

MONITORING REPORT
ENDS POLICY #6
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
December 2023
By Kelli Maguire/Administrator and Lynda MacDonald/Principal

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.

Kelli Maguire 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 Lynda MacDonald, 1st--4th grade teacher

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

In science we just completed our unit on animals. This year it is a stretch to cover a topic that suits both the 1st grade through the 4th grade. By scaffolding and working with partners, it is possible to ensure the work is intellectually powerful for all grade levels. As a culmination of our units, we learned about animals in the rainforest. The older students read stories in our reading curriculum related to the rainforest and the younger students put together a rainforest map showing all the layers of the rainforest. Then we all created string puppets and put on a performance of “The Great Kapok Tree”. This performance was well attended by parents and the playgroup. A parent complimented me on including the arts with the sciences. The students really enjoyed this project.

Written by Kelli Maguire

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;

Thanksgiving break signals the end of term 1 and the start of term 2 and one of our coolest long-term projects. The students spend 16 days between the two breaks working through long term projects. The first is our Holiday program. This year they are rehearsing a play "The Naughtiest Kid on the List". The students have been working hard at making sure they know their parts for the holiday program and that practicing makes perfect! This year's group of students have been working so well together, even when they are not rehearsing, they are practicing on their down time at school. They will also be involved in a Santa's workshop with Dana and Stacy (volunteers) at The Bakery.

Written by Kelli Maguire

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

We have many volunteers (locally) who not only support the school through monetary donations but also by volunteering their time and expertise with the students. All of our volunteers have been in their roles for years and continue to do so. Most are experts at what they are helping out with or teaching.

Music Class - Local Volunteer

Photography Class - Local Volunteer

Hands on Science and Robotics Class - Local Volunteer

Reading Support - Local Volunteers

P.E. - 2 Local volunteers

Art Class - Local Bakery

Santa's Workshop - Local Bakery

Painting Christmas Ornaments where they then get hung on trees at our local Market to sell. All proceeds go to the school - Local Market

CPR introduction course for students - Local fire station (setting this up for Spring)

First, what can be the annual "Guffey Ugly Sweater Christmas Tree Lighting Ceremony". Kids sang Christmas carols and participated in the tree lighting ceremony and Ugly sweater Contest.
- Local Community

Written by Lynda MacDonald, 1st-4th 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;

Our community has always done an outstanding job in collaborating to make the local environment a good place in which to live and work. So many opportunities have already come

our way this year. In the fall a speaker came to tell the students about the Navajo culture which fit in very well with our unit on Native Americans. Our community is always amazing when it comes to Halloween! Our annual Halloween parade had incredible community turnout. Two businesses offered to have a little party for the students to help round out the day. For Veteran's Day, local veterans came to share their experiences. They all gave very impassioned and inspiring speeches. This program was well done with representation from veterans who had worked in various branches of the military. Recently we started a new tradition at Guffey School thanks to a group in the community. This tradition involved students making and hanging decorations for our outdoor trees. The following day, two families provided a hayride with caroling through town. The event ended with an Ugly Sweater contest and the tree lighting. This event was a great way to bring the community and school together. Soon we will be having our winter program. Many community members have asked how they can support families in need during this holiday season. The fire department will once again be providing Toys for Tots and a past parent will come to be Santa Claus. It is amazing how our community supports this school and the opportunities that come to us because of our community.

Written by Lynda MacDonald, 1st-4th grade teacher

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

Again this year, we will have a focus on growing food sustainably. For fall we took a trip to the Colon Orchards to see how a long-standing business operates. We learned how apples are grown as well as the difficulties that apple growers face season to season. After winter break we will be starting the hydroponic plant grower again. Our 8th grader will be using this as part of her 8th grade project. She is very interested in growing food sustainably and will be helping the 1st-4th grade classroom as they learn more about plants and growing food.

Written by Kelli Maguire and Lynda MacDonald

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

We both have learned over our many years working here, the love this community has for our school. GCCS has a strong, professional, supportive staff. All of our focus goes towards supporting our students. Every decision is made with careful consideration of our students first, then their families, and finally our greater community. The staff meets daily (usually in the morning or at lunchtime) to discuss students' needs (social, emotional and academic), processes and current events. Classroom teachers have autonomy within their own classrooms to make decisions related to the classroom. Decisions that involve the whole school are made collaboratively with those involved. The Accountability committee is made up of staff, board members and community who help to give feedback and support to what is happening in the school. We also get feedback from parents through parent teacher conferences, private discussions, as well as annual surveys. From the above interactions we can discern if additional support, expertise, time or resources are needed. This is where the families and community have a major role in GCCS. We have observed and participated in opportunities where students, families and the community have collaborated to make decisions that enhance the value of

GCCS for our students. The tree lighting ceremony was a good example of this. Every decision we make as Administrator/Principal involves input at many levels. Within our school and our community we are surrounded by people with diverse backgrounds and experiences which allows for valued and valuable input to be provided before making a decision. This is what truly creates a community and makes GCCS so amazing.

Written by Lynda MacDonald, K-4th grade teacher

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

At Guffey School, while our budget is tight, we have so many opportunities to ensure that all students have access to and participate in high quality educational experiences regardless of circumstances. For one thing, we have an amazing community that is always willing to support families in need. Our Pie Palooza is a great example of this. The money we earn from the Pie Palooza helps support our budget for specific projects so that the money that would normally go toward these projects, can now go toward other areas. At the beginning of the year, rather than asking families to provide a huge list of school supplies, we ask families to pay a small amount toward classroom supplies. The school then buys these supplies which are communal. We ask that families help to contribute toward the cost of field trips. However, if they cannot, a student would always be included. Another example is school lunches. The state no longer requires families to pay for school lunches. Unfortunately, we do not get funding from the state for school lunches, so we ask that families pay what they can.