

MONITORING REPORT
ENDS POLICY #2
EXECUTIVE LIMITATIONS #3, #4 & #8
PREPARED FOR THE GUFFEY COMM. CHARTER SCH. BOARD OF DIRECTORS
October 2024
By: Kelli Burke/Administrator and Lynda MacDonald/Principal

E-2 Academic Accomplishment

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

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

These areas include but are not limited to:

- Language Arts
- Social Studies
- Mathematics
- The Arts
- Science
- Technology

2) Each student's skills will meet or exceed individually established standards for analysis, critical thinking and presentation.

These skills include, but are not limited to:

- Planning and managing time effectively
- Planning and using appropriate resources
- Recording observations
- Evaluating their own work and that of others
- Assessing the quality of their research sources
- Investigation and thoughtful inquiry
- Organization
- Understanding and appreciating the natural world
- Effective oral and written communication
- Recognizing the value of all disciplines

3) Each student will demonstrate academic honesty by:

- Respecting their own and other people's work

- Giving credit for the sources used
- Reporting honestly about their own work

Shawna Swindell (K-2) writes:

Reading

This year in the K-2 classroom, we are using Houghton Mifflin for our reading program, which includes grammar, spelling, and writing. We are also using Modern Curriculum Press spelling workbooks which include spelling and phonics. I am focusing heavily on phonetic awareness and utilizing the book by Denise Eide, *Uncovering the Logic of English: A Common-Sense Approach to Reading, Spelling, and Literacy*. This book breaks down all of the basic phonetic rules so I can easily implement them into our daily schedule. For technology, we utilize the standards-based program, LexiaCore5. This program places students at their current reading level and allows them to work through different concepts at their own pace.

In our classroom, we have incorporated reading centers that include games to be played in a group or independently that help practice reading and spelling skills we are learning in class. The students have the opportunity to work in centers multiple times a week.

This year, the middle school classroom as well as the K-2 classroom have paired up every Thursday for a 30-minute reading buddies program. This gives the K-2 students the opportunity to practice reading out-loud to the older kids, helping them build both their reading fluency and public speaking skills.

Reading progress is assessed through NWEA assessments and DIBELS which measures reading fluency. Both of these assessments are taken in-house three times a year. I utilize DIBELS progress monitoring resources for daily in-class practice to ensure each student is comfortable with testing procedures, as well as to closely monitor growth in all areas of reading fluency.

- Effective oral and written communication: Our K-2 classroom practices these skills daily through all of our ELA subjects.

Math

For our math curriculum, we use Go Math! workbooks, as well as a standards-based online program, IXL, which helps supplement concepts learned in the classroom. IXL also provides workbooks that we utilize for homework and practice for areas the students may be struggling in. The students also have the opportunity to work in math centers that include a variety of games and worksheets that support their math skills.

Math progress is measured through beginning of year and end of year IXL placement assessments, NWEA assessments which are given three times a year, as well as the state mandated PARCC assessments which are given in the spring.

Social Studies

The Social Studies curriculum is Harcourt Social Studies textbooks and is rotated every three years. This year our class is covering Communities, which includes resources, changes in our

world past to present, and types of communities; and Economics, which includes discovering the marketplace, people in the marketplace, and working in the community.

The current curriculum also includes a variety of short and long-term interactive projects/activities that allow the students to get creative with specific topics in our discussions. Recently, the students learned about picture graphs and created one based on a hypothetical farm. This project allowed the students to think about resources they could provide as a farmer and were able to show on the picture graph which crop/resource they produced more of compared to the others.

Science

Our K-2 classroom is utilizing the Fusion Science curriculum, along with various videos and activities. Currently, we are working through our Solar System unit and have discussed the phases of the moon and constellations. For a team project, students were broken up into two groups and created collages that show what we can see in the sky during the day and what we can see at night. Each student also had the opportunity to create their own constellation and tell a short story about where their constellation came from. The students will also have the opportunity to make a solar oven which incorporates the social studies topic on one way we could use solar energy as a resource.

- **Understanding and appreciating the natural world:** We are currently learning about resources, where they come from, who produces them or what they are used for, and the impacts of not caring for these resources. One experiment we are doing is creating a solar oven, which teaches students about solar energy.
- **Recording observations:** During each science unit the students have the opportunity to complete Inquiries. These are research-based science projects that allow the students the opportunity to explore the world around them and record their findings in their science journals.

