



Educate.
Inspire
EMPOWER!

Board of Trustees
Good Governance Guidebook
August 2026-August 2027



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Gregory-Portland ISD Board of Trustees

Good Governance Handbook

Statement of Purpose

The Gregory-Portland Independent School District Board of Trustees is committed to the highest levels of good governance. We believe that the Board of Trustees are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community. We are committed to governance best practices such as, but not limited to:

- Alignment to the Three Essential Roles (see model on the next page)
- Utilizing a scorecard to track progress in (at least) two ways: ☐
 - District scorecard monthly report on Board approved strategic objectives.
 - Board progress monitoring of annual results from Good Governance Inventory. Systematically monitoring Team Trust utilizing a neutral/third party when needed.
- Clarity surrounding the difference(s) between the role of the Superintendent and the Board. (see Board Policies [BAA \(LEGAL\)](#), [BJA\(LEGAL\)](#), [BJA\(LOCAL\)](#))
- Commitment to asking good questions aligned to the strategic role (see sample strategic questions on the next page).

The Board of Trustees will set expectations for a mindset of continuous improvement for our Superintendent and Leadership Team. The Board will model this continuous improvement mindset as we strive to become THE BEST Board in the State of Texas.

Board Meeting Norms

- The Board is a governing body. The Board understands and respects the distinct role of the Board and staff.
- The Board and Superintendent presume positive intent of Trustees, staff and community. They strive to be cognizant of how questions are phrased.
- Trustees collectively make decisions and advocate for **ALL** students and staff.
- The Board's treatment of all people is courteous, dignified, and fair. The Board always maintains a respectful atmosphere.
- The Board agenda is developed to ensure the meeting is run efficiently in accordance with the Texas Education Code/Board Policies.
- The Board adheres to the topics of the agenda. Board discussion is for the business purpose of seeking clarity, furthering understanding and being prepared to act.
- After a motion on an important or controversial agenda item has been made and seconded, Trustees are **encouraged** to share their perspective on how they intend to vote, to provide transparency to the community.
- Trustees will strive to come prepared for each meeting.
- Trustees are given an adequate opportunity to participate in discussion and decision making.
- Trustees will contact the Superintendent with agenda questions prior to the meeting (Monday/day of the meeting by 10:00 am at the latest). This will allow staff the time necessary to research the information. Additional questions may still be presented during the Board meeting as necessary.
- Electronic devices may be out during Board meetings but should not be a distraction and should not be used for Board business.

Board Member Norms

- The Board of Trustees lead from a governance mindset.
- The Board of Trustees advocate and make decisions for ALL students and staff at the local and state levels, as appropriate.
- The Board of Trustees treats all people with courtesy, respect, and dignity.
- The Board of Trustees have a collaborative relationship with staff and the community.
- The Board of Trustees model ethical behavior, including maintaining confidentiality and building trust with the team.
- The Board of Trustees is committed to high expectations for student achievement.

Gregory-Portland ISD Board of Trustees
Good Governance Guidelines

The Gregory-Portland ISD Board of Trustees welcomes community participation in the school district. The information in this handbook is designed to define, not supersede, the policies and procedures used during the Board's meetings, as well as review several practices of the G-PISD Board of Trustees.

1. Developing the Board Agenda

The agenda is the primary tool through which the Board conducts the District's business. Agenda development is a collaborative process involving the Board President and Superintendent and is governed by applicable law and Board policy.

Trustees have the right to request consideration of items for Board discussion. Any subject requested by at least two trustees shall be placed on a future agenda or scheduled for consideration at an appropriate time. The Board President shall not remove such items without the agreement of the requesting trustees.

To support informed decision-making, Trustees will receive agenda materials in advance of meetings and are encouraged to seek clarification from the Superintendent prior to the meeting. Information provided in response to a trustee's substantive question regarding an agenda item will be shared with all trustees.

The Board and Superintendent maintain an annual planning calendar to align agenda development with the District's strategic priorities, legal requirements, and governance responsibilities. See also [BE\(LOCAL\)](#).

2. Board Agenda Format

The Board may conduct **regular** or **special** meetings. Regular meeting dates are adopted annually by the Board, while special meetings are called as needed in accordance with applicable law and Board policy. The primary distinction is that special meetings typically have a more limited agenda, and public comments are generally restricted to posted agenda items.

Board meeting agendas may include recognitions, public comment, consent agenda items, discussion items, action items, reports, and other matters necessary to conduct District business. Agenda development is coordinated by the Superintendent and Board President in accordance with Board policy.

The Board may convene in **closed (executive) session** as authorized by the Texas Open Meetings Act and applicable Board policy to discuss matters permitted by law, including, but not limited to, personnel matters, legal consultation, real property transactions, student matters, security issues, and other legally authorized topics.

No voting or formal action may occur in closed session. Any final action, decision, or vote must be taken in open session as required by law. Individual trustees may voluntarily express a prospective position during closed session, but no polling of trustees or commitment of votes may occur.

3. Public Addressing the Board

The Board values and welcomes public participation. Opportunities for citizens to address the Board are governed by Board Policies [BED \(LEGAL\)](#) and [BED \(LOCAL\)](#).

Trustees listen to comments and concerns presented by citizens. Consistent with the Texas Open Meetings Act, Trustees generally may not respond, deliberate, or take action on matters raised during public comment except as authorized by law. Matters requiring follow-up may be referred to the Superintendent or placed on a future agenda in accordance with Board policy.

4. Meeting Procedures and Information

Board meetings shall be conducted in accordance with applicable law, Board policy, and parliamentary procedure. The Board President presides over meetings and facilitates Board discussion.

In the event of a tie vote, a motion fails. Once the Board has acted, trustees are expected to support the Board's decision.

Individual trustees possess no authority apart from the Board acting as a legally constituted governing body in a properly posted meeting. The Board's authority exists only when acting as a body corporate.

5. Communications

Effective communication is essential to successful governance. Trustees, the Board President, and the Superintendent are expected to communicate openly, professionally, and in a manner consistent with applicable law, Board policy, and the Board's adopted governance practices.

Communication with the Superintendent

The Superintendent serves as the Board's sole employee and is responsible for the administration and operation of the District. The Superintendent will provide regular updates to the Board and communicate additional information as needed.

Trustees are encouraged to communicate questions, concerns, and requests for information directly to the Superintendent. To promote transparency and ensure all trustees have access to the same information, substantive responses regarding District matters should be shared with the entire Board when appropriate.

Trustees shall keep the Board President informed of significant concerns they have referred to the Superintendent. Trustees shall not involve themselves in the management of District operations, direct staff, or bypass the established chain of command.

Governance Principle

Individual trustees have a duty to communicate concerns, but not a responsibility to investigate, direct, or resolve them. Those responsibilities belong to the Superintendent and administration.

Trustees will be notified as soon as practical of significant emergencies, crises, or other matters of substantial District impact.

Trustee-to-Trustee Communication

Trustees shall conduct communications between meetings in compliance with the Texas Open Meetings Act and shall avoid any communication that could constitute deliberation by a quorum outside a properly posted meeting.

Trustees shall not engage in polling, pre-polling, or commitments of votes prior to Board deliberation.

Trustees will utilize their District-issued email accounts for Board-related communications and will exercise caution when using social media or other electronic platforms to avoid creating the appearance of conducting Board business outside a meeting.

Information discussed in executive session shall remain confidential unless and until disclosure is authorized by law.

Communication with the Media and Public

The Board President serves as the spokesperson for the Board regarding Board actions, governance matters, and positions adopted by the Board. The Superintendent serves as the spokesperson regarding District operations and administration.

When speaking as individual citizens or trustees, Board members should clearly indicate they are expressing personal views and not speaking on behalf of the Board unless specifically authorized to do so.

Trustees should avoid speculating about future Board action, discussing matters that may come before the Board for deliberation, or making public statements that could create the appearance of prejudgment in a grievance, appeal, or hearing.

Trustees will accurately represent Board actions and District policies and will demonstrate respect for decisions made by the Board as a governing body.

Constituent Concerns and the Communication Matrix

As elected officials, trustees should be accessible and responsive to the community while respecting the District's chain of command.

When a trustee receives a concern requiring follow-up:

- Listen respectfully and encourage the individual to follow established District processes.
- Forward the concern to the Superintendent and copy the Board President using the established Communication Matrix protocol.

- Allow administration the opportunity to investigate and respond through the appropriate channels.
- Monitor updates provided through Board Highlights or other Board communication mechanisms.

The Superintendent will assign appropriate follow-up, monitor resolution efforts, and keep the Board informed regarding matters submitted through the Communication Matrix.

Trustees are responsible for reviewing Communication Matrix updates and allowing administration adequate opportunity to address concerns before additional Board involvement is considered.

Related Policies: [BBE \(LEGAL\)](#), [BBE \(LOCAL\)](#), [BBF \(LOCAL\)](#)

6. Decorum

The Board is committed to maintaining a safe, respectful, and welcoming environment that supports the effective conduct of District business and encourages public participation. All participants in Board meetings are expected to conduct themselves in a manner consistent with the Board's standards of civility and decorum.

Meeting decorum protocols shall be posted on the District's website and made available to meeting attendees.

7. Trustee Compliance with Governance Expectations

Trustees are expected to abide by these Governance Guidelines, the Board's adopted operating procedures, and all applicable Board policies. As elected officials and fiduciaries of the District, trustees are expected to act in the best interests of the District, its students, and the community while fulfilling their governance responsibilities.

When concerns arise regarding a trustee's compliance with these Guidelines, Board policy, or fiduciary obligations, the Board will seek to address those concerns constructively and in a manner consistent with applicable law. Depending on the circumstances, actions may include:

- A private conversation between the Board President and the trustee;
- Consultation between the trustee and the Board's legal counsel;
- Discussion with the Board, as permitted by law;
- Written communication from the Board's legal counsel;
- A lawful verbal or written censure by the Board; and/or
- Other appropriate and lawful actions.

Governance Principle

Trustees hold one another accountable for adhering to Board policy, maintaining ethical conduct, and preserving the integrity of the Board's governance role.

8. General Information

Trustees may request legally available District information through the Superintendent or Board President. To ensure all trustees have access to the same information, substantive information and reports provided in response to a trustee request shall be shared with the entire Board, as appropriate.

Trustees shall comply with all applicable laws regarding the use and protection of official, confidential, and privileged information.

The Board President shall keep trustees informed regarding official speaking engagements and representation of the Board.

When visiting District facilities in an official capacity as a trustee, trustees shall notify the Superintendent in advance. Such visits are intended to support trustee understanding and shall not interfere with school operations or staff responsibilities.

Governance Principle

Trustees visit schools to learn, observe, and support, not to supervise or direct staff.

Trustees shall not:

- Direct or supervise District employees;
- Interfere with administrative operations;
- Make derogatory comments regarding District personnel or fellow trustees; or
- Act outside of their authority as members of the Board.

The Board shall evaluate the Superintendent annually in accordance with Board policy and may conduct interim evaluations or performance discussions as needed.

Trustee elections are conducted in accordance with applicable law. Board officers are elected by the Board at the first meeting following trustee elections.

Governance Principle

Trustees have access to information, but authority only as members of the Board acting together in a properly called meeting.

9. Superintendent Evaluation

The Board recognizes that evaluating the Superintendent is among its most important responsibilities. The evaluation process is intended to support the Superintendent's professional growth, strengthen the Board-Superintendent relationship, ensure accountability for District performance, and monitor progress toward the Board's adopted priorities and goals.

The Board shall conduct an annual evaluation of the Superintendent in accordance with Board policy and the Superintendent's contract. The evaluation shall be based on progress toward Board-adopted goals and priorities, as reflected in the District's Balanced Scorecard.

The Balanced Scorecard serves as the primary framework for monitoring progress toward the Board's strategic priorities and informing the Superintendent evaluation process. Throughout the year, the Board and Superintendent shall review performance data, discuss progress toward goals, celebrate successes, and identify areas for continuous improvement.

The Board President shall coordinate the evaluation process in collaboration with the Superintendent and, when appropriate, the Board's legal counsel or a facilitator. Trustees are expected to participate fully in the evaluation process and provide honest, constructive, and professional feedback.

The Board and Superintendent are committed to maintaining open communication regarding expectations, performance, and progress throughout the year. The annual evaluation should reflect ongoing dialogue and feedback and should not contain unexpected concerns that have not previously been discussed.

Governance Principle

The Superintendent evaluation is a year-round process, not a single annual event. Effective governance depends on clear expectations, ongoing communication, measurable outcomes, and continuous improvement.

