

MONITORING REPORT  
ENDS POLICY #2  
EXECUTIVE LIMITATIONS POLICY #7, #15  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS  
March 2023  
By Jacob Sampson, School Principal/Administrator

**E-2 Academic Accomplishment**

Students will have the academic competencies necessary to achieve personal goals.

- 1) Each student will meet or exceed individually established academic standards for performance in all content areas defined by the Colorado State Educational Standards and in additional content areas dictated by the interests of the Guffey Community. These areas include but are not limited to:
  - a. Language Arts;
  - b. Social Studies;
  - c. Mathematics;
  - d. The Arts;
  - e. Science;
  - f. Technology.
- 2) Each student's skill will meet or exceed individually established standards for analysis, critical thinking and presentation. These skills include, but are not limited to:
  - a. Planning and managing time effectively;
  - b. Finding and using appropriate resources;
  - c. Recording observations;
  - d. Evaluating their work and that of others;
  - e. Assessing the quality of the research sources;
  - f. Investigation and thoughtful inquiry;
  - g. Organization;
  - h. Understanding and appreciating the natural world;
  - i. Effective oral and written communication;
  - j. Recognizing the value of all disciplines.
- 3) Each student will demonstrate academic honesty by:
  - a. Respecting their own and other people's work;
  - b. Giving credit for the sources used;
  - c. Reporting honestly about their own work.

***Jacob Sampson writes:***

*Teachers Elizabeth Jackson (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.*

***Elizabeth Cauley (K-2) writes:***

**E-2 Academic Accomplishment:**

E.2.1 Each student will meet or exceed individually established academic standards for performance in all content areas as defined by the Colorado State Educational Standards and in additional content areas dictated by the interests of the Guffey Community.

### Language Arts:

In term 1 every year we learn the parts of speech: nouns, verbs, and adjectives. In term 2, we focus on mechanics of writing such as punctuation, capitalization, and types of sentences. Term 3 starts with a look at writing skills and then finishes with a three-year rotation focus. Year 1 (this year) is a focus on poetry, year 2 is a focus on stories, and year 3 is focused on letters. Students learn about different kinds of writing and learn about how to properly format and write each type. The term concludes with completing an example of the specific kind of writing. Each of these also has an application aspect. Poetry has a "cafe" poetry reading. Stories have an Author's Corner. Letters have a "Pen Pal" from my students to other students in the school.

If we have time during the day, we also do Daily Fix-it-Ups which are sentences projected on the board with a variety of grammatical and spelling errors. The students work to correct the sentences, learning proofreading notations along the way.

### Math:

I teach a mixture of traditional math along with Common Core to expose the students to several different methods of solving problems that they can pull from in order to make sense of whatever math comes their way. I use the Common Core Texts plus Harcourt Math. We start the year with basic number concepts for grades 1 and 2, while the Kinder students learn their numbers. Starting at the end of term 1, all grades are learning the same topic, though differentiated to ability. Term 2 covers geometry, fractions, addition, and subtraction. Term 3 moves on to money, time, measurement, and data.

### Reading:

Reading is highly differentiated. This is where I use my volunteers the most. Kinder students focus the year on learning sounds and letters, going from "letters make sound" to "groups of letters make words" to "groups of words make sentences." They learn the concept of reading. First-grade focuses the year on putting sentences together to make stories. They learn about voice, inflection, and intention. This gives them the ability to read. Second-grade goes a step further and really focuses on comprehension and vocabulary. Students expand their knowledge of the English language when working with new words to find their definition, synonyms, parts of speech and more. They also learn to draw conclusions, infer, predict, find details, understand main ideas, and more. This gives them the ability to understand and use what they read.

Students also complete book reports in reading. Second-graders do one each term, 1<sup>st</sup> do one in term 2 and 3, and Kinders do one in term 3. In the terms students do not have a term book report to do, they complete single page reports on their library books on a bi-weekly basis. The reports work on simple things from setting and characters, to identifying a new word in a nonfiction story.

All students have spelling tests at some point in the year. Second-grade has them at the end of each unit in all three terms. First-grade starts spelling tests halfway through the year. Kinders start their spelling tests at the start of term 3. First and second grade have words that go along a theme or phonemic concept from their reading unit. Kinders have CvC words that I sound out for them, and they need to code the sounds into letters and words.