The Arts

Art is incorporated into most subjects in the K-2 classroom. This year I have implemented S.T.E.A.M. time which gives the students the chance to explore areas of art, technology, engineering, art, and math. Over the last couple of weeks, the students worked on building a bridge out of limited resources. They chose to use various sizes of popsicle sticks and built a bridge that was strong enough to hold a heavy bag. When not participating in a group STEAM project, they can work independently on a teacher assigned task building with Legos, using kinetic sand, creating different 2D shapes using rubber bands on a pegboard, and more.

- **Planning and managing time effectively:** During the day, students are asked to work efficiently in order to earn time for STEAM time. If they do not accomplish tasks in math, reading, science, or social studies, then time is used at the end of the day to accomplish these tasks. Students enjoy the hands-on projects during STEAM and learn how to be efficient with their time throughout the day.
- **Planning and using appropriate resources:** During STEAM our class participates in group projects. They are able to use a variety of supplies to accomplish the requirements, but

they have to be strategic in how they assign tasks to group members and what supplies/resources are appropriate for the given project. For example, the students were asked to create a bridge that could hold a heavy bag. The students had to research parts of a bridge, who would accomplish each part, and what material they would use. At first, one student suggested foam popsicle sticks, but decided against it as it was not strong enough.

Technology

The K-2 classroom has access to the school computer lab as well as classroom tablets for a variety of supplemental learning opportunities.

Other

- **Organizing:** Students in the K-2 class are assigned classroom jobs monthly. Classroom jobs are an important part of teaching the students how to get and stay organized, how to be responsible for chores in the classroom, and what effects it has on the class when the jobs are not done correctly. Each student has the opportunity to participate in each job as we rotate on a monthly basis.
- **Effective oral and written communication:** Along with our ELA practice, students in the K-2 classroom are encouraged to talk through confrontation. We sit together and discuss ways to express our feelings in a respectful way. I encourage each student to take a deep breath and use their words to effectively communicate what made them upset. Emotional regulation is also a part of learning how to communicate effectively both orally and through written word.

Lynda MacDonald (3-5) writes:

Language Arts

The 3rd-5th classroom is using Houghton Mifflin for our reading program. We also supplement reading with LexiaCore which is a standards-based online reading program that places students at their level and allows them to progress at their own pace. In reading right now we are focusing on fiction stories. We are learning about the elements of a story: setting, characters, plot, problems, and resolution. We are learning how to write proper written responses to questions using an introduction sentence and evidence from the story to back up our answers. Some of our reading is done as a whole group reading and discussing the story. Other work is done as independent reading. We use Language Arts Today for our grammar program. I supplement this with Grammar & Punctuation by Evan-Moor and Grammar Minutes by Creative Teaching Press. We use Spelling Workout for our spelling program. Every week for spelling, students are asked to write a story using their spelling words. I love reading these stories. I can already tell this year that with this practice, students are getting much more proficient in their writing ability. They are even saying that they love writing because these stories are fun to write. We are also currently learning cursive. Students have the opportunity to practice their cursive and printing by writing their spelling words two times each week

Reading progress is assessed through NWEA assessments and DIBELS which measures reading fluency. Both of these assessments are taken in-house three times a year. The state mandated PARCC assessments are given in the spring.

Math

The 3rd-5th grade classroom uses Go Math! for our math curriculum. I like Go Math! Curriculum because it has a heavy emphasis on word problems that use real world examples of how to apply certain math skills. It also shows a variety of ways to approach a math skill showing why math works, not just how. Many of these problems involve multiple steps. Together we practice how to read a word problem. We underline the question to see exactly what we are looking for. Then we go back and highlight the clues in the problem to see what we need to do. We visualize the steps that are happening in the story to understand which operations are needed to solve the problem. Then we clearly show the work for each of the steps required to complete the question. I am so impressed with what these students are able to do at this age. I can assure you; I never did math at this level in 3rd and 4th grade. I am enthusiastic when I teach math. Students really enjoy it and are proud of their accomplishments.

Math is supplemented using IXL which is an online standards-based program that allows students to practice skills in all the areas of math. Math progress is measured through beginning of year and end of year IXL placement assessments, NWEA assessments which are given three times a year, as well as the state mandated PARCC assessments which are given in the spring.

Social Studies

This year in social studies the 3rd-5th grade students are studying US history. We are beginning with the US Constitution and going through the Civil War. We are using Exploring America's Heritage supported with USA Studies Weekly. Social studies is also supplemented with online videos. So far this year we have learned about our founding fathers and how the Articles of Confederations grew into our current US Constitution. Students are very interested in learning how our government works. They ask great questions.

