



REPORT

Peggy Murphy is SAI's 2025 Central Office Administrator of the Year



Peggy Murphy, director of technology with Marion Independent School District (MISD), has been named the 2024-25 Iowa Central Office Administrator of the Year by School Administrators of Iowa (SAI).

"Peggy's leadership in technology has not only enhanced learning experiences for students but has also strengthened the foundation for future-ready schools across the Marion Independent School District," said Executive Director Lisa Remy.

With more than 30 years of experience in K-12 education, Murphy spent two-thirds of that time teaching prior to transitioning to a technology role in 2015. After four years as the technology integration coordinator, she took on her current director position in 2019.

Murphy attended William Penn College for a Bachelor of Arts degree in Elementary Education. She also received a Master of Arts degree in Educational Leadership from Iowa State University.

Peggy's involvement with numerous technology and education professional organizations keep her up-to-date with both trends and needs. As a result, she helped lead several initiatives which improved the district's cyber-security, increased wireless internet coverage, added school safety emergency alert lanyards, and more. She has also been instrumental in leading the computer science team and other computer science initiatives at MISD.

One colleague noted, "In her role, Peggy has consistently demonstrated a deep commitment to enhancing learning opportunities for students through innovative use of technology. She has been instrumental in implementing cutting-edge educational technologies that have significantly enriched the educational experience of students in our district. Peggy's initiatives have not only improved access to educational resources, but have also fostered a culture of creativity and collaboration among teachers and students alike."

Pleasant Valley's Director of Student Services Jