Board of Trustees
Good Governance Handbook and Operating Procedures
November 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 Polices 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.

Trustee Norms

The Board of Trustees:

- Lead from a governance mindset.
- Advocate and make decisions for ALL students and staff at the local and state levels, as appropriate.
- Treats all people with courtesy, respect, and dignity.
- Have a collaborative relationship with staff and the community.
- Model ethical behavior, including maintaining confidentiality and building trust with the team.
- 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 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/designee 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 sessions. 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 of Trustees welcomes comments from the public. A Public Comment period is held at each Board of Trustees meeting. Members of the public wanting to participate in the Public Comment period may sign up in person before the board meeting starts. The Board has allotted 30 minutes for this period, but the time may

be adjusted at the Board President's discretion to allow for the orderly conduct of the Board's meeting. Adjustments may include lengthening the total time for the Public Comment period and shortening the time period given to each speaker, although no individual will be given less than one minute. There is generally a three-minute time limit on individual presentations. If groups wish to speak on the same topic, the Board may ask (but it is not required) that a spokesperson be appointed to speak for the group. Comments should be concise and contain information not substantially addressed by previous speakers. The individual who is listed to speak must be the individual who speaks during the Public Comment period (*i.e.*, another individual may not take the place of someone who has signed up to speak, unless the Board has asked that a group appoint a spokesperson as stated above).

During special board meetings, Trustees will hear public comments from citizens on posted agenda items only. At regular meetings, the Board shall listen to people who desire to make comments or voice concerns to the Board. The Public Comment period is not intended for the presentation of allegations of employee misconduct; requests for employee discipline; lodging personal attacks; shaming; or demeaning specific named G-PISD employees; or unnecessarily disclosing private information about G-PISD employees or students. Personal attacks are defined as comments impugning an individual's integrity, honesty, character, immutable characteristics or like personal qualities of an identified person, accusations of criminal conduct, name calling, threats, fighting words, ridicule, mocking, or shaming.

Trustees may respond to comments on an agenda item when the agenda item is considered. The Board will not deliberate or decide on any subject not included on the agenda posted with notice of the meeting. The presiding officer or designee shall determine whether a person addressing the Board has attempted to solve a matter administratively through the grievance process established by Board policy. If not, the person shall be referred to the appropriate forum at which time the person may be heard and seek a resolution in that forum, or the Board may put that topic on a future agenda. The Board will only consider personnel or student complaints that remain unresolved after they have been addressed through the grievance process and when they have been placed on the Board agenda for hearing or action. See G-PISD Board policies DGBA (LEGAL) (LOCAL) (employee), FNG (LEGAL) (LOCAL) (students/families), and GF (LEGAL) (LOCAL) (public).

Speakers during Public Comment are responsible for the words they speak during public comment and will be solely liable for any damages if it is later determined that the words spoken injures a person's reputation, exposes the person to public hatred, contempt, ridicule, or causes financial injury. Under Texas law, G-PISD is immune from any claims for defamation.

The Superintendent or designee may follow up with people who have commented before the Board.

The Board may not prohibit public criticism of the board, including any criticism of any act, omission, policy, procedure, program or service. This does not apply to public criticism that is otherwise prohibited by law. (Government Code 551.007)

The Texas Open Meetings Act permits the Board to deliberate and act only as a corporate body at a properly called meeting. The Board may not deliberate or act through any correspondence (e.g., calls, text, email, or

any other written format). Trustees will limit their responses to public comments or inquiries on items that are not on the agenda to statements of specific factual information, recitations of existing policy or if the comment or inquiry is a complaint, the Trustee will direct the individual to the Superintendent or other appropriate administrator who will proceed according to the applicable complaint policy. If the concern or complaint directly pertains to the Board's own actions or policy for which there is no administrative remedy, Trustees may request that the issue be placed on the agenda of a future meeting. To avoid any perception of a violation of the Open Meetings Act, emails or correspondence from individual Trustees in response to public comments or inquiries will not be sent or copied to the remaining Trustees.

4. **Meeting Procedures and Information**

Board meetings shall be conducted in accordance with applicable law, Board policy, and parliamentary procedures. 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, Trustees 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. See also BED (LOCAL).

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's 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 laws. Board officers are elected by the Board at the first meeting following trustee elections. See also Board Policy BDAA (LEGAL) and BDAA (LOCAL).

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. BBG (LEGAL) (LOCAL)

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.

1**. 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.

