

MONITORING REPORT E-3, EL-8, EL-10  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF  
DIRECTORS

By Pam Moore, School Administrator

February 2017 Meeting

[www.guffeyschool.org](http://www.guffeyschool.org)

E-3 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 their own learning

3.1.6 Reflect on their own growth and learning

3.1.7 Create a personal environment of emotional and physical safety

3.1.8 Develop and practice self-discipline

3.1.9 Organize their personal space and time

**Pam writes:**

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

**Lynda MacDonald, 3-5 Teacher, writes:**

3.1.1 Students will create places for themselves in the community.

*This year in math, one of the units we worked on was money. To help make this more meaningful to the students, I had them set up a cookie sales. We made the cookies as a class and then sold them for certain amount of money. I made sure the amount was unusual to help maximize the opportunity to count back change. This year, Ms. Moore decided to 'advertise' our cookie sale on Guffey Shares. I was so pleased to see the community turnout to support our students. I received many positive comments on how well our students presented themselves with being polite and courteous.*

*This year we have had much community interaction from our Halloween Parade to a wide variety of invitations to community events. The students always show their appreciation through sincere thank you notes.*

*Our programs and concerts this year, as always draw a huge crowd. People again, always comment on how well the students present themselves and put on a good show.*

*We have had the opportunity to go on a number of field trips this year. I am very pleased to say that so often we get very positive comments about how well behaved our students are. For example, we just went to the Dinosaur Resource Center in Woodland Park. Our guide was so impressed with how well our students managed themselves. She said she was required to fill out a survey on each group that she takes through the museum. She said that our group would receive the highest marks and would be invited back anytime.*

**Hillevi Peterson-Hirsch, Middle School Teacher, writes:**

3.1.2 Effectively set personal goals

*My class motto is: “Ignorance can be cured but stupid is forever.”*

*We are all ignorant of something, on this we can more than agree. However, students enter middle school are struggling with the ever-changing emotions of the early teenage hormones and their personal expectations of success often do battle with the need to ask questions without fear of appearing stupid to their peers.*

*The first hurdle to overcome when setting personal goals is to establish a need for them, record them, and apply oneself in order to meet them.*

*THE NEED: At the beginning of the year inform students that I do not give an ‘A’ nor do I give an ‘F’ – they earn the grades based upon their personal study habits and effort.*

*RECORDING YOUR GOALS: Middle School Organizational Tools:*

- *Academic and event planners*
- *Lockers*
- *Desks filled with subject notebooks and pocket folders*

*In-Class File System for work completed for each subject; these are kept for conferences and to begin the process of collecting a representation of their best work of their graduation portfolio.*

*APPLICATION:*

*Middle School students at Guffey are expected to perform 60-80 minutes of homework each day (10 minutes per grade level) for major assignments and projects, I provide students with rubrics which allows them to see requirements and chose the effort/grade for which they plan of working.*

**Hillevi Peterson-Hirsch, Middle School Teacher, writes:**

3.1.3. Have a strong sense of self

*It is a tricky balance of parenting and teaching that creates a child who has a sense of self (confidence) and not a sense of arrogance. As we raise the ‘Me-Me’ generation, we battle that sense of entitlement that has befallen upon our society. Guffey School has a wonderful way to deal with entitlement — we call it accountability.*

*As I stated in ENDS 3.1.2.: on the first day of class I announce that I never give an ‘F’ — the class is super excited with this revelation! Then I follow it up by stating I never give an ‘A’. Cue the dumbfounded expressions. Then I announce that they will earn every grade.*

*The sighs are audible and you can see the sense of self emerge. The students are empowered by the fact that they are in charge of their academic destiny. I reassure them that they are safe to make mistakes as long as they learn from those mistakes. After all, we are in school to be challenged academically and expand our former limitations. Grasping this concept in middle school prepares them for their high school years.*

*Another confidence building tool we develop is that of public speaking. While many schools across the country have eliminated speech communication classes to focus on math, science, and*

*language arts curriculum in this competitive test-driven education trend, we have continued to reinforce it by integrating it into the curriculum.*

*Middle school students assume lead roles in plays. In class, they research and develop presentations in all subjects throughout the year to teach their class. As the years progress, I can see their confidence grow, so by the time students are in 8th grade they are reasonably confident to stand in front of the evaluation team panel and their peers and give their 8th grade presentation.*

*\*On a side note: one of the joys we get to experience is when former students return to visit GCCS after the first few weeks of high school and express how prepared they were.*

