

**MONITORING REPORT**  
**ENDS POLICY #3**  
**EXECUTIVE LIMITATIONS #13 & #16**  
**PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS**  
**September 2024**  
**By Kelli Burke , School Administrator with support from Lynda MacDonald/Principal**

**Ends Policy #3: Personal Skills**

*Kelli Burke writes:*

*I have asked our school teacher/Principal, Lynda MacDonald to help me write to this Board End Policy. Having her help write to these 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**

*Kelli Burke 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. We are a school of opportunities. This year our opportunities include continuing our playgroup. The playgroup is a great opportunity for parents and children ages two - four to

socialize. We have a couple of dads coming in each week to continue teaching PE this school year. We also have parents and community members coming in weekly throughout the school year to offer art, robotics, and sewing classes to our middle school students. This year we are trying to start up a swimming lesson program with South Park Recreation Center to have students take lessons one Friday a month throughout the winter months. This is still in the making but very hopeful to begin before winter sets in.

We plan to continue our community events this year including: our annual Halloween parade, Halloween parties with the local businesses, Veterans Day, Winter Program and Pie Palooza. For Veterans Day we will be making cards and offering the Veterans of our community to join us for lunch. The American Legion has offered to put on a program for our students again this year. We hope to have a fundraiser spaghetti dinner sometime in the winter months. This will feature a talent show put on by students willing to participate.

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

*Middle School teacher Amy Owen writes:*

Students will create a place for themselves in the community by getting out into our community as well as community coming into our school. We got out of our classroom and walked to our local library where we met Mr Steve who was happy to check out books for us. We also took the self lead reading tour and read Where the Wild Things Are. Which was new to several middle schoolers. We also checked out a book written and illustrated by our librarian Stephen Walker which I read during our reading buddies with the littles. We stop by Bill Soux's, a Guffey legend, who has had a garage here in town for years to pick up icicles on our way back to school.

We also walked to our post office to mail thank you notes to our parents. This was the first time many of the middle schoolers had sent a letter. We learned that once they are stamped by Ben, our postmaster, that they become property of the federal government.

We have an upcoming community clean up event. This will be held September 19th. We will clean the Guffey square and down to highway 9. We also have an upcoming field trip to a local agriculture ranch in November.

We have several community volunteers that come into our school to teach us PE, Math, Science, Zumba and help with reading fluency and comprehension.

### **3.1.2 Students will effectively set personal goals**

*Principal and 3-5 Teacher Lynda MacDonald writes:*

We always start the year by giving a variety of assessments to get a feel for where each student is academically. I let students know that the purpose of these assessments is to be able to measure their growth. I let them know that how much they grow is up to them. I then challenge them to take the responsibility to take advantage of the opportunities that we will give them to help them grow. Kids are genuinely excited to see how well they can do when given the right encouragement.

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

*Principal and 3-5 Teacher 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**

*K-2 Teacher Shawna Swindell writes:*

With a new year, students are introduced to new classrooms, new teachers, and new students, and have the opportunity to develop a new sense of self. As our students progress through the grade levels, I feel strongly that their sense of self and purpose in the classroom should grow and evolve with them. Each classroom will have its own dynamic that changes from year to year, and children have to feel comfortable and confident in being able to navigate through those dynamic changes. As a new teacher, I also am on a path of navigating the dynamic I am

striving for in the classroom for my students. We have developed a classroom characteristics board where the students worked together to come up with words that described them (cool, wonderful, brave, kind, friendly, funny, smart, unique). We also talk about teamwork and what that looks like or feels like in many different situations. As a result of these discussions, I feel that the students are growing in their confidence, developing their own personal boundaries, and are able to express themselves when those boundaries have been crossed. As an example, two students had a disagreement and, without prompting or intervening, they were able to tell the other person how the situation made them feel, what they didn't like, and were able to accept responsibility for their actions. This shows tremendous growth interpersonally and demonstrates their confidence in themselves enough so that they feel comfortable and confident in resolving their own conflicts quickly and effectively.

### **3.1.4 Students will work independently**

*K-2 Teacher Shawna Swindell writes:*

In the classroom, I strive to ensure each student feels confident in applying the knowledge they have in each subject by encouraging them to be active participants in group discussions. After group discussion, the students are split up into groups, one group works with the teacher and the other group is given the opportunity to work independently in the computer lab on content related programs or in "centers". Each center - reading and math - have games that can be played alone or in a group that reinforces content being covered in class. Each group works in their given space for approximately 45 minutes and then switches. This structure allows the students to develop skills they need to work independently in an effective manner.

### **3.1.5 Effectively evaluate and reflect upon their own growth and learning**

*Middle School Teacher Amy Owen writes:*

After an early assessment we learned we need to strengthen our multiplication skills. We have been taking speed drills in multiplication. We started with 3s. There was a vast improvement in one week. We are working on 4s this week and hope we continue to show improvement.

We are also working on our spelling skills. After an assessment we learned that we need help in this field. I'm happy to report that almost 100% of the middle school students scored 100%. We hope to have the same success this week. It's a pleasure to see growth already in both these fields.

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

*Principal and 3-5 Teacher Lynda MacDonald writes:*

With all the different personalities that we have in the classroom, this end is very important. For the most part, I am very impressed with how well everyone works together and cares about

each other. We do, however, have some “snittyness” that hurts people’s feelings. When these incidents rear their ugly heads, I work with each student to see how their actions impact others. I also point out how there are always two sides and let each student give their account. We also have a counselor on site who works with students one-on-one to work through issues and feelings they may be dealing with.

