

MONITORING REPORT
ENDS POLICY #4
EXECUTIVE LIMITATIONS POLICY #2, #9
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
April 2024

By Kelli Maguire/Administrator and Lynda MacDonald/Principal

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 other's' growth and learning.

Kelli Maguire writes:

Teacher/Principal Lynda MacDonald have written to this policy as evidence supporting the work that we are doing to stay in compliance with this policy.

Lynda MacDonald writes:

- 4.1.1 – Possess good interpersonal communication skills

One way we learn to possess good interpersonal communications skills is practicing how to work through conflict. I have some kids who are very sensitive when things don't go exactly how they think they should go. This can cause conflict between students. We talk about what it means to respect each other and what it means to respect the teacher. I like having students see things from each other's' point of view and using Logical consequences to help get these points across.

Another way we learn good interpersonal skills is through showing our appreciation. I always remind my students that many of the people who help us are volunteers. They do not need to be here. They are here because they enjoy working with students. It is our job to make sure they want to continue to work with us!

Lynda MacDonald writes:

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

In Social Studies we are learning about early US history from the explorers to the writing of the constitution. When we learn about history, I like students to be able to think about where we are now and how we got here. I like students to see things from different points of view, not only from different cultural perspectives, but also from different historical perspectives. Why were things done the way they were back then and why is it different today? How does the past relate to the present? What are some similarities and what are some differences?

This term in science we are largely focusing on the environment. We are learning about ecosystems and how living things interact and are impacted by their environment. Students are very intuitive about what is happening in their environment. This study is also a good way to tie in social studies and see things from different points of view both historically and currently. I let students know that there are different perspectives and that everyone is entitled to their opinion, but that it is important to understand these different perspectives when finding a solution to a problem. I also show how the legislative branch works to create laws at both the national and state level to protect our environment. Then point out the importance of their role in being an informed voter.

Lynda MacDonald writes:

4.1.3 Honor diverse attitudes, values, beliefs, and abilities

Social studies lends itself nicely to seeing things from different points of view. Right now we are learning about the early colonization of the Americas. We are seeing this time period from the perspective of the Spanish, French, British, the colonists and the Native Americans. We are learning how each group benefited through trade, but also conflicted over land. We then compare this to trade and land use today. I always point out different points of view to get kids to think both historically and currently.

In a multi-age classroom, students learn to work with different abilities. Some students are given more independent work while others may have more guided work. Students are often paired where an older student works with a younger student to help them understand the material better. Students learn that not everyone has to be treated exactly the same for things to be "fair". Students also see that students may be given tools for success that other students may not need. For example, some students may be allowed to chew gum (to prevent chewing pencils) where other students would not have this opportunity, some students may be allowed to sit on a cushion, other students may have a fidget toy to help hold their attention. I explain why these students need these things and that they are not for everyone. Students accept this once they understand.

Lynda MacDonald (3-5) writes:

4.1.4 Students will work cooperatively in groups.

I like dividing my lessons into whole group discussions, small group/partner work, and individual work. By using these three domains, I can easily adapt to a variety of student and curriculum needs. Also it keeps things much more interesting in the classroom.

I believe that working cooperatively together in groups is a very valuable life skill. However, this does not necessarily happen naturally. Often, I pair students up for a variety of reasons. One reason may be based on academic ability. Other reasons may address social needs. Sometimes I give students the opportunity to choose their own partners.

Lynda MacDonald writes:

4.1.5 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. I also encourage them to find ways of coping, not everything has to be an “issue”. I feel like we are making progress.

Stefanie Skidmore continues working with students individually to help them compartmentalize and put into perspective various issues. She also works with each class as a whole using a variety of activities to help students learn about feelings and how to communicate effectively.

Lynda MacDonald (3-5) writes:

4.1.6 Students will celebrate each other’s’ growth and learning.

I am so excited about how engaged my students are in learning and wanting to do their best. One nice thing about teaching in a multi-age classroom is that you can set the bar high and the younger students rise up to it. Right now in social studies and science, many times my second graders are working with 4th grade level content. In science especially, I start our unit with the 2nd grade level to give everyone background information. Then we move through the third grade content and finally move everyone into the fourth grade content. I am so impressed with how engaged and curious my students are. We do a lot of open discussion as well as group work in my class. Students have many opportunities to share their ideas and work in an informal setting. I like how everyone is so willing to share and hear what ideas others have come up with.

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.

Kelli Maguire 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/Principal, 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 Tammy Jo Smith (our accountant) can continue to handle everything she is already handling now and be able to work with Lynda to transition to whoever would need to fill my spot in an impromptu situation. I feel strongly that between Lynda, our other teachers, the board and Tammy, that our school would be in good hands. 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 been using and adding to a thorough list of specific duties and responsibilities, created by Martine Walker, which is 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. Lynda already knows most day to day stuff that would need to be done. She also has access to ALMA and can continue what she already does on a day to day basis. She knows how to do attendance, lunch count, etc. This list can be found in Google Drive, in the Administrator folder, in the Tasks folder. I will continue to add or change this as needed. The tasks folder is shared with Lynda MacDonald.

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.

Kelii Maguire writes: Evidence of my compliance for 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 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 will submit an email 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. Based on cost and reliability we now have Starlink. 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.*