### Science:

Science is a mix of lectures and labs. On Mondays, students read and work through a chapter that focuses on a subtopic of our term topic. Then on Wednesday they complete a lab or learn about scientists or inventions that are part of that subtopic. Students have a science journal they keep all their

experiment pages in. They also complete one big yearlong project each year. This year students are researching, designing, building, and testing engineering structures.

Science is on a three-year rotation. Year 1, this year, covers physical science to include matter, energy, magnets, and a focus on machines and engineering. Year 2 covers life science to include plants, animals, environments, and a focus on dinosaurs and the scientific process. Year 3 covers Earth science to include space, natural resources, weather, and a focus on rocks/gems and on what it is to be a scientist.

Social Studies:

Social Studies has a 3-year rotation. Year 1, this year, is geography and culture. The students spend the year learning about the places on the Earth and all the people who live there. Year 2 is history and government. Students learn a basic history of the United States from the arrival of the pilgrims to more present day. They also learn about rules and laws and how the government and people work together. Year 3 is communities and economics. Students discover how things have changed from the past to now, and how they will continue to change. They also learn the basic idea of how money and the economic cycle works.

Students also participate in three to five Reader's Theatre presentations a year, as well as the Open House presentation. These help with social and personal skills, as well as tying back into the social studies and other subjects the students are learning about.

December is always focused on learning about the history, culture, and traditions of some of the December holidays including Christmas (Commercial), Christmas (Christian), Hanukkah, Kwanzaa, Diwali, and Yule.

Specials

Art: Students get to explore a variety of art mediums, techniques, and basic methods. This year they are learning about and using lines and color. They have an art show at the end of the year where they get to pick and display their favorite pieces.

Music: The students experience getting to know different kinds of music and how music is made. In December, students learn a holiday song for each of the holidays they are learning about. This year, students are also learning how to play music as well.

P.E.: Students get two opportunities for directed/structured physical activity each week. On Wednesday, they sometimes have P.E. where there is a focus on sports and teamwork. On Thursday, they have Zumba which focuses on coordination, flexibility, and cardio.

Library: Students go to Library on the 1<sup>st</sup> and 3<sup>rd</sup> Monday of every month. They learn about how to find books and how to treat books properly. They also do their bi-weekly book report on the book that they pick every other week.

Writing: There are two parts to writing in the K-2 class - creative writing and handwriting.

For handwriting, students have a composition notebook with lines and a drawing space. I project an image onto the board from the Draw, Write, Now series. These pages have 4 sentences about a specific thing within the book's topic (ex. elephants from the Animals book). Students copy those sentences into their notebook and draw the picture following the steps given on another projected page. I check for accuracy in handwriting and give a couple notes on what to focus on so students can fix them. Kinders start the year by working through a packet with each page dedicated to one letter in order to learn how to form each one. When they complete that, they join the other students in copying down the sentences.

Creative writing takes the form of monthly journals. Students respond daily to a variety of prompts, connected in some way with the month the journal is for. They may be asked to finish a story, make a list, draw a picture, write a letter, and more. Kinder students reply orally either to a partner or to me, their answers are written in highlighter, and they trace that. Other students have a variety of expectations based on differentiated ability.

#### Additional Reinforcement and Practice

Homework: I send home homework for all three grades. Kinder students have one page a day about the letter they are learning in reading, and one page about the topic they are studying in math. In Term 3, they also bring home one page for spelling. They also have their book reports to do over two weeks or the term. First and second grade students have 1-2 pages of math per night of what they are learning in class. They have a page of spelling daily; 1<sup>st</sup> grade gets these when they start their spelling tests. There is a single page of punctuation or grammar work, once a week on Thursday. They also have their book reports over a two week or term period.

Kindergarten Olympics: For the first half of the year Kinder students are given a list of 10 skills to master by winter break. These are skills beyond that classroom that serve as a basis for math, reading, and social excellence.

- Letters: uppercase and lowercase
- Numbers 0-20
- 10 basic colors: red, orange, yellow, green, blue, purple, pink, brown, black, white
- 10 common shapes: circle, oval, triangle, square, rectangle, hexagon, sphere, cone, cube, rectangular prism
- Their name
- Their address
- Their phone number
- Cutting with scissors
- Tying shoes
- Using zippers

Warm-ups: Each day students have a page worksheet that has several different problems on it. These questions cover different concepts from math or reading and are differentiated according to ability level.

