

Governance Process (GP) Policy 2 – Board Job Description (GP-2)
Monitoring Report (MR)



Meeting Date: August 7 2025

Agenda Item: J.3

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-2 – Board Job Description	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-2 – Board Job Description

On behalf of students, staff, families, and the community of Summit School District, the Board assumes direct responsibility for defining and ensuring appropriate organizational performance.

Specifically, the Board’s unique job, as distinguished from the jobs of the Superintendent and staff, is to:

1. Establish and maintain effective connections with Summit School District students, staff, families, and community members through:
 - 1.1. Access to public Board meetings and related publications that demonstrate organizational performance;
 - 1.2. Statute-driven and/or Board-directed committees such as the District Accountability Committee (DAC) and the Finance Committee;
 - 1.3. Linkage meetings – Intentional, proactive, and structured community dialogue to focus on, but not limited to, the Board’s *Ends* policies:
 - 1.3.1. To understand community values, concerns, and opinions;
 - 1.3.2. To solicit stakeholder input in the Board’s decision-making process;
 - 1.3.3. To communicate the Board’s values, direction, and policies; and
 - 1.3.4. To communicate ramifications of potential local, state, and national laws.
 - 1.4. “Adoption” of individual schools by individual Board members on a defined rotation;
 - 1.5. Participation by individual Board members in a strategic liaison role(s) to non-board committees as determined by the Board or as required by binding agreements.
 - 1.6. Advocacy of District interests, initiatives, and practices at the local, state, and national levels; and
 - 1.7. Recognition and celebration of student, staff, and District accomplishments.
2. Develop written governing policies that, at the broadest levels, address:
 - 2.1. *Ends*: Organizational impacts, benefits, and outcomes for students – “How will students’ lives be better because of the District’s work?”;
 - 2.2. *Executive Limitations*: Constraints on Superintendent authority that establish the prudent, practical, ethical, and legal boundaries within which all operational activity and decision-making will take place;
 - 2.3. *Board-Superintendent Relationship*: The Board’s relationship with the Superintendent, and the Superintendent’s role, authority, and accountability (i.e., how that authority is delegated between the Superintendent and the Board, how its proper use is monitored by the Board); and
 - 2.4. *Governance Process*: How the Board will develop, implement, and monitor its own work.
3. Ensure excellent organizational performance and compliance through:
 - 3.1. Periodic review and evaluation of the Board’s performance through monitoring *Governance Process* and *Board-Superintendent Relationship* policies on a regular basis, and take any action related thereto;
 - 3.2. A fair Superintendent evaluation system that includes agreed-upon indicators and a body of evidence can demonstrate compliance with the Board *Ends* and *Executive Limitation* policies, and take action related thereto;
 - 3.3. A Board policy review system which regularly evaluates all Board policies against the *Global Ends Statement*, to include deletions, revisions, and additions as needed per *Monitoring Board-Superintendent Relationship and Governance Process Policies, Board Assessment Processes, and Policy Adoption/Revision/Rescission Processes (GP-12)*; and
 - 3.4. Approval of a comprehensive budget and an annual external financial audit.
4. Employ a Superintendent that meets the leadership needs of the Board and the District, considering the Board’s governance philosophy and approach, and with as much involvement of students, staff, families, and community in the search process as possible.
5. Establish and/or amend Superintendent compensation, benefits, or employment terms.
6. Establish District accreditation standards and graduation requirements.
7. Set the District’s legislative agenda, determining public policy effects to be achieved, and/or positions to be endorsed.
8. Decide any matter not specifically delegated to the Superintendent.
9. Accomplish duties specified by Federal, State, and local law as required.

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Monitoring Method: Board Self-Assessment
Monitoring Frequency: Annually (See *Agenda Planning Calendar*, GP-6)

LEGAL REFS.:

[C.R.S. §22-11-301](#) (District Accountability Committees)
[C.R.S. §22-32-109](#) (Board of Education duties)
[C.R.S. §22-32-109 \(1\)\(k\)](#)
[C.R.S. §24-75-601.3](#)
[C.R.S. §29-1-601](#)

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

4. Monitoring Report (MR) Compliance Status

While all sections of GP-2 are in compliance, there is always room for growth as noted later in this MR.

5. Definition of Critical Terms

- None

6. Interpretation

The purpose of GP-2 is to further define Board responsibilities, which are 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

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BOE Action on Proposed MRE Input 6:	☐ Accept ☐ Amend ☐ Discard	Explanation for “Amend” and “Discard” responses:
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10. Global Ends Statement and Ends Policy Impact:

These Board responsibilities support 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-2 – Board Job Description.
- MRE Inputs for Board/Staff continuous improvement actions.