

MONITORING REPORT
ENDS POLICY #3
EXECUTIVE LIMITATIONS POLICY #8, #10
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
February 2021
By Martine Walker, School Administrator

E-3 Personal Skills

Students will create and direct their own lives.

3.1 Students will:

- 3.1.1 Create places for themselves in the community
- 3.1.2 Effectively set personal goals
- 3.1.3 Have a strong sense of self
- 3.1.4 Work independently
- 3.1.5 Effectively evaluate and reflect upon their own growth and learning
- 3.1.6 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

Martine Walker writes:

Teachers Elizabeth Jackson (K-2), Lynda MacDonald (3-5) and Jenny Hartman (6-8) have written to this policy as evidence supporting the work that we are doing to stay in compliance with this policy.

E - 3.1.1

Students will create places for themselves in the community.

3-5th Teacher Lynda MacDonald writes:

Having a place in the community this year has been a little more challenging due to COVID. However, we have a wonderful community that always comes together for the betterment of our school community. One way I make sure the students create a place for themselves is with an attitude of gratitude. The students always enjoy writing thank you cards. These cards can be quite creative with each student putting their own self into it. Community members always enjoy receiving these cards. For Veteran's Day, the student also made very heartfelt cards thanking our local veterans for their service. We received many thank you notes from these veterans expressing how much they enjoyed receiving these cards.

E - 3.1.2

3.1.2 - Students will effectively set personal goals.

6-8th Teacher Jenny Hartman writes:

*The most common personal goal that students set at school involve the grades that the student would like to achieve. This is a type of goal that can be considered a SMART goal (acronym: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-based). In the middle school classroom, I have had conversations with all students about their personal goals that they have for their grades, and how they are going to achieve those goals. For example, students set a Specific goal, such as "I want to get at least*

a B in foreign language.” One of the great things about this year is how Measurable this goal is for the students, as well as their parents. As a school, we are using a data system, Alma, where student grades and report cards are kept up in real time. This is a great platform because as soon as I put a grade in the gradebook, both students, as well as parents, can log into Alma to see what their grade is for a specific assignment, as well as the overall grade for the class. They can also see the grade broken down within the class by type, such as by homework, quizzes, and tests. This is a very easy way for parents and students to see if a student is doing ok on quizzes, but is failing to turn in homework regularly, etc. I also have the ability to write a comment for an individual student on any assignment. Frequently, I will write comments about extra credit that has been offered, or if a student re-took a quiz. I am also frequently having conversations with students about whether or not their goals are Achievable, and how to make it so their goal actually can be achievable. During these conversations, I will pull up the gradebook on my computer to show students the math around exactly what grade they will need to get on the next test to either maintain or improve their current grade in the class. If there is extra credit offered, we will talk about exactly how much extra credit they will need to do in order to achieve their goal for what grade they would like to earn in the class. Making a goal Relevant for the student is also very important. For some students, a relevant goal might be getting all A’s and B’s, whereas for other students, the only relevant goal might be simply to not fail any classes. The goals are different for each student and for each class. Finally, having a Time-based goal is crucial. Students are very aware of when mid-term grades are being sent out to families, as well as when final grades for the term will be printed. I frequently will have students asking me if they can do extra credit before grades come out, and if so, when that extra credit would be due. As teachers, we do our best to help our students set SMART goals 😊

E - 3.1.3

Students will have a strong sense of self.

3-5th Teacher Lynda MacDonald writes:

One of the most rewarding aspects of teaching in a multi-age classroom is watching a strong sense of self develop and being able to be a part of helping to make that happen. I love seeing the growth from year to year as students’ confidence, ability, and efficiency grows. It is so rewarding to watch the third grade students develop throughout the year, pushing themselves to rise to the rigor of the 3rd - 5th grade classroom. I help this develop by pairing them up early on with older students who are great role models for what that rigor looks like so they can participate fully. I also encourage the small steps that are needed to get there. I often get positive feedback from students who are experiencing this sense of self for themselves – especially students who come from other schools. I had asked one new student what his favorite part of the day was, and his sad reply was, “When I get to go home.” Now he bounces around proclaiming that he loves being here! Another student who suffers from dysgraphia proclaimed that her old school always gave her easy work and basically proclaimed her as “dumb”. Now she recognizes that she can conquer and overcome this disability by working hard and her handwriting is amazing. Another student absolutely refused to read out loud in class because he felt so self-conscious. Now, although it is not his favorite thing to do, he more than willingly complies and reads quite well. Parents have commented, “My child really connects with you and likes working with you.” Being in a small class that can provide personal attention makes all the difference in the world. I could not imagine teaching any place else. I firmly believe that the first step to developing a strong sense of self is to ensure that students want to be here by taking them where they are and gently boosting them along.

E - 3.1.4

Students will work independently.

6-8th Teacher Jenny Hartman writes:

The ability to work independently comes with both age as well as maturity. While the K-2 class can only be expected to work independently for a few minutes at a time, the 3-5 class is learning how to become more and more independent. By the time a student reaches the middle school class, he/she is expected to be able to work mostly independently on long term assignments as well as on independent practice, where students are intended to review skills that have previously been taught. During independent practice times, such as during math class, it is expected that the students utilize their resources – like looking at their notes or example problems – to help them with questions that they might be stuck on. We also encourage students to advocate for themselves by asking for help from the teacher if they need extra help understanding a certain concept. For longer-term projects, students are expected to stay on track by meeting certain ‘checkpoints’ along the way. For example, if students have one month to work on an assignment before it is due, they are still required to show me certain steps along the way, such as having the brainstorm done by a certain date before moving onto the next step in the project. Middle school students also have certain privileges, like being able to listen to music when they are working independently at their computers. In my opinion, listening to music can help students tune-out other distractions (like hearing me working one-on-one with another student or talking to a volunteer), so that they can focus on their work. This could be a good tool to use when they are trying to get work done at their house, which could be a more distracting environment. However, the students also know that if the music becomes a distraction, it is a privilege that can be taken away. If a student fails to turn in a completed assignment by the due date, they lose music/headphone privileges for a full month. This has been one small incentive to encourage certain students to actually get their work completed on time.

E - 3.1.5

Students will effectively evaluate and reflect upon their own growth and learning.

3-5th Teacher Lynda MacDonald writes:

This year, when we were learning about graphing, I had the students create their own line graphs to track their spelling scores throughout the term. In this way they can see their own trends and what effect studying has vs not studying. Since doing this I have seen a real trend in spelling test growth. I also explain to students that I will remove their lowest score to emphasize what an outlier means and why it can skew your results. In Social Studies and Reading, students have notebooks that they keep all their writing in. In this way they can see for themselves how their writing and organization progresses throughout the year. Students use rubrics to evaluate their own written work as they revise and edit their rough drafts. When we do our trimester MAPS and DIBELS assessments, I always let students know what their previous scores were so they can see their own improvement for themselves.

E - 3.1.6

Students will create a personal environment of emotional and physical safety.

K-2nd Teacher Elizabeth Jackson writes:

Learning how to manage emotion and exercise self-control for the safety of oneself and others is a life-long process but it starts very early on. When children are just learning about what is fair and what is not, as well as the ability to recognize their part in a disagreement, it can be all very overwhelming. The K-2 classroom has a set of classroom rules and expectations that help these young minds to process and learn while making sure they are safe while doing so. Some of our rules are simple like, “Be Nice” which

covers a lot of different things. Other rules like, “Keep Hands to Yourself” are a lot more specific. In general though, the rules are in place to help students to learn and to treat others with respect and help keep everyone safe mentally and physically. The “cool-off corner” is also a way for the students to find a physical safe place to work through their emotions.

E - 3.1.7

Students will develop and practice self-discipline.