Science

This term in science we are studying space. We are using Science Fusion as our main source of curriculum. Science is supplemented with online videos, activities, and field trips. Next month we are going to the Space Foundation Discovery Center. There, students will have the opportunity to learn more about robotics in a Mars rover simulation. We will be following this field trip with an all-school sleepover. Students will be able use our giant telescope to view the moon, Jupiter, and Saturn as well as learn how to identify certain constellations.

The Arts

Art is incorporated into the various subjects. We also do two performances throughout the year. This year for our winter program we will be performing "Who Will Be the Next North Pole Star". We will also perform our annual melodrama for the Pie Palooza.

Technology

All students have access to technology. The k-5th classroom has a full computer lab downstairs. Technology is used in a wide variety of ways in the 3rd-5th grade classroom. Students have access to self-guided reading curriculum through LexiaCore and IXL with math. We also use computers to access YouTube videos to supplement our curriculum and to Google any questions that may pop up throughout the day.

2) Each student's skills will meet or exceed individually established standards for analysis, critical thinking and presentation.

These skills include, but are not limited to:

- Planning and managing time effectively - We cram a lot into a day. Students learn to manage their time effectively by completing their work within the allotted time. If a student dallies, then they know that this work will be sent home to be completed. I also send out a homework folder weekly. This gives students a whole week to manage their time to complete their work. Some prefer to do a little each night. Some prefer to complete their work right away at the beginning of the week. Others prefer to complete it on the weekend. I like giving students this opportunity because developing these study habits early will benefit them later in their school life.
- Investigation and thoughtful inquiry/Recording observations - in science we do a variety of investigations. Students are taught the scientific method and are taught how to record and evaluate their observations.
- Evaluating their own work and that of others - often when students complete their work, I have them "share and compare". This gives students an opportunity to work together and to learn from their mistakes.
- Organization - organization is important. This is taught in a variety of ways. First each students' work area is kept neat with each student having a pencil cup to keep their supplies. All other supplies are communal. Student work is also required to be neat. For example, in math, students are taught how to lay out their problems step by step so they can easily see and follow their own work, and so I can easily see where a mistake has been made and can give partial credit for the work that was done correctly. When we take notes in science and social studies, I demonstrate how to organize these notes so they can easily be referenced for a test.
- Understanding and appreciating the natural world - In science we are learning about our planet and how it relates to our solar system. Students will have the opportunity to view the moon, Jupiter, and Saturn through the telescope. We also helped with the annual Guffey Community clean up. I was very impressed with how happy and enthusiastic all these students were as we walked along the road picking up trash.

- Effective oral and written communication - Students use a variety of written communication in many of our subjects. We also emphasize the importance of acknowledging those in our community with thank you cards. Students put a lot of effort into these cards.
- Recognizing the value of all disciplines - I always make it a point to show how each subject relates to other things we are learning in class.

3) Each student will demonstrate academic honesty by:

- Planning and using appropriate resources
- Respecting their own and other people's work
- Giving credit for the sources used
- Reporting honestly about their own work

Later in the year when we do more research work, students will be taught how to plan and use appropriate resources. This will include assessing the quality of their research sources. They will also be taught how to put information in their own words and to cite their sources properly.

Amy Owen (6-8) writes:

Language Arts

The 6th - 8th grade students are reading *Caddie Woodlawn*. Each week they take turns reading aloud page by page one chapter of *Caddie Woodlawn*. This is a weekly practice in public speaking as well as reading fluency. After we've read the chapter, they are assigned vocabulary words. Words that are used in the story that students are unfamiliar with. They then use the dictionary as a resource to define the word as used in the text of the story and any other definition they would like to share. They then use one of these vocabulary words in a sentence of their own. They also have a series of questions to complete that are related to that chapter. These are designed to dissect the story. Put themselves in the character's position. To really evaluate their reading comprehension. They are to organize this into their reading notebooks which will be evaluated and make up a good portion of their reading grade.

Students plan using appropriate resources, their dictionaries, their book or last resort Google.

Students keep their notebooks organized in various subjects. These reading notebooks will be graded on organization, legible printing, and presentation as well as content.

