

MONITORING REPORT
ENDS POLICY #6
EXECUTIVE LIMITATIONS POLICY #5 & #6
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
May 2024
By Kelli Maguire/Administrator and Lynda MacDonald/Principal

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.

Kelli Maguire writes:

Lynda MacDonald principal/teacher has written to this policy. She has 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.

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

This year our science cycle was Life Science. Last month we took a field trip to High Trails Camp. During this field trip, students hiked and learned about their natural environment. As part of our unit on ecology, I had a classroom Zoom meeting with my brother who is a forester and my sister who is a wildlife biologist to talk about their jobs and why they are important. Students then were able to ask all kinds of questions. It was fun to see how engaged they were. We often talk about how students feel about their environment and what personal steps they are taking to help protect the environment. I am very impressed with how in tune students are and how they are consciously aware of what they can and are doing.

- 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;

Every year the 8th graders work on a year long project. This year’s 8th grader is doing her project on food sustainability. She has raised and harvested her own pigs. She has worked with the first grade class growing lettuce and tomato plants. She is currently working with the first

grade class to create a butterfly garden that will go in our fenced area. Another part of her project is community service. This student has volunteered at least 20 hours with both the Cripple Creek Mine Center and the Victor-Cripple Creek Elks. She has learned a lot from this experience. She will present her work at a public performance that will be evaluated by a committee of community volunteers.

On May 15th, we will be taking the 3rd - 8th graders to Night Hawk Ranch to do community service work. Night Hawk Ranch provides a summer camp for children with cancer. Our students have been volunteering there for the past few years.

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

We have had a variety of community interactions throughout the year. In the fall, we took a trip to Colon Orchards to see how an orchard works. Our community always comes out with a vengeance for our annual Halloween event and this year was no exception. We had so many people dressing up and passing out treats. Two community members opened their business to provide a Halloween party for our students. For Veterans Day, a number of Veterans came to share their experience with the students. They always say how much they enjoy talking with our kids. Our winter program, The Naughtiest Kid on the List, was a huge hit. Santa came to deliver toys to each child that were provided by Toys for Tots through the fire department. We also added a tree lighting ceremony, provided by another group of community members, where students got to be driven around town on a hayride and sing songs. In March we put on our annual Pia Palooza which is a huge community event enjoyed by all. Soon we will have our graduation which is usually well attended by many community members.

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

Our community is a wonderful support of our school and our students. A local church has been putting together snack backpacks so students can read and enjoy healthy snacks over the weekend. We have another parent who has access to surplus supplies and is donating them to school, saving us hundreds of dollars. We have community volunteers coming in to support math, teach PE, art, robotics, music, and Zumba.

This year we reenacted the playgroup. This has been very successful and such a positive asset for our community and school. At least four families are actively involved. They have set up a group chat where they connect with each other. Kids range from 2 years of age on up. These are students/families that will be enrolling in our school as their kids become of age. The playgroup has been a great way to bring young families into our school.

Our annual pie palooza has raised almost \$7,000 so far. These funds will go toward upgrading our playground which is accessible to the community all year round.

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

See everything written above.

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

Teachers have a lot of autonomy in their classrooms. We meet biweekly to touch base and see how things are going. We support each other and work together to come up with ideas that will benefit all in our school. For example, the middle school students will be planning a field day for our students at the end of the year. The first graders will be planning a school spirit day that we can all participate in. The administrator works closely with the teaching staff to help ensure that things are running smoothly and that all needs are being met. The board works closely with the

administrator. With the Carver method of governance, the board oversees what the administrator is doing, but does not dictate what the administrator does. This works very well.

Our school provides many opportunities for parents and community alike to become involved. First, there are many volunteer opportunities at our school. The accountability committee is another opportunity for parents and community members to become involved. This committee meets quarterly. 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 are open to the public. Families also always have the opportunity to join us on field trips.

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

Every student is treated equally at our school regardless of circumstances. We go out of our way to see and support each student for who they are. Families are asked to contribute to school supplies, field trips and lunch. However, if for any reason they cannot, the school will make sure that every student gets what they need.

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.

Kelli Maguire 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.

Kelli Maguire 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/Science teacher - Tech Support*
- *Bruce Robinson: PE*
- *Skylar Wickline: PE*
- *Sinia Wickline: Playgroup Leader*
- *Dana/ Stacy: Art teacher*
- *Flip: Music Teacher*
- *Rita Mick: dance/exercise teacher - Zumba*
- *Cheri Meohle: Reading and Math Support - 2nd-4th grade*
- *Jaqui Reini: Math Support - Middle School*
- *Maria Zehrung: Math Support - Middle School*
- *Beth Hall: Help and support with 8th grade project*

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.