

MONITORING REPORT
ENDS POLICY #3
EXECUTIVE LIMITATIONS POLICY #8, #10
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
February 2022
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 Cauley (K-2), Lynda MacDonald (3-5) and Jenny Peck (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.

6th-8th teacher Jenny Peck writes:

Many students create a place for themselves in the community at a very young age, however once students reach 8th grade, it becomes expected that students create a place for themselves in the community. This is fostered through the 8th grade project. As an 8th grader, students must pick either a long-term project or a career that they would like to focus on. For career research, students must observe a person in that career for at least 8 hours. An example of one student who has created a place for himself in the community is an 8th grader who wants to be a welder. He has spent time with Ken Walker and Bill Sioux working on welding projects at the Guffey Garage. Additionally, as a part of the 8th grade project, students must complete 20 hours of community service. An example of one student who created a place for herself in the community through the service project is an 8th grader who decided to volunteer with Stefanie Skidmore at Wild Horse Outreach and Advocacy. Initially, Stefanie reached out to me asking if I knew anyone who would have time to volunteer because they really needed some additional help. I instantly thought about an 8th grade girl who had helped me with the horses at Nighthawk Ranch, a girl who absolutely LOVES being around horses. I asked Stefanie if she would be willing to take on a young, yet responsible teenager. She said yes. This has been one of the absolute best things that could have happened for this girl, and it has turned into an amazing partnership. Not only is this student learning how to have a strong work ethic from scooping poop and feeding horses, but she is also now at a point where she is helping to train the mustangs and she has become a much stronger and more

confident rider. The requirement for community service is only 20 hours, and this 8th grader has put in literally hundreds of hours at Wild Horse Outreach and Advocacy. I definitely see this student continuing with her community service even after she completes her 8th grade project.

E - 3.1.2

3.1.2 - Students will effectively set personal goals.

6-8th teacher Jenny Peck writes:

Once students reach the middle school level, they are very aware of their grades. Oftentimes, personal goals are centered around a grade that a student would like to obtain. One resource that has been extremely helpful is Alma. Alma is a program that acts as a gradebook for the teachers. What is really great about Alma is that once I put a grade into the gradebook, students can instantly see the grade they got on their assignments and how that contributes to their overall grade in a particular subject. Very frequently, students will tell me that they have a goal of getting a certain grade in a particular subject, then we will work together to talk through what scores they need to get on future assignments in order to reach the ultimate goal for a certain grade in the class.

E - 3.1.3

Students will have a strong sense of self.

3-5th teacher Lynda MacDonald writes:

In Social Studies this year we are learning about the 1800's. This was a dynamic time during our country's history. I emphasize to my students how studying the past helps us to reflect on the present, and how we can use this information to choose to make a difference for the betterment of the future. I also help my students know that it is important to see things from different points of view as they form their own opinions. I help them to reflect on what is important to them, and how they can make a difference now and later in life. It is fun to see how engaged students are and how interested they are in how our country came to be and their role moving forward.

E - 3.1.4

Students will work independently.

6-8th teacher Jenny Peck writes:

After having taught in the K-2 classroom as well as the 6-8 classroom, I can really see the progression of what working independently looks like. In the K-2 classroom, it is rare to have a span of more than 5 minutes go by without being asked a question or needing to help a student with something. Students need extra coaching to realize that they actually can figure out the answer on their own if they tried to answer it before asking for help. Teaching in the middle school classroom is very different. Sometimes I am just baffled by how quiet it is - for such a long time - when students are focused and working independently. I also see students almost trying to avoid help because they want the satisfaction of figuring it out on their own. This happens most often in math. During math class, we go over the notes and examples of how to do the new types of problems, then students get to do independent practice. If there is a challenging question that comes up, or if we do the notes/examples one day and need to wait until the next day to do the independent practice, I will offer to go through a problem with the students to help them remember what to do. Well, I am frequently met with the response that they want to try it on their own first, then check to see if they got it right. Also, if a student gets a problem wrong, I will offer to go over it with them. Again, I am frequently told that they want one more chance to try it on their own before I tell them how to work out the problem. This makes me really excited because it tells

me that the students are actually wanting to learn, and they are becoming problem solvers who are resilient and will keep trying until they arrive at the correct answer.

E - 3.1.5

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

3-5th teacher Lynda MacDonald writes:

This term we have been learning how to develop a good story. The students started by writing a rough draft of a story of their choice. We are now using the Six Traits of Writing to go through our stories and revise them, focusing on one trait at a time. I tell my students that writing is like a piece of art, you start with a lump of clay and then you continually revise and rework it until it is sparkly and shiny. Your first draft is never your final draft. We look at other author's writing as an example of how each trait can be reflected. Students are really enjoying making their stories sparkle and shine.

In spelling, I have had a number of students who are concerned about not getting the score they would like. I believe it is important for students to have the opportunity to learn from their mistakes. As a result I give those who are interested, the opportunity to restudy the words they got wrong and retake those words during recess.

E - 3.1.6

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

3rd-5th teacher Lynda MacDonald writes:

Having students feeling emotionally and physically safe in my classroom is a high priority for me. Recently I had a couple of students who expressed concerns about how others may have felt about them. As a result, I had my students all write a kindness note to each other. It was interesting to see what kind things students had to say about each other.

This year we have the wonderful opportunity to have a counselor on staff. This counselor works with students that teachers can refer to when they see a particular student struggling with a particular issue. Our counselor also offers to do a dialogue circle with each of the classrooms once a month. My students really look forward to the games that she presents. I really enjoy seeing how comfortable every one of my students is in participating in these games.

Recently I had two new students join my classroom. It is always tough being a new student in a new school. I was so pleased at how all of my students helped these new students to feel welcome. They were absolutely beaming at the end of the day. Their mother even came in to tell us that her kids were so happy at the end of the first day, that it brought tears to her eyes.

E - 3.1.7

Students will develop and practice self-discipline.

K-2 teacher Elizabeth Cauley writes:

Part of being an effective teacher for the youngest of students, is not just teaching reading, writing, and arithmetic, but also teaching social and personal skills. In the K-2 classroom, there are several ways that the students have the opportunity to do this. The first, big one, is the behavior chart. It is a tree that has 7 different levels that go from poor behavior to great behavior (Discipline slip, Warning, Think About It, Ready to Learn, Good Job, Great Day, Wow). The students all start the day on Ready to Learn. As a very real consequence to their behavior choices, good or bad, they move their sticks up or down the chart. They are not only one way movements. Several times, a student who has made some poor choices earlier

in the day, will make sure that they follow directions and do their best to be a good friend and student and will be able to move their stick back up the chart.

I also have a "Cool Out Corner" where any student who is having a rough day, whether they are sad, angry, in a grouchy mood, or even if they get hurt, they can sit in my bean bag chair to take some time to get into a better frame of mind to learn. The chair is a completely, except as a boo-boo recovery seat, student motivated place.

E - 3.1.8

Students will organize their personal space and time.

K-2nd teacher Elizabeth Cauley writes:

The K-2 classroom is a very hectic and crowded looking place. However, everything does have a place and a time. Students are in charge of their own folders and notebooks in a bucket by the windows. They must keep them tidy enough to keep track of their packets or handouts. Each group desk also has several little caddies with supplies in them that they have a responsibility to keep organized. Then there is the library. Each student has a paint stick that is theirs. When they pick a book to read, they place the stick in the place where the book was, that way they can put it back where it goes. At the end of the day the students work together to make sure the classroom is back together. They clean their caddies, sharpen pencils, vacuum, pick up trash, and make sure the library is back in order.

The classroom follows a schedule each day that the students know. Even the youngest ones know that after reading buddies is snack time and handwriting is after lunch recess. If a student finishes their classwork early they may choose between a variety of activities. One of these activities is finishing homework or incomplete work. This has worked advantageously for most of the students. Most of them have recently been going home with no homework at all, and a couple have gotten incomplete work done so they do not need to bring it home either.

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 money 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. 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 did not happen last year and is undecided for 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/Acting President 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 monies 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 Community Charter School, along with Lake George Charter School, 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, acting board president Chris Peterson, 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 monies 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, or acting 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/Acting Board President, Chris Peterson. 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.