

MONITORING REPORT
ENDS POLICY #4
EXECUTIVE LIMITATIONS POLICY #2, #9
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
April 2022
By Martine Walker, School Administrator

Policy Number: E-4

Policy Type: Ends

Policy Title: Social Skills

Students will be productive citizens participating actively in their community.

Students will:

4.1.1 – Possess good interpersonal communication skills;

4.1.2 – Be aware of the world around them and their place in it;

4.1.3 – Honor diverse attitudes, values, beliefs and abilities;

4.1.4 – Work cooperatively in groups;

4.1.5 – Create an environment of emotional and physical safety for themselves and others;

4.1.6 – Celebrate each others' growth and learning.

Martine Walker writes:

Teachers Elizabeth Cauley (K-2), Lynda MacDonald (3-5) and Jenny Peck (6-8) have written to this policy as evidence supporting the work that we are doing to stay in compliance with this policy.

Elizabeth Cauley writes:

4.1.1 – Students will possess good interpersonal communication skills

One of the most important times for students to develop social skills is during their first exposure to a school and social environment. The k-2 class offers many opportunities to help this happen. Each start of each year, the students and I come up with classroom rules which are hung up so everyone can see them. They all end up following the same theme of respect. Respect for each other, volunteers, teachers, and above all, themselves. As the year progresses, I see students blossom into kind and caring individuals. I am doing a special project for our economics unit where the students all get jobs to do to take care of the classroom, above and beyond the usual. It is amazing how coveted the jobs that are directly helpful to me or other students are. One of my older kids almost always picks the job of resetting my calendar. Another student loves to do some of the quicker jobs, but then he will volunteer to help any of the other students complete more time consuming jobs, like organizing my library, or jobs that are easier with two people, like making sure desks and chairs are in the proper places. Early in the year, this type of cooperation is present, but not from every student. By April, each student holds pride in their space, their belongings, and in their classroom and they work cooperatively and kindly with each other to take care of it.

Lynda MacDonald writes:

4.1.2 – Students will be aware of the world around them and their place in it

This year in social studies we are learning about the 1800's. We have just completed a unit on the events leading up to the Civil War. It is fascinating seeing how interested my students are in learning how our

government works, how our history has evolved, and comparing it to where we are now. The students have many great thoughts and questions. I like seeing how they are thinking and making connections.

Jenny Peck writes:

4.1.3 – Students will honor diverse attitudes, values, beliefs and abilities

Our middle school history class provides an excellent opportunity for our students to both vocalize as well as honor diverse attitudes, values, and beliefs. Just the other day, one student said that history was his favorite class because students are allowed to (respectfully) debate with one-another what their beliefs are in relation to what we are learning in class. We frequently make connections in history to current events, where students are again allowed to respectfully express their opinions. The middle school class just recently finished learning about WWII and the Holocaust. We are now learning about the Civil Rights Era, including Jim Crow Laws and integration. These topics in history provide a platform for our students to understand why it is important to honor diverse attitudes, values, beliefs, and abilities.

Elizabeth Jackson writes:

4.1.4 – Students will work cooperatively in groups

My students work in groups a lot. Each week students are paired up by level. There is a “big” buddy and a “little” buddy. They work together during reading buddies, journals, science, and social studies. Each week the partners are different so each student has to learn how to work together with others. Sometimes it can be challenging, like when both buddies are super distractible and they have to learn to keep each other on task.

For our science unit right now, the students are taking this even a step further. I have three groups of students. Each group is headed by a graduating 2nd grader. The three groups are acting as “volcanologists” and are studying, designing, and creating a different kind of volcano. Each member of the group is responsible for a level appropriate aspect of the project. At the end, the students will be presenting an exploding volcano of their type, experiment and observation documentation, and a research paper.

Lynda MacDonald writes:

4.1.5 – Students will create an environment of emotional and physical safety for themselves and others

Creating an environment of emotional and physical safety is always an on-going issue. I encourage my students to talk about issues as they come up. This way students can work out their differences and understand each other better. They can also find ways of coping, which is also very important. Not everything has to be an “issue”. I feel like we are making progress. This year we also have Stephanie Skidmore working with students to help them compartmentalize and put into perspective various issues. She also helps them find various ways of coping with things that are bothering them.