6-8th Teacher Jenny Hartman writes:

The middle school students have had a difficult time lately understanding how to develop and practice self-discipline. They have particularly been struggling with understanding time-and-place for non-school appropriate topics and language, and how to act/react when someone in the class may have a different opinion than they do about something. In order to help with this, Martine and I have led three dialogue circles with the middle school class this month. We started off by talking about how we want to be treated and how we should treat one another. We discussed verbal language preferences, non-verbal language preferences, and ideas for conflict resolution. We concluded the dialogue circles by creating a classroom contract with rules that the class will hold each other accountable to, such as ‘just be nice’, ‘not using discriminatory terms’, ‘using only age/school appropriate language and topic’, etc. Additionally, the middle school students are being specifically taught how to respectfully disagree with someone else’s opinion through learning the basics of debate. So far, we have learned about logical fallacies, ethos, pathos, and logos. Soon, we will learn more about the structure of how a debate works, and ultimately have actual debates during class.

E - 3.1.8

Students will organize their personal space and time.

K-2nd Teacher Elizabeth Jackson writes:

Now, more than any other year, the need for students to have personal space is very important. In the K-2 classroom the students each have their own desk, bucket for books and folders, and tote of supplies like pencils and crayons. They also have a designated hook and basket for their things in the hall and a special drawer for their homework folders. At the end of each month we do a whole class reorganization of buckets and totes, but throughout the month each student is responsible for taking care of their own space. This is actually one of their choices on how to spend extra time if they finish their classwork early. On one of the doors in the room there is a list of different activities the students are allowed to choose from if they finish early. These range from reading a book, coloring a picture, organizing their desk, doing homework or another unfinished assignment, or playing learning games on designated tablets. All of these different options give the students the freedom and ability to participate in something they choose while still being respectful of the other students still working and to be doing something productive as well.

EL-8 Financial Administration

With respect to the actual, ongoing condition of the school’s financial health, the Administrator shall not cause or allow a material deviation from the budget policy adopted by the Board or any fiscal condition that is inconsistent with achieving the Board’s ends, that disregards the Board’s ultimate authority to determine financial matters or places the long term financial health of the school in jeopardy.

Accordingly, the Administrator may not:

1. Expend more funds than have been received in the fiscal year to date through use of reserves or unless revenues are made available through other legal means.
2. Fail to comply with state law regarding financial accounting.
3. Transfer unencumbered monies from one fund to another.
4. Access funds from the Sustainability Fund except according to the requirements set forth in GP-15.
5. Fail to settle payroll and debts in a timely manner.
6. Allow reports or filings required by any state or federal agency to be overdue or inaccurately filed.
7. Fail to arrange for the annual audit of all school funds and accounts following the close of the fiscal year.
8. Fail to aggressively pursue receivables after a reasonable grace period.
9. Fail to keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.
10. Enter into any contract with any of the Board members or with a firm or corporation in which a Board member has a financial interest unless one or more of the following apply:
 - a. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures;
 - b. The merchandise is sold to the highest bidder at a public auction;
 - c. The transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money;
 - d. If, because of geographic restrictions, the school could not otherwise reasonably afford the contract because the additional cost to the school would be greater than 10 percent of the contract with the interested member or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services;
 - e. If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the secretary of state and to the Board;
 - f. Except as described herein, a Board member shall not be a purchaser at any sale of school-owned property or a vendor for any purchase made by the school.
11. Fail to provide a financial condition statement quarterly to the charter Board and annually to the District Board.

Martine Walker writes:

Evidence that I am in compliance with this policy is as follows:

EL - 8 The Administrator may not: (1) Expend more funds than have been received in the fiscal year to date through use of reserves or unless revenues are made available through other legal means.

I haven't spent more money than we have available in our school's bank accounts. I am conscious of our school's responsibilities to cover our liabilities. The projected income is largely based on the estimated number of students who could be enrolled in our school in October each year. There is fluctuation in this number before and after the official "October count" which contributes greatly to our school's expenses with some of our biggest expenses being payroll, benefits and instructional costs. The details of the school's assets, liabilities and net assets can be found in the annual Financial Report (which is audited), in all of our school's monthly financial statements and on the school's website. The final audit report is being provided by our school's auditor by the end of this month, likely this week.

