

Governance Process (GP) Policy 1 – Purpose of the Board (GP-1)
Monitoring Report (MR)



Meeting Date: August 7 2025

Agenda Item: J.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 Board 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 Board approval at a subsequent Board meeting (August 21 2025).

2. Policy Details

Policy Monitored: GP-1 – Purpose of the Board	Monitoring Period: August 2 2024 - August 1 2025
Submitted By: Lisa Webster, BOE Vice President	Date Submitted: August 1 2025
Submitter Certification Statement: I certify that, to the best of my knowledge, the below information is accurate as of August 1 2025.	
Date MR Provided to Board (Board Packet Distribution Date): August 1 2025	Date MR presented to Board For Information and Discussion: August 7 2025
Intended MR/MRE Submission Date for Board Approval: August 21 2025	

3. Current Policy Language

GP-1 – Purpose of the Board:

The Board, on behalf of students, staff, parents, and the community of Summit School District, holds itself accountable to its citizens by ensuring all action taken by the Board is consistent with statute, Board policies, and the District’s vision, mission, and core values.

1. The Board’s purpose is to ensure that the District:

Governance Process (GP) Policy 1 – Purpose of the Board (GP-1)
Monitoring Report (MR)



- 1.1 Achieves specified results for students as set forth in the Board's Ends policies; and
 - 1.2 Avoids unacceptable actions and situations by operating within the parameters set forth in the Board's Executive Limitations policies.
2. In the fulfillment of this purpose, the Board is committed to rigorous, continual improvement of effective Policy Governance® by defining its concerns in terms of values, vision, and expectations. In honoring this commitment, the Board will be guided by the following core beliefs:
- 2.1 Students should be at the center of all decisions made;
 - 2.2 Every student can learn and does so in a variety of ways;
 - 2.3 Educated citizens and community members are essential for democracy and high-functioning societies;
 - 2.4 An excellent school system is essential to a thriving community;
 - 2.5 Relationships matter, and people are the heart of our success;
 - 2.6 All people have innate worth, and deserve to be treated with dignity, respect, and fairness; and
 - 2.7 Understanding of, and respect for, diversity builds a strong foundation for global communities.
3. Further, we believe:
- 3.1 High expectations are necessary to achieve excellence throughout the District and within each individual;
 - 3.2 Effective student learning requires the fulfillment of basic needs, a nurturing environment, and a healthy, safe learning community;
 - 3.3 A student's cultural and personal identity should be honored, and does not determine their academic and personal success;
 - 3.4 Academic growth and achievement are essential to educational and post-secondary success;
 - 3.5 Student success embodies diverse and meaningful outcomes to include the following attributes: Prepared, Growth-oriented, Curious, Courageous, and Globally Aware;
 - 3.6 Education, to include physical, social-emotional, and intellectual well-being, is the shared responsibility of the student, school, family, and community;
 - 3.7 Successful teams trust, respect, and value the collaborative and innovative contributions of each member; and
 - 3.8 All students, staff, families, and community members should be accountable for their own actions, take responsibility for the effective and efficient use of District resources, and hold themselves to high moral, ethical, and civic standards.

Monitoring Method: Board Self-Assessment

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

LEGAL REFS:

None.

Adopted Date/Revision Dates: June 27 2023 / September 21 2023

4. Monitoring Report (MR) Compliance Status

While all sections of GP-1 are in compliance, there is always room for growth as noted later in this MR.

5. Definition of Critical Terms

- Nurturing environment: A place that “creates the conditions that allow culturally diverse students to have the confidence, competence, and interpersonal skills to master academic content, the ability to apply knowledge and new skills, and the self-motivation that will enable them to be successful” (Source: Taken from the Colorado Department of Education and Aspen Institute definition of Culturally Responsive Education)