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 ANNUAL CALENDAR

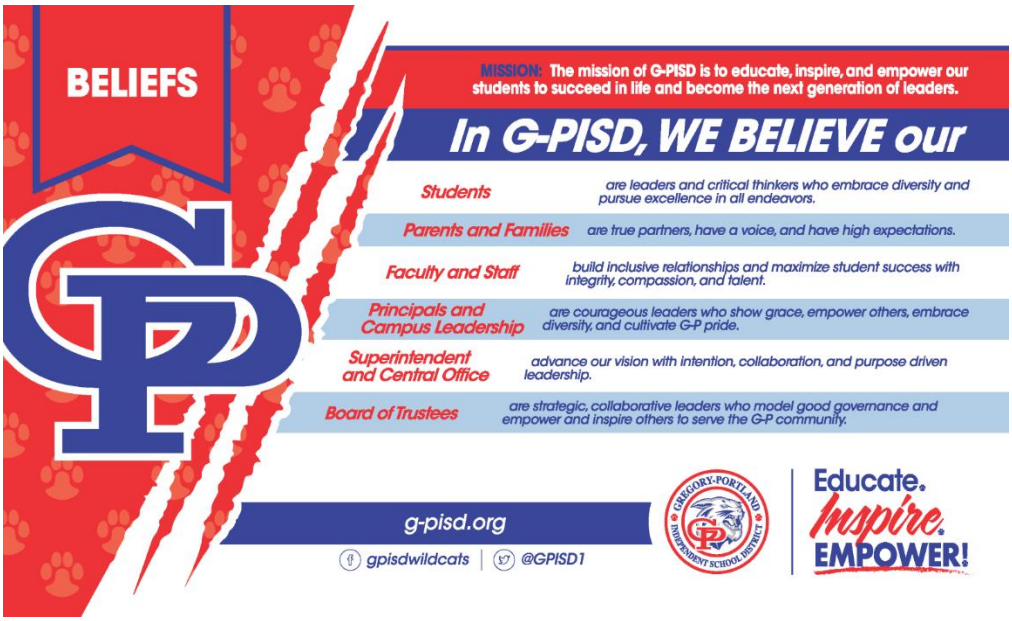
The following calendar serves as a general overview of the activities pertaining to Board service over the course of the academic year and is subject to change.

	BOARD MEETING AGENDA TOPICS*	**DISTRICT/COMMUNITY EVENTS****	**BOARD TRAINING OPPORTUNITIES*****
January	Board Score Card (BSC) Priority Report, Board Recognition Month, Annual Financial Report Approval		
February	BSC Priority Report, Public Hearing: TAPR		Grassroots Meeting
March	BSC Priority Report, Professional Staff Contract Recommendations	Teacher of the Year Luncheon, Board Candidate Overview	TASB Governance Camp
April	BSC Priority Report	Windfest	
May	BSC Priority Report, Superintendent Evaluation	Baccalaureate, Graduation, School Board Election (even years)	
June	BSC Priority Report, Board Self-Evaluation, Approve Employee Compensation	New Trustee Orientation	TASB SLI
July	BSC Priority Report		
August	BSC Priority Report, Adopt Tax Rate and Budget	New Teacher Orientation, Convocation, First Day of School	
September	BSC Priority Report	Gregory Patriotic Parade	TASA/TASB convention
October	BSC Priority Report	State of The District	
November	BSC Priority Report		
December	BSC Priority Report	Gregory and Portland Christmas Parades	

*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 online opportunities are scheduled throughout the year as well (not listed here).



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

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? How do our stakeholders know this service exists? How would we self-rate our marketing efforts?
D. What percent of the total budget is dedicated to this effort?
E. What is the best way for the Board to help?
F. What else (do we need to know), (do you need to be successful), (have we not thought of)?
G. What concerns us most about this?
H. What is worthy of a celebration?
I. Have we aligned the appropriate resources with this initiative?
J. Do our measures appropriately address both progress and cultural impact?
K. Are there budgeted items that are so removed from our strategic direction that they can be strategically abandoned?
L. 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?
M. Is our target set too high? Too low?
N. Is this the best measure for success?
O. Which Perspective does this help? Is there a potential negative unintended impact on another perspective?
P. What does this data seem to tell us? Not tell us?
Q. What improvement might arise from these data?
R. Did we miss something in our Strategic Objective when we first defined it?
S. Are we validating with our ears too much (anecdotal) and not with our eyes (data)? And vice versa…?
T. Are we maintaining our strategic focus, or are we off track?
U. What research would we need to undertake to "know what we don't know"?
V. How is this being perceived at the operational level (front-line)? (Besides anecdotal evidence)
W. How do we know if this is aligned to our customers' needs?
X. Are our Strategic Objectives well understood at the operational level? How do we know?
Y. 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