EL - 8 The Administrator may not: (2) Fail to comply with state law regarding financial accounting.

Our school's budget policies and procedures must follow Colorado State Law and the Governmental Accounting Standard Board. We provide evidence of compliance of this policy in the school's independent financial audit report. Copies of the audit and all school financial statements are on the school's website.

EL - 8 The Administrator may not: (3) Transfer unencumbered moneys from one fund to another.

Guffey School funds are secured at The Bank of the San Juans in Canon City, CO, where we have two business checking accounts and staff credit cards. We also continue to maintain three accounts with COLOTRUST, which we use as a savings account and holding accounts for restricted funds, our sustainability account and as the account to which the district transfers our allocated funding. Our accounts are as follows:

The FUND – is used for all operational transactions

The FOUNDATION – Is used for only fundraising activities

The main COLOTRUST account is set up to receive electronic PPF (per pupil funding) payments from the school district.

This is where the school's sustainability funding is held along with the restricted liabilities account which includes long-term employee benefits like employee retirement funds, sick pay owed, etc. As needed, the school's bookkeeper, Victoria Wertgen-Capaci, and I confer on when to transfer funds from COLOTRUST, from money transferred into our account from the school district, into our operational checking account at The Bank of the San Juans.

EL - 8 The Administrator may not: (4) Access funds from the Sustainability Fund except according to the requirements set forth in GP-15.

I have not expended any funds from the school's Sustainability Fund. It is only with the Board's written approval that these funds can be used and I have not written to request approval to use these funds nor have I used them without the Board's approval.

EL - 8 The Administrator may not: (5) Fail to settle payroll and debts in a timely manner.

Our school's payroll is deposited electronically to employees and contractors no later than 4pm on the 20th of each month, (or the last work day before the 20th). In addition, all of our payroll liabilities are paid timely as well. We continue to use the professional payroll service Intuit. In terms of debt, all accounts receivable will be and are paid by the due date, we do not have any outstanding accounts receivable at this time. Our school does not have any debts or loans due.

EL - 8 The Administrator may not: (6) Allow reports or filings required by any state or federal agency to be overdue or inaccurately filed.

There are not any overdue or inaccurate state or federal reports.

EL - 8 The Administrator may not: (7) Fail to arrange for the annual audit of all school funds and accounts following the close of the fiscal year.

Our school files our financial reports with the state and federal agencies according to state law. Our auditing firm, McMahan & Associates, Certified Public Accountants and Consultants, file these reports with the Colorado Department of Education on our school's behalf.

EL - 8 The Administrator may not: (8) Fail to aggressively pursue receivables after a reasonable grace period.

Our school does not have any outstanding receivables.

EL - 8 The Administrator may not: (9) Fail to keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.

Our school retains complete and accurate financial reports by fund and by account as guided by the school's certified external auditing firm. Any time a change in reporting or record keeping is required we are informed by our school auditors or district accountant.

EL - 8 The Administrator may not: (10) Enter into any contract with any of the Board members or with a firm or corporation in which a Board member has a financial interest unless one or more of the following apply:

- a. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures;**

I seek bids for products and services when a competitive bidding process makes the most sense.

- b. The merchandise is sold to the highest bidder at a public auction;**

The Pie Palooza, which may or may not happen this year, is the only public auction hosted by our school. All pies are sold to the highest bidder and our auctioneers, Chris Downare and his nephew Myles Downare, have the best interest of the school in mind at all times, while they are also experienced auctioneers by trade.

- c. The transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money;**

Bank of the San Juans and COLOTRUST are the only three financial institutions in which our school places funds. Sunflower Bank will be closed completely by the end of the year, once we are certain there aren't any remaining auto-debits. These institutions are in the business of loaning, managing and receiving money.

