



Internal Monitoring Report
January 28, 2025

Policy: General Executive Limitation Policy
Policy Type: Executive Limitation
Policy No.: EL 2.0
Period Monitored: January 2024 – December 2024

This report monitors the Board of Education's Executive Limitation Policy:

The Superintendent shall neither cause nor allow any organizational circumstance or action that is illegal, unethical, or imprudent.

This report is presented in accordance with the Board's monitoring schedule. I certify that the information is true and complete.

Brian Kingsley
Superintendent of Schools

January 28, 2025

Executive Summary

This report monitors Executive Limitation 2.0, General Executive Limitation policy language as it pertains to executive limitations policies. Further, it provides policy language interpretation and evidence that the policy was reasonably interpreted, and no violations occurred.

Evidence included in this report will show that the district develops and revises policies and regulations that conforms to state and federal laws and Board of Education requirements. These policies describe how Poudre School District will educate students and define standards for student conduct. Additionally, the policies outline the high expectations for staff conduct in delivering educational services in an ethical manner. It also will show that the district provides access to policies so they are easily accessible and can be appropriately followed relating to organizational circumstances.

The evidence will also show that the district distinguishes between the actions of participants and the directives of the organization through district policies, regulations, administrative guidelines, and agreements.

Policy Wording:

The Superintendent shall neither cause nor allow any organizational circumstance or action that is illegal, unethical, or imprudent.

Interpretation:

The Superintendent, either through personal action or through the actions or work of those throughout the Poudre School District, must assure that the district, governance, administration, instruction, operations, and students' personal conduct and district work is done so that it is legal, ethical, and prudent.

The standard of *legal* refers to the federal and state constitutions, statutes, regulations, and case law that address school districts and the conduct of individuals employed or educated in the school district (the "Legal Standards"). The standard of *ethical* can be described as fitting accepted standards of conduct (Merriam Webster's online dictionary). The standard of *prudence* is described as actions marked by wisdom or judiciousness (Merriam Webster's online dictionary).

The policy framework becomes the standard of assurance for personal conduct and district work. This policy framework exists in the policy governance policies, district policies and regulations, administrative guidelines, school and departmental rules, and written agreements (the "District Standards") that describe the conduct expected in the operation of different elements of the school district and its relations. District Standards are developed to ensure that the district actions meet Legal Standards. In some instances, though, District Standards may not be developed separately from clearly stated Legal Standards.

Local context and best practice are the elements of what constitutes an *ethical* expression found in District Standards.

After defining the conduct expected to assure that the district operates in accordance with law and high standards, the district administers the policies. The standard of prudence describes the method that outlines how the policies are interpreted. By exercising judicious or wise administration of the policies, the district allows the different people in the organization the ability to use their talents and strengths to affect the best outcomes. Not only does the standard of prudence imply effective use of the policies that define the legal and ethical framework for district actions, but it also assures that those elements of the policies that allow the use of discretion are reviewed to be sure that the policies are revised to reflect what best meets the educational needs of PSD students.

In this internal monitoring report of the General Executive Limitation 2.0, the district interprets this as the policy framework for all executive limitations and that the specific items for this policy are detailed in the more specifically described policies, such as EL 2.1, Treatment of Students, Parents/Guardians and General Public.

Evidence:

In order to meet the expectations for Executive Limitation 2.0, the district develops and revises policies and regulations that conform to the Legal and District Standards. These written policies describe how the participants in Poudre School District will collectively educate the students and define standards for student conduct.

The foremost responsibility the district possesses is to outline, through its policies, to the degree that conduct can be defined, what is required by law and what a high standard for conduct maintains. In order to meet the expectation for *ethical* policies, regulations and agreements must conform to the changing context of expectations for conduct in delivering educational services locally. Toward this end, district policies are regularly written, revised, and implemented by the superintendent's Cabinet. Through actively reviewing existing policies, regulations and agreements, the district develops an *ethical* policy framework for PSD. See Appendix A, *Action on District Policies and Regulations Status Matrix, January 2024-December 2024*.

The second responsibility of the district for assuring that organizational circumstances follow policy guidelines is staff training. Training of staff generally happens through onboarding for new employees and through site administrators for all employees. There are also mandatory trainings that staff must complete. By prescribing the actions for employees and students and then providing staff explanations of the policies and examples, the district meets a reasonable standard for assuring organizational circumstances and actions that are legal and ethical.