10. Board Travel

Trustees are encouraged to participate in professional development opportunities that enhance their ability to govern effectively and remain informed regarding educational issues, legal requirements, and Board responsibilities.

Travel and reimbursement shall comply with District policy and applicable regulations.

Trustees will not be reimbursed for overnight lodging associated with conferences or meetings held within the Corpus Christi area.

Attendance at conferences or meetings other than TASB- or TASA-sponsored events shall require approval by the Executive Committee, consisting of the Board President, Vice President, and Secretary. Out-of-state travel must also receive prior approval from the Executive Committee.

Reimbursable expenses may include approved registration fees, mileage, parking, lodging, and other allowable expenses consistent with District policy.

Trustees who register for a conference or request travel accommodations are expected to honor that commitment and promptly communicate any change in attendance plans. When circumstances require cancellation, trustees should notify the Superintendent's office as soon as possible to allow the District to minimize costs and adjust reservations, registrations, or other arrangements.

Trustees are expected to exercise good stewardship of public resources and make reasonable efforts to avoid unnecessary expenses resulting from late cancellations or failure to communicate attendance changes.

Governance Principle

Trustee travel is an investment in governance and should reflect the same accountability, communication, and stewardship expected in all District operations.

11. Respecting Professional Boundaries

The Board of Trustees and Superintendent are committed to maintaining a healthy and effective Team of Eight partnership. Effective governance requires timely communication while also respecting personal time and professional boundaries.

Except in emergencies or matters of significant District importance, trustees should avoid contacting the Superintendent during established quiet hours. Communication received during quiet hours may be addressed on the next business day.

The Superintendent will use professional judgment to determine when immediate Board communication is necessary due to emergencies, safety concerns, legal issues, or matters requiring urgent Board awareness.

Trustees recognize that maintaining appropriate work-life balance contributes to effective leadership, sound decision-making, and long-term organizational success.

Governance Principle

Respect for personal time strengthens professional relationships. Emergencies require urgency; most matters can wait until the next business day.

12. Review of Good Governance Guidelines

The Board of Trustees is committed to continuous improvement in governance practices. These Good Governance Guidelines shall be reviewed annually and revised as necessary to reflect Board priorities, governance best practices, and changes in law or policy.

The Board shall evaluate its effectiveness and adherence to these Guidelines as part of its annual Board self-assessment process. The self-assessment will include a review of Board governance practices, Board-Superintendent relations, and the Board's commitment to the principles outlined in this handbook.

Governance Principle

Effective governance requires continuous reflection, accountability, and a commitment to improvement.

Gregory-Portland ISD Board of Trustees
Expectations for Civility and Conduct

The School Board aims to promote mutual respect, civility, and orderly conduct among district employees, parents, and the public. It is not the intent of the Board to deprive any person of his/her right to freedom of expression. The intent of these expectations is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, and parents and other members of the community.

In the interest of presenting teachers and other employees as positive role models, the Board encourages positive communication and discourages disruptive, volatile, hostile, or aggressive communications or actions.

Expected Level of Behavior

Trustees and District personnel will treat parents and other members of the public with courtesy and respect.

Parents and other visitors to schools and District facilities will treat teachers, school administrators, Trustees, other school staff and volunteers, and all District employees with courtesy and respect.

Unacceptable Behavior

Disruptive behavior, which is inappropriate for a school setting includes, but is not limited to the following:

1. Behavior which interferes with or threatens to interfere with the operation of a classroom, an employee's office or office area, areas of a school or facility open to parents/guardians and the public and areas of a school or facility which are not open to parents/guardians and the public;
2. Using loud and/or offensive language, swearing, cursing, using profane language, or display of temper;
3. Threatening the health or safety, including threatening bodily or physical harm, of a teacher, school administrator, school employee, or student regardless of whether the behavior constitutes or may constitute a criminal violation;
4. Damaging or destroying District property or property of others lawfully on District premises;
5. Any other behavior which disrupts the orderly operation of a school, a school classroom, or any other District property;
6. Abusive, threatening, or obscene e-mail or voice mail messages; bullying behavior which includes multiple emails or phone calls demanding answers to questions already provided;
7. Threats to an employee's job and/or employment status; and/or
8. Excessive behavior demanding goods or services that cannot be equitably provided by the District to all students.

