

MONITORING REPORT
ENDS POLICY #4
EXECUTIVE LIMITATIONS POLICY #2, #9
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
April 2023

**By Jacob Sampson, School Principal/Administrator with support from Martine Walker past
Principal/Administrator**

Policy Number: E-4

Policy Type: Ends

Policy Title: Social Skills

Students will be productive citizens participating actively in their community.

Students will:

4.1.1 – Possess good interpersonal communication skills;

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

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

4.1.4 – Work cooperatively in groups;

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

4.1.6 – Celebrate each others' growth and learning.

Jacob Sampson writes:

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

Natalie Sardi (6-8) writes:

4.1.1 – Possess good interpersonal communication skills

During the course of this school year students in the middle school classroom have developed and presented material to each other, the board and the school as a whole. As school leaders the middle school students take on a variety of tasks in the classroom and in the wider community. Students model expected behavior and coach younger students as they begin to learn skills and expectations. Mentoring at lunch, recess and on the bus they discuss with younger classes difficulties they may be having and help them to learn and grow as individuals

Natalie Sardi (6-8) writes:

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

In history and science middle school students have studied our planet, our living world and the introduction of farming to our societies. We have looked at the changes that happened, the distribution of wealth and the health changes, both historically and in modern times, and how modern archeological anthropology has recently uncovered the changes humans experienced in their move towards an agricultural society. These studies have fuelled students' desire to understand how the food we eat is made. We have begun a garden project to understand how nutrients and food growth go together. In all of these studies we have looked at the world at large and our own town of Guffey.

Elizabeth Cauley (K-2) writes:

4.1.3 Honor diverse attitudes, values, beliefs, and abilities

A huge part of learning and growing up is not just learning reading, writing, and arithmetic. Another big part is learning about how other human beings are different and yet how that makes us so cool and special, and that we should be willing to learn about and respect the lives of others. This year, the focus on social studies in the K-2 class is on different cultures. We are currently on our last ancient civilization before we start taking a more modern day look at culture. Part of this is going to be a long term social studies project where the students each get to learn, teach, and present to others about their family and what makes their family so special.

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. Occasionally I notice that a student may not want to work with a particular student. Usually I want students to learn to work with everyone. It is important to learn how to be friendly and to help others feel included. However, I have also used this as a learning tool for the student who may not get selected to learn why. For example, if you are not kind to someone on the playground, then you can probably expect that they would not want to be your partner in class. Since I have such a small class, these lessons can readily be learned. I have a couple of students who really want to be partners/friends with certain people in my class. Unfortunately, they are also very competitive on the playground which some students can find as annoying. Learning to work cooperatively in groups is a great learning tool to discuss logical consequences. We often talk about how if you want someone to be more friendly toward you, then you need to also be willing to do what it takes to make them enjoy your company. That choice is yours to make - do I want to be competitive or do I want a friend. I also let them know that everyone is different. Some people like being competitive and then it is appropriate, but if a

person does not enjoy that and you want them to be your friend, then you need to decide whether or not it is important enough to you to adapt your behavior so they can enjoy themselves, too.

Elizabeth Cauley (K-2) writes:

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

One of the biggest ways to help to build emotional safety for a child is to help them to recognize the good in others. It is really easy to focus on things such as a squabble over a toy, hurt feelings, accidents; yet those instances are much fewer than ones of cooperation, generosity, and kindness. A new practice that has been started in the K-2 classroom is a kindness jar. Any time a student feels that another has done or said something kind, they write the kind student's name on a piece of paper. That paper goes into a huge glass jar and each week a student's name is drawn and they earn a prize. In the four weeks that this practice has been in place, there have been nearly 200 acts of kindness in the classroom. Students are noticing little things their classmates are doing for them and this is only helping the students to come closer as friends and more secure in their place at school.

Lynda MacDonald (3-5) writes:

4.1.6 Students will celebrate each others' 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 right up to it. 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.

Other sharing opportunities are more formal. Recently students wrote their own stories. Part of the project was to get input from fellow classmates at various stages along the way. Students eagerly shared what they had written and were able to learn from each other.

We are currently taking our state assessments. Before that we took our quarterly MAP assessments. Before taking each test, I challenge students to do their best. One nice thing about the MAP assessments is that we get a RIT score immediately, so students can see their personal growth for themselves. I keep individual scores private, but as a whole we can celebrate each students' growth.

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.

Jacob Sampson 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, Natalie Sardi, be brought in to help with some day to day activities. I feel strongly that between Lynda, our other teachers, and Kelli Maguire, that our school would be in good hands. Kelli Maguire is always either on-site or nearby from 7:45am - 4pm. She 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 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. This list can be found in Google Drive, in the Administrator folder, in the Tasks folder. The tasks folder is shared with Lynda MacDonald. The school's bookkeeper would be able to continue to keep our school operational by paying our bills and making the monthly payroll.

Policy Number: EL-9

Policy Type: Executive Limitations

Policy Title: Asset Protection

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

Accordingly, the Administrator may not:

1. Fail to obtain insurance coverage against theft and casualty losses to 100% of replacement value and against liability losses to Board members, staff or the school itself in an amount that is reasonable for schools of like size.
2. Allow unbonded personnel access to funds in excess of \$50.
3. Fail to take reasonable steps to ensure that the facilities and equipment are not subject to improper wear and tear or insufficient maintenance.
4. Expose the school, its Board or staff to legal liability.
5. Make any purchase:
 - a. Wherein normally prudent protection has not been given against conflict of interest;
 - b. Without having obtained comparative prices based on items of similar quality;
 - c. Without considering a balance between long-term quality and cost.

6. Fail to use a competitive bidding procedure for all contracted services (except professional services) and for purchases of supplies, materials and equipment in the amount of \$5,000 or more, unless this is unreasonable due to geographic limitations.

7. Fail to protect intellectual property, information and files from loss or significant damage.

8. Fail to preserve and dispose of all records related to affairs or business of the school in accordance with state and federal law.

9. Receive, process or disburse funds under controls which are insufficient under generally accepted accounting procedures.

10. Invest funds in securities where contrary to state law.

11. Acquire, encumber or dispose of real property.

12. Endanger the school's public image or credibility, thereby jeopardizing the school's ability to accomplish its mission.

13. Allow the school to enter into a contract in which an employee of the school has an interest unless one or more of the following apply:

a. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures;

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

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

d. If, because of geographic restrictions, the school could not otherwise reasonably afford the contract because the additional cost to the school would be greater than 10 percent of the contract with the interested employee or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services.

Jacob Sampson 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 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. 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.*