Calendar: Every morning the students go over the calendar. This is a review for months of the year, days of the week, number sequencing, seasons, weather and temperature, place value, social expression (finding something positive about the day), and vocabulary with a word of the day.

Reading Rocks: Each night students can read, or the Kinder students can be read to. For every 10 minutes of reading that is logged in their planner, they get a mark on a chart. For every 10 marks, they receive a prize. They can pick a toy from my treasure chest, get to sit in a wheelie chair for the day, get an animal or toy at their desk all day, a free homework pass, or they get to pick a book from the hallway to keep. This promotes reading and practicing at home.

Math Masters: On Thursdays, students take a five minute timed addition test. Kinder students start these after they start the addition unit in math, and they have half sheets (45 problems) instead of the full page (90 problems). When students get 100% on a test, they get a star on a chart and move onto the next, harder test. If a student does better, but not 100%, on their test than the previous week, they get a smiley sticker on the chart to show their improvement. The following week they will get that same test back in hopes they will do even better.

Social Skills: A large part of the K-2 classroom is also learning how to get along with other students and to function in a setting other than their home. I have a few little details around my room to help foster this growth.

The behavior chart is an accountability for following, or breaking, the rules of the classroom or school. Students can move their name up and down the chart based on the decisions and actions they take during the day.

Students can get tickets for helping others. If an adult sees them do an act of kindness without being asked, or looking for gratification for doing it, they can give that student a ticket. That goes in a bucket and on Thursdays students may use the tickets they have earned to buy prizes that vary from 1 ticket to 10 tickets in cost. If the student really wants to save up to 50 tickets, they can get an extra special prize meant just for them.

Each week, the classroom jobs are rotated so that students each get to be a part of making the classroom function and have responsibility.

My “cool-out-corner” helps students manage their emotions by giving them a safe place to breathe, calm themselves, and to feel out their feelings instead of yelling, hitting, or throwing.

2<sup>nd</sup> Grade Cumulative Project:

At the end of 2<sup>nd</sup> grade, students should have learned everything they need to meet state and federal standards. As a cumulative project, across all subjects, students have a project to complete. They will create a series of writing examples, picking from topics they have learned in other subjects. Students have all of term 3 to complete the project during their “I’m finished” time (extra time during class once they have finished their other work), as well as one dedicated 1 ½ hour block a week. A copy of the final project will be kept as an example for the future as an installment in the “Fairy Library,” in my fairy forest reading corner. There are 12 required samples, and 4 extra credit ones. Some pieces of writing will be completed in class, others will need to be “self” directed (I will provide advice and guidance when needed).

- Completed as classwork
  - Reading
    - Fable
    - Biography
    - Simple Chapter Book
    - Simple Poem
  - Science
    - Research Paper (part of the group year-long project)
  - Language Arts
    - Product of Term 3 topic (Poetry Compilation, Short Story, Letter Samples)
  - Homework
    - Final Term 3 Book Report
- “Self” paced
  - Personal Narrative (Written and Oral Presentation)
  - Set of Instructions
  - Description

- Opinion/Persuasive Letter/Essay
- Advertisement
- Extra Credit:
  - Folktale
  - Play
  - Other Language Arts topics not covered this year (2 possible)

***Lynda MacDonald (3rd - 5th) writes:***

## **E – 2 Academic Accomplishment**

Each student will have the academic competencies necessary to achieve personal goals:

### **Language Arts**

My 3<sup>rd</sup> -5<sup>th</sup> grade reading curriculum predominately comes from the Houghton Mifflin textbook series. I started the year with two groups – a third grade group and a fourth grade group. I also have a reading specialist to help give individualized attention to my younger group. For this last term, I am going to put the two groups together and teach to the upper level. In class, we focus on reading comprehension, vocabulary, and reading fluency. We also utilize a variety of comprehension strategies such as clarifying, predicting, questioning, and summarizing. I often start my lesson with a group read-aloud and discussion of the story we are reading. I also include an individualized independent reading component. Students are required to write written responses that incorporate paragraphs showing an introduction sentence and supportive details with explicit examples from the story. We spend a lot of time at the beginning of the year modeling how this may look. I want my students to learn how to think for themselves using ways to expand their written ideas.

