

Governance Process Policy 11 – Board Committees (GP-11)

Monitoring Report (MR)



Meeting Date: June 25 2026

Agenda Item: H.2

1. Purpose/Desired Outcome(s), Objective and Process of a BSR/GP Policy Monitoring Report (MR)

The purpose/desired outcome(s) of this Monitoring Report (MR) form is to formally reflect on the previous year’s work by the Board of Education (BOE) as it relates to the policy being monitored and provide ways to improve for future year compliance.

Under Policy Governance® (PG), the objective of Board-Superintendent Relationship (BSR) and Governance Process (GP) Policy MRs is three-fold:

1. To ensure that the BOE is in compliance with the policy being monitored;
2. To hold itself accountable to the public for its performance; and,
3. To review policy wording

The BOE will use the accompanying Monitoring Report Evaluation (MRE) as a guide to determine if the above objectives have been met through the information provided in the applicable MR.

Consent agenda items associated with this MR and its accompanying MRE will be scheduled for BOE approval at a subsequent BOE meeting.

2. Policy Details

Policy Monitored: GP-11 – Board Committees	Monitoring Period: June 1 2025 - June 12 2026
Submitted By: Julie Shapiro, SSD BOE Treasurer	Date Submitted/Resubmitted: June 12 2026 / N/A
Submitter Certification Statement: I certify that, to the best of my knowledge, the below information is accurate as of June 1 2025.	
Date MR Provided to BOE (BOE Packet Distribution Date(s)): June 19 2026	Date MR presented to BOE For Information and Discussion: June 25 2026
Intended MR/MRE Submission Date for BOE Approval: July 23 2026	

3. Current Policy Language

GP-11 – Board Committees

1. Board Committee Principles

Board committees, inclusive of multiple perspectives, expertise, and experience, will be used to support and inform the work of the Board described in *Board Job Description* (GP-2) and *Governing Style* (GP-3), by increasing the efficiency and

effectiveness of the Board, as a whole, in its governance role. However, the legal responsibility for decision making in all matters of policy rests with the Board.

Accordingly:

- a. Board committees assist the Board in doing its job, typically, by preparing policy alternatives, implications, or recommendations for Board consideration.
- b. Board committees will make student-centered recommendations in alignment with their purpose and/or statutory requirements, as they relate to the *Global Ends Statement* and *Ends* policies.
- c. Board committees are those committees that are formed and dissolved only by the Board action, often to fulfill statutory requirements that specify Board appointment and/or Board approval of committee members.
- d. Board committees do not include District committees established under the authority of the Superintendent and/or whose members are selected by the Superintendent.
- e. The Board will formally and explicitly define the Board committee's expectations and authority, including its purpose, duration, decision-making processes, and reporting requirements in section 2 of this policy to ensure that the committee's authority does not usurp the Board's own authority or conflict with authority delegated to the Superintendent.
- f. Board committees will never supersede the authority of the Board or the Superintendent, and will not conflict with authority delegated to the Superintendent.
- g. Board committees may recommend, but not approve, policy adoption and amendments.
- h. Board committees are expected to involve, at least, the required minimum membership in the development of all formal recommendations to the Board.
- i. A District staff member will be assigned to each Board committee to assist in carrying out its functions and to coordinate its work with other advisory and staff groups.
- j. Board committees will not direct staff.
- k. Board committees will not have direct dealings with staff operations unless specifically given that authority by the Board and Superintendent.
- l. Board committees may not speak or act for the Board except when formally given such authority by the Board for specific and time-limited purposes, and as noted in section 2 of this policy.
- m. Any direction to the Superintendent related to a Board committee recommendation must come from the full Board in a public meeting, and not the Board committee.
- n. The Board will approve the membership of the Board committee, which may or may not include a Board member.
- o. Board committee meetings may be open to the public and subject to statutory requirements, such as the Open Meetings Law.