**Jenny Hartman, K-2 Teacher, writes:**

### 3.1.4 Work independently

*The students in the K-2 class are learning how to work independently. This is a vital skill in a multi-age classroom where all students are learning at different paces and have different assignments that they are trying to work on. During reading groups, we have 3 different leveled groups that are led by either myself, or a volunteer. Lately, we have been having difficulties having all of our volunteers' present, which means that I may have to make one group 'independent'. Before a group is independent, we discuss the types of behaviors that I would like to see. We lay out exactly how the group will run, from what they need to do, what order to do it in, and who will be reading first and in what order the students will get to read in. This eliminates some of the arguments around "I get to read next!" and "But I get to hold the sight word cards!" etc. If they can complete all of their tasks in the time allotted, while also having a positive and kind attitude the entire time they are independent, they are rewarded with either moving their name up (on our classroom behavior chart), or receiving a kindness slip. In addition to simply when a volunteer is gone during reading time, the students must learn how to work independently on a variety of other assignments throughout the day as well. One method that we use in our classroom is that you must ask members of your 'team' (others who are working on the same assignment) your question before asking me. If this doesn't work, then you may wait in line patiently to ask me a question. Also, on many worksheets, especially ones for spelling or vocabulary where there is a word bank, we practice skipping questions that we don't know and moving on. This is helpful because not only is the student not wasting time waiting for me to help them, but they often can answer everything else leaving only one possible answer left which is probably right. I will fully admit that the age level/maturity level of K-2 students does not lend well to working independently, and I frequently have a long line of students wanting help from me, however most of the students have substantially improved their abilities to work independently throughout this school year.*

**Lynda MacDonald, 3-5 Teacher, writes:**

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

*Having a class of mostly boys, I do see a unique challenge to having students evaluate and reflect upon their own growth and learning of their own volition than I have in the past. I realize that for boys, it is important for me to make this important for them. Girls have more of a tendency to do these things independently because it is important to me.*

*To help make student growth and learning important for my male students, I challenge them to challenge themselves. For example, we are just now taking our MAP assessments in grammar,*

*reading, and math. I challenged each student to do their best to improve upon their fall scores. I gave them strategies and told them it was up to them to choose to use those strategies. I am happy to say that every student in my class definitely improved their scores and just about everyone is working at or above grade level.*

*For writing, it has been a challenge to get consistent spelling, capitals and punctuation out of my students this year. For spelling, I put together a very distinct grading sheet spelling out EXACTLY what I was looking for. This way students can check off and evaluate whether or not they have met the requirements. This has made a difference, for the most part.*

*In reading and social studies, students are required to write their responses in well thought out sentences and/or paragraphs. When I look back at the early entries in their reading and social studies notebooks, I can definitely see growth. The students can see this growth for themselves, as well.*

*I also have an on-going priorities spelling list of individualized spelling words that each student misses in their writing. Most students are to the end of their list and do not want any more words added. As a result, they are monitoring their spelling before turning it in and being much more careful about spelling words correctly in the first place.*

*In math, we have a multiplication chart where the students are challenged to improve upon their time as they learn their multiplication and division facts. They can observe and measure their growth as the yellow line increases when they complete a certain level.*

*Having students for more than one year, I can definitely see a difference in growth and learning compared to some of the challenges we had when they were younger. I make sure that the students also see this growth for themselves.*

**Jenny Hartman, k-2 Teacher, writes:**

**3.1.6 Create an environment of emotional and physical safety**

*The students at Guffey School inherently feel safe here. We are a small, rural school, and in somewhat of our own “Guffey Bubble” where in the minds of kids, nothing could possibly go wrong. Students at this school NEVER feel physically unsafe. This is my 4<sup>th</sup> year at the school, and I have not heard of one circumstance where a student felt physically unsafe. Emotional safety is a big thing at our school as well. Yes, students will occasionally get into arguments with each other, however they know what to do in order to deal with it. In the K-2 class, I sometimes feel the students feel a little ‘too emotionally safe’ in the classroom because they will say what they are feeling no matter what – there is absolutely no filter on these kids! One thing that we are working on in our classroom is talking with only the people involved in a situation when something happens. For example, if one student took another student’s eraser, he/she may come to me and say “ \_\_\_ took my eraser!”. My response is always “Did you talk to \_\_\_ about it? Does \_\_\_ even know that he/she did something you did not like?” Typically this is all that I have to say. Usually whatever the incident was, it was an accident. The students are getting better about talking to the person was bothering them before talking to me about it. Also, when speaking of only talking with the people involved, my classroom tends to have students who want to tell me about a situation...when they are not even involved in the situation at all because it is about two different kids. I typically tell them that I do not want them in the middle of a situation that does not involve them, and that if the two students who did have an issue needed help, then the two students involved should be the ones asking for help. This typically happens when the*

