

MONITORING REPORT
ENDS POLICY #6
EXECUTIVE LIMITATIONS POLICY #5 & #6
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
May 2021
By Martine Walker, School Administrator

Policy Number: E-6

Policy Type: Ends

Policy Title: School Community Connection

The school and the community will work together to accomplish the following:

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

6.2 – Community expectations for schools and students include a large focus on the local environment, work outside of school, long-term projects, active learning and public performance of academic work;

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

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

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

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

6.7 – All students, regardless of circumstances (economic, cultural, linguistic, geographic, etc) have access to and participate in high quality educational experiences.

Martine Walker writes:

Teachers Elizabeth Jackson (K-2), Lynda MacDonald (3-5), Jennifer Hartman (6-8), and I have written to this policy. We have included observations and perspectives which show that the work we are doing together continues to ensure our school and staff are in compliance with this policy.

Elizabeth Jackson writes:

6.1 - Student work is intellectually powerful, embedded in the local setting, holds personal meaning and is authentic

April closes with two very special days connected to helping to protect and honor the Earth. This year, Earth Day was on a Thursday and Arbor Day was on the Friday the following week. The K-2 class spent those two weeks learning all about the natural resources on Earth and how we, as good citizens, can help to do our part in keeping it clean. Through Science, Social Studies, and Grammar work the students learned about the Reduce, Reuse, and Recycle triangle and well as how to not be litterbugs and clean up after themselves. They got to see just how cool it is that water can be filtered to remove pollution as well as creating their own compost pile to see what they can do to reduce food waste in landfills. They even got to go on a nature hike to enjoy spring. They decided to take the opportunity, without my prompting, to pick up and throw away trash that they found. The K-2 students not only learned about the importance of protecting nature but were also willing and able to take their own steps in cleaning up our little corner of the world.

Elizabeth Jackson writes:

6.2 – Community expectations for school 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

This year has been odd with COVID restricting the school. As such there have been no real community events for the students to participate in like during a normal year. However, the K-2 class has not been sitting in their classroom cloistered away from being part of their bigger world, even if it is just the school they are sharing with. Recently the K-2 class presented a short play for the rest of the school. They were learning about goods and services in Social Studies and they were working on a fun version of “Little Red Hen”. Each student had a part and they spent over a month working on knowing their lines, working with props, costumes, and movement, as well as their projection and speaking speed. They did a fantastic job and they were even able to answer some questions about the play, posed by the other classes, something they did not know they were going to be doing, in a knowledgeable way.

Lynda MacDonald writes:

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

Since I have written to these so often, I am going to take a slightly different approach this time. There is a popular saying that goes something like this, “People will not remember what you said or what you did, but they will remember how you made them feel”. I truly believe the same applies to teaching (honestly who really remembers what your third grade teacher taught you). However, whenever you speak to someone about their school experiences, they do remember how a teacher made them feel – both positively and negatively. A student will not necessarily remember what you said or did. They will probably not remember what you taught them. But they will remember how you treated them and made them feel about themselves and about learning. Out of everything I do, this is the part I take more seriously than anything else when it comes to teaching. Learning is a lifelong journey. If students can feel good about learning, then whatever I teach they will be able to learn when they are ready. I believe it is important to be fair, firm, and friendly in order to build a relationship of trust and respect. I want to make sure every student is recognized for the individual that they are. I make it a point to connect with each student personally. I recognize their strengths as well as their weaknesses – academically and otherwise. It works – kids want to be here. If a kid wants to be here, then 90% of the battle is mastered. So often I hear students say, “You are the best teacher ever!” Sometimes, I wonder why because I feel like I failed the lesson miserably, but the point is they like the feeling that they get from learning. I so enjoy feeding on their enthusiasm. I have a student who absolutely could not stand math at the beginning of the year. I told him, “My goal is to get you to like math by the end of the year”. While he is only willing to admit he is up to 3% (hey, I’ll take it – he used the word percent!), it is fun to see how he is getting it and actively participating. I really enjoy giving him the confidence he needs so he knows that he can do math. I also enjoy connecting the passions that students have to what we are learning in class. So often I have students ask if they can Google something we talked about when we finish a lesson. My response, “Absolutely!” Recently we had a computer assignment where students created their own “About Me” page. It was so fun giving a personal response to each student regarding their pag

Our community does the same. Our community supports our school in so many positive ways. Our school board supports our staff, our administrator supports our staff, and our staff supports

each other. So all we, as teachers, have to do is focus on supporting our students. I love teaching at Guffey School!