2. Board Committee Structure

This section will define planned and existing Board committees in terms of purpose, expectation, membership, reporting requirements, duration, decision-making processes, and authority. A Board committee and committee members must abide by the requirements and expectations set forth in all other sections on this policy.

Board committees formed based on immediate need outside of the annual review cycle as noted in the *Agenda Planning Calendar* (GP-6) may not be included in this policy, but may be incorporated based on the annual *Board Committee* (GP-11) Monitoring Report Evaluation.

3. Board Committees:

a. District Accountability Committee (DAC)

i. Purpose/Expectation:

1. Must fulfill statutory requirements.

2. Provide advice on DAC-specific topics as requested by the Board outside of formal reporting requirements.
3. Collaborate on other issues as requested by the Board.

ii. **Membership (appointed by the Board):**

1. Must fulfill statutory requirements.
2. The Superintendent’s designee and DAC Chair(s) will serve as facilitator.
3. The Board may appoint additional ad hoc members to the DAC if additional expertise is needed or desired. Further, per statute, the Board may create a process for fulfilling the membership requirements of the DAC.
4. Any proposed appointments must be approved by the Board at least once per school year.
5. Minimum membership as required by statute must be involved in developing any formal recommendation to the Board (see GP-11 Section 3(a)(iii)(6) for more information).

iii. **Reporting Requirements:**

1. Must fulfill statutory requirements.
2. DAC membership will be presented to the Board for approval at least once per school year.
3. The DAC and Board will cooperatively determine areas and issues, in addition to budget issues, that the DAC shall study and make recommendations on and this will be presented to the Board for annual approval.
4. Formal report to the Board at least once per school year, in alignment with the Board’s *Agenda Planning Calendar* (GP-6).
5. Provide advice as requested by the Board outside of formal reporting requirements.
6. If the minimum membership as required by statute is not involved in developing any formal recommendation to the Board, the Board must be informed of this.
7. Amendments to the DAC Bylaws will not be presented to the Board for approval as bylaws refer to the regulations and rules established by the committee for internal management and organization.

iv. **Duration:** Ongoing per statute.

v. **Decision Making Processes:** Statute and internal to committee.

vi. **Authority:** Advisory to the Board in accordance with the *Board Committee Principles* and *Board Committee Member Expectations* sections of this policy.

b. **District Advisory Personnel Performance Evaluation Council (formerly 1338 Council):**

i. **Purpose/Expectation:**

1. Must fulfill statutory requirements.
2. The use, engagement, and selection of this committee can ensure that various stakeholder groups are represented and that they are in alignment when implementing local decisions regarding the evaluation of licensed personnel.
3. Consult with the Board as to the fairness, effectiveness, credibility, and professional quality of the educator performance evaluation system and its processes and procedures, in accordance with state law.
4. Conduct a continuous evaluation of the personnel performance evaluation system and its processes and procedures.

ii. **Membership (appointed by the Board):**

1. Must fulfill statutory requirements.
2. This committee, as a minimum, will be comprised of the following Board-appointed members:
 - a. One (1) teacher,

- b. One (1) administrator,
 - c. One (1) principal,
 - d. One (1) School District resident who is a parent/guardian with a child attending the school within the District, and
 - e. One (1) School District resident who is not a parent/guardian with a child attending the school within the District.
3. The Council can be stand-alone or composed of any other school district committee (e.g., DAC) having proper membership.

iii. **Reporting Requirements:**

1. Committee membership will be presented to the Board for approval at least once per school year.
2. Annual consultation with the Board to make recommendations about the components of a local evaluation system in alignment with the *Agenda Planning Calendar* (GP-6)

iv. **Duration:** Ongoing; Updated by SB10-191 'Support Great Teachers and Leaders.'

v. **Decision Making Processes:** Internal to committee.

vi. **Authority:** Advisory to the Board in accordance with the *Board Committee Principles* and *Board Committee Member Expectations* sections of this policy.