In addition to our reading textbook series, students are required to independently complete a book report on a book of their choice every month. I also use LexiaCore, which is a self-paced online reading program. I find that this program helps to reinforce as well as fill in some of the gaps that I may not touch on in class.

We also do spelling and grammar in class. My spelling curriculum comes from Spelling Workout. My grammar curriculum uses Language Arts Today by McGraw Hill, Grammar & Punctuation by Evan-Moor, and Grammar Minutes by Creative Teaching Press.

Recently my students wrote their own stories. To prepare for this we analyzed a variety of authors' writing styles including setting the scene, character development, developing an interesting plot, and creating a fluctuation in mood. We also spend a lot of time looking at using descriptive details that show and not just tell. Other writing activities include writing letters, essays, and research.

We just completed our mid-year assessments. I am happy to announce that all of my returning 3<sup>rd</sup> and 4<sup>th</sup> grade students are scoring above grade level on the DIBELS reading fluency assessments. They are also all scoring at or above grade level on the MAP reading and grammar assessments.

### **Social Studies**

This year for Social Studies we are learning all about Colorado History. Our resources include: [A Rendezvous with Colorado History](#) by Dutton/Humphries and [Colorado Studies Weekly](#). We often talk about the importance of using more than one resource when learning about history because it is important to get different perspectives about the events we are learning about. We also look at how informational text is organized. Social Studies is teacher-led with whole group reading and discussion. Students are required to complete comprehension questions to show their understanding. These

questions need to be written as well thought out paragraphs including an introduction sentence and explicit details from the reading. Other activities include: working with maps, art projects, and writing journals. In class we have an evolving display that we add to as Colorado changes throughout history. I also like to supplement what we are learning in class through YouTube videos and field trips. In the fall we had a man come to school to give a presentation about what life was like as a mountain man back in the 1800's. This spring we will be going to Starsmore visitor center to learn more about the Ute Indians that lived in this area. I am also hoping to put together a tour of the Cripple Creek/Victor mine.

### **Mathematics**

This year I decided to try a new math curriculum, Go Math. So far I really like it and the students seem to enjoy it as well. I am fortunate to have a volunteer who comes three days a week to give individualized attention to my 3<sup>rd</sup> grade group. I also use IXL which is an online program that allows students to work at their own pace on specific skills.

We just completed our mi- year MAP assessments. I am happy to say that all of my returning students are scoring at or above grade level in math.

### **Science**

In science we are using the Science Fusion curriculum. This year we are focusing on changes to Earth's surface, the rock cycle, fossils, dinosaurs, weather, and oceans. We have whole class discussions as we work through the workbook lesson. I supplement our lessons with related YouTube videos. We also do a number of activities from The Amazing Earth Model Book. Recently we put on a fun shadow puppet show, using the Interact curriculum, demonstrating what we learned about the dinosaurs. I also like to supplement what we are learning in class through field trips. Last month we visited the Florissant Fossil Beds to learn about what the area that we lived in looked like 34 million years ago. We also went to the Dinosaur Resource Center in Woodland Park to learn more about dinosaurs. Both trips definitely supplemented what we are learning in class.

### **Technology**

I use technology to supplement what we are learning in class. For reading I use the LexiaCore program. For math I use IXL. I also use Typing Club to help students learn the correct typing technique. I am amazed at how well these students can type already. Once a week I have them practice their typing skills by typing out their spelling words. I often locate YouTube videos to supplement what we are learning in science and social studies. If we are curious about something, we can quickly "Google it". We also do research on the computer. Recently students wrote, revised and edited their own personal stories. Then they created their covers by using an msn paint program.

### **The Arts**

Unfortunately I do not have as strong of an arts program as I would like. I have a volunteer who comes in occasionally to teach the students elements of art. The last time he came, he did a lesson on color. Community members have also come around the holidays and put together fun projects for the students. I also use what we are learning in social studies to add to my art curriculum. We have made Navajo sand painting, woven baskets, and will soon learn how to do loom beading. For performing and music, Mrs. Cauley led a wonderful winter program highlighting songs from different cultures around the world. We will be beginning our Pie Palooza rehearsals in April.

### **PE**

Once a week, Mr. Sampson takes the class to learn skills in physical education. Rita Mick also comes once a week to do a Zumba class with the students.

