the Administrator may not do any financial planning which:

- 4) Fails to disclose budget planning assumptions.

My budget assumptions are based on an estimated number of students who will be enrolled in our school at the October count, the amount of PPF (per pupil funding) that we anticipate receiving from the state, the Title I & II funds, small attendance funds, capital construction funds, e-rate funds, anticipated expenses for the school year, staffing needs, fiscal liabilities, additional revenue and carry-over from the previous school year. There is concern with future enrollment. I will do my due diligence in planning for GCCS and its future.

Accordingly, the Administrator may not do any financial planning which:

- 5) Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period unless otherwise approved by the Board in a multi-year plan.

I have not spent more money during this fiscal year than what we have available in our school's funding accounts.

Accordingly, the Administrator may not do any financial planning which:

- 6) Plans for the expenditure of funds from the Sustainability Fund except as authorized by the Board according to the requirements set forth in GP-15.

I have not used these funds and understand these funds can only be used if authorization is granted to me by the Board as stated in the requirements of GP-15.

Accordingly, the Administrator may not do any financial planning which:

- 7) Reduces the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state statutes.

I have not spent or committed to spend more funds in a school year than what is in the required reserves.

Accordingly, the Administrator may not do any financial planning which:

- 8) Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audit, Board and committee meetings, Board memberships and legal fees.

The school's annual budget provides for board development, governance, estimated legal fees and the school's annual fiscal audit.

Accordingly, the Administrator may not do any financial planning which:

- 9) Fails to take into consideration fiscal soundness in future years or fails to provide the organizational means sufficient to achieve ends in future years.

Our school has been able to successfully operate on fluctuating state and federal funds because of regular review of funds, budget, and actual spending. We are creative in finding alternative ways to provide funding. Some of these avenues are: family and community donations, fundraisers, local community donations, City Market's Community Giving donations, and fundraisers such as Pie Palooza, Guffey t-shirts, and the hard work of a very frugal and fiscally responsible staff.

Accordingly, the Administrator may not do any financial planning which:

- 10) Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits.

The funding of salaries and employee benefits is our school's biggest expense. The teacher's salaries are currently in line with the STEP salary advancements and our STEP salaries reflect updates for costs of living and staff continuing education hours and/or credits. Full time staff are current with excellent health care benefits which include Vision and Dental, an annual HSA deposit, and retirement benefits. All staff are current with PERA benefits.

EL-15 School Year Calendar

The Administrator shall not fail to prepare and present to the board for adoption a school calendar for the next school year that provides for the number of instruction and contact hours/days established by the Board, includes the dates for all staff in-service days, and is written to try to best meet the instructional needs of students.

Accordingly, the Administrator may not:

- 1) Fail to allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs.
- 2) Fail to provide a copy of the calendar to all parents/guardians of students enrolled in the school.
- 3) Fail to ensure that any change in the calendar, except for emergency closing or other unforeseen circumstances, be preceded by adequate and timely notice to students, parents and teachers of no less than 30 days.
- 4) Implement a school calendar that plans for fewer than the minimum number of instruction/contact hours for students as required by state law, including provisions under state law for staff development and parent-teacher conferences.
- 5) Fail to consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

Kelli Maguire writes:

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

Accordingly, the Administrator may not:

- 1) Fail to allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs.

I prepare a rough draft of the school calendar for the following school year in March with a final draft completed before the April board meeting. This allows adequate time to receive input from parents and

teachers. While planning the calendar I also take into consideration the calendars of other schools nearby that in which our students' siblings may be attending. I will try my best to coordinate the start, end and seasonal breaks so that our families who have children in other area schools can make their family plans accordingly. I offer current school families and staff the opportunity to provide their input on the school calendar rough draft. After these steps have taken place I will present the proposed school calendar to the Board for their approval during the April board meeting.

Accordingly, the Administrator may not:

2) Fail to provide a copy of the calendar to all parents/guardians of students enrolled in the school.

I make our school calendar available to all families during enrollment, a link is provided on the school website, it is posted on the school's multi-purpose room bulletin board, and I keep copies in the office and hallway to provide as requested.

Accordingly, the Administrator may not:

3) Fail to ensure that any change in the calendar, except for emergency closing or other unforeseen circumstances, be preceded by adequate and timely notice to students, parents and teachers of no less than 30 days.

Any changes to our school's calendar would be shared with students, parents, staff and school Board with at least 30 days notice. Everyone has been notified of the recent changes which include the cancellation of most school programs.

Accordingly, the Administrator may not:

4) Implement a school calendar that plans for fewer than the minimum number of instruction/contact hours for students as required by state law, including provisions under state law for staff development and parent-teacher conferences.

According to Colorado State Law, and the School Attendance Law of 1963, and under the Compulsory School Attendance, 22-33-104, every child who is the age of six on or before August 1 of each year and is under the age of seventeen shall attend public school for at least the following number of hours during each school year: One thousand fifty-six (1056) hours if a secondary school pupil; Nine hundred sixty-eight (968) hours if an elementary school pupil in a grade other than kindergarten; Nine hundred (900) hours if a full-day kindergarten pupil; Four hundred fifty (450) hours if a half-day kindergarten pupil. At Guffey School, all students, K-8, have a scheduled 1008 contact hours while often acquiring more contact hours through school trips, required event participation, and other after school educational activities. Since we schedule all of our students to the same hours our K-5 students go above and beyond their required hours. Our school has 7 staff days calendared. The school offers parent-teacher conferences twice during the school year, one in October and the other in February, which are half-days for students.

Accordingly, the Administrator may not:

6) Fail to consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

The staff and I recognize that our students have a longer school-day. Since we are in school 4 days a week, most of our students travel a great distance to be here and they also have family obligations or extracurricular commitments in towns nearby. Our school's teachers offer plenty of classroom time for students to complete their assignments and oftentimes, their homework too. We will continue to listen to families and support the school/home balance.