Jenny Peck writes:

4.1.6 – Students will celebrate each others’ growth and learning

It is truly amazing how much the students support each other – both academically as well as personally! A couple of weeks ago, one student had a foreign language test. This was the second time he was taking the test (students are not allowed to move on to the next chapter in foreign language unless they score a 70% or better on the test). This student felt like he hadn’t studied enough and wasn’t going to pass the test again. He was speaking about himself in a very negative way. When other students heard him talking, they all rallied around him, giving him positive reinforcement. They told him he needs to think he

is going to well in order to actually do well. This student felt so much support from his classmates that he was able to turn his attitude around and started telling himself that he knew the material and was going to pass the test. Another example of celebrating each others' growth happened on our 3-day field trip to High Trails Outdoor Education Center. We have one student in our class who is very afraid of heights. When we took a field trip to Bishop's Castle, this student hung out on the lower, more stable levels instead of following his classmates to more daring heights. His fear of heights was also apparent on our field trip to the power plants in Fountain; we had to walk across metal grates in the floor while we were on the 9th story, and each story is about 20 feet tall...and while standing on the grates you could see all the way down to the bottom level of the building. When we arrived at High Trails, we went on a morning hike to the 4-Story Treehouse. Everyone in the class knew that this student was afraid of heights. He felt comfortable going to the 2nd story of the 4-Story Treehouse. Everyone was so supportive of this student making it to the 2nd story. We practice "challenge by choice," and let students know that growth happens when they are pushed just slightly outside of their comfort zones. This student was comfortable on the 2nd story, and everyone encouraged him to try to get to the 3rd story. After a lot of encouragement, this student made it to the 3rd story! He had no intentions of going to the 4th story, and no one put him down for that. The students were all celebrating and excited for this student to make it to the 3rd story. Well, we had the opportunity to return to the treehouse for our cookout that evening. This student was now comfortable on the 3rd story and chose to push himself to see if he could go to the 4th story! He made it to the 4th story, and he was so incredibly proud of himself!! The entire camp could probably hear the cheering from my students when he made it to the 4th story!

Policy Number: EL-2

Policy Type: Executive Limitations

Policy Title: Emergency Administrator Succession

In order to protect the Board in the event of sudden loss of Administrator services, the Administrator shall assure that no fewer than one other staff member is familiar with Board and Administrator issues and processes and is capable of assuming Administrator responsibilities on an interim basis, should the unexpected need arise.

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

Should the unexpected need arise due to a sudden loss of my services, either temporarily or permanently, I have some safeguards in place. Our school's lead teacher, Lynda MacDonald, would be capable, on a short-term basis, to assume some of the administrative responsibilities. In the event of utilizing Mrs. MacDonald's experience, I would suggest that another person be brought in to help with some day to day activities. I feel strongly that between Lynda, our other teachers, and Ken Walker (soon to be replaced by Kelli Maguire), that our school would be in good hands. Ken Walker is always either on-site or nearby from 7:45am - 4pm, as Kelli will be when she takes over. He has filled in before when the Administrator was absent for a day to answer the phone, pick up the mail, handle student office needs, and to answer the front door. In order to streamline the responsibilities for anyone who would be needed to fill-in due to a more long-term and unexpected loss of school administration, I have created a thorough list of specific duties and responsibilities which are organized by day, week, month, quarter and year. This list also has step-by-step instructions for certain tasks as well as the appropriate contact for others. This list provides a complete resource for administrative assistance. This list can be found in Google Drive, in the Administrator folder, in the Tasks folder. The tasks folder is shared with Lynda MacDonald. The school's bookkeeper would be able to continue to keep our school operational by paying our bills and making the monthly payroll.

Policy Number: EL-9

Policy Type: Executive Limitations

Policy Title: Asset Protection

The Administrator shall not allow assets to be unprotected, inadequately maintained, inappropriately used nor unnecessarily risked.