Middle schoolers have a weekly spelling test. They are given the words at the beginning of the week, on Mondays. They are to choose their own word using that week's spelling rule. They are given a story in which the words are used and to be highlighted. They are then asked to create their own story using the words from their spelling list. They LOVE this and are quite the creative writing bunch. After they've completed their rough draft. They use their chrome books to type up their stories, This is a practice using technology. They then present their stories to the class before they take the spelling test on Thursdays. This gives them one more opportunity to see, say and hear the written word several times before their assessment. This also hones

their public speaking and presentation skills. I feel this is improving their vocabulary as well as improving their spelling skills. In addition, they are learning to write a story with a beginning, middle and end. Their stories are getting more lengthy and each one is captivating the audience. They are encouraging one another and really enjoying this process.

Students plan and manage time effectively to have their story ready for presentation on Thursday.

The students evaluate their own work through the editing process and occasionally will edit each other's work.

Mathematics

The 6th - 8th grade are using Go Math. I like it for the same reasons as Mrs. Mac. We have two math groups and students are placed in their group based on their assessment in the IXL program. We also use IXL as a learning tool, a program where they can earn badges for each process they've perfected. We are fortunate to have our Math Specialists (Ms Jacsue and Ms Maria) come in the first of the week to set us up in the module we're focusing on that week. They are available to answer any questions we have on the process before we work through our workbooks throughout the week. We then have a review to make sure we all have a clear understanding before moving on. The upper-level group is testing through modules. The Go Math curriculum is set up where they can easily go back and work through the examples if they are having difficulty with a particular process.

Students display effective oral and written communication once they complete a badge within IXL they communicate that to me by raising their hand. Then we identify together where they should proceed. If they are struggling with something they communicate that to me and we find the appropriate lesson with IXL to help them.

Social Studies

6th - 8th grade are studying History of the United States using McGraw-Hill Discovering Our Past textbooks. We began in Chapter 8 with the Constitution and have moved into the Federalist Era, Chapter 9. The students seem to understand the importance of learning from our past to understand how we got to where we are today and in hopes of not repeating the same mistakes. They read through the subject material again taking turns reading out loud and following along. This is improving our reading fluency and comprehension. In addition, they record vocabulary in their notebooks to assure they have a clear understanding of what they're learning. They will have their second open book test this week. This will assess their abilities to thoroughly research within the text as well as their notes.

Students assess the quality of their research sources when completing an open text/notebook test. Evaluate if they are taking good notes.

Science

6th - 8th grade is fortunate to have Mr Peterson come in and teach us science.

From 2024 Science Topics

1. First classes focused on "What is Science?"

2. Science Related to Astronomy and Space

3. Physics. Focus will be on energy, waves, electricity, chemistry

Throughout the year there will be an emphasis on listening for key points, quality note taking, attention to procedure in labs, and the application of math to real-world problems. We will cross our scientific topics with related subjects: language, history, Greek and Latin etymology and art.

Class format will consist of about 50/50 mix of lectures and labs. Lectures will be Socratic with the students actively engaged in asking and answering questions and participating in discussion.

We record our observations and compile the data in a spreadsheet and graph.

Students investigate thoughtful inquiry when participating in lectures and labs.

The Arts

To keep these middle schoolers from doodling is impossible so I encourage them to keep sticky notes, index cards, sketch pad handy. We have some pretty impressive artists among us and all of their desk pencil sketching is impressive. They clean up after themselves. As a class they easily go through a package of wipes a week. They also keep a private journal where they are encouraged to reflect on their day and incorporate drawings. These are their own diaries. Sometimes they create a depiction of a current story they are working on. They are looking forward to our annual Halloween parade where each child is free to dress up as they please. As well as the play performance this holiday season and the melodrama in March on Pi Day which is our most successful fundraiser.

The students understand and appreciate the natural world every time we get out of the classroom. Whether it be for a team building bubble break, PE or picking up trash to serve the community. They love to be in nature, soaking up the sun.

Technology

6th - 8th grade students each have their own Chromebook. They are primarily used for IXL, our math learning and assessment program. In addition, they type up their stories on Google docs and email them to me to complete the final edit and print. They are learning the tools within Google docs to edit their own story for spelling and grammar errors. We will be doing more on our Chromebooks in LexiaCore, a self-paced reading program, going into next month.

Students recognize the value of all disciplines. If it were up to them, they would be on the Chromebook eight hours a day. Instead, they are learning the value of different styles of learning.

3)

Each student displays academic honesty. They know that if they cheat, they are hindering their own academic growth.

They respect their own work and the work of others by putting things in their own words. When using someone else's words they are taught to cite the source.