- **Healthy, safe learning community:** Per the Summit School District (SSD) Mission statement, a place where “each and every person belongs, grows and thrives.”
- **Prepared, Growth-oriented, Curious, Courageous, and Globally Aware:** As defined in the 2021 SSD Strategic Plan Graduate Profile (p. 6; [English/Spanish](#))
 - **Prepared:** “Are academically prepared, socially and emotionally intelligent, and financial ready”
 - **Growth-Oriented:** “Remain flexible and open to possibilities, adapt in changing circumstances, and pursue passions”
 - **Curious:** “Ask questions, think critically, and solve problems using a variety of strategies”
 - **Courageous:** “Take informed risks, persevere through challenges, and advocate for the needs of themselves and others”
 - **Globally Aware:** “Participate in local and global communities, embrace different cultures, welcome the perspectives of others, and communicate effectively across lines of difference”
- **Physical, social-emotional, and intellectual well-being:** “Student [well-being] is the recognition by schools, districts, and educational professionals that there are many factors that impact a student’s academic attainment. ... The dimensions of [well-being] include: Emotional, Personal, Intellectual, Physical, Environmental, Occupational, and Social factors.”
(Note: Should “well-being” be expanded in this GP to reflect the other factors?; Source: <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness/dimensions-of-student-wellness>)
- **Another option from the Department of Education (DOE):** “Educator wellness is associated with child and student wellness (Harding et al., 2019). Educators who provide emotional support and establish positive relationships influence children’s and students’ health, overall mental wellness, and life satisfaction (Stewart & Suldo, 2011). Wellness is multidimensional and may include medical, emotional, environmental, occupational, physical, U.S. Department of Education Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs 20 intellectual, spiritual, social, and financial components (Lever et al., 2017). Educators’ wellness is an important component to ensuring a healthy school climate, and educator wellness programs are associated with greater workplace satisfaction and lower rates of absenteeism (Lever et al., 2017). Promoting staff wellness benefits staff, children, and students.”
(<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>, p.19)
- **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://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/>

6. Interpretation

The purpose of GP-1 is to underscore the BOE’s core beliefs and commitment to the District and at-large communities, which is consistent with the District’s vision, mission, core values, and strategic plan.

7. Evidence ([Evidence for All GPs-Items A-G](#) (for MRs submitted during SY 2025-2026))

Additional Evidence Specific To This MR:

H.	
☒ N/A - No Additional Evidence	

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

8. Evidence Analysis

After reviewing all evidence, overall, the Board is in compliance with much of this policy. The BOE continues to do a good job in operating within the parameters described in the Executive Limitations and by observing the Board-Superintendent Relationships and Governance Process policies while striving to achieve the Global Ends Statement supported by the Ends policies.

9. BOE MRE Input Statements (As Applicable) ([MRE Inputs for All BSR/GPs-Items 1-5](#) (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.

Proposed BOE MRE Input Statement 6:		
- NA		
BOE Action on Proposed MRE Input 6:	☐ Accept ☐ Amend ☐ Discard	Explanation for "Amend" and "Discard" responses:

10. Global Ends Statement and Ends Policy Impact:

These core beliefs set the foundation for all BOE work. The more we keep our focus aligned with these core beliefs, the stronger our governance becomes towards positive youth outcomes for all our students. Our governance, which is consistent with the District's vision, mission, core values, and strategic plan, and operates within the parameters described in the Executive Limitation (EL) policies by complying with the Board-Superintendent Relationship (BSR) and Governance Process (GP) policies, directly impacts the Superintendent's ability to effectively and efficiently run the District. The trickle down effect of this capacity impacts the District's ability to achieve desired student outcomes as laid out in the Global Ends Statement and Ends policies.

11. Lessons Learned / Improvements From Last Year

- Board cohesion has improved over the past 1.5 years together
- Improved format helped with processing information and efficiency (attached updated evidence applicable to all BSRs/GPs and MRE inputs)
- Spanish translation of PG policies except for policies GP-5, GP-6, GP-12 and possibly GP-7 (awaiting Board approval of GP-1/2/3/7 MRE)
- Continuing to work on adjusting and sharing Board workload towards sustainable levels for future Boards
- Continuing to work on adjusting Staff workload towards sustainable levels and still meet Board needs

- Continuing to strive towards agenda preparation timelines to allow for adequate Board meeting preparation time
- Continuing to “summitize” PG in implementation year 3 to better relate data towards desired student outcomes via PG Monitoring and related decision making

12. Conclusion

To the best of my knowledge the above information is accurate as of August 1 2025.

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-1 – Purpose of the Board.
- MRE Inputs for Board/Staff continuous improvement actions.