*two students involved have already solved their own problems, and the third student who comes and talks to me has no idea what is really happening and doesn't know that they already solved their own issues.*

**Hillevi Peterson-Hirsch, Middle School Teacher, writes:**

### 3.1.7 Develop and practice self-discipline

*In middle school students this is the biggest challenge since they have now entered into a more socially engaged life. Most students have smart phones, computers, and an online presence. They interact and waste an enormous amount of time gaming. As studies have shown these are having profound neurological effects on the addictive centers of the brain, getting young people to practice self-discipline is an ever-increasing challenge.*

*It is my job to help the students understand the self-discipline required to maintain the rigor that the middle school multiple curriculum standard demands within the day. Our 6th graders often have the most difficulty responding to the new expectations, but they quickly discover the importance of their planner – as long as they take it home. By mid-year most are on task and regularly ask to clean out their lockers and desks to make certain they are organized.*

*As students mature, they sense that if they wish to do well, they alone are responsible; they have the power to direct their academic destination.*

*For review: every day I write the plans for the day on the designated whiteboard. Students copy these plans into their planner under categories: Subject, assignment, and extra notes. Throughout the day, they continue to update it with homework assignments or check off completed tasks.*

**Jenny Hartman, K-2 Teacher, writes:**

### 3.1.8 Organize their personal space and time

*The K-2 students are learning how to be well-organized people! Everything in our classroom is highly organized, almost to the extreme. This is helpful though because the students are learning what organizational systems could look like, as well as how to use them. We have full-classroom organizational systems as well as individual student organizational systems. At the student level, we have 2 cubbies for each student. In the cubbies, each student has his/her folders, which are labeled for each subject as well as journals and math books. As a whole class, we have systems for things as small as how to line your shoes up on the rug when you take them off, to having every single drawer, cabinet, bin, etc. labeled with what belongs in it. We also have an extensive classroom library with all of the books organized and labeled by either reading level, genre, or series. The students understand how and why the books are organized and know how to put books back in the correct bin. Sometimes, the students want to be even more organized than me! We always have a student read aloud a story during snack time, and the students decided we needed to have names that we can rotate through equally to make it more fair to decide who gets to read. I agreed to this, so now we have that system as well!*

*As far as organizing their time, they are doing that as well... some better than others though! I will always tell my students how much time they have to work on something/when it needs to be completed by. As the time to finish gets closer, I will give them 15, 10, and 5 minute warnings. If they choose to not use their time wisely, and do not finish an assignment in the time allotted, they*

*will receive an Uh-Oh! This is basically a piece of paper that gets stapled to the unfinished work and goes home as homework for the parents to see. It says "I was unable to complete my work in class due to the following reasons (check one) talking, playing, not using time wisely, other. Please sign it so that I may return it." Some students have received zero Uh-Oh!'s all year, while other students receive them on a more regular basis than they should. On the other hand, students who are finished with their work early are rewarded. They get to use their free time to pick something to do. I have pre-approved the things that they are allowed to choose to do during free time and posted them on the "I'm Finished, Now What?" door. Students must move their name to show what activity they have chosen to do. They can choose from silent reading, buddy reading, knitting, drawing, writing a story, tablets, finish a homework assignment, build with pattern blocks (which sometimes they lose the privilege of choosing), play a reading folder game, flashcards, and more. The students are well aware of the consequences and rewards for how they decide to use their time.*

**Policy Number: EL-8**

**Policy Type: Executive Limitations**

**Policy Title: 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.

**Pam writes, evidence of my compliance is as follows:**

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.

*Our school is fiscally responsible by never spending more money than what we have as cash available in our school's bank accounts. I am conscience of our school's responsibilities to cover our liabilities. Examples of these are: employee sick pay, vested employee retirement which is due after an employee departs from our school. Our school's board will receive a proposed budget in the spring for the 2017-2018 school year. I will be working on this with our school's new administrator, Martine Walker, to craft this budget. The projected income is largely based on the estimated number of students who could be enrolled in our school in the fall. Of course, there is fluctuation as we weather the "ebb and flow" of our school's expenses, our biggest being in employment 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 financial statements and are on the school's website. The monthly monitoring of the school's Ends Policies, over the course of any school year, offers the details of how what we are spending is used in our classrooms and school's campus to meet the goals of our school.*

2. Fail to comply with state law regarding financial accounting.

*I interpret this policy to mean that our school's budget policies and procedures must follow Colorado State Law and the Governmental Accounting Standard Board. Evidence of policy compliance is in the monthly consent agenda and in our school's independent financial audit report. Copies of the audit and all school financial statements are on the school's website.*

3. Transfer unencumbered money from one fund to another.

*Guffey School funds are secured in the Sunflower Bank, where we have two business checking accounts. We also maintain three accounts with the Colotrust, which we use as a savings account and holding accounts for restricted funds and our sustainability account. At Sunflower Bank, the accounts are as follows:*

*The FUND, is used for all operational transactions.*

*The FOUNDATION, is used for only fund raising activities.*

*The main Colotrust account is set up to receive at least two of the three 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, Kim McAlear, and I confer on when to transfer funds from Colotrust, into our operational checking account at Sunflower Bank.*

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.*

5. Fail to settle payroll and debts in a timely manner.

*Our school's payroll is deposited electronically to staff members no later than 4:00 PM, 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, I interpret this policy to mean that all accounts receivable will be paid within 30 days of the time an invoice is received. Our school does not have any debts or loans due.*

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.*

8. 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 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.*

8. Fail to aggressively pursue receivables after a reasonable grace period.

*Our school does not have any outstanding receivables.*

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.*

10. Enter into any contact with any of the Board members or with a firm or corporation in which Board a 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 where 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 is on Thursday February 9, is the only public auction hosted by our school. I can assure you that all pies were sold to the highest bidder and that our auctioneer has the best interest (\$\$\$) of the school in mind at all times.*

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

*Sunflower Bank and Colotrust are the only two financial institutions that our school places funds in. Both of 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.

*The school has contracted Chris Peterson for IT support. This was noted in the September, 2016 Consent Agenda.*

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 in 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.

*There has not been anything to purchase.*

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.*

**Policy Number: EL-10**

**Policy Type: Executive Limitations**

**Policy Title: 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:

**Pam writes, evidence of compliance is as follows:**

1. Fail to submit monitoring data required by the Board (see policy B/SR-5—Monitoring Administrator Performance) in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored.

*The school's board members receive the consent agenda, monitoring report, accountability agenda and minutes (when available), and school financial statements each month prior to the board meeting. All additional support materials that might be of value are in the board's box which is in the administration office. I have always made any additional information available upon request.*

2. Fail to submit to the Board monitoring data required by the State Board of Education regarding accreditation and account ability.

*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 member 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, this year called: 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 class size, these are not publicly reported for reasons of protecting our students' confidentiality and being statistically insignificant. Our school's teachers monitor each of our student's growth by using a computer-based program called Alpine Achievement Systems. This year, we are making an effort to have all of our students' testing results on the MyAlpine, their website, so that teachers and support staff can have access to this information. This would also be valuable to students who leave our school and go to another school who use Alpine's system. 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 Superintendent Minnis. Guffey School's staff, coordinated by Lynda MacDonald, provides the school district with the narrative as it relates to what our school is doing.*

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, Consent Agenda, and when available, School Accountability Meeting agenda and minutes. When additional communication seems necessary, it has been my policy to consult with the board president, who may contact the rest of the board members.*

4. Fail to advise the Board of significant transfers of moneys within funds or other changes substantially affecting the school's financial condition.

*The Board is informed of changes that would considerably affect the school's financial condition.*

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.*

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, timely information and have provided that on an as needed basis.*

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. Our school has enjoyed positive press about the many activities that our school is doing, as well as providing community information about our school's events. The three local newspapers, Ute Country News, Gold Camp, and The Flume have all reported positive press about our school.*

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.*

9. Present information in unnecessarily complex or lengthy form.

*I have not overwhelmed this board with any unnecessary information and hope that the board feels that my communications are clear, timely and to the point.*

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.*

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 believe that the working relationship I have with Board President Ruvo works because we respect, trust, and share the school's vision. We both are dedicated and strive to keep our students' needs first. We clearly understand each other's role as School Administrator and Guffey Board President.*

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.*

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.*