Jennifer Hartman writes:

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

The community is an incredibly huge part of Guffey Community Charter School. There is absolutely no way we would be able to do what we do for our students without the help of our community and volunteers. Multi-age classrooms often require multiple lessons to be taught simultaneously, and having reliable volunteers makes this possible. For example, in the middle school class we have 4 different levels of math ranging from 6th grade math to honors Algebra 1. With the help of volunteers like Pam English, Kristie Satterly, and Jude Loisselle, our students are getting the 1:1 and differentiated education that they need. Our community members also make it possible for our students to have elective classes that teach them real-life skills. Middle school students have the opportunity to take a variety of elective classes – all taught by community members – including sewing with Kathie Bouche, welding with Bill Sioux and Ken Walker, computer programming with Kristie Satterly, art with Dana Peters, and HAM radio with Mark Francis. Elective classes are always the highlight of the week for our students, and we are so thankful to our community volunteers for making these classes possible!

Martine Walker writes:

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

At Guffey School we are very lucky to have such dedicated teachers, support staff, volunteers, and community members. The collaborative process between everyone continues to work and flow in a way that serves our students, our school, our families, our community, and each other in a way not many organizations can. The willingness of everyone to work together, to value each other's ideas, and to seek counsel when needed ensures the decision-making process is well informed and thought out. This all takes patience and respect and I am proud to acknowledge that everyone here contributes when asked.

This democratic approach to decision-making is put into action everyday - from small day-to-day occurrences to bigger decisions with more impact. One example is our weekly staff meetings. This year we held our regular staff meetings in addition to holding 1-2 mentorship meetings between teachers, myself and our new K-2 teacher Elizabeth Jackson. During our staff meetings we go through a standing agenda which includes the topics: computer issues, building/campus issues, safety concerns, behavior and discipline, special ed, special events, community linkage, and accountability. Under these topics we often share thoughts and ideas and we all are free to share equally. If something comes up during the week that isn't too urgent (such as a concern with a student or an upcoming parent teacher meeting), I will add that to our agenda for our staff meeting so we may discuss it then and receive feedback and ideas from everyone before deciding how to best proceed. This process ensures that everyone feels heard, that we are taking into account the variety of experience and talents each person has to offer, and that we have full support from one another as we move forward with the situation being discussed. During our mentorship meetings we went over topics such as: professional growth action plans, mentee needs assessments, organization and record keeping, report cards, parent-teacher conferences, classroom management, student concerns, student retention and promotion, learning targets, and lesson planning. Through these meetings we were able to ensure that our new teacher feels supported and prepared.

Another example of how we make decisions responsibly and democratically is through our Accountability Committee. During accountability meetings this year we reviewed the Social

Studies curriculum. This was updated with the knowledge of our teachers combined with feedback from the other accountability members which includes at least one parent and one community member in addition to myself and teachers.

Another recent example of joint decision making is the proposed school calendar for the 2021-2022 school year. This was sent home to all families to give them the opportunity to provide input. We often involve parent input when it comes to school decisions.

Also, we just sent our annual end-of-year survey home to families and have received most of them back. These surveys are reviewed by our Accountability Committee to discuss any necessary follow up or changes. Questions on this survey include: "what do you feel our school's greatest strengths are?", "what do you think is the school's biggest challenge?", "Are there any positive changes that you feel our school could do to better serve our students?", "Do you feel that your student is being academically challenged?", "Do you feel informed about what is happening at school?", along with more specific questions pertaining to homework and parent-teacher conference feedback.