- d. If, because of geographic restrictions, the school could not otherwise reasonably afford the contract because the additional cost to the school would be greater than 10 percent of the contract with the interested member or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services;**

An example of this is that the school has contracted help from Board Secretary Chris Peterson for IT support and management of systems.

- e. If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the secretary of state and to the Board;**

Board members who have an agreement to work for the school and are compensated have been reported to this Board by way of the monthly Consent Agenda.

- f. Except as described herein, a Board member shall not be a purchaser at any sale of school-owned property or a vendor for any purchase made by the school.**

None of our Board members have purchased any school-owned property or been a vendor for any purchases made by the school.

EL - 8 The Administrator may not: (11) Fail to provide a financial condition statement quarterly to the charter Board and annually to the District Board.

Our school is funded like other Colorado public schools and we are subject to the same financial operating rules and public disclosure requirements of any public school as outlined in the Public School Financial Transparency Act. All of this information is current and can be found on the school's website.

EL-10 - Communications and Counsel to the Board

With respect to providing information and counsel to the Board, the Administrator shall not fail to give the Board as much information as necessary to allow Board members to be adequately informed.

Accordingly, the Administrator may not:

1. Fail to submit monitoring data required by the Board (see policy B/SR5—Monitoring Administrator Performance) in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored.
2. Fail to submit to the Board monitoring data required by the State Board of Education regarding accreditation and accountability.
3. Fail to advise the Board in a timely manner of relevant trends, facts and information.
4. Fail to advise the Board of significant transfers of moneys within funds or other changes substantially affecting the school's financial condition.
5. Fail to advise the Board of changes in information upon which Board policy has been established.
6. Fail to provide for the Board as many staff and external points of view and opinions as needed for fully informed Board choices.
7. Fail to advise the Board of anticipated significant media coverage.
8. Fail to advise the Board if, in the Administrator's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Relations.
9. Present information in unnecessarily complex or lengthy form.
10. Fail to provide mechanism for official Board, officer or committee communications as specified by the Board.
11. Fail to work with the Board as a whole on Board policy issues except when:
 - a. Fulfilling individual requests for information as long as such requests do not require a material amount of staff time or resources or are not disruptive;
 - b. Working with officers or committees duly charged by the Board;
 - c. Communicating with the President.

12. Fail to report in a timely manner any actual or anticipated noncompliance with any Board Ends or Executive Limitations policy.

13. Fail to supply for the consent agenda all items delegated to the Administrator that are required by law or contract to be Board approved, along with the minimum amount of supporting data necessary to keep the Board informed.

Martine Walker writes:

EL - 10 The Administrator may not: (1) Fail to submit monitoring data required by the Board (see policy B/SR5–Monitoring Administrator Performance) in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored.

The school Board members receive the consent agenda, monitoring report, accountability agenda and minutes (when available), and school financial statements, each month, by noon, the day before the scheduled Board meeting. All additional support materials or information is always available upon request.

EL - 10 The Administrator may not: (2) Fail to submit to the Board monitoring data required by the State Board of Education regarding accreditation and accountability.

Colorado's system of accountability is made up of the Colorado Department of Education, The Colorado State Board of Education, Local School Boards, District Leaders, School Leaders, and School Accountability Committees. Guffey School, along with Lake George Charter, are authorized public charter schools of the Park RE2 school district. The district and both charter schools have their own governing board and school accountability committees. By law, all state and federal submission requirements are reported by our school district. The largest piece of this comes from the collection of data from the annual state testing: PARCC - Performance Based Assessment for English Language Arts and Math and CMAS for Science and Social Studies. The tests' outcomes are publicly reported by our school district, but because of our school's small size, these are not publicly reported for reasons of protecting our students' confidentiality and being statistically insignificant. Our school teachers monitor each of our student's growth in real-time (state test results are not disclosed until the school year following the one in which they are taken) by using a computer-based program called Alpine Achievement Systems which tracks READ plans, test results, and student academic growth. We also use universal testing MAPS (Measure of Academic Progress) which is a computerized adaptive test which helps teachers and parents improve learning for all students and make informed decisions to promote academic growth. We also use another universal test DIBELS (Dynamic Indicators of Basic Early Literacy Skills) which is a set of procedures and measures for assessing literacy development in students from kindergarten through 6th grade. Another part of accreditation and accountability is the Unified Improvement Plan (UIP) which is written by the school district's accountability committee (DAC) and headed up by the district superintendent, Cindy Bear. Guffey School utilizes the district's UIP to fit within our school, which is discussed during our school's Accountability meetings.