They often grade their own work, reporting honestly by placing their pencils on the floor and using red for corrections. They understand the correction process is for their benefit to make sure they understand the process.

Policy Number: EL-3

Policy Type: Executive Limitations

Policy Title: Treatment of Students, Parents and Community

With respect to staff interactions with students, parents, and the community, the Administrator shall not cause or knowingly allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

Kelli Burke writes:

Creating an environment that is safe, open, and inviting is a top priority. I am working hard to continue the tradition of GCCS where all students, families, and community members feel invited into our school. The GCCS staff consciously work towards maintaining our robust and positive image by creating a space that is non-confrontational, fair, lawful, ethical, caring, respectful, safe and with as few disruptions as possible. A major goal for me is transparency in all policies (discipline, bus and classroom expectations).

We do this in different ways at the classroom level by staff and on a school-wide level. On a school-wide level, I wholeheartedly and happily embrace the vision of the school and all policies. One thing I have learned over the past year in this role about GCCS is that when certain decisions are made, we should involve others in our community. Not only does this approach honor our families but create a strong bond with our community. One way in which we do this is by reviewing school policies at the end of each school year, at the beginning of each school year, and sometimes throughout the school year. The discipline policy is organized in a chart form with mild, moderate and severe consequences to give clarity and transparency to the expectations of GCCS. In addition, with parent and staff input, the bus policy was created to ensure safety for all riders.

Having policies such as this one, built into the framework of our school's operation is a gift, particularly because many schools do not, and possibly cannot, operate in such a dynamic and cohesive way. Our students, parents and community are grateful for their community school and that is because they know and trust that they and their children are safe, respected, and included here.

Accordingly, the Administrator may not:

3.1 Use methods of collecting, reviewing, transmitting or storing information that fail to protect confidential information.

The school collects various forms of private and confidential information about students, parents, and staff. This is in the form of registration paperwork, medical records, gradebooks, resumes, incident reports, copies of identification, etc. The school is trusted with these documents and is expected to keep these items safe, private, and confidential. These documents are stored in a locked filing cabinet in the school office. We also make sure our volunteers know how important it is to respect all students of Guffey School. One of the bullet points in the

volunteer form states: "The school has a policy regarding the issue of student confidentiality. Please honor our students and staff by using your best judgment as you work with our children". GCCS is trying to attract guest teachers (substitutes) who have gone through the CDE guest teacher training. GCCS will be advertising for additional support in the next month.

3.2 Require any student to submit to any psychiatric or psychological methods or procedures for the purpose of diagnosis, assessment or treatment of any emotional, behavioral or mental disorder or disability as part of any classroom or instructional activity without parental knowledge and consent.

I will never pursue any psychological testing of a student without parental consent. The school's policy of offering additional services or of instating a student into the RtI (Response to Intervention)/MTSS (Multi- Tiered System of Supports) process/tiers would require non-academic assessment which involves the parents of the child, along with the student's classroom teacher, myself, and the appropriate contracted special services. The parents are given a copy of Parent and Child Rights in Special Education, followed by a parental written consent form called: Prior Notice & Consent for Evaluation. This form clearly identifies who the "team" of professionals will be and what proposed evaluations would be done. Only after the school receives the signed paperwork from the parents, would we begin any testing, assessments, or treatments.

3.3 Fail to provide for effective handling of grievances and complaints specifically involving all parties directly affected by the complaint.

The school has a written policy called "Public Concerns and Complaints", which is in the Guffey School Student-Parent Handbook which is also on the school's website. Our school families receive a copy of the handbook at registration and are required to return a signature page that states that the families have read and agree to the school's policies and procedures. The policy states that if you have a grievance or complaint, the 1st line of communication is with your student's teacher, if the issue is not resolved with the teacher, then the 2nd line of communication is with the Principal/Administrator, and if the issue still remains unresolved, the 3rd line of communication is to the school board. When a complaint gets to the board level, the board requires a written grievance to be prepared in which the issue is described with a citation (if possible) of the contract, policy or procedure that was violated. I believe that our policy is clear because it defines the process step-by-step. In most cases, grievances and complaints are successfully dealt with at the 1st or 2nd line of communication.

3.4 Fail to protect against wrongful or illegal conditions.

If there were any illegal, harmful or unusual occurrences at our school I would first inform our board president (EL-10) with whatever the concern is. It is the duty of the board president to inform the rest of the board members if necessary. Also, if necessary, directed by the board, I contact the school district superintendent and/or our school's legal counsel, who is William Bethke of Kutz & Bethke.

3.5 Fail to establish policies and procedures to ensure compliance with all federal and state laws.

Our school operates within the Guffey Community Charter School board governing policies. These policies and procedures guide our school and keep us compliant with the state and federal laws. Part of the governance process is the written monitoring of our school's policies in the form of monitoring reports, like the one that you are now reading. Board Governance Policy, GP-8-E, offers a timely schedule for which all policies are monitored. An excellent example is our EL-8 (Financial Administration) which is monitored twice a year, first in October during the time of the school audit and again in February, around the time of creating the school's budget for the next school year. Here are examples of how I stay current with changes in state and federal laws:

- *Emails with Mountain BOCES - Susan Udenburg*
- *Emails and meetings if possible with our school district superintendent, Jistine Harrison and Becky Keeling (District Office Manager).*
- *Emails with Ben Medina, Head of Transportation*
- *Emails with Lisa Cinnamon, Transportation bookkeeper*
- *Emails with Liam Junk / Environmental Protection Specialist*
- *Emails and meetings with our water specialist, Cheryl Kramp*
- *Email bulletins from the Colorado Department of Education*
- *Email bulletins from the Colorado League of Charter School*
- *Communicating with appropriate district staff in Fairplay Administrative office*
- *Communicating as needed with Kutz & Bethke, our attorneys and Paul Backus, our school's auditor. I contact our legal counsel, Bill Bethke, to have our Student/Parent Handbook updated to ensure we are up to date with all current laws and regulations. This will be an annual process I commit to.*
- *Email bulletins from The National Charter School Resource Center*

3.6. Fail to take reasonable steps to inform students, parents and the community of those policies and procedures.

I plan to make efforts whenever possible and necessary to keep all students and school families informed about our policies and procedures so they feel like they know and understand who we are as a school, and what our expectations are around our policies and procedures. The school's Parent-Student handbook is given to all enrolled families which serves as a guide to our school's policies. As need arises for these matters I consult with staff and allow time for parent feedback. In addition, all of the school policies and monitoring reports are on the school's website, which makes information available to anyone, at any time. I send home a family folder (the pony folder) every Thursday as a main pipeline of communication about anything they need to know. All info in this folder is also posted on our website every Thursday afternoon to families and the

school board. This folder communicates upcoming events, the lunch menu, and important paperwork.

Policy Number: EL-4

Policy Type: Executive Limitations

Policy Title: Staff Treatment

With respect to treatment of paid and volunteer staff, the Administrator shall not knowingly cause or knowingly allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

Kelli Burke writes:

I do my best to thoughtfully provide school staff with an environment that is safe, ethical, welcoming, professional, and which operates within the law and board policies. Evidence of this is as follows:

Accordingly, the Administrator may not:

1. Fail to make all inquiries required by law prior to hiring any personnel.

All of our school's teachers are fingerprinted as required by Colorado School Laws 22-32-109.8 CRS. Each applicant's prints are sent to the Colorado Bureau of Investigation (CBI) for the purpose of conducting a state and national fingerprinting based criminal history check. In addition, we subscribe to Been Verified, which is a paid service that searches and alerts me of any changes in the public records of our staff and volunteers. Prior to being hired, great care is taken to assess potential job candidates through an interview process and contacting references.

2. Will not fail to inform the board about procedures regarding reductions in workforce.

The board is made aware of any changes to the school's staff in the monthly consent agenda reports. If a staff member retires, quits, is hired, or has a change in their position – any change regarding the staff – is presented to the board during each board meeting. If there is a sudden, unexpected change that may require immediate attention the board president is made aware of this and it would be up to him as to how to inform the rest of the board. Examples of ways to communicate are: a phone call, email or in some cases, an executive session during a board meeting.

3. Operate without written personnel policies which:

- a. Clarify personnel rules and procedures for staff.

The school's staff are all given the Guffey School Employee Handbook which includes the most current Guffey School and/or Park County School District RE-2 administrative policies and guidelines pertaining to our employees. At our school, the term "Employee" is defined as teachers, staff, hourly and part-time workers who receive compensation from the school. The purpose of this handbook is so all staff know the school's policies and procedures and understand their individual and collective job requirements. Teachers, Administrator/Principal, and a board member helped to create this handbook.

b. Provide for effective handling of grievances.