Meeting the expectation for *prudent organizational circumstances*, the district adopts practices that permit participants to learn about the expectations outlined in the District Standards and interpret these expectations in a manner that permits them to individually achieve excellence. A principle of Policy Governance grants individuals the latitude in achieving success based upon allowing actions that are not otherwise prohibited. Practically, organizations that allow individuals to take action unless it is otherwise prohibited are following a judicious course of action. The district meets this expectation through ensuring that District Standards are communicated throughout the organization in a declarative manner, meaning that these policies are easily accessible and that they are explained in training. However, explanation is provided primarily to principals and department directors.

An expectation is that the policies are utilized, meaning that they are implemented and actively reviewed. The District's legal counsel, as of the 2024-25 school year, is continuing to review the process by which all current policies are reviewed and changes made, as well as the process by which new policies are determined to be necessary and developed.

Through the interpretation of this General Executive Limitation, the district distinguishes between the actions of participants in the organization and the directives of the organization evidenced through District Standards.

With the application of *prudence*, the district ensures the judicious utilization of the declared organizational standards. The bridge between declared standards or

organizational circumstances and conduct is an expectation that whenever conduct is found to be outside of the norms expressed in the declared organizational standards, reasonable action will be taken to assure that the organizational standard is maintained and that the individual conduct will align with the standard.

In order to meet this application of prudent administration of the District Standards, the superintendent is obligated to act whenever conduct does not align with the declared organizational expectations. This expectation for taking action is one that extends across the administration of the district. These actions may include training, providing resources, or discipline.

Based on this standard for judicious application of the District Standards, I am not aware of conduct that does not meet the legal and ethical organizational expectations, which is not being investigated or otherwise being brought into alignment with the organization's norms.

For these reasons, the district meets the expectations of EL 2.0 but will always have room for improvement in providing staff training beyond principals for new policies or changes to existing policies. It continues to be a challenge to keep staff informed and trained as policies are updated. During the past 12 months, administrators, classified, and licensed staff have participated in trainings, including the training provided in regular principal meetings and office manager meetings. Staff typically focus on policies and/or policy guidelines that are new or revised. We continue to focus on purchasing/contract practices. Additionally, the principal advisory group continues to address many district topics, including how administrators would like internal communications regarding policy changes to be handled. Principals and heads of departments have been clearly given the responsibility to inform their staff.

The District's legal counsel and other staff have also developed and/or revised policies with the input of other stakeholder groups, including but not limited to the District Advisory Board, District Accountability Committee, the PSD Equity Diversity Advisory Council, the Student Advisory Committee, and more. It is important that policies are reflective and considerate of the different voices and experiences of people within the communities that we serve.

It is reasonable to assume that, in the coming year, we will continue to revise or adjust policies when laws change, practices do not align with current policies, and when issues arise and constitute the need for change.

Appendix A

District Policies and Regulations Status Matrix January 2024-December 2024

Date	Policy #	Policy name	New	Revised	Deleted
3/28/24	AC	Nondiscrimination/Equal Opportunity		X	
4/9/24	IKF-2011	Graduation, Diploma, and Certificate Requirements			X
4/9/24	IKF-2017	Graduation and Diploma Requirements		X	
4/9/24	IKF-2005	Graduation and Diploma Requirements	X		
5/28/24	GBEA	Staff Conduct and Responsibilities		X	
5/28/24	GBEB	Staff Conduct (And Responsibilities)			X
5/28/24	GDQD	Classified Employee Performance Trial Periods, Discipline, and Dismissal		X	
5/28/24	JIH	Searches		X	
6/6/24	JFBA	Choice/Open Enrollment		X	
6/10/24	GE	Choice/Open Enrollment of Children of District Employees	X		
8/22/24	AC	Nondiscrimination/Equal Opportunity		X	
8/22/24	AC-E	Discrimination/Harassment Report and Complaint Form			X
8/22/24	AC-R1	Harassment and Discrimination Investigation Procedures for Students		X	
8/22/24	AC-R2	Sexual Harassment Investigation Procedures			X
8/22/24	AC-R2	Harassment and Discrimination Investigation Procedures for Employees and Applicants	X		
8/22/24	AC-R3	Sex-Based Harassment Investigation Procedures	X		
8/22/24	GBAA	Harassment or Discrimination of Employees		X	
8/22/24	JBB	Harassment or Discrimination of Students		X	