

**MONITORING REPORT**  
**EL-8, EL-10, E-3**  
**PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF**  
**DIRECTORS**  
**By Pam Moore, School Administrator**  
**February 2012 Meeting**

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**Policy Number: EL-8**  
**Policy Type: Executive Limitations**  
**Policy Title: Financial Administration**

With respect to the actual, ongoing condition of the school's financial health, the Administrator shall not cause or allow a material deviation from the budget policy adopted by the Board or any fiscal condition that is inconsistent with achieving the Board's ends, that disregards the Board's ultimate authority to determine financial matters or places the long term financial health of the school in jeopardy.

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.

*I understand that I can not spend more money in a fiscal year than what we have available. Because the majority of our annual funding comes from the PPF (per pupil funding) and the small attendance center funding, we know fairly well what the dollar amount of funds will be for that school year. The new charter contract states that our school will receive 100% of PPF, versus the 95% we have gotten in past years. As evidenced by the school's financial statements and monthly consent agenda we are in compliance with this policy.*

2. Fail to comply with state law regarding financial accounting. *I interpret this policy to mean that I must follow the State Law when it comes to our school's budget policies and procedures. Evidence of policy compliance can be found in the monthly consent agenda and in the district's annual audit in which our school is currently included. The pages of this year's audit that apply to our school are F7, F8, F9. A copy of the audit is in the board's box. The entire document is on our school's website as well. [www.guffeyschool.org](http://www.guffeyschool.org) We are in compliance with this policy.*

*As a side, the Colorado Department of Education's auditing department is currently requiring all public charter schools in the 2012-2013 school year to provide a separate audit of their school's finances. This means that in addition to the audit that our school does with the school district, we are required provide an audit report just for Guffey School. As a proactive move, I have been in contact with the Colorado League of Charter Schools who reported that they have been hearing from other small schools in the state who, like us, are wondering why this is necessary. In preparation for this requirement, I've started gathering estimated costs for our school which so far range from \$1200-2000 to \$6000-8000 depending on the auditing firm.*

3. Expend any contingency reserves. *Colorado State law does not require a school to designate a*

*budget line item a “contingency reserve,” and our school does not have one. We are in compliance with this policy.*

4. Transfer unencumbered moneys from one fund to another. *Our school’s funds are secured in two places. The Sunflower Bank, where we have a business checking account, and Colotrust. We use Colotrust account as savings account for the majority of our funds, because we do earn some interest. As needed, funds are transferred from Colotrust to our checking account at Sunflower Bank. We are in compliance with this policy as evidenced by monthly Consent Agenda.*

5. Fail to settle payroll and debts in a timely manner. *Our school’s payroll is deposited electronically to all our staff members no later than 4:00 PM, on the 20<sup>th</sup> of each month (or the last work day before the 20<sup>th</sup>). In terms of debt, I interpret this policy to mean that all accounts receivable will be paid within 30 days of the time an invoice is received. Our school does not have any debts, or loans due. We are in compliance with both parts of this policy.*

6. Allow reports or filings required by any state or federal agency to be overdue or inaccurately filed. *We are in compliance with this policy because I have filed all reports on time.*

7. Allow reports or filings required by any state or federal agency to be overdue or inaccurately filed. *Based on current state law, the school district’s annual audit meets the requirements for an external auditing process. We are in compliance with this policy as evidenced by the audit and by the monthly Consent Agendas.*

8. Fail to aggressively pursue receivables after a reasonable grace period. *We do not have any outstanding receivables. We are in compliance with this policy.*

9. Fail to keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting. *I understand this policy to mean that if the district’s auditing firm and this board are satisfied with our accounting procedures, and our bookkeeping practices continue to receive positive remarks for the auditor, we are in compliance with this policy.*

10. Enter into any contact with any of the Board members or with a firm or corporation in which Board a member has a financial interest unless one or more of the following apply:

*a. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures. Whenever possible, the school seeks bids for products and services where a competitive bidding process makes sense. For example, this fall when the school’s gutters needed repair and the building painted, a formal bidding process was followed. We are in compliance with this policy.*

*b. The merchandise is sold to the highest bidder at a public auction. This year’s Pie Palooza, which will be February 9<sup>th</sup>, will be the third time during my ten+ years at our school that we’ve had a professional public auction. And like in the past, I can assure you that all pies will be sold to the highest bidder. Proceeds from the sale of pies this year will go to the school’s scholarship fund and the 8<sup>th</sup> graders trip.*

- c. The transaction involves investing or depositing money in a financial institution, which is in the business of loaning money or receiving money. ***Sunflower Bank and Colotrust are the only two financial institutions that our school has placed our funds in. They are both in the business of loaning, managing, and receiving money. We are in compliance with this policy.***
- 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. ***At this time, the only personnel who are on “contracted services” are Chris Peterson for technical support and Nancy Roth for speech/ vision/ special education. We are in compliance with this policy.***
- 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 for compensation have been reported to this board via the monthly Consent Agenda. We are in compliance with this policy.***
- f. Except as described herein, a Board member shall not be a purchaser at any sale of school-owned property or a vendor for any purchase made by the school. ***There has not been anything to purchase. We are in compliance with this policy.***

***II. Fail to provide a financial condition statement quarterly to the charter Board and annually to the district board. Full financial reports are presented to the Guffey board for review each month. In March, there will be a proposed budget for the next school year. We are in compliance with this policy.***

#### 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/SR-5–Monitoring Administrator Performance*) in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored. ***The consent agenda, monitoring reports, accountability agenda and that meeting’s minutes, and school financial statements are emailed to each board member by noon on the Tuesday just before our meeting date. Any additional support materials that might be of value to the board are in the board’s box which is in the administration office and are brought out at every meeting. We are in compliance with this policy.***

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 and support requires the coordinated efforts of several key "stakeholder groups." Briefly, this includes The Colorado Department of Education, The Colorado's State Board of Education, Local School Boards, District Leaders, School Leaders, and School Accountability Committees. In this regard, each group shares a common objective, to evaluate the performance of schools and guide them in improvement planning so that each school meets or exceeds state and local performance expectations. (Our E-2.1) The State calls these Performance Indicators (achievement, growth, closing gaps, and post-secondary/workforce readiness). The Department of Education collects data from CSAPS (this year they are called T-CAPS, because this is a transition year) and assigns the schools in each district a rating or "plan" which are: Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan. As a Guffey School staff, we continue to study notable trends and look closely at areas that we could improve upon. Because we are small and our teachers know each student's abilities and learning styles, we can work with each individual student to try to meet his/her needs. Last school year our staff and the accountability committee created an Improvement Plan (required by CDE), which was submitted as a part of the school district's plan. This fall, we learned from CDE that our school's plan needed to be included in a district wide improvement plan. So Lake George, the three district schools, the district accountability committee, a consultant from Mt. BOCES, myself, and our teachers gathered for several meetings to re-build a plan that included all -school improvement goals. It was agreed that the district Unified Improvement Plan would feature MATH, an area that all school's students could benefit from. Our school now stays informed on any developments around accreditation and accountability from the district superintendent. We are in compliance with this policy.*

3. Fail to advise the Board in a timely manner of relevant trends, facts and information.

*Our school's board members receive information from this administrator's monthly monitoring reports which are emailed to all board members and later posted on the school's website. These reports include: Executive Limitation monitoring, Ends Policy monitoring, Consent Agenda, and School Accountability Meeting minutes. If additional communication seems necessary, it has been my policy to get direction from the board president, who may connect with the board members if anything seems to be time sensitive or falls outside normal protocol. For example, last year there was an unfortunate incident involving a school mentor and a student, which happened on a Friday, during an out of school activity. Within hours of learning about this, I informed our board president and school district superintendent. Throughout this event, the Guffey Board members were kept informed. We are in compliance with this policy.*