The grievance policy that we have offers our school employees several ways to have their concerns, complaints or grievances heard. The concern is presented in writing to myself, and I must reply to the employee in writing within 10 working days. If the issue is not resolved, the employee may request a hearing before the Guffey Board after which the board will arrive at a decision, and respond to the employee in writing within 15 days. The policy states that the Guffey School Board's decision is final.

c. Protect against wrongful conditions.

I Have provided a working environment that is physically safe, clean, friendly, and emotionally supportive. Here are a few examples:

- *Annual State of Colorado fire inspections by Cintas*
- *Keeping current with our school's fire extinguishers, alarms and kitchen oven hood with inspections by Cintas (9/22).*
- *Ongoing drinking water monitoring and testing of samples are taken in accordance with the Colorado Department of Public Health and Environment. Tests taken daily. Currently passed a health inspection in the Kitchen and all water sampling is up to date and in compliance.*
- *Annual elevator inspections that keep our school's elevator in compliance with both load and system checks by the Colorado Department of Labor and Employment Division of Oil and Public Safety.*
- *Appropriate and sufficient interior and exterior lighting*
- *Clean and clutter free campus*
- *Identified exits/ add emergency exit posters in all rooms and the hallway. All teachers have emergency bags with these evacuation plans as well.*
- *Sidewalks that are clear of dirt, snow and ice*
- *Parking lot that is plowed in the winter months.*
- *Playground that is maintained and grass kept mowed in the summer months.*
- *Annual Park County Public Health Department visits and inspection of our school's kitchen and service area. Just passed Kitchen Inspection.*
- *Division of Environmental Health and Sustainability (DEHS) at the Colorado Department of Public Health and Environment (CDPHE) annually certifies our school to assess compliance with 6 CCR 1010-6, Rules and Regulations Governing Schools in the State of Colorado.*
- *A regularly reviewed and updated Emergency Preparedness Plan*
- *A regularly reviewed and updated CERP (Cardiac Emergency Response Plan).*
- *AED's regularly inspected by the fire department.*

- *Bus evacuation Drills*
- *Regular fire drills to practice exercises in school evacuation which are attended by the local Fire Department*

The school provides an emotionally supportive environment for our staff because we respect one another, communicate regularly and we all share a love for this school and community.

d. Include adequate job descriptions for all positions.

I have job descriptions for all compensated school positions.

e. Include adequate salary and compensation plans.

Our school has a salary and compensation plan, for teachers and the administrator, that are competitive with other small, rural schools.

f. Include a personnel performance evaluation system.

Our school teachers are formally evaluated each year at the end of the school year and are informally evaluated throughout the school year through observation. The EOY evaluation has teachers complete an evaluation form that is completed by both myself and the teachers, and we meet to discuss and reach mutual goals for the next year. We have currently completed our self-evaluation and set personal goals. We are also working on goals to increase a language rich classroom and are working on student goals and monitoring those based on real-time data. We are operating to the best of our abilities, under the requirements of Senate Bill 10-191. This evaluation requires opportunities for reflection, review, professional development and growth and will be based on statewide Quality Standards defining what it means to be an effective teacher. The professional practice Quality Standards account for half of an educator's annual evaluation. I will also schedule an informal "check-in/follow-up" mid-school year in January to see how teachers are feeling their school year is going, if they feel they are meeting their goals, if they feel supported, and to discuss their possible return for the following school year.

4. Prevent staff from grieving to the Board when internal grievance procedures have been exhausted and the employee alleges that Board policy has been violated.

If a staff member and I cannot resolve an issue of concern, it is my policy to encourage them to bring their grievance to our board. I would keep the board informed before a situation escalated to this level.

5. Discriminate against any staff member for alleging a violation of law or civil rights.

I welcome all concerns from all school employees. I would not discriminate against any staff member for alleging a violation of law or civil rights as it is my duty to uphold a lawful and civil establishment.

6. Fail to protect confidential information.

Our school's staff information is protected to the best of my ability much like the student records (see EL 3.1 above). Chris Peterson, our school IT support person, and I work with the staff on improving our teaching staff's owned and operated portable computers so that they are all properly password protected. This is important in the event that their technology was stolen

or accessed by someone other than themselves. Staff information is stored in a locked filing cabinet, in the school's administration office which is locked. Anyone requesting a staff member's records must do so in writing. The school's method for destroying all records is shredding.