c. **Finance Committee**

i. **Purpose/Expectation:**

1. Assist the Board in fulfilling their fiscal oversight responsibilities.
2. Assist the Board in ensuring the public's trust by remaining good stewards of public funds and ensuring transparency, accountability, and efficiency in the District's finances.
3. Assist the Board by providing timely expertise and decision-making support in the District's financial management practices.
4. The Finance Committee and Board will cooperatively determine areas and issues that the Finance Committee shall study and make recommendations on and this will be presented to the Board for annual approval.
5. Encourage continuous improvement of, and foster adherence to, policies, procedures, and practices.
6. Specific duties and responsibilities of the Finance Committee include but are not limited to:

a. **Oversee financial planning:**

- i. Assist the District in educating the general public concerning school finance issues, including creating reader-friendly budget information.
- ii. Review the current year budget, revenue, and expenditure forecasts, and submit any recommendations to the Board.
- iii. Review planned changes regarding financial matters before they are taken to the Board, examples may include, but are not limited to:

1. Revisions to the annual Adopted Budget, Revised Budget, and/or Supplemental Budgets;
2. Transfers of unencumbered monies; and
3. Decisions to add/eliminate a capital project.

- iv. Assist in the budget preparation process and provide proactive recommendations to the Board in alignment with statutory school finance deadlines:

1. Discuss budget priorities and make recommendations to the Board to achieve greater alignment between strategic goals, priorities, and resources.
 2. Provide assistance in evaluating reallocations and major changes to the budget.
 3. Review the proposed future year budget, revenue, and expenditure forecasts, and submit any recommendations to the Board.
- v. Review and provide financial input to long-term capital plans of the District.
 - vi. Provide input to the Board with respect to the investment of money and the undertaking of debt.
 - vii. Review the District's annual audit and accompanying management letters, and submit any comments or recommendations to the Board.
 - viii. Other issues as directed by the Board.
- b. Review financial policies and recommend adoption, revision, or deletions to the Board.
 - c. Anticipate financial problems, be aware of, and advise the Board of, any local, state, and/or national policies, legislation, or emergent trends which may impact District finances.
 - d. Engage with the Chief Financial Officer (CFO) and auditors to ensure that all federal, state, and local reporting takes place within required timelines.
 - e. Sustain the Finance Committee:
 - i. Reserve the necessary time for recruitment and subsequent training of qualified Finance Committee members.
 - ii. Fill open committee positions in a timely manner.
 - f. This committee will schedule a minimum of four (4) meetings per school year to align its schedule to the District's budget timeline. Additional meetings may be scheduled to address specific time-sensitive topics.

ii. **Membership (appointed by the Board):**

1. The Finance Committee is comprised of the following Board-approved members:

- a. Summit School District Chief Financial Officer (CFO);
- b. Summit School District Superintendent;
- c. One (1) principal representative;
- d. One (1) teacher representative; and
- e. Up to three (3) qualified community members:
 - ii. One (1) of which must have a student in the District, and
 - iii. Who are not be employed by the District;
- f. Board Treasurer (optional);
- g. One (1) other School Board Director (optional);
- h. Additional finance personnel deemed appropriate from the CFO (optional).

2. Qualified building-level staff and community members will:

- a. Be selected through an application process based on financial expertise and relevant experience, and
- b. Serve in staggered three-year terms due to the complexity of school finance.

NOTE: During the initial year and/or years of large membership turnover, Finance Committee applications will include the option to serve for two-/three-year term options to restart the staggered terms for continuity.