4. Fail to advise the Board of significant transfers of moneys within funds or other changes substantially affecting the school's financial condition. *I interpret this to mean that the Board is to be informed of changes in the school's financial condition. Every month at the board meeting the board members are provided with a complete financial report as part of the Consent Agenda. This month the annual school audit, available on the school's website and now in the board's box, is provided for review. In addition, the board will receive a proposed budget for the next school year at the March 2012 meeting. We are in compliance with this policy.*

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 excising board policies that I would affect. When the school's Sustainability fund increases and the need for additional funds to operate happens, the board might consider writing policy around how these funds can be used. As evidenced by the monitoring reports, we are in compliance.*
  
6. Fail to provide for the Board as many staff and external points of view and opinions as needed for fully informed Board choices. *As Guffey School's administrator I understand the board's need to receive factual information and I have not been timid when seeking other points of view. In order to be informative to the board, I need to seek and collect information. Methods that I use to do this are: Being interested in other people's opinions, ideas, and observations. Asking a lot of questions and listening to the answers. Checking with the staff, and our school's consultants asking, "How are our kids doing?" Discuss during weekly staff meetings our "standing items" which include building and computer issues, special services, accountability, ends policies, curriculum, and classroom linkage, projects, discipline, behavior, counseling, calendar, community linkage and school press. All of this information gives me a clear picture of what is going on at the school. In addition, I've built a network of professional educators and business leaders who I can turn to for opinions, advice and direction. I understand that sometimes it can be a challenge to "sift" through what is fact, fiction, or otherwise. I feel confident that the board has received information in a timely, concise manner, hopefully without being too overwhelmed. Last year's very public accusations and the school district board's mishandling of information around a Guffey mentor-student incident that took place at our school, caused much undue stress on our school's students, board, staff, school families and community. While an investigation found no wrong doing by the school, the path of destruction quickly added up for us. In the process we lost two school families, a long-term valued and talented teacher, an excellent snowboarding program, and thousands of dollars in legal fees. Throughout the process this board was informed, involved and supportive. Several of the board members participated in the investigation document which included written reports, emails, letters, and copies of policies. I am in compliance with this policy.*
  
7. Fail to advise the Board of anticipated significant media coverage. *Over the course of our school's tenure, our school's public media coverage has focused on the positive aspects of our school, which has been our students and their accomplishments. As a matter of fact, I believe that some of the best articles about Guffey School have been written by our students who are learning basic journalistic reporting skills. The coverage that has been published in the Gold Camp Journal features school activities and events. In contrast, over the course of the last six months, and as the result of a public report to the school district board, our school became the target of several negative and damaging newspaper articles published in the Flume. These stories focused on accusations and private opinions against our school and school families. Throughout this, I've kept our board members informed via email, phone calls and face to face meetings. While there was no proof of any wrong doing by our school, the school staff and Guffey Board maintained their professionalism without breaching any issues of confidentiality. We are in compliance with this policy.*

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 interpret this to mean that it is the Administrator's responsibility to advise the Board if it is felt that the Board is not in compliance with its own policies. I understand that it is part of my role as the school's administrator and will do so if the need arises. I am in compliance with this policy.***
  
9. Present information in unnecessarily complex or lengthy form. ***I believe that I have not overwhelmed this board with any unnecessary information and that my communications are clear and to the point. I am in compliance with this policy.***
  
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. I am in compliance with this policy.***
  
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 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.  
***The relationship that I have with the board President has been built over a ten year period of working together. Often we review our school's polices and discuss school trends, our school's vision and governance polices. Recent events that could have jeopardized our school's future, put everyone involved and our school's polices to the test. Throughout this difficult time, our president and I worked together, each respecting our roles as School Administrator and Guffey Board President.***
  
12. Fail to report in a timely manner any actual or anticipated noncompliance with any Board *Ends* or *Executive Limitations* policy. ***To the best of my knowledge, our school does not have any actual or anticipated noncompliance issues that need to be reported.***
  
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. ***As evidenced by the monthly consent agenda, I am in compliance with this policy.***

E-3 Students will create and direct their own lives.

