

Governance Process (GP) Policy 3 – Governing Style (GP-3)
Modified Monitoring Report (MR)



Meeting Date: August 21 2025

Agenda Item: G.10

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

The purpose/desired outcome(s) of this Modified 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 Modified MR.

Consent agenda items associated with this Modified 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-3 – Governing Style	Monitoring Period: August 2 2024 - August 1 2025
Submitted By: Lisa Webster, BOE Vice President	Date Submitted/Resubmitted: August 1 2025 / August 16 2025 (Only change is #7 Evidence link)
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-3 – Governing Style:

The Board will govern lawfully, ethically, and prudently, in accordance with Policy Governance® principles, with an emphasis on leadership that produces the best possible *Ends* results for students (with respect to local, state, national, and international standards of excellence).

1. Accordingly, we will:

- 1.1. Focus on organizational vision rather than adult personal agendas or interpersonal issues;
- 1.2. Center on strategic leadership rather than administrative detail;
- 1.3. Exhibit future orientation rather than past or present;
- 1.4. Govern proactively rather than reactively;
- 1.5. Observe clear distinction between Board and Superintendent roles;
- 1.6. Commit to continual improvement of its capacity to govern effectively through professional learning;
- 1.7. Encourage diversity in viewpoints and discussion;
- 1.8. Make collective, clear, and transparent decisions rather than individual and vague decisions; and
- 1.9. Extend the District's ability to influence the larger education community.

2. Additionally,

- 2.1. The Board will cultivate a sense of group responsibility and shared participation. The Board will work in partnership with the Superintendent, staff, students, families, and the community. The Board, not the Superintendent or staff, will be responsible for excellent Board governance. The Board will be the initiator of Board policy, not merely a reactor to internal and external initiatives. The Board will use the expertise of individual Board members to enhance the capacity of the Board as a body, and will not substitute individual judgments and opinions for the Board's collective values.
- 2.2. The Board will inspire, direct, and hold accountable the District through the careful establishment of written Board policies that reflect the Board's values and perspectives. The Board's major policy focus will be on the intended long-term benefits for students (*Ends*), not on the administrative or programmatic "means" of attaining those *Ends*.

Accordingly, Board members will not assume responsibility for resolving operational issues or give personal direction to any part of the operational organization.

- 2.3. The Board will hold itself accountable to excellent governance, and will enforce upon itself whatever discipline is needed to meet that expectation. This self-discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, and long-term continuity of the Board's governance philosophy. To ensure Board business is conducted with maximum effectiveness and efficiency, refer to *Board Business Guiding Principles, Norms, and Operations* (GP-7).
- 2.4. The Board will not allow any Board member or Board committee to hinder or excuse the fulfillment of the Board's policy commitments.
- 2.5. Board development, as a minimum, will advance the Board's governing capacity and adherence to the Policy Governance® philosophy and practice. As such, the Board is committed to structured and intentional continuous improvement that results in:
 - 2.5.1. Building knowledge about past, present, and future educational trends, research, practices, and legislative issues, including participation in select conferences and workshops;
 - 2.5.2. Orienting potential Board candidates about the Board's governance process;
 - 2.5.3. Training new Board members, while enhancing existing Board members' understanding and skills, with regard to the Board's governance process; and
 - 2.5.4. Periodically reviewing and evaluating the Board's governance processes.
- 2.6. The Board will monitor, discuss, and evaluate the Board's process and discipline at each meeting. Self-monitoring will include a comparison of Board activity, behaviors, and discipline to the *Governance Process* and *Board-Superintendent Relationship* policies in accordance with *Monitoring Board-Superintendent Relationship and Governance Process Policies, Board Assessment Processes, and Policy Adoption/Revision/Rescission Processes* (GP-12).
- 2.7. Any discussions addressing policy additions or changes will be in accordance with *Monitoring Board-Superintendent Relationship and Governance Process Policies, Board Assessment Processes, and Policy Adoption/Revision/Rescission Processes* (GP-12).

Governance Process (GP) Policy 3 – Governing Style (GP-3)
Modified Monitoring Report (MR)



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-3 are in compliance, there is always room for growth as noted later in this MR.

5. Definition of Critical Terms

- Govern lawfully, ethically, and prudently:
 - Lawfully: “allowed or permitted by law” (www.dictionary.com)
 - Ethically: “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.”
(<https://www.linkedin.com/pulse/importance-ethics-why-upholding-moral-principles-vital-saad-al-amin/>)
 - Prudently: “1 : marked by wisdom or judiciousness 2 : shrewd in the management of practical affairs 3 : cautious”
(<https://www.merriam-webster.com/dictionary/prudent#:~:text=prudent%20%E2%80%A2%20%5CPR00%2Ddunt%5C,not%20to%20be%20water%20wasters>)
- Standards of excellence: “something you develop ... It takes experience, vision, discipline, a clear decision that it is important, and most of all, alignment with who [your organization is]. ... It is a decision and a discipline. ... ensures the best for your field.”
(<https://www.linkedin.com/pulse/creating-standard-excellence-connie-p-milligan/>)
- Excellent board governance: “Empower boards of directors to fulfill their obligation of accountability for the organizations they govern. ... enables the board to focus on the larger issues, to delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization; to truly lead its organization”
(<https://www.carvergovernance.com/model.htm>)

6. Interpretation

The purpose of GP-3 is to further define how the Board governs internally to itself, 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:

The internal working of Board governance supports the accomplishment of our Board responsibilities, and our core beliefs, which set the foundation for all BOE work. The more we align our work with our 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-3 – Governing Style.
- MRE Inputs for Board/Staff continuous improvement actions.