3. All members of the Finance Committee should be free of any relationship that would unduly interfere with their ability to exercise independent judgment regarding the financial decisions of the District.
4. The Board may appoint additional ad hoc members if additional expertise is needed or desired.
5. Minimum membership as required by policy must be involved in developing any formal recommendation to the Board (see GP-11 Section 3(c)(iii)(6) for more information).

iii. **Reporting Requirements:**

1. Committee membership will be presented to the Board for approval at least once per school year.
2. Provide recommendations in alignment with Finance Committee purpose/expectations as noted above.
3. Provide financial advice as requested by the Board and/or Finance Committee facilitator(s).
4. If the minimum membership as required by policy is not involved in developing any formal recommendation to the Board, the Board must be informed of this.

iv. **Duration:** Ongoing; Committee adopted in the 2019-2020 school year (Feb 11 2020).

v. **Decision Making Processes:** Internal to committee.

vi. **Authority:** Advisory to the Board in accordance with the *Board Committee Principles* and *Board Committee Member Expectations* sections of this policy.

4. **Board Committee Member Expectations**

- a. The Board commits itself and expects its Board committee members to be team-oriented, accountable for their own actions, and hold themselves to high moral, ethical, and civic standards.

Accordingly,

- i. Board committee members will abide by the law and statute in alignment with applicable Board and District Administrative policies.
- ii. The Board committee will cultivate a sense of group responsibility and shared participation.
- iii. The Board committee will work in partnership with the Superintendent, staff, students, families, and/or the community to fulfill its purpose.
- iv. The Board committee will use the expertise of individual members to enhance the capacity of the Board committee as a body, and will not substitute individual judgments and opinions for the Board committee's collective values.
- v. Board committee members will not assume responsibility for resolving operational issues or give personal direction to any part of the operational organization.
- vi. The Board committee will not allow itself or any individual member to hinder or excuse the fulfillment of the Board's policy commitments.
- vii. Individual members will not make individual requests of staff for operational information unless specifically authorized by the Board and/or Superintendent.
- viii. Individual members cannot speak for, or make representations on behalf of, the Board committee and/or Board with the general public, press, or other entities unless specifically authorized by the Board.
- ix. Board committee members who are also members of the Board will also fulfill the following roles:
 1. Attend all scheduled meetings as possible (if unable to attend, inform the committee's staff liaison and arrange for an alternate Board member to attend in their place);
 2. Represent the Board of Education as it pertains to committee business;

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3. Facilitate the feedback loop and ensure that the Superintendent (or designee) and/or the Board President are informed of committee activities, especially as they relate to the committee’s purpose, operations, and/or the Board meeting agenda planning;
4. Include periodic updates on committee work during Board meetings (Board Comments and/or during other pertinent agenda topics).
5. Be proactively involved in preparation of the applicable Monitoring Report (MR), including assistance with the timely submission and evaluation of evidence within the report(s).
6. Ensure that continuous improvement actions are taken as outlined in the Board-approved Monitoring Report Evaluations (MREs).

b. Board committee members will voluntarily agree to strive to respect the following norms and guidelines:

- i. To encourage effective and efficient multi-directional listening and communication, and promote better relationships resulting in successful outcomes, Board committee members will:
 1. Assume positive intent and practice trust, honesty, and authenticity in all interactions.
 2. Focus on the issues rather than an individual’s personality.
 3. Withhold judgment on issues until fully informed.
 4. Share information, knowledge, concerns, and reflections.
 5. Exercise active listening, seek to understand, and develop mutual solutions.
 6. Take the initiative to ask clarifying questions.
 7. Maintain focus on identified goals.
 8. Refrain from repeating what has already been said.
 9. Be present and engaged; minimize side conversations and distractions such as cell phones, emails, and non-related work.
 10. Ensure everyone has a clear understanding of the disposition of agenda items and/or issues upon conclusion of the discussion.
- ii. To instill trust and confidence throughout the District and community, and support and strengthen the Board committee’s integrity and professionalism, Board committee members will:
 1. Not maintain individual agendas.
 2. Not intentionally mislead, misinform, or embarrass others or the District.
 3. Protect the integrity and the positive image of the District.
 4. Embrace discomfort to promote growth in mindset, individually and as a group.
 5. Establish credibility of information by exercising due diligence.
 6. Know and follow the chain of command and level of authority in terms of Board committee communications and actions.
 7. Respect the Board committee’s final decisions.
 8. Give direction as a full committee, not as individual Board committee members.
 9. Strive to build consensus; when not feasible, agree to disagree.
- iii. To create a productive, respectful, and welcoming space for all, Board committee members will:
 1. Develop capacity for situational awareness of cultural and social norms including body language, learning styles, perspectives, and values.
 2. Demonstrate respect and dignity for yourself and others.
 3. Remain calm and sensible.
 4. Encourage confidentiality of sensitive information.
 5. Offer constructive criticism in a productive manner without creating a defensive environment.
 6. Communicate in a timely and appropriate manner to avoid surprises.
 7. Not interrupt others.