Accordingly, the Administrator may not:

1. Fail to obtain insurance coverage against theft and casualty losses to 100% of replacement value and against liability losses to Board members, staff or the school itself in an amount that is reasonable for schools of like size.
2. Allow unbonded personnel access to funds in excess of \$50.
3. Fail to take reasonable steps to ensure that the facilities and equipment are not subject to improper wear and tear or insufficient maintenance.
4. Expose the school, its Board or staff to legal liability.
5. Make any purchase:
 - a. Wherein normally prudent protection has not been given against conflict of interest;
 - b. Without having obtained comparative prices based on items of similar quality;
 - c. Without considering a balance between long-term quality and cost.
6. Fail to use a competitive bidding procedure for all contracted services (except professional services) and for purchases of supplies, materials and equipment in the amount of \$5,000 or more, unless this is unreasonable due to geographic limitations.
7. Fail to protect intellectual property, information and files from loss or significant damage.
8. Fail to preserve and dispose of all records related to affairs or business of the school in accordance with state and federal law.
9. Receive, process or disburse funds under controls which are insufficient under generally accepted accounting procedures.
10. Invest funds in securities where contrary to state law.
11. Acquire, encumber or dispose of real property.
12. Endanger the school's public image or credibility, thereby jeopardizing the school's ability to accomplish its mission.
13. Allow the school to enter into a contract in which an employee of the school has an 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 employee or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services.

Martine Walker writes:

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

EL-9: The Administrator may not: 1. Fail to obtain insurance coverage against theft and casualty losses to 100% of replacement value and against liability losses to Board members, staff or the school itself in an amount that is reasonable for schools of like size.

Insurance coverage is as follows:

- *Colorado School District Self Insurance Pool for: Property, Liability, Bond, and Errors & Omissions for staff and board.*
- *Auto-Owners Insurance policy with a Colorado Tailored Protection Policy for our vacant land and leased land. Additionally, a rider for additional "pollution protection" from the Colorado School District Self Insurance Pool on the vacant land.*
- *Pinnacle Insurance for workers compensation policy, covering staff and school board members in accordance with the Workers Compensation law.*

EL-9: The Administrator may not: 2. Allow unbonded personnel access to funds in excess of \$50.

Our school is protected by the Colorado Self Insurance Pool which covers staff members in the unlikely event that there would be any unauthorized use of our limited funds. We also have several "checks & balances" in place which would protect our school from fraudulent behavior. One of the biggest safeguards is that all U.S. Mail is opened only by myself. Bank statements, which arrive on a monthly basis are also reviewed and approved by me. Also, all of our accounts are reconciled monthly, reviewed by myself, and are part of the monthly consent agenda for each board meeting. Additionally, the annual financial audit provides a professional outside view by delving deeper into the school's accounting practices and procedures.

EL-9: The Administrator may not: 3. Fail to take reasonable steps to ensure that the facilities and equipment are not subject to improper wear and tear or insufficient maintenance.

Our school building is owned by the school district with whom we have a lease agreement. This agreement clearly outlines what our school's responsibilities are in regards to building and grounds maintenance such as septic cleaning, snow removal, parking lot care, water monitoring, water & furnace filters, light bulbs, interior painting/staining, appliances, carpet and floor cleaning. Several years ago some newly added responsibilities such as annual inspections for the elevator, fire safety & emergency alarm systems were added. With the previous contract from 2017-2022 and the new contract for 2022-2027, the lease agreement shows the owner's responsibilities include structural aspects, including the roof, foundation, exterior walls, furnaces, and electrical & water delivery systems. Some SHARED responsibilities per this lease are that in the case of the stated structural items needing major repair work and the owner is unable to finance the repair that the owner and user will work together to secure grants and/or other funding to finance the repairs. If funding cannot be obtained by either or both parties and the repair cannot be made then the lease agreement would terminate.

EL-9: The Administrator may not: 4. Expose the school, its Board or staff to legal liability.

I personally have not exposed our school, staff or board to any event that would put us in a position that would have legal ramifications. Should any issues or incidents arise I will take immediate action to inform the board, staff, and seek appropriate legal counsel/guidance.

EL-9: The Administrator may not: 5. Make any purchase: a. Wherein normally prudent protection has not been given against conflict of interest; b. Without having obtained comparative prices based on items of similar quality; c. Without considering a balance between long-term quality and cost.

