

MONITORING REPORT
ENDS POLICY #3
EXECUTIVE LIMITATIONS POLICY #8, #10
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
February 2025

By Kelli Burke/Administrator and Lynda MacDonald/Principal

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

Kelli Burke writes:

Teachers Lynda MacDonald (3rd-5th), Amy Owen (6th-8th), and Shawna Swindell (k-2nd) have collaborated to write to this policy as evidence supporting the work that we are doing to stay in compliance with this policy.

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. ***Shawna Swindell writes:***

Guffey offers many opportunities for students to create a place in the community for themselves. One way we do this in the classroom is by giving each student the opportunity to be responsible for a specific job for 2 weeks at a time. During these two weeks, the students take responsibility for helping to pass out and collect assignments, keep track of our schedule, set an example as Class Leader, and more. We discuss how important it is to complete our jobs on a daily basis and what impact it has on our classroom environment if someone doesn't complete their job.

The students also have the opportunity to participate in two annual programs (the winter program and the Pie Palooza play). These roles again support individual responsibility and provide the students a chance to show off their hard work.

3.1.2 Effectively set personal goals. ***Lynda MacDonald writes:***

It is important for students to have personal goals. I encourage students to look at the work they were doing at the beginning of the year and compare it to the work they are doing now. In reading and social

studies, for example, when we answer questions we have been working extensively on how to dive into the text to add detail to our written responses. We are learning how to back up our answers with specific evidence from the story. I have been modeling this skill and students have been practicing it. All of their written work is kept in a notebook, so they can easily compare for themselves how their work is improving. Other areas where students can set personal goals are with their weekly multiplication quizzes. Each week, we quiz until each student is able to complete the page of facts within 6 minutes. They also can set personal goals for completing LexiaCore IXL sections.

3.1.3 Have a strong sense of self. *Lynda MacDonald writes:*

I think a real strength of Guffey School is having the ability to help students have a strong sense of self. Students often tell me, "Mrs. Mac, you are the best teacher ever." And I find myself asking why, I am not perfect by any stretch of the imagination. However, I do believe that it is because every student feels seen and heard at our school. When we asked students what they liked about Guffey School, this is something that came out strongly. Students are respected for being who they are. They are taught to respect and understand those around them for being who they are. When conflicts arise, students are guided on how to settle that conflict by being heard and working through the thoughts and feelings surrounding that conflict. Students are able to get a lot of one-on-one support at Guffey School - whether in the area of academics or socially. This helps to build the skills and confidence needed for a strong sense of self.

3.1.4 Work independently. *Shawna Swindell writes:*

Being able to work independently builds confidence and improves the students' ability to motivate themselves. The K-2 classroom has many opportunities to grow this skill. However, many students struggle with being easily distracted. To help with focus, students are given the ability to choose where in the classroom they sit, they have noise cancelling headphones to help reduce noise, and we often listen to calming music. Letting the students choose certain aspects of how they want their learning environment structured lets them feel more empowered, gives them the chance to learn what does and does not work for their own selves, and reduces frustration around learning how to work independently. Because learning to work independently is a skill that is not often mastered until much older grades, our K-2 students also have the chance to ask questions and ask for help both from the teacher and from other students. This takes the pressure off of a difficult skill and allows them to grow at their own pace while still achieving subject specific goals.

3.1.5 Effectively **reflect** on their own **growth** and learning. *Ms. Amy writes:*

Each week we journal. This gives each student an opportunity to **reflect** on their day or week. In addition to that we take weekly multiplication speed tests. They look to improve on these tests each day to beat their score the day before to see their **growth**. This is really improving their facts. We also do weekly spelling tests. They have all mastered the spelling of the United States and will be working on months of the year and days of the week. The students really try hard to improve their scores after **reflecting** on their practice test. They study the words they miss and try to do better, showing **growth** on the Thursday test. Currently we are taking the NWEA test in math, reading and science. This test will gauge their personal **growth** from when tested last. In addition to setting goals after **reflecting** on their scores. The nice thing about these tests is we get immediate feedback. We can share these reports with students immediately and parents at conferences, the 27th of this month.

3.1.6 Create a personal environment of emotional and physical safety. *Shawna Swindell writes:*

In our classroom, we discuss personal boundaries on a daily basis. Our K-2 students understand the concept of personal bubbles and how each persons' bubble is different from day to day and often

changes throughout the day for many reasons. As a class, we practice “I” statements and eye contact to ensure each student feels heard and understood when they have a conflict to resolve. This helps students build confidence in expressing their emotions in a safe environment. Our classroom has rules to keep hands to ourselves and practice respect. We talk about what respect looks like and practice showing respect to our classmates and teachers. Our classroom offers a number of different seating options within the classroom that allow the students to have control over where they want to learn for any given subject if they are having trouble focusing, needing more space from their classmates, or if they are feeling overwhelmed and need a quiet place to complete their work. In the classroom, we practice a grounding game and breathing exercises that give the students tools they can use to help them feel more calm and connected throughout the day. The school also offers therapy services that students can utilize with a signed parental consent.

3.1.7 Develop and practice self-discipline. **Ms. Amy writes:**

Students are encouraged to make good choices. Eat healthy meals including breakfast that nourishes their bodies. We have a strict no sugar or caffeine policy. We also try to maintain hydration throughout the day. We have a tea station and they are provided with only healthy snacks, oatmeal or soup in these cold winter months. Thanks to our tea fairy Mrs. Denise, a community member who has elected herself our “home room mom”. We exercise daily with multiplication jumping jacks and stretches each morning. We do a Zumba brain break and PE on Wednesdays. I ask that they try to be in school every day. Family trips require that the student takes the traveling binder with them to complete any missed work as well as keep a travel journal or log, and send us a self-addressed stamped postcard. Students are expected to be respectful of others in the classroom, in the lunchroom, on the playground. Students also go without their phones during school hours. All of these things require self-discipline.

Students are encouraged to:

- Make the right choices
- Eat healthy meals including breakfast
- Do the best they can in their studies
- Be in school everyday
- Be respectful of others in the classroom

3.1.8 Organize their personal space and time. **Mrs. MacDonald writes:**

This is an area that I need to work on. As we go from activity to activity throughout the day, sometimes things can get a bit disheveled. However, we do regroup periodically to get reorganized. In the 3rd - 5th grade classroom, we use tables with all school supplies being communal. Each student has a cup with pencils and markers at their seat. In the subjects of reading, social studies, and science, each student has an individual folder to keep their work in and a notebook for their written assignments. These are kept in bins on the side table. When an assignment is given, I let students know exactly how much class time they have to complete it. I remind them throughout the period how much time is left. If they do not finish during the given amount of time, often they may take the remainder of the work home for homework. Homework is sent out on Mondays and returned the following Monday. This way students can organize their time to determine what works best for them and their families - complete after school during the week, or complete on the weekend, when they may have more time. As a school we use a “pony folder” system that is sent out at the end of the week to get notes and important information to and from school.

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.

Kelli Burke 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 and is available to see on our website.

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, Nina Allmond, 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 will happen on March 13th this school year, is the only public auction hosted by our school. All pies are sold to the highest bidder and our auctioneer has the best interest of the school in mind at all times, while he is also an experienced auctioneer 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.

Kelli Burke 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 5th 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, Dr. Jistine Harrison. 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. One example would be an executive session if 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. I also report positive information or upcoming events on our Facebook and Community Social Media pages as much as possible. 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. I also have our accountant assisting me with social media now to be more active in the event I can't be. She will help monitor our page and other Community pages that we post on.

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.