EL - 10 The Administrator may not: (3) Fail to advise the Board in a timely manner of relevant trends, facts and information.

Our school's board members receive a monthly monitoring report prior to each board meeting. These reports include: Executive Limitation monitoring, Ends Policy monitoring, a Consent Agenda, Monthly Financial Reports, and when available, School Accountability Meeting agenda and minutes. When additional communication seems necessary, I consult with the board president, Frank Ruvo, who may contact the rest of the board members as he sees fit.

EL - 10 The Administrator may not: (4) Fail to advise the Board of significant transfers of moneys within funds or other changes substantially affecting the school's financial condition.

I would inform the board president of changes that would considerably affect the school's financial condition, and he may decide to contact the rest of the board members.

EL - 10 The Administrator may not: (5) Fail to advise the Board of changes in information upon which Board policy has been established.

I am not aware of any significant changes in district or state policies that would have an impact on our existing board policies.

EL - 10 The Administrator may not: (6) Fail to provide for the Board as many staff and external points of view and opinions as needed for fully informed Board choices.

I understand the Board's need to receive factual, accurate, nuanced, and timely information which I do provide on an as needed basis.

EL - 10 The Administrator may not: (7) Fail to advise the Board of anticipated significant media coverage.

The Guffey School board would be informed of any press that could cause damage to our school or on the other hand, significant coverage that features our school. Our school has enjoyed positive press about the many activities that our school is doing, as well as providing community information about our school events. Local newspapers such as the Ute Country News and The Flume regularly report positive press about our school. The School Board would also be, and has been, advised when and if any negative or possibly damaging information is posted on the internet that the Administrator has become aware of.

EL - 10 The Administrator may not: (8) Fail to advise the Board if, in the Administrator's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Relations.

I would inform the board president if I felt that the Board was not in compliance with its own policies.

EL - 10 The Administrator may not: (9) Present information in unnecessarily complex or lengthy form.

As far as I know, I have not overwhelmed the Board with any unnecessary information and I hope that the board feels that my communications are clear, timely, and helpful.

EL - 10 The Administrator may not: (10) Fail to provide mechanism for official Board, officer or committee communications as specified by the Board.

Communications between the Board and myself are open and ongoing without any formal mechanism for additional communication needed at this time. I have no indication from our past monthly meetings and the monitoring reports that this board feels otherwise.

EL - 10 The Administrator may not: (11) Fail to work with the Board as a whole on Board policy issues except when:

- a) Fulfilling individual requests for information as long as such requests do not require a material amount of staff time or resources or are not disruptive;**

Requests from board members to date have not required additional time or use of school resources.

- b) Working with officers or committees duly charged by the Board;**

At this time, we do not have any board committees.

- c) Communicating with the President.**

I feel that I have a good relationship with the Board President, Frank Ruvo. Together we are dedicated to healthy communication, to this school, to our students, and to the vision of Guffey School.

EL - 10 The Administrator may not: (12) Fail to report in a timely manner any actual or anticipated noncompliance with any Board Ends or Executive Limitations policy.

Our school does not have any actual or anticipated noncompliance issues to report.

EL - 10 The Administrator may not: (13) Fail to supply for the consent agenda all items delegated to the Administrator that are required by law or contract to be Board approved, along with the minimum amount of supporting data necessary to keep the Board informed.

The monthly consent agenda contains the following components: Financial Information for both our school's Fund and Foundation, Personnel, School Calendar and Bus Route.