

MONITORING REPORT  
ENDS POLICY #3  
EXECUTIVE LIMITATIONS POLICY #8, #10  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS  
February 2023  
By Jacob Sampson, School Principal/ Administrator  
With support from Martine Walker past School Principal/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

***Jacob Sampson writes:***

*Teachers Elizabeth Cauley (K-2), Lynda MacDonald (3-5) and Natalie Sardi (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 and direct their own lives.

3.1.1 Create places for themselves in the community.

***3-5th teacher Lynda MacDonald writes:***

The community is an integral part of our school. Our students are very appreciative of the opportunities they have. We are so fortunate to have volunteers come to our school every day to work with our students. For Veterans Day our students made thank you cards thanking our local veterans for their

service. Veterans were then welcomed into our school to share some of their experiences and the opportunities they had by serving in the military. We have some students who would like to choose this career path. Making these connections is very valuable both for the students and for the veterans. Another opportunity where students create a place for themselves in the community is with our annual fire starters sales. We have a local business that sells firewood. Every year they appreciate the fire starters we make so they can give them to their customers. This is a win-win for the local business as well as for the students because we use this as a fundraiser for our field trips. Soon we will be having our annual Pie Palooza. This is a big event for the community. People from all over come out to support our school by bringing and buying pies. It is a fun time for all to get together and enjoy each other's company.

### **E - 3.1.2**

3.1.2 Students effectively set personal goals

#### ***6-8th teacher Mrs. Sardi writes:***

Goal setting in middle school is a daily occurrence i.e. I can complete 4 sections of math. Longer term goals look at reading log, NWEA growth etc i.e. can I achieve my reading goals and can I grow by the recommended amounts in my maps tests. Longer term goals are set by our 8th graders as they move through their 8th grade project. One student moved from the mindset of "I am never going to make it through high school" to "I am going to graduate high school, join the Army and complete my college using Army funding." The long term goals and understanding what they can achieve is an important part of their graduation from GCCS, seeing the possibilities of life beyond middle school supports them in planning their high school career.

### **E - 3.1.3**

#### ***3-5th teacher Lynda MacDonald writes:***

I really enjoy working with all of the students in my class. One reason is because they do have a strong sense of self. I am so impressed with how hard each student works to put forth their best effort. We just completed our DIBELS reading assessments. Every student showed great growth. Just about every student scored in the advanced area. Soon we will be taking our MAP assessments in reading, grammar, and math. I always show them their previous scores and challenge them to do better. They inevitably take this challenge seriously. I can't wait to see the results. In class we have been working on improving our writing skills. Students are currently working on creating their own stories. It is fun to see them so diligently writing, writing, writing. Next we will be going through a revision process to polish their stories into a final copy. It will be exciting to see what they come up with. The important thing is that they are proud and excited about their own work.

### **E - 3.1.4**

#### ***K-2 Teacher Mrs. Cauley Writes:***

I teach my classes using a gradual release technique where I do a mix of teaching directly, doing group or partner work, and working individually. A week in reading is a great example of this. At the beginning

of the week, there is a lot of guided work, however by the end of the week the students are able to read and comprehend stories on their own. Today two of my students worked together to read a story. They then were able to go through a worksheet pulling details out of the story to support some of the main ideas. They did this on their own, with only me reading the instructions beforehand. Then they moved on to thinking through finding information in a nonfiction text. Again they completed this with only short instruction. The last task they completed completely individually. They read a story to themselves and answered comprehension questions about what they read. This pattern is the same every week and the students know the process.

### **E - 3.1.5**

Effectively evaluate and reflect upon their own growth and learning

#### **K-2 Teacher Mrs. Cauley Writes:**

One of the most basic skills that is developed in the early grades is the ability to add and subtract quickly. Each week the K-2 class takes 5 minutes and practices their facts. They have a chart in the classroom that shows them how they are doing. A star means that they passed that worksheet and are moving to the next one. A smiley face means that they did better than they did the week before. Each student gets to see themselves improve each week and strive to do even better the next week.

### **E - 3.1.6**

Create a personal environment of emotional and physical safety.

#### **3-5th teacher Lynda MacDonald writes:**

Emotional and physical safety is something I take very seriously in my classroom. Not everyone gets along all the time. I am impressed, however, with how well my students do get along. I offer many opportunities for my students to work in pairs or small groups. I do not tolerate any amount of groaning if someone does not get their first choice. I make sure to mix up these groups so everyone gets a chance to work with everyone. It is fun to see my students working together. I like hearing how they approach problem solving. We recently did a dinosaur "dig" where they had to uncover dinosaur fossils, record their findings and put them together. Often for social studies or science, I have them collaborate together when working on a summary assignment at the end of a unit. This works well in the multi-age classroom where older students can model for and guide the younger students. I am always impressed with how well the mixed ages work together and support each other.

### **E - 3.1.7**

Develop and practice self-discipline

#### **K-2 Teacher Mrs. Cauley Writes:**

A multi age classroom has a few distinctive ways in which it works. One of the most notable is that students almost never finish at the same time. I provide options or activities for students to do when they are done and waiting for their classmates to finish their work. There are a few rules. They can only

pick activities from the available choices, and they must do them silently in order to show respect to their classmates who are still working. Several of the students use this time to finish homework early, read a book, work on tablets, or color pictures. Most days, students are able to pick and complete tasks with little or no disruption to the class at all.

### **E - 3.1.8**

Students can organize their personal space and time

#### ***6-8th teacher Mrs. Sardi writes:***

Each student in middle school has their own desk and filing cabinet, the filing cabinet separates the desks from one another, this defines their physical personal space within the classroom. Part of middle school responsibilities is cleaning this area each day and keeping their possessions organized. Organizing time is often a difficult task for middle school students. Setting a schedule for each day helps support each student in meeting his or her daily goals. They know the expectation and the time they have for each subject. As we entered the second trimester most students were able to organize themselves and achieve their daily goals in each subject. For those students with executive function disorders external scaffolding is often needed to support them through this learning process. Having a time to catch up on work or a deep clean time where everyone organizes their work space supports building good habits for all students, not just those who struggle with the organizational aspects of life.

### **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.

***Jacob Sampson 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. This has been a year of learning our systems and the cycle of funding. 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, Tammy Jo Smith, 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 20<sup>th</sup> of each month, (or the last work day before the 20<sup>th</sup>). 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 will happen on May 11th this school year, is the only public auction hosted by our school. All pies are sold to the highest bidder and our auctioneers have the best interest of the school in mind at all times, while he is 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 two financial institutions in which our school places funds. 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.

***Jacob Sampson 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 5<sup>th</sup> 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.*