## **Skills**

Planning and managing time effectively

1) Managing time effectively can go both ways. I have some students who like to rush to be done first, but then their work does not show the thought and effort that I am looking for. I have other students who spend so much time “thinking about” the first question, that they do not finish their work. I guide both of these types of students in managing their time to fit each particular assignment so they can show their best work

2) I send homework home every Monday and it needs to be returned the following Monday. This way students learn to manage their time at home. Some students like to get their homework done right away early in the week, others prefer to do it on the weekends when they are not so tired after school. I also have a monthly book report requirement.

Evaluating their own work and that of others

1) As I grade work, I often have students review their mistakes and make corrections.

2) When we wrote our stories, I had students evaluate their work focusing on one element at a time. I also had students peer review each other’s’ work. Then I sat with each student individually and we went over exact ways to improve their stories in the revision process.

Effective oral and written communication

1) Students often write letters and make cards to thank community members.

2) During Open House each student participated in presenting what we are doing in class.

3) In their daily work I expect their writing to reflect complete thoughts and quality work.

## **Academic honesty**

Reporting honestly about their own work

1) When writing our stories I made sure that students were coming up with their own original ideas and not rewriting a version of a story they had read. We did look at other authors’ writing styles to learn from the “professionals”, but we were very cognizant about not copying someone else’s work.

2) Whenever we do research, I emphasize that it is important to paraphrase what they are reading and glean the facts, but not copy something word for word. We also give credit for our resources.

## **E – 2 Academic Accomplishment**

***Natalie Sardi (6th - 8th) writes:***

Guffey Middle School

Project Based Learning: Integrating and Differentiating

Simply put, project based learning is a teaching method that allows students to gain knowledge by requiring them to work for an extended period of time to investigate a complex problem or question. Students are given the freedom and opportunity to explore real world problems and develop a deeper and more enriched understanding. However, there are key characteristics that differentiate "doing a project" from engaging in rigorous Project Based Learning.

We find it helpful to distinguish a "dessert project" - a short, intellectually-light project served up after the teacher covers the content of a unit in the usual way - from a "main course" project, in which the project *is* the unit. In Project Based Learning, the project is the vehicle for teaching the important



knowledge and skills students need to learn. The project contains and frames curriculum and instruction.

We have completed presentations combining English Language Arts and Ancient Civilizations. Students came up with their own overarching question for their particular area of interest. Livia decided to study ancient Greece because she was reading a book about Greek Gods. Logan based his on the religion of ancient Japan as he is really into Japanese anime and all things Japanese.

We are using StudySync as our major curriculum piece as it provides leveled reading linked to science, social studies and history. As we are studying ancient civilizations in history we read from a unit in studysync called Ancient Realms. We learned about a man called Scheilman who dreamed of discovering the city of Troy and all its treasures. However, he was a terrible archeologist and ended up destroying more than he discovered. The author used both figurative and technical language to convey the depth of desecration Schielman inflicted on the site and the steps trained archeologists would use. Comparing and contrasting these for maximum effect.

Science is focused around inquiry based lessons. With overarching ideas which for this school year is the living world. Biology, chemistry and physics are part of the subjects studied. This semester is the classification of living things. We have already looked at and planted our own plants which you can see growing on the shelves. We have learned about the parts of a tomato plant and looked at the real life version from which we hope to have tomatoes soon.

One group of historians argue that “It’s a set of essential or core facts, names, dates and events that make history so important,” as they march under the banner “Content & Facts Matter Most”.

While another group contends: “No! No! No!” “Memorizing facts is trivial compared to learning how to “do” history the way historians do history—how to read and think like historians”—as they wave the banner “Critical Thinking Matters Most” But what if there is a little bit of truth on both sides. What if students can learn how to use their historical skills to build stories from those facts... stories that help them to apply history to their daily lives. All of us are constantly bombarded with stories about the past that other people create to get them to see or do things in a particular way; and students, and indeed all of us, must make decisions about the present that involve understanding what happened in the past. In both cases, we all need to understand important content and facts; and we all need critical thinking skills to make informed judgments; and, we all need to know how to take apart, work with, and create multiple stories about the past that influence how we think and act in the present. Stories are a vital feature of what makes history usable, and a feature that schools have too long ignored in their focus on history’s facts and thinking practices. Adding narratives to history courses promises to make them far more usable and useful.

