

MONITORING REPORT  
ENDS POLICY #6  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS  
December 2021  
By Martine Walker, School Administrator

**E-6 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:***

*The teachers and I have shared in the writing of how we are all working together to ensure our school has a healthy and symbiotic relationship with our community. As evidenced by the following monitoring, I am in compliance with this policy.*

**Written by Jenny Peck, 6 - 8th grade teacher**

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

At Guffey School we do our best to have intellectually powerful lessons, while also having those lessons be related to ‘real life’ so that students understand why we are teaching the lessons that we are. For example, math is one of those subjects that students always ask, “When am I ever going to use this in real life?” This is a question that gets asked more and more frequently as the math level gets higher and higher. Students ask questions like, “When will I ever use a linear equation in real life?” To help students understand how this type of math relates to real life, we do a lot of word problems. An example word problem for a linear equation could be, “At gym A, there is an initial joining fee of \$30, plus a monthly membership fee of \$20. At gym B, there is no initial joining fee, but the monthly membership fee is \$25. If you plan to keep your gym membership for 6 months, which gym has the better deal?” In addition to having students answer word problems, we also ask students to write their own word problems and come up with their own scenarios where they could use the type of math that we are learning.

**Written by Elizabeth Jackson, K-2nd grade teacher**

*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;*

In the K-2 classroom the students are always working on a long term project. Each term students take time to learn and prepare a performance. Last term they did a Reader's Theatre all about the 5 senses and the outdoors, tying Reading, Science, and Social Studies together. This month they are learning three holiday carols, one from each holiday they are learning about in Social Studies. They will perform them on the 16th for Santa, other students, and their parents. The students love working on these big projects and often jump at the chance to practice and are eager, most of the time, to participate.

**Written by Jenny Hartman, 6<sup>th</sup> – 8<sup>th</sup> grades teacher**

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

Students at Guffey School have numerous community interactions every day. With multi-age classrooms, we rely heavily on community volunteers. In the middle school classroom, we have about 10 volunteers that students work with on a regular basis. We have volunteers for math to have small, individualized math groups. Our math volunteers include Kristie Satterly, Pam English, Victoria Wertgen, and Linda Parrish. We also have volunteers who teach all of our elective classes. For these classes, Dana Peters taught art, Chris Peterson teaches photography and robotics, Kristie Satterly teaches computer programming, Ken Walker and Bill Sioux teach welding, Sarah Johnson teaches cooking, and Kathie Boucher teaches sewing. We are so grateful to have our volunteers – Guffey School would not be the school that it is without them!

**Written by Elizabeth Jackson, K-2nd grade teacher**

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

The Community and the school are constantly working together. The K-2 classroom benefits greatly from volunteers and support from the entire town. We get to enjoy the Library, have PE, Zumba, and classroom volunteers that all help us learn. The students in the K-2 classroom also support the community by going on hikes around town to pick up litter, and they prepare and perform plays and songs for the different events throughout the year.

**Written by Lynda MacDonald, 3-5th grade teacher**

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

Our Guffey community supports our students in so many ways. One way is through our myriad of volunteers. Every classroom has an opportunity to interact with community volunteers in many different ways. In the k-2 grade classroom, there are reading volunteers. The 3<sup>rd</sup> - 8<sup>th</sup> grade classrooms have math volunteers. The 6<sup>th</sup> - 8<sup>th</sup> grade classroom has volunteers that teach math and specials. This is a great opportunity for students to interact with people in the community while learning about a passion they share.

For Halloween, our community came together once again, to provide a wonderful Halloween experience for our students. Our long tradition of students parading around town and collecting treats is always looked forward to by all. The fire department always offers to lead the parade. The Guffey Garage put together a fun haunted house. The Freshwater Saloon was a nice stop with pumpkins to carve and caramel apples to eat. For our winter celebrations, Santa will be arriving with gifts for all. We will also be having our Santa's Workshop with items donated by the community, where students have the opportunity to select special gifts for their family.

This year, the fire department, once again, offered their space for the middle school fundraiser of making fire starters. These fire starters are eagerly anticipated and sold in the community throughout the year. Mentors from the community also help the 8<sup>th</sup> graders as mentors for their various 8<sup>th</sup> grade

projects. We are so fortunate to have a community like Guffey to help sustain our school and support our students in so many different ways.

**Written by Martine Walker**

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

We are blessed with a small but mighty community, caring and professional staff, and wonderful students. Rarely is a decision made that does not involve a group of people in one way or another, particularly the staff. We discuss topics, concerns, and ideas during our weekly staff meetings, after school, and via email. When we meet weekly we have our regular topics to review such as: classroom successes, technology, discipline & behavior, school-community connections, COVID response, teacher support, school counseling, etc. Our meetings are a highlight on Monday afternoon, as it is a time for us to chat freely and the cohesion of our team can be felt in the flowing of ideas and in the frequent laughter. When there is a concern or a wonderful new idea we share it, we expand on it, we create “steps” to reach the goal and thus our decision making is completed as a school family where each of us can contribute our own unique piece to the puzzle.

Many times our students and the community participate in decision-making. We have implemented this approach over the years for things like fundraisers, curriculum development, school activities, the 8th grade project, our school reopening plan following COVID, in writing new and editing old policies, and with end of year parent surveys. Another way we involve others in a democratic and responsible decision making process is with our Accountability Committee. This year we will be discussing the writing curriculum and reviewing the 8th grade project expectations. The list could go on and on. I am continually inspired by the cohesion of our school and community. Our school serves the community and the community serves our school and our school truly is a reflection of our community.

We also involve our students in our decisions when possible. We gather their feedback regarding field trips, lunches and the like. Teachers also bring the democratic process into their classrooms when it comes to bigger decisions right on down to various little daily decisions.

Every decision I make as the Administrator almost always involves input in one way or another. Within our school and our community we are surrounded by people with diverse backgrounds which allows for valued input to be provided before making a decision. Having this ability and welcoming this type of process is what leads our school and our community to reap many benefits!

**Written by Lynda MacDonald, 3-5th grade teacher**

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

One very nice aspect of Guffey Community Charter School is our ability to take students on excursions outside of school. So far, as a school, we have gone to Big Bear Ranch where we saw original homesteads and learned about the early settlers in the Guffey area. We went to Colon Orchards where we learned about how apples grow in this region. We also got to take a hayride and pick out pumpkins. Another amazing field trip was going to the Space Foundation in Colorado Springs. Here students learned all about space travel. We got to operate “Mars rovers” on a simulated Mars’ surface. We also learned how to program rovers to reach a certain destination on a large Mars floor mat. Students then participated in a scavenger hunt as they explored the exhibits in the museum. To supplement our unit in space, the 3<sup>rd</sup> -6<sup>th</sup> graders were able to participate in a sleepover. During this sleepover, we pulled out the huge telescope that our school has been graciously granted. It was a perfect night. We got to see the moons of Jupiter, the rings of Saturn and the craters of the moon. The students were enthralled. This

will be an experience they will never forget. We also have been able to bring outside resources into the school. This fall we had a presentation of a Big Colorado map. Here we learned all about the geography and saw how the history of Colorado has changed using this map. For Veteran's Day many veterans came to tell their stories about their service to our country. These stories were very interesting. The veterans did an amazing job!