3.1 Students will:

3.1.1 Create places for themselves in the community

3.1.2 Effectively set personal goals

- 3.1.3 Have a strong sense of self
- 3.1.4 Work independently
- 3.1.5 Effectively evaluate their own learning
- 3.1.6 Reflect on their own growth and learning
- 3.1.7 Create a personal environment of emotional and physical safety
- 3.1.8 Develop and practice self-discipline
- 3.1.9 Organize their personal space and time

*As the school's administrator, I've now witnessed almost 30 students graduate as 8<sup>th</sup> graders from our school. I've seen boys and girls mature into young men and women and some have become parents to their own little ones. As I reflect on the students who have attended our school and hear from their parents or the students themselves what the highlights were during their time at our school, I become more confident that what we are doing in this policy offers some long lasting life skills that have helped to shape our students' lives. A recent example of this happened last week when I took our five 8th graders to Canon City High School for a tour of the campus and to meet school counselors. I've sensed that several of our students are a little apprehensive about leaving our little school because they have talked about some of their concerns about transitioning into high school. Brave, honest, kind and caring I really enjoyed listening to the chatter on the way down and back. Each student offered one another encouragement and supported any ideas of each other's extra curricular interests. (3.1.3) After the visit and on the way back to Guffey School, they talked about sharing rides to the bus stop, and the time they'd need to meet to car pool from Guffey School. They even discussed which of the five would be getting their driver's license first, who would be seated where in their "dream" car/truck, and how they could share gas expenses. (3.1.9) Independently, each was sharing a plan for high school and talking how they'd make this work, like getting up early, not staying too late after school because of driving in the dark, the deer, etc. (3.1.8, 3.1.4). I found the students to be practical, responsible and ready for their next steps after Guffey School. I've asked the school's staff to write to this ends as further evidence that we are in compliance with this policy.*

**Policy E-3**  
**Personal Skills**  
**Lynda MacDonald**

Students will create places for themselves in the community

One way we create places for ourselves in the community is to show our gratitude when someone does something for us. Our students have written a multitude of thank you cards and letters for various community members. This helps to instill two things that are very important: One is an attitude of gratitude that I think is very important. It helps to show kids to appreciate when others do things for us. The other is writing letters is a great authentic way to use and practice our writing skills. These include: the format of writing a letter (date, greeting, body, closing, signature), how to format a good paragraph (introduction sentence and details to support it) and reinforce the six traits of writing (details, organization, sentence fluency, word choice, voice, conventions and presentation).

Students will effectively set personal goals

In my class, I have a wide variety of students with a wide variety of issues. As a result, I have many ways to help students set personal goals. One example I have of helping students to set personal goals would come with a new kindergartner. This particular student is new to school and has had a difficult time with the concept of following directions when told to do something. I have set up a plan with him that if he does a good job of following directions for the whole day, he will get to tape a “\_\_\_\_\_ had a Great Day” badge on his shirt and show it off to his parents at the end of the day. I remind him in the morning saying, “\_\_\_\_\_ what are you going to tell yourself all day today.” He responds, “I will follow directions.” Then I let him know how successful he was the day before and that I believe in him. For the most part he has responded quite well to his badge and we have had more successful days than non successful days. His parents are amazed with the positive reports that their son is now getting at this school compared to his past school.

I have a few students in class who have attention issues. For these students, I have found that using a timer to complete parts of an assignment works quite well. I choose a piece of the assignment, ask them how long they think it will take them to do it, and set the timer accordingly. Suddenly they are motivated to try to beat the timer.

For another student who has particular difficulty staying on task, I write an on task/off task chart directly on her paper that I can mark easily. This helps her to get immediate feedback and to correct her behavior if she chooses. It also helps with communication at home.

For reading, students have the opportunity to set personal goals with individual weekly fluency and comprehension drills. Barb Felton volunteers with the fluency drills. Each student has a personal folder where they are graphing their weekly fluency rate. Just this last week, I had two students come in so excited because they were “off the chart” for the first time (120 words/minute).

As a school we are working on goals of : respect, kindness, polite, neat and posture. Each class can earn 10 points a day. If the students have 300 points at the end of a certain time period, they can earn a casual Thursday. On this day they will be able to dress a little more informally. So far the students are responding real well. It is nice to be able to have consistent language as a whole school to address these issues.

Students will have a strong sense of self

Having a wide range of abilities, I have always believed and worked strongly in the best interest of each individual student. I try to challenge each student appropriately for their ability (both academically and socially) and encourage and praise them when they reach for the bar that I set for each of them.

Students will work independently.

“Work independently” that almost sounds like an oxymoron in an K-3<sup>rd</sup> grade classroom.

For kindergarten this means: Do what you are told to do when you are told to do it - no discussion, no debate, no meltdowns. For some it may be the first time they have actually been expected to do this. Sometimes it is a bit of a struggle and there is a bit of a learning curve. For the most part, however, I can say we are making good progress accomplishing this goal. One trick I use is a penny cup for each student to reward and acknowledge those who follow this necessary basic school rule. Students who follow rules right away and do their work can earn a penny, while those that require multiple reminders can “pay” me for my time. The key is to be consistent and keep it simple. The other nice thing about the penny cup is it works great for reinforcing our math skills of counting and learning about money ( for example exchanging pennies for nickels and learning to count by fives). At the end of the month, the students can cash in their pennies and buy something from the “store”.

If this does not work and a student is having a particularly hard time, then they can “choose” to sit in a quiet corner and I will be happy to help them finish their work during recess. Most students are able to “choose” to do their work with the rest of the class and not miss recess. Mr. Guiliani works with the kindergarten for the most part and is doing a great job of being calm, fair, and consistent, as well as making sure the students know who is really in charge.

For my older students “works independently” means: accomplish a particular task in a timely manner. Again, for some, this may be the first time in their lives they've been expected to do this. Finding something to personally motivate a capable student is the key. “You may finish now or finish during recess” usually works well. For those who have attention issues, I find students responding really well to a timer. Then each problem becomes a personal challenge to “beat” the timer and the whole page of work does not seem so daunting.

In science I have a 1<sup>st</sup>-4<sup>th</sup> grade spread so I put the students in teams of three with an older team leader. As a team, they need to work independently to accomplish the task before them. For the most part the teams have come a long way in being able to do this. I encourage the older student to be verbally engage the younger students with questions like “what do you think” rather than just have the younger students watch while they do all the work.

The key to success is to balance everything with appropriate expectations while being very positive and encouraging.

**Students will create and direct their own lives.**

Students will:

3.1.5 & 3.1.6 Effectively reflect on and evaluate their own growth and learning.

Reflecting on and evaluating one's own growth and learning is a valuable skill for personal development, but it is also incredibly hard to teach or learn effectively. Most people, no matter their age, take pride in their work. While this pride of accomplishment in one's own work leads to good things like a high self-esteem and self-worth, it also makes it very difficult to let go of ownership and effectively evaluate one's own work.

The staff of GCCS models and demonstrates reflection and evaluation techniques for our students on a daily basis. In math, for example, students are often asked, "does this answer make sense?" It is important for them to understand why their answer is logical or not and if it actually answers the question that was being asked. I often have students grade their own class assignments so that they have instant feedback about their mathematical process and can ask for clarification if something doesn't make sense. It is fairly easy for most students to evaluate their own growth and learning in subjects like mathematics because there is a definite right or wrong answer. If they got a lot of wrong answers on a certain type of problem, they know that they lack understanding in that particular concept and are more likely to request help.