Authority of School Personnel

Anyone who displays disruptive behavior deemed inappropriate for a school may be directed to leave District property in accordance with the appropriate Board policy and legal authorities. See Board Policies [GKA\(LEGAL\)](#) and [GKA\(LOCAL\)](#).

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly.

If the verbal abuse continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation. If the meeting or conference is on District property, any employee may request that an authorized District official direct the speaker to leave District property in accordance with the appropriate Board policy and legal authorities. See Board Policies [GKA\(LEGAL\)](#) and [GKA\(LOCAL\)](#).

If any District employee receives an email or voice mail message which is abusive, threatening, or obscene, the employee is not obligated to respond to the email or return the telephone call. The employee may save the message and contact the District Executive Director of Safety and Operations. If the message threatens personal harm, the employee may contact law enforcement.

BOARD MEMBERS
ETHICS

BBF
(LOCAL)

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

**Equity
In Attitude**

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

**Trustworthiness
In Stewardship**

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

**Honor
In Conduct**

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

**Integrity
Of Character**

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

**Commitment
To Service**

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

**Student-Centered
Focus**

- I will be continuously guided by what is best for all students of the District.

ADDENDUM A**G-PISD SCHOOL BOARD MASTER CALENDAR**

JANUARY 2024-AUGUST 2025

The following calendar serves as a general overview of the activities pertaining to Board service over the course of the academic year and is subject to change.

	BOARD MEETING AGENDA TOPICS*	DISTRICT/COMMUNITY EVENTS**	BOARD TRAINING OPPORTUNITIES***
Jan-24	Board Score Card Report (BSC), Board Recognition Month, Annual Financial Report Approval		
Feb-24	P2 Report, BSC Report, Public Hearing: TAPR	State of the County Lunch	
Mar-24	P4 Report, BSC Report, Board Self Eval, Professional Staff Contract Recommendations	Teacher of the Year Luncheon, Board Candidate Overview, Portland State of the City Lunch	TASB Gov Camp
Apr-24	P3 Report, BSC Report	Windfest	
May-24	P2 Report, BSC Report, Supt. Evaluation	Baccalaureate, G-PISD Graduation, School Board Election (even years)	
Jun-24	P1 Report, BSC Report, Approve SPED Support Services, Board Self-Eval, Schedule, Supt. Compensation	New Board Member Orientation, Portland Chamber Banquet	TASB SLI
Jul-24	P4 Report, BSC Report, Approve Student Code of Conduct, Salary, Designate Delegate & Alt for TASA/TASB, Review Tax Roll/Appraisal Report, Publish Notice for Public Hearing on Budget		
Aug-24	P3 Report, District Score Card Review, BSC Report, Public Hearings: Proposed Budget/Tax Rate and State Academic Acct. Rating, Budget Adoption, Tax Rate Resolution	New Teacher Orientation, Convocation, First Day of School	
Sep-24	P2 Report, BSC Report, SHAC committee member approval?	Gregory Patriotic Parade	TASA/TASB convention
Oct-24	P1 Report, BSC Report	State of The District, Boo Bash, Book-a-Palooza	

Nov-24	P4 Report, BSC Report, District/Campus Improvement Plans Approval, Annual Goals Review	SPEDC Banquet	
Dec-24	P3 Report, BSC Report	Gregory and Portland Christmas Parades	
Jan-25	P2 Report, Board Score Card Report (BSC), Supt. Evaluation, Board Recognition Month, Annual Financial Report Approval		
Feb-25	P1 Report, BSC Report, Public Hearing: TAPR	State of the County Lunch	Grassroots Meeting
Mar-25	P4 Report, BSC Report, Board Self Eval, Professional Staff Contract Recommendations	Teacher of the Year Luncheon, State of the City Lunch	TASB Gov Camp
Apr-25	P3 Report, BSC Report	Windfest	
May-25	P2 Report, BSC Report		
Jun-25	P1 Report, BSC Report, Approve SPED Support Services, Review/Update BOP for 24-25	Portland Chamber Banquet	TASB SLI
Jul-25	P4 Report, BSC Report, Approve Student Code of Conduct, Salary Schedule, Supt. Compensation, Designate Delegate & Alt for TASA/TASB, Review Tax Roll/Appraisal Report, Publish Notice for Public Hearing on Budget		

*Agenda items listed are subject to date changes as needed.

**List of regularly scheduled community/school events that trustees are encouraged to attend, but not required. Does not include Ad Hoc events (i.e. community outreach events, ribbon cuttings, etc.) or extracurricular school events.

***Trustees are required to obtain a certain number of continuing education credits (CEC) each year. Attendance at board training courses is encouraged to meet these requirements. In addition to conventions, some local and on-line opportunities are scheduled throughout the year as well (not listed here).

BELIEFS



MISSION: The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

In G-PISD, WE BELIEVE our

Students

are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

Parents and Families

are true partners, have a voice, and have high expectations.

Faculty and Staff

build inclusive relationships and maximize student success with integrity, compassion, and talent.

Principals and Campus Leadership

are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

Superintendent and Central Office

advance our vision with intention, collaboration, and purpose driven leadership.

Board of Trustees

are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

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Educate.

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THREE ESSENTIAL ROLES IN AN ALIGNED SCHOOL SYSTEM

Strategic Role

- Board and Superintendent
- Big Picture...View from 50,000 feet
- Overlooks the entire system and sees how the parts relate to the whole
- Focuses on representing the community's needs and interests
- Looks to the long-term...usually 3-5 years
- Provides overall structure for district-wide goals
- Sets clear targets for overall goals
- Works ON macro system

Superintendent

Superintendent

Tactical Role

- Superintendent and Leadership Team
- Sees the wide picture...View from 10,000 feet
- Coordinates the component parts of the organization
- Overlooks the schools and departments
- Focuses on working directly with internal/external customers (faculty and staff, parents, community & students)
- Looks out 1-2 years
- Provides structure at the campus and department level
- Creates and deploys plans that will lead to improvement
- Depending on the situation, the person may work either ON the macro system or IN a micro system

Administrator

Administrator

Operational Role

- Instructional & Operational Leaders and Front-Line Staff
- Focuses on the ground level picture...what is happening day-to-day
- Coordinates a specific part of the organization
- Overlooks a classroom, department or teaching team
- Focuses primarily on the students and parents
- Looks days or weeks out...sometimes looking at the full year during planning sessions
- Provides structure at the classroom level
- Refines and adjusts plans so that improvement will result
- Works IN micro system

Administrator

Administrator

Sample Strategic Questions

- A. How does this idea/program fit into our Strategic Plan?
- B. What is the vision for this program/idea/concept?
- C. How do we quantify progress in this area? How does it trend? How does it compare?
- D. How do our stakeholders know this service exists? How would we self-rate our marketing efforts?
- E. What percent of the total budget is dedicated to this effort?
- F. What is the best way for the Board to help?
- G. What else (do we need to know), (do you need to be successful), (have we not thought of)?
- H. What concerns us most about this?
- I. What is worthy of a celebration?
- J. Have we aligned the appropriate resources with this initiative?
- K. Do our measures appropriately address both progress and cultural impact?
- L. Are there budgeted items that are so removed from our strategic direction that they can be strategically abandoned?
- M. How does this proposed budgetary expenditure align to our strategic direction, and how will it ultimately (positively) impact our community? How much does it cost to sustain? Can we afford it? Does it replace something else, or is it an additional expenditure?
- N. Is our target set too high? Too low?
- O. Is this the best measure for success?
- P. Which Priority does this help? Is there a potential negative unintended impact on another priority?
- Q. What does this data seem to tell us? Not tell us?
- R. What improvement might arise from these data?
- S. Did we miss something in our Strategic Objective when we first defined it?
- T. Are we validating with our ears too much (anecdotal) and not with our eyes (data)? And vice versa...?
- U. Are we maintaining our strategic focus, or are we off track?
- V. What research would we need to undertake to “know what we don’t know”?
- W. How is this being perceived at the operational level (front-line)? (Besides anecdotal evidence)
- X. How do we know if this is aligned to our customers’ needs?
- Y. Are our Strategic Objectives well understood at the operational level? How do we know?
- Z. Are we innovative enough? What is our tolerance/process for innovation?

The Gregory-Portland ISD Good Governance Handbook was reviewed and approved on this_____ day of _____, 202_.

Acknowledged by all Trustees below.

Tim Flinn, Board President

Lora Deluna, Trustee

Carrie Gregory, Board Vice-President

Nicole Nolen, Trustee

Melissa Gonzales, Board Secretary

Mark Roach, Trustee

Zach Simmons, Trustee