GO Math is the main curriculum piece for Math and is aligned to the work done on the online platform IXL. This helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. Allowing the teacher to differentiate, which means each student can be given a different topic to work on based on their skills assessment. Comprehensive lessons and skills quizzes provide instruction for students beyond the grade level. To add some fun and extend the learning IProdigy - A fun interactive game which requires students to apply grade level math skills to advance in the game. We also work on Scratch which is a fun start to programming.

### **EL-7 Budgeting**

Financial planning for any fiscal year shall not deviate materially from the Board’s Ends policies, risk fiscal jeopardy or fail to be derived from a multi-year plan.

Accordingly, the Administrator may not do any financial planning which:

- 1) Is not in a summary format understandable to a lay person.
- 2) Fails to show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year.
- 3) Contains too little information to enable credible projection of revenue and expenses.
- 4) Fails to disclose budget planning assumptions.
- 5) Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period unless otherwise approved by the Board in a multi-year plan.
- 6) Plans for the expenditure of funds from the Sustainability Fund except as authorized by the Board according to the requirements set forth in GP-15.
- 7) Reduces the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state statutes.
- 8) Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audit, Board and committee meetings, Board memberships and legal fees.
- 9) Fails to take into consideration fiscal soundness in future years or fails to provide the organizational means sufficient to achieve ends in future years.
- 10) Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits.

**Jacob writes:** *Evidence of my compliance for this policy is as follows:*

Accordingly, the Administrator may not do any financial planning which:

- 1) Is not in a summary format understandable to a lay person.

*The financial information is presented in a format that is intended to be understood by a lay person or anyone who is interested. Our financial reporting is consistent with CDE's required reporting format according to HB 10-1036 which directs local education providers to post financial information on-line, in a downloadable format, for free public access. Our school's auditing firm keeps our school in compliance with any requirements or changes to the state's reporting system. Collaboration between myself, our bookkeeper, Tammy Jo Smith, and our technology director, Chris Peterson, ensures that the school's website is in compliance and up to date with all of our school's financial information. Thanks to the hard work of our bookkeeper and Mr. Peterson, our website is completely up to date with all required financial transparency documentation.*

Accordingly, the Administrator may not do any financial planning which:

- 2) Fails to show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year.

*Our school's budget shows the amount budgeted for the current and upcoming fiscal year. I will be creating the budget for the 2022-2023 school year in April to be presented to the board during May's board meeting.*

Accordingly, the Administrator may not do any financial planning which:

- 3) Contains too little information to enable credible projection of revenue and expenses.

*Our financial plan contains details that are meant to represent, to the best of our ability, accurate projections of revenue and expenses. These projections are based on prior experience and knowledge of possible upcoming changes which are monitored through various CDE sources and the state budget committee updates.*

Accordingly, the Administrator may not do any financial planning which:

- 4) Fails to disclose budget planning assumptions.

*My budget assumptions are based on an estimated number of students who will be enrolled in our school at the October count, the amount of PPF (per pupil funding) that we anticipate receiving from the state, the Title I & II funds, small attendance funds, capital construction funds, e-rate funds, anticipated expenses for the school year, staffing needs, fiscal liabilities, additional revenue and carry-over from the previous school year. There is concern with future enrollment. I will do my due diligence in planning for GCCS and its future.*

Accordingly, the Administrator may not do any financial planning which:

- 5) Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period unless otherwise approved by the Board in a multi-year plan.

*I have not spent more money during this fiscal year than what we have available in our school's funding accounts.*

Accordingly, the Administrator may not do any financial planning which:

- 6) Plans for the expenditure of funds from the Sustainability Fund except as authorized by the Board according to the requirements set forth in GP-15.

*I have not used these funds and understand these funds can only be used if authorization is granted to me by the Board as stated in the requirements of GP-15.*

Accordingly, the Administrator may not do any financial planning which:

- 7) Reduces the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state statutes.

*I have not spent or committed to spend more funds in a school year than what is in the required reserves.*

Accordingly, the Administrator may not do any financial planning which:

- 8) Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audit, Board and committee meetings, Board memberships and legal fees.

*The school's annual budget provides for board development, governance, estimated legal fees and the school's annual fiscal audit.*

Accordingly, the Administrator may not do any financial planning which:

- 9) Fails to take into consideration fiscal soundness in future years or fails to provide the organizational means sufficient to achieve ends in future years.

*Our school has been able to successfully operate on fluctuating state and federal funds because of regular review of funds, budget, and actual spending. We are creative in finding alternative ways to provide funding. Some of these avenues are: family and community donations, fundraisers, local community donations, Amazon Smile donations, City Market's Community Giving donations, and*

*fundraisers such as Pie Palooza, Guffey t-shirts, and the hard work of a very frugal and fiscally responsible staff.*

Accordingly, the Administrator may not do any financial planning which:

- 10) Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits.

*The funding of salaries and employee benefits is our school's biggest expense. The teacher's salaries are currently in line with the STEP salary advancements and our STEP salaries reflect updates for costs of living and staff continuing education hours and/or credits. Full time staff are current with excellent health care benefits which include Vision and Dental, an annual HSA deposit, and retirement benefits. All staff are current with PERA benefits.*

### **EL-15 School Year Calendar**

The Administrator shall not fail to prepare and present to the board for adoption a school calendar for the next school year that provides for the number of instruction and contact hours/days established by the Board, includes the dates for all staff in-service days, and is written to try to best meet the instructional needs of students.

Accordingly, the Administrator may not:

- 1) Fail to allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs.
- 2) Fail to provide a copy of the calendar to all parents/guardians of students enrolled in the school.
- 3) Fail to ensure that any change in the calendar, except for emergency closing or other unforeseen circumstances, be preceded by adequate and timely notice to students, parents and teachers of no less than 30 days.
- 4) Implement a school calendar that plans for fewer than the minimum number of instruction/contact hours for students as required by state law, including provisions under state law for staff development and parent-teacher conferences.
- 5) Fail to consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

### ***Jacob Sampson writes:***

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

Accordingly, the Administrator may not:

- 1) Fail to allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs.

*I prepare a rough draft of the school calendar for the following school year in March with a final draft completed before the April board meeting. This allows adequate time to receive input from parents and teachers. While planning the calendar I also take into consideration the calendars of other schools nearby that in which our students' siblings may be attending. I will try my best to coordinate the start, end and seasonal breaks so that our families who have children in other area schools can make their family plans accordingly. I offer current school families and staff the opportunity to provide their input on the school calendar rough draft. After these steps have taken place I will present the proposed school calendar to the Board for their approval during the April board meeting.*

Accordingly, the Administrator may not:

2) Fail to provide a copy of the calendar to all parents/guardians of students enrolled in the school.

*I make our school calendar available to all families during enrollment, a link is provided on the school website, it is posted on the school's multi-purpose room bulletin board, and I keep copies in the office and hallway to provide as requested.*

Accordingly, the Administrator may not:

3) Fail to ensure that any change in the calendar, except for emergency closing or other unforeseen circumstances, be preceded by adequate and timely notice to students, parents and teachers of no less than 30 days.

*Any changes to our school's calendar would be shared with students, parents, staff and school Board with at least 30 days notice. Everyone has been notified of the recent changes which include the cancellation of most school programs.*

Accordingly, the Administrator may not:

4) Implement a school calendar that plans for fewer than the minimum number of instruction/contact hours for students as required by state law, including provisions under state law for staff development and parent-teacher conferences.

*According to Colorado State Law, and the School Attendance Law of 1963, and under the Compulsory School Attendance, 22-33-104, every child who is the age of six on or before August 1 of each year and is under the age of seventeen shall attend public school for at least the following number of hours during each school year: One thousand fifty-six (1056) hours if a secondary school pupil; Nine hundred sixty-eight (968) hours if an elementary school pupil in a grade other than kindergarten; Nine hundred (900) hours if a full-day kindergarten pupil; Four hundred fifty (450) hours if a half-day kindergarten pupil. At Guffey School, all students, K-8, have a scheduled 1008 contact hours while often acquiring more contact hours through school trips, required event participation, and other after school educational activities. Since we schedule all of our students to the same hours our K-5 students go above and beyond their required hours. Our school has 7 staff days calendared. The school offers parent-teacher conferences twice during the school year, one in October and the other in February, which are half-days for students.*

Accordingly, the Administrator may not:

5) Fail to consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

*The staff and I recognize that our students have a longer school-day. Since we are in school 4 days a week, most of our students travel a great distance to be here and they also have family obligations or extracurricular commitments in towns nearby. Our school's teachers offer plenty of classroom time for students to complete their assignments and oftentimes, their homework too. We will continue to listen to families and support the school/home balance.*