

MONITORING REPORT
ENDS POLICY #4
EXECUTIVE LIMITATIONS POLICY #2, #9
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
April 2021
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 other's' growth and learning.

Martine Walker writes:

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

Elizabeth Jackson writes:

4.1.1 – Students will possess good interpersonal communication skills

In most interpersonal communication, problems arise when an individual has difficulty expressing their feelings and ideas in a calm or logical way. In the K-2 class the students are starting to learn how to do this. For example: when a classmate needs to sit down because they are standing in someone's way of the board, the students are learning that it is much better to calmly ask the other to "Please sit down so I can see" instead of snapping "sit down!". Students are also learning that words can hurt and to not just blurt out any and everything that they think of, they have to T.H.I.N.K before speaking. Before they say something they have to think if it is: True, Helpful, Important, Necessary, and Kind, if not, don't say it.

Lynda MacDonald writes:

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

This year we are studying US history and current events. The students are so passionate about what we are learning in class. Often when we finish a topic students ask, "Can I look that up on Google or YouTube to get more information?" Many times a student will come to me and say, "We watched a show on history last night and they mentioned.... I told my parents all about it because that is what we are learning in class." I have families reading stories to their children relating to the topics we are covering in history, and the students fill me in on what they read last night. I have had more than one parent tell me they plan to take their student to Washington D.C. in the near future. It is such an amazing feeling when families get caught up in their students' education!

Lynda MacDonald writes:

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

This has been a great year to focus on current events. We are using weekly issues of Time for Kids to do this. Students are very passionate about the topics that are occurring this year. They ask great questions and freely share their thoughts. We learn that there is more than one point of view to a story. We learn that we are entitled to our opinions and that they are important, but that we must respect the opinions of others. We learn that it is important to get information from more than one source to be able to help form our opinions.

Students also learn to honor different abilities. In a multi-age classroom it is important to diversify your instruction. As a result students see that everyone learns each subject at a different ability level and that this is totally acceptable. When I give different assignments to different grade levels, students may comment on why, but they easily accept my answer and it's no big deal.

Elizabeth Jackson writes:

4.1.4 – Students will work cooperatively in groups

Students in the K-2 class have been starting to really work together in groups to accomplish tasks, academic and social. During nearly every subject in a day students have some time where they are partnered up into small groups. They are learning how to help each other without just giving answers and are learning that asking a partner is another way to figure out what the problem is. There are others that can help them, not just me, but their classmates, other students, parents, and more out in the world. In science on experiment days, the students often have to work together to do the experiment and to formulate some ideas and conclusions. Our most recent math unit for first grade is on measurement and I do not have enough scales in my classroom for everyone to have one, so students had to work in pairs to use the scale and answer their questions.

Jenny Hartman 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 critical, especially for new students arriving in the very small Guffey community. Last week, we had a new student enroll in Guffey School. Prior to this student's arrival, the class had multiple discussions about how to welcome the new student, how to be inclusive, and how to make the new student feel like they 'fit in' with the rest of the class. We also discussed how this would be particularly tough to do, just in the fact that this new student would be the only one in their grade level at the school, meaning a lot of academic work that the new student would be doing would be different from the work that the other students in the class would be doing. We also had a productive discussion around how each of the current middle school students felt when they were a new student at the school. We talked about how they felt on their first day, and what circumstances or actions by other students made them feel like they belonged and fit in at Guffey School. Every single student said they felt nervous on their first day...and almost every student said that a connection and a kind act by another student is what made them feel less nervous and included. Overall, I think the first week of school for our new student went well. From my perspective, it appeared that the students did their best to be inclusive of the new student, and at the end of the week the new student said that they felt like they were making friends.

Jenny Hartman writes:

4.1.6 – Students will celebrate each others' growth and learning

Sometimes it surprises me just how much the students actually show each other that they really do support one another and truly do care about each other's growth and learning. One example of this was shown through studying cursive. Recently, the students specifically asked if we could focus more on learning cursive. They said they were introduced to cursive in Mrs. Mac's class, but that they don't really remember a lot of it, and they want to practice it more. We started doing daily cursive practice where they are learning to form their letters correctly and have to copy a couple of jokes in cursive. They then practice reading cursive by reading the jokes aloud. During a history lesson, we were reading and analyzing primary source documents that were written in the mid-1800s. I had asked an 8th grade student to read one of the primary source documents out loud. This primary source was particularly difficult to read because it was written in cursive, and in addition to being in cursive, it was written in a very strong southern dialect and almost every word was spelled in a different way from how we would spell it today. This student did an excellent job reading this primary source aloud, and when she finished reading it, the entire class (unprompted) clapped their hands in an applause and cheered letting her know she had done well on this challenging task. The other students then became eager volunteers to read the next primary sources, looking forward to the challenge of actually being able to read the documents that were written in cursive.

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 - Jenny and Elizabeth, and Ken Walker, that our school would be in good hands. Ken Walker is always either on-site or nearby from 7:45am - 4pm. 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 the 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 new 2017-2022 lease agreement 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. Our last large purchase was for the school bus and I received 3 quotes from different

dealers, consulted with various mechanics and other bus drivers for advice, and made a decision based on all of the information provided. Our next large purchase will be this summer, using capital construction funds, to purchase and install three new water fountains with bottle fillers and filters. I have looked at a few different options, I consulted with maintenance at Sanborn who vouched for the model I plan to purchase (they have tried a couple different ones), and I have received a very reasonable installation quote from Dave Peck. Next year I foresee our next big purchase being for a bus shelter and I plan to do my research for that too.

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.*