### 3.1.7 Develop and practice self-discipline

*Principal and 3-5 teacher Lynda MacDonald writes:*

Practicing self-discipline is a necessary way to begin the year. It is amazing how quickly the “honeymoon phase” ends once school gets started. I use recess as an incentive to practice self-discipline. If we get everything done that I have planned for the day, then we can earn extra recess. This means that we all have to work very efficiently - no fussing, no fiddling, no distractions that slow us down. Most of my students work very well. There are a few who need to continue to work on their self-control. When we do earn that extra recess, the students feel great and I let them know how pleased I am with them.

*Middle School Teacher Amy Owen writes:*

The middle schoolers are learning to practice self-discipline in all areas. This is starting by learning how to control their bladders and only going to the bathroom during scheduled breaks. In addition they are learning to become disciplined in hydrating their bodies. As well as nourishing them with good food that provides good energy.

They are also learning that to be disciplined in exercise to maintain physical fitness as well as get our brains going. We as a school do jumping jacks while practicing counting by multiples. Then after the pledge and school mission we run around the track. Then we come in mind and body ready for math.

They are also learning what silent and single file mean. It takes self-discipline to keep quiet and straight.

### 3.1.8. Organize their personal space and time

*K-2 Teacher Shawna Swindell writes:*

In our classroom, students are taught the value of taking care of and respecting their spaces. Each student is assigned a job at the beginning of each month. Some classroom jobs are done multiple times throughout each day, some are done a couple times a week. Regardless of the specific job, students are expected to complete their assigned tasks to the best of their ability, ensuring they are putting in their full effort. Assigning jobs teaches students how to care for their spaces, what it feels like when jobs aren’t done correctly, and what effects that has on their productivity during the day. If I forget to allow time for the students to complete these

tasks, they always remind me, which shows me they enjoy having responsibilities that are only theirs.

In the classroom, we also have allocated time for S.T.E.A.M. (science, technology, engineering, Arts, and Math) centers. S.T.E.A.M centers is a semi-non structured time where students can explore with kinetic sand, building materials, art supplies, and more. They are given suggestions of things to create, but are generally allowed to be creative in their own way. If we do not accomplish everything we need to accomplish during the day, time is cut from S.T.E.A.M centers. Because of how much they enjoy this time, the students are becoming increasingly aware of how to better manage their time throughout the day.

**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 Burke 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](http://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 9th, 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 8<sup>th</sup> graders have the most in depth project of all students with their cumulative and year-long focused 8<sup>th</sup> grade project. This year we have 3 Eighth Graders, (Tristan, Katana, and Kaliena). This year Guffey Students will again have multiple opportunities to explore electives. All students will participate in Zumba and PE. Our middle school students will have a choice of sewing, robotics, and art classes. Every student will also be part of our winter program performance as well as our Pie Palooza melodrama and Spring program. 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:*

*We do not currently have any students on an IEP (Individualized Education Plan) this year. We will be looking into getting support for a student who may need some speech support. READ plans will be put together for students who score below grade level on their DIBELS assessments. Lynda will coordinate with our reading specialist on how best to address the needs of these students.*

*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. We will be putting together READ plans for those students who score below grade level on the beginning of year DIBELS assessments.*



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, our class sizes are easily manageable. Three classrooms, Mrs. Swindell's K-2, Mrs. MacDonald's 3-5, and Miss Amy's 5-8 middle school class. Each of our three 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.

*Due to a teacher shortage and difficulty in hiring certified teachers in this remote area, all of our teachers do not currently hold a teaching license. All of our teachers were, however, carefully screened and do have experience working in the classroom. Lynda MacDonald holds a Master's Degree in Education and has worked at our school for over 30 years. She is taking on the responsibility of guiding our other teachers. Shawna Swindell, our k-2 teacher, was our 1st grade aide last year working under Lynda MacDonald. She had much success and is a great fit for our school. She is currently working on her alternative teacher licensure. Amy Owen was a long term substitute for middle school social studies last year and has substituted across many grade levels in the past. She has been involved with Guffey School in many capacities over many years. She is a long term substitute for middle school this year under the guidance of Lynda MacDonald and is doing a wonderful job.*

10. Fail to meaningfully involve staff members in the development and evaluation of staff development programs designed to meet the Board's Ends.

*Lynda MacDonald completed the administrative requirement for the READ Act training this summer. She will be using what she learned to assist both the k-2 teacher and the MS teacher with reading and writing. Shawna Swindell is currently working on her alternative teacher licensure. Lynda MacDonald will be her mentor. All staff members have recently completed CPR training. Our staff meets daily at lunch to go over any concerns they may have with the curriculum and/or in the classroom.*

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. So far this year we have Guffey Clean Up Day on September 19th where the community and students clean up trash around town locally.*

**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 Burke 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. We have cameras placed throughout the halls and cafeteria. Our Fire Chief has access to those cameras as well as Chris Peterson (Board President). Students know NOT to answer the door for anybody. Only a staff member answers doors during school hours.*

*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 as well as Guffey Fire Department makes itself available to us as needed. This year Park County Sheriff's Department has had much more patrolling in our area on school days. Sometimes a deputy is posted in the morning hour when school starts to monitor and catch speeders along the main street. This has been a welcoming sight for myself and parents dropping off their child(ren).*

*We will perform safety drills monthly and we also review our emergency procedures as needed. Emergency exit maps, CERP (Cardiac Emergency Response Plan), 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, Cell Phones, 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.*