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8. Create space to engage in healthy dialogue and debate.
9. Periodically self reflect as a group to determine progress of annual Board expectations/priorities (“charge”)

iv. Further, to support the Chair’s efforts to facilitate an orderly meeting and prioritize duties as an appointed committee member, Board committee members agree to:

1. Adequately prepare for meetings.
2. Attend all scheduled meetings.
3. Follow disciplined agenda-structured discussions without deviation.
4. When leading discussion or presentation of an agenda topic, set and communicate clear expectations and meeting goals.
5. Honor the time commitment of others.
6. Respond to communications, calendar invites, emails, etc. in a timely fashion.
7. Clearly establish follow-up meeting actions and be willing to accept and follow through with committee tasks.
8. Be aware of and abide by formalities, legal and statutory requirements, and/or Board policy related to committee meetings.

5. **Board Committee Member Vacancies**

The Board committee and each of its members are committed to compliance with the law and statute, in alignment with applicable Board and District administrative policies. Action may be taken by the Board committee in order to facilitate an effective and respectful environment within the committee.

Upon removal of an individual committee member, a vacancy will be declared and filled in a timely manner in alignment with section 2 of this policy and/or statute.

Monitoring Method: Board Self-Assessment

Monitoring Frequency: Annually (See *Agenda Planning Calendar*, GP-6)

LEGAL REFS.:

[C.R.S. §22-11-301, 401](#) (accountability committees)

[C.R.S. §24-6-402](#) (open meetings law)

CROSS REFS.: (Superintendent Policies and Board Policy Governance Policies)

BDF Advisory Committees

Executive Limitation 3 Treatment of Students, Families, and Community (EL-3)

Executive Limitation 4 Treatment of Staff and Volunteers (EL-4)

Adopted Date/Revision Dates: June 27 2023 / August 22 2024

4. Monitoring Report Compliance Status:

BOE is in compliance.

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5. Definitions of Critical Terms

Terms Applicable to this MR:

- **“Team-oriented”**
 - “Put the well-being of the team first ... focusing on the whole.” (<https://www.teambonding.com/team-oriented/>)
- **“Accountable for their own actions”**
 - Accountable: “...completely responsible for what they do and must be able to give a satisfactory reason for it.” (dictionary.cambridge.org)
- **“High moral, ethical, and civic standards”**
 - Moral: “Principles or habits with respect to right or wrong conduct. While morals also prescribe dos and don'ts, morality is ultimately a personal compass of right and wrong.”
 - Ethical: “The rules of conduct recognized in respect to a particular class of human actions or a particular group or culture”; “to act in a principled and honorable way”; “Morality stated as principles”
 - Civic: “to be an active citizen, to be knowledgeable about public affairs, to vote in elections and to be involved in your community.”
 - “Ethics, the study of moral principles that guide human behavior, is a critical aspect of our personal and professional lives. Upholding ethical standards ensures that individuals and organizations act in a responsible and accountable manner, promoting trust, respect, and fairness.”
 - Sources: https://www.diffen.com/difference/Ethics_vs_Morals;
https://newscenter.sdsu.edu/student_affairs/ethical.aspx#:~:text=In%20general%2C%20to%20be%20ethical,be%20involved%20in%20your%20community;
<https://thelawdictionary.org/ethical-standards;>
<https://www.linkedin.com/pulse/importance-ethics-why-upholding-moral-principles-vital-saad-al-amin/>
- **“Create a productive, respectful, and welcoming space for all”**
 - Productive: “a person’s capability to do a lot of work ... something that produces a positive result” (vocabulary.com)
 - Respectful: “show consideration and regard for someone or something” (vocabulary.com)
 - Welcoming [place]: “Being welcoming is much more than being friendly, tolerant, or peaceful. ... truly welcoming places have intentional, inclusive policies, practices, and norms that enable all residents to live, thrive, and contribute fully — including immigrants. ... Together, welcoming places, communities, and individuals can create the conditions for a thriving community that embraces, harnesses, and fully leverages the contributions of all residents.” (welcomingamerica.org)
- **“Authority”**
 - “... the official permission or right to act, often on behalf of another.” (www.law.cornell.edu)