Subjects like reading and writing are harder for students to evaluate on their own. In the 5<sup>th</sup>-8<sup>th</sup> grade class, we go through a daily grammar exercise called "Caught Ya" which teaches students proper grammar usage along with accepted proof-reader marks and corrections. Then they apply the skills that they have learned in order to evaluate their own writing. Students know that they are expected to read over and proof any writing assignment that I give in class before asking another person to help them edit their rough copy. It is difficult to critique one's own work and realize that there are things that could be improved upon. By making suggestions and guiding their ideas, I am able to help them "retain ownership" of their written piece while enabling them to reflect on their writing and make changes for the better.

At the end of each term, students reflect on a short novel that they have read for literature group and prepare an educational book project and written synopsis of the book. They present this project to the class who then evaluates the presentation and project. Each student is also required to evaluate his or her own presentation and project. The first time a student completes this task, their evaluation is usually much more positive than their classmates ("It's mine and it's absolutely wonderful!"). As they gain better evaluation skills, their reflections gain more value and honesty ("I would have done better if I had..."). It is very rewarding to watch a student develop to a point where they can give an honest evaluation of their own work.

3.1.7 Create a personal environment of emotional and physical safety.

I believe that the anti-bullying curriculum that we have implemented this year speaks directly to helping students create a personal environment of emotional and physical safety. We

chose a highly recommended resource book, *Bully-Proofing Your School*, written by Carla Garrity & Co. which offers a comprehensive approach for elementary schools and systematically walks the facilitator through the curriculum. The lessons in this book stress several times that asking for help from an adult or person of trust, is a very effective strategy when dealing with a bullying situation.

The GCCS staff encourages students to seek the help from any of the school's adults with any problem that they might encounter, not just bullying behaviors. With this year's additional staff members, the students have many personnel options available to choose from if they do find themselves in a situation where they need help.

Students have been instructed since the beginning of the year, that if a situation which compromises their emotional or physical safety occurs at school, it should be brought to the immediate attention of a school staff member so that we can intervene and help in a timely manner. The students have taken this directive to heart and have come to myself and other staff members with concerns about hurtful comments directed toward themselves or other students, unkind acts that they have witnessed (or participated in), and behaviors or objects that threaten their physical safety within the school and on the playground.

### 3.1.8 Develop and practice self-discipline.

The students that attend GCCS come from many varied experiences and family structures. This wide range of student histories has a major effect on a child's development of self-discipline. If a child has never been taught manners or signs of respect at home, it is very difficult to practice self-discipline in social settings provided by multi-age classrooms. The staff of GCCS strives to teach students the skills that they need to monitor their own actions and comments without a lot of intervention from the people surrounding them.

When it was noticed that many of our students were lacking manners and self-discipline, we initiated a school-wide program to reteach and reward the desired behaviors. Mrs. MacDonald uses a jar with "kindness slips" and I keep track of "points of respect" on the whiteboard at the front of my room. Each class begins the day with 10 slips or points. Any time one of the students makes an unkind comment, fails to use good manners or shows a lack of respect, a slip or point is taken away. If enough points are recorded on the chart in the multipurpose room by a set date, students will earn a casual Thursday when they will be allowed to relax on some of the personal appearance standards and be a bit more silly throughout the day. This system seems to be working well for we have already seen a great improvement in all students' self-discipline.

For those rare instances when a student fails to apply self-monitoring skills to their actions, we continue to implement the school's discipline policy. Depending on the severity of the incident, apologies are made, parents are notified, pink slips are issued, and consequences are set. Information concerning the degree of offense, chain of command and logical consequences can be found in the office and in the school handbook.

It is interesting to note the development of self-discipline in students who have attended GCCS for a number of consecutive years. Two individual students stick out in my mind as perfect examples of students' developing self-discipline. Both of these students were boys who attended GCCS for four or more years. They have many similar characteristics including above average intelligence and anger management issues. The boys used to react to

frustration and anger by lashing out at those around them (often in a physical manner involving other students). The staff has worked for many years with these boys to help them find more appropriate outlets for their out of control emotions. By coaching them to consider their actions before reacting to a situation, using physical activity (like running the track) to burn off some of the frustration, or taking a self-imposed time out the staff has enabled both boys to apply self-discipline techniques to their lives. I am happy to say that both boys have made huge gains over the years that they have attended GCCS.

### 3.1.9 Organize their personal space and time.

Many procedures and tools that are used both in the classroom and school-wide help our students organize their personal space and time. The red sort and study folder where each student keeps homework and completed assignments also contains a front page with weekly assignments and long-term due dates. Each student is responsible for keeping the front page of their folder up to date with the work that needs to be completed by the coming Monday. Sort and study folders help students stay organized and help parents to be aware of the current assignments.

Students keep their classroom supplies and personal belongings which stay at the school in cubbies, lockers and desks. They are responsible for keeping these areas organized and neat so that they can quickly and easily locate the tools needed to complete a classroom task. Organization and neatness are not skills that come easily to all students. Many need reinforcement and gentle guidance from Mrs. MacDonald and I to clean out the clutter from these spaces occasionally. If an organizational problem arises with a specific student, we will spend extra time with that child to help sort through the chaos that has become his or her backpack, desk or locker. If the problem affects more than one student in my 5<sup>th</sup>-8<sup>th</sup> grade class, I will call for a locker inspection. Students spend a few minutes cleaning up and sorting out the materials in their personal spaces while our classroom inspector and other organized peers circulate to help those in need.

Organizing personal time can also be a challenge to many students. For example, many assignments in social studies, science and reading are large projects with an extended due dates. Students must organize their time wisely in order to get the assignment completed in an efficient manner. They are given suggestions for time lines and help with prioritizing the tasks that need to be completed in a certain order or by a certain time. In this way, the entire project is not left until the last minute to be thrown together haphazardly. The ultimate test of these skills comes when GCCS eighth-graders prepare for their eighth-grade presentations. With the help of their adult and peer teammates, eighth-grade students work fairly independently throughout the year on a student-initiated project, autobiography and other elements to be presented to an evaluation panel in May. The student is responsible for creating a schedule of tasks to be completed, meetings with team members and compilation of academic binders. This is a big job for a young teen-ager but I have not been disappointed yet in the quality or completeness of a project presented by an eighth-grade student at GCCS.

â€¢ Requires a charter school to prepare and distribute an annual report approved by the charter school board of directors and to post the report on its official web site. â€¢ Ensures charter schools fall under open meeting and data practices laws. While recent changes in state law make charter schools slightly more accountable, they do not go far enough to ensure the financial accountability Minnesota taxpayers demand.Â Of the 145 charter schools, these schools did not adequately prepare for. their financial audit: Pine Grove Leadership Academy. Type 3B Charter Schools: This Type was created to account for the return of a formerly failing Type 5 charter school under the RSD to an LSB. The LSB shall permit a Type 3B charter school to remain in the facility in which it was located at the time of transfer or provide it with another facility for use.Â Charter Authorizer = an LSB, an LCA, or BESE; responsible for monitoring and overseeing authorized charter schools. â€¢ Education Service Providers (ESPs)/Education Management Organizations (EMOs) = Charter Operators may hire a third-party to manage the schoolâ€™s academic, fiscal, and operational services on behalf of the schoolâ€™s board of directors.Â â€¢ Serve as the schoolâ€™s ambassador to the community and greater public. Only "Three candidates are running for the board" avoids the use of unnecessary fillers ("there are," "there is," "it is," or "it was"). Kendra just attended a sales conference in Baltimore. She must now write a report summarizing her conference. What advice should she follow?Â Such reports usually begin with an introduction or description of the problem, followed by facts and explanations. They end with conclusions and recommendations. Which of the following should NOT be included in your rÃ©sumÃ© in the area for work experience?Â It is also appropriate to be well prepared, to take a partner if a hostile reaction is likely, and to avoid a Friday afternoon. All of the following are effective techniques for softening bad news except.