Our students are involved in our decision making at times too. Because of our size and our family-like atmosphere we can speak with our students about how they feel about things and can take those into consideration as we come up with decisions as a staff. Some decisions that students contribute to are what to have for lunch, field trip destinations, fundraising ideas, projects, etc.

It takes all of us to make Guffey School the place that it is. We all have our own strengths and talents and our school decision-making is truly determined by the people the school serves for the benefit of the entire community because of this and our respect for each other. One of the key attributes of all staff at Guffey School is our willingness to work as a team and to receive feedback, constructive criticisms and to be willing to learn from all of those we are so lucky to be surrounded by.

Jennifer Hartman writes:

6.7 - All students, regardless of circumstances (economic, cultural, linguistic, geographic, etc) have access to and participate in high quality educational experiences

All of our students at Guffey School are treated fairly and with their individual circumstances in mind to assure that they all have access to high quality educational experiences. For example, some of our students come from higher economic circumstances than others. Some of our students have access to a computer at home to use for studying at home while others may not. For those students who do not have a computer at home, they are allowed to check out a Chromebook from the classroom to bring home for the night. Other students may not have internet access at home. For those students, we can make paper copies of what it is that they need. Other students may be 'choosing' to not participate in the educational experiences that we are providing. For those students, we as teachers must create a higher level of communication with the student's parents. On a lower-level, this may be through a regular email check-in. For parents who request even more communication, I will sit down with the student at the end of every day to help the student understand what to write in his/her planner about homework, upcoming tests/assignments, etc. I then will also write notes to the parent every night and have the parent sign the planner every day. This has been a very helpful process to ensure that those students who would rather 'choose' to not participate in the educational experiences actually do participate in the educational experiences that are provided.

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.

Martine 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.

Each of our school's teachers are on one-year contracts which are offered in April or May. If the teacher is in agreement with the contract it is then signed by the teacher, myself, and our school board president and secretary. The terms of our school bookkeeper's contract is created in May and is for July 1 until June 20 for the next school year. The terms of Ken Walker's contract, as our kitchen manager, bus driver, and maintenance manager is created in May and is for July 1 until June 20 for the next school year. Chris Peterson's contract for school tech support is created in May and is for July 1 until June 20 for the next school year. All other school support personnel (cleaning, substitute transportation, nursing, special ed services) are on annual hourly memo agreements and do not receive benefits other than participation in PERA. 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. The longevity of our staff, I believe, shows that our school is unique and creates an opportunity that is not possible in a larger school. Being a small charter school in paradise provides the ideal teaching environment. Our staff are capable, experienced and passionate. Some evidence of this:

- Our school's board, community, and school families who are so supportive of the work that our teachers are doing.*
- Our teachers are dedicated, organized, qualified, accountable and flexible.*
- One of our teachers has been here for over 25 years, another of our teachers is going into her 8th year here, our previous administrator was here for 15 years, and I, the .*
- 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 students 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 polices.

Martine Walker 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, middle school science mentor*
- *Kristie Satterly, middle school computer science and math mentor and K-8 digital literacy mentor*
- *Pam English and Jude Loiselle, middle school math mentors*

- *Nancy Comstock, Amy Owen, Pat Lamb, Pam English, and Lani Gossett are all wonderfully talented volunteers across all grades in Math and Reading*
- *Kathie Boucher, half day K-2 mentor and sewing teacher for our middle schoolers*
- *Rita Mick at The Guffey Library who hosts our students twice a month to check out books and language studies.*
- *Rita Mick, Zumba class teacher for K-5*
- *Dana Peters who teaches art to our middle schoolers*
- *Bill Sioux and Ken Walker who teach welding to our middle schoolers*

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, and judgment. 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. 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 and Dibels testing, and more formally by standardized testing (PARCC, CMAS). State standardized test scores are not available until the following school year (and this year they were cancelled due to the pandemic) 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.

One of my favorite times of the month is creating and reading the monitoring report. This report always fills my heart as I see how the staff and students write to our school's ends policies. These monitoring reports can be found on the school's website.