6. Interpretation

The purpose of GP-11 is to define Board Committees in terms of purpose, expectations, membership, reporting requirements, duration, decision-making processes, authority, and committee member vacancy process. These Board Committee definitions provide the boundaries from which each committee operates to support the BOE with needed expertise in statute-/district-directed areas in alignment with the Global Ends Statement and Ends policies.

7. Evidence

[Clean, Green-line \(shows revisions from previous version\)](#) - All evidence for 25-26 school year

Additional Evidence Specific To This MR:

Template Updated August 2024

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<p>H. District Accountability Committee (DAC)</p>	<ol style="list-style-type: none"> 1. C.R.S. §22-11-301,401 (accountability committees) 2. CDE DAC Handbook 3. CDE DAC Resources 4. State Advisory Council for Parent Involvement in Education (SACPIE) Resources 5. CDE School and District Data 6. District Accountability Committee Organizational/Meeting Materials and Discussions <ol style="list-style-type: none"> a. UIP Recommendation Letter (2025) b. Budget Priorities (April 2026; Slide 2) c. Budget Recommendations (March 2026) d. Budget Recommendations (June, 2026) e. 2025-2026 Membership 7. DAC Charge (2024-2025, 2025-2026, 2026-2027) 8. Board Committee Survey (Survey Form) - Not completed - ran out of time during school year 9. BOE Liaison Reflections <ol style="list-style-type: none"> a. Celebrations: <ol style="list-style-type: none"> i. Quarterly meeting structure met with positive response by committee members ii. Increase in overall attendance and number of schools represented at quarterly meetings compared to 2024-2025 school year iii. Budget recommendations included prioritizing Tier 1 instruction, Special Education, Early Childhood interventions and instructional coaching models which aligns well with CDE’s key responsibilities for the DAC (statute-driven) iv. Topics of interest were addressed with presentations on Dual Language and AI b. Areas of Growth: <ol style="list-style-type: none"> i. Ongoing concerns about impact and making a difference; member participation levels, representation, and recruitment
<p>I. District Advisory Personnel Performance Evaluation Council (formerly the 1338 Council)</p>	<ol style="list-style-type: none"> 1. C.R.S. § 22-9-107(2) <ol style="list-style-type: none"> a. Updated by: <ol style="list-style-type: none"> 1. Senate Bill 10-191, the Great Teachers and Leaders Act 2. Senate Bill 22-070, the Kindergarten through Twelfth Grade Licensed Personnel Performance Evaluations Act (Summary) – Effective 2023-2024 School Year 2. Educator Effectiveness/Student Learning Outcomes Committee (Also referenced as Advisory Personnel Performance Evaluation Council or 1338 Committee) 3. Membership 4. Board Committee Survey (Survey Form)—Not conducted; ran out of time during school year
<p>J. Finance Committee</p>	<ol style="list-style-type: none"> 1. 2025-2026 Finance Committee Charge

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	<ol style="list-style-type: none"> 2. 2025-2026 Membership 3. 2025-2026 Meeting Dates 4. FY25 Finance Committee Report 5. Finance Committee Budget Priorities (April 2026; Slide 4) and Recommendation Letter (April 2026) and Budget recommendation (June 2026) 6. Additional email correspondence between members for clarification, emphasis of discussion points 7. Tracking of related issues including master planning and charter school requests 8. Board Committee Survey (Survey Form) - Not conducted; ran out of time during school year 9. BOE Liaison Reflections <ol style="list-style-type: none"> a. Celebrations: <ol style="list-style-type: none"> i. Strong engagement throughout the year with close attention to the 26-27 budget cycle and constraints ii. Support for 26-27 budget, including emphasis on Tier 1 instruction and maintaining 10% unassigned reserve balance. b. Areas of Growth: <ol style="list-style-type: none"> i. Committee uncertainty on its role in master planning - Board can provide clarity in the future as needed
<p>K.</p> <p><input checked="" type="checkbox"/> N/A - No Additional Evidence</p>	

NOTE: All evidence will be available through the BOE Secretary, BOE Assistant Secretary, and/or [BOE page on the SSD website](#).

8. Evidence Analysis

BOE is in compliance.

9. BOE MRE Input Statements (As Applicable) ([MRE Inputs for All BSR/GPs-Items 1-6](#) (for MRs submitted during SY 2025-2026))

The following proposed BOE MRE Input Statements are intended to help with BOE efficiencies during the MRE process; however, the BOE has the liberty to accept, amend and/or discard any of the below suggestions, and/or add guidance.

Additional BOE MRE Input Statements Specific To This MR:

Proposed BOE MRE Input Statement 7:		
<input type="checkbox"/> N/A - No Additional MRE Input Statements		
BOE Action on Proposed MRE Input 7:	<input type="checkbox"/> Accept <input type="checkbox"/> Amend <input type="checkbox"/> Discard	Explanation for “Amend” and “Discard” responses:

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Proposed BOE MRE Input Statement 8		
<ul style="list-style-type: none"> - Ensure annual BOE discussion(s) to clarify annual goals/charge/expectations for each Board Committee, if required, and what type of support each Board Committee needs. <input type="checkbox"/> N/A - No Additional MRE Input Statements		
BOE Action on Proposed MRE Input 8:	<input type="checkbox"/> Accept <input type="checkbox"/> Amend <input type="checkbox"/> Discard	Explanation for “Amend” and “Discard” responses:

Proposed BOE MRE Input Statement 9		
<input type="checkbox"/> N/A - No Additional MRE Input Statements		
BOE Action on Proposed MRE Input 9:	<input type="checkbox"/> Accept <input type="checkbox"/> Amend <input type="checkbox"/> Discard	Explanation for “Amend” and “Discard” responses:

Proposed BOE MRE Input Statement 10		
<input checked="" type="checkbox"/> N/A - No Additional MRE Input Statements		
BOE Action on Proposed MRE Input 10:	<input type="checkbox"/> Accept <input type="checkbox"/> Amend <input type="checkbox"/> Discard	Explanation for “Amend” and “Discard” responses:

10. Global Ends Statement and Ends Policy Impact:

Collaborative input, formal and informal, is an important aspect of BOE work – much of formal internal and external feedback is provided via Board Committees. Also, in addition to BOE principles and expectations towards continuous improvement as a governing body, the BOE needs to work towards the same with respect to Board Committee work and behavior to strive towards the aspirations of the Global Ends Statement and Ends policies.

11. Lessons Learned / Improvements From Last Year

- Adaptation to DAC meeting schedule and approach to encourage more participation
- Committee uncertainty on its role in master planning - Board can provide clarity in the future as needed

12. Conclusion

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To the best of my knowledge the above information is accurate as of June 12 2026.

The evidence in this report reflects:

- This BOE's commitment to PG, and dedication to the District strategic plan, core values, and graduate profile which underlies the development and implementation of PG policies.
- Compliance with the PG MR process and Policy GP-11 – Board Committees.
- MRE Inputs for BOE/Staff continuous improvement actions.