When we need to make a large purchase I collect at least two- three estimates when possible and I contact any known qualified people for advice to collect feedback on the options and estimates. As much as possible, I collect all necessary data to make the most frugal and educated decision while also considering quality and expected lifespan where necessary. There are not any "conflicts of interest" in our purchasing.

EL-9: The Administrator may not: 6. Fail to use a competitive bidding procedure for all contracted services (except professional services) and for purchases of supplies, materials and equipment in the amount of \$5,000 or more, unless this is unreasonable due to geographic limitations.

When securing contracts like this (i.e. - propane & internet service) I do understand the competitive bidding process and I follow procedure when choosing our providers. For propane, for example, I submit a letter to several companies requesting a bid and I choose our provider based on their pricing while also taking any long-term relationships into account. When choosing our internet service we are limited in what is available at the same quality as what we have. To satisfy the e-rate requirements we do require a bid each year before signing our contract and before that is done I am sure to take into consideration any new provider who may become an option for us. This would be an example of a time where there are not enough bids available due to our geographic limitation of being so rural and thus, remote from nearby services.

EL-9: The Administrator may not: 7. Fail to protect intellectual property, information and files from loss or significant damage.

To ensure our intellectual data is free from loss or damage we:

- *Data is backed up and stored off campus*
- *Student data and October count data are on file with the school district and CDE while also being in a locked cabinet in the school office*
- *Board monitoring and school board meeting minutes are on the school's website and in a binder in the school office*
- *Our school's computer network is password protected which helps to keep the student and employee files protected. We continue to evaluate the use of personal computers for school business*
- *All student records are stored in a locked metal filing cabinet found in the school's office*
- *We stay current with our fire inspections which includes extinguishers and alarms which are inspected by CINTAS*
- *We stay current with our lift/elevator inspections and maintenance and are inspected by a certified lift service*
- *Our local fire department is less than a mile away so we would hope they could arrive in a timely manner*

EL-9: The Administrator may not: 8. Fail to preserve and dispose of all records related to affairs or business of the school in accordance with state and federal law.

We dispose of records and files in accordance with state and federal laws and dispose using paper shredding.

EL-9: The Administrator may not: 9. Receive, process or disburse funds under controls which are insufficient under generally accepted accounting procedures.

Our school operates within accepted governmental accounting procedures. The best example is our successful annual financial audit.

EL-9: The Administrator may not: 10. Invest funds in securities where contrary to state law.

Guffey Community Charter School uses Colotrust, an investment pool for school and school districts. We have never invested in any funds that are contrary to state law.

EL-9: The Administrator may not: 11. Acquire, encumber or dispose of real property.

We have not acquired, encumbered, or disposed of any real property this year.

EL-9: The Administrator may not: 12. Endanger the school's public image or credibility, thereby jeopardizing the school's ability to accomplish its mission.

I personally have not endangered our school or jeopardized the school's ability to accomplish its mission which is: "Students will have a life-long excitement for learning and be prepared academically, personally, socially and intellectually to achieve their personal goals and contribute actively to betterment of their community." Our school's flexibility, open communication, and the shared goal of working together to meet the varying needs of all our students and their families is what allows us to accomplish this mission. We are so lucky for our community of volunteers who support our students and bring an important school-community connection to our classrooms. We always do our best to have our school's students and their needs in the forefront of how we handle everything.

EL-9: The Administrator may not: 13. Allow the school to enter into a contract in which an employee of the school has an 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 employee or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services.

I understand that when our school enters into a contract for goods or services, I will consider these points:

- *Competitive bids as covered in EL 9.6 of this report.*
- *When an auction takes place, such as our Pie Palooza, each item will go to the highest bidder.*
- *All school banking is done with Bank of the San Juans, a member of FDIC, and is in the business of receiving and loaning money. The school's employee payroll is managed by our bookkeeper through Bank of the San Juans.*

- *Guffey area service providers are preferred, but for certain services and repairs, we often need to use someone from a neighboring town or city which means we often have to pay an additional trip charge because of our remote location.*