7. Fail to provide staff with an opportunity to become familiar with their rights under this policy.

I'm confident that, because of our small staff and the many opportunities we have to communicate with one another, any issue would be brought to my attention. Opportunities to be informed are provided weekly during staff meetings, my open door policy in the office, and through written policy in our Employee Handbook.

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.

Kelli Burke writes:

Evidence of my compliance with these policies is as follows:

Accordingly, the Administrator may not:

1. Expend more funds than have been received in the fiscal year to date through use of reserves unless revenues are made available through other legal means.

Our school operates within the budget provided to the board. The only "reserves" that we have is the sustainability fund in which this board governs on how it is to be used. I am aware of our school's cash flow by approving all purchases, by signing off on bills due, and through a monthly report which is prepared by our school's bookkeeper. These reports are emailed to the Board prior to each board meeting and appear on the consent agenda.

2. Fail to comply with state law regarding financial accounting.

Our school's accounting is in compliance as we work closely with our bookkeeper and the certified public accounting firm, McMahan and Associates, who prepare our school's annual audit. On our behalf, and along with our school district, this information is submitted to the Colorado Department of Education for review.

3. Expend any contingency reserves.

Our school does not have a contingency reserve.

4. Transfer unencumbered money from one fund to another.

Guffey School funds are secured at The Bank of the San Juans, where we have two business checking accounts, one for "the fund" and the other for "the foundation". We also maintain

three accounts with Colotrust, which we use as a savings account, a holding account for restricted funds and our sustainability account. At Bank of the San Juans, the accounts are as follows:

- *“The fund” which is used for all operational transactions*
- *“The foundation” which is used for only fund-raising activities*

At Colotrust the accounts are as follows:

- *The savings account is set-up to receive electronic deposits from the school district, typically only the PPF (Per Pupil Funding) payments arrive by direct deposit and at times there are others. As needed, the school's bookkeeper and I confer on when to transfer funds from the Colotrust savings account into our operational checking account “the fund” at The Bank of the San Juans.*
- *The holding account for restricted funds is a liabilities account which includes long-term employee benefits like employee retirement funds, sick pay owed, etc.*
- *This sustainability account is built through donations and is funding that is set aside to provide the school with alternative resources in the event that state or federal funding doesn't or can't provide for the necessary operational expenses.*

5. Access funds from the Sustainability Fund except according to the requirements set forth in Board policy, GP-15.

I am aware of the purpose of the Sustainability fund and have not accessed funds outside of the Board policy.

6. Fail to settle payroll and debts in a timely manner.

The school's payroll is delivered to staff no later than 4:00 PM on the 20th of each month, or the last work day before the 20th. Everyone who receives a regular paycheck from our school is on the electronic deposit plan, which is coordinated by the school's bookkeeper. In terms of debt, all accounts receivable are paid within 30 days of the time an invoice is received. Also, those who sub or have hourly time also receive payment on the 20th of each month.

7. Allow reports or filings required by any state or federal agency to be overdue or inaccurately filed.

All reports are filed on time.

8. Fail to arrange for the annual audit of all school funds and accounts following the close of the fiscal year.

The annual audit should suffice for our external auditing process. The auditor's results will be presented to the Board when they become available, usually in mid-December.

9. Fail to aggressively pursue receivables after a reasonable grace period.

We have no outstanding receivables.

10. Fail to keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.

The school's auditor and Guffey School board are satisfied with our accounting procedures as evidenced by the annual school audit.

11. The Administrator shall not 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.

Our school's building is owned by the school district, so any of the bigger projects or purchases are handled by the district superintendent who would operate within the district's policies for bidding. For the smaller projects, for example, minor repairs or painting, are being done by local and reliable trade people using our school's operating funds. When competitive bidding makes sense we employ that procedure (i.e. - propane, water testing, internet, gasoline).

b. The merchandise is sold to the highest bidder at a public auction.

Other than our annual Pie Palooza, where all pies go to the highest bidder, we have not had any other public auctions. Our last Pie Palooza auction was last school year.

c. The transaction involves investing or depositing money in a financial institution, which is in the business of loaning money or receiving money.

All of our school's income is deposited into either COLOTRUST (long term savings plan) or Bank of the San Juans, where our school's business checking account is located.

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.

I take full responsibility for the school's limited funding and how it is spent.

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.

I understand that board members may not have a private interest or benefit from a purchase the school might make. However, because our school and community are so small, disclosing any relationship prior to any dealings are disclosed, would be my policy. Any of our board members' involvement are disclosed in the 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.

There has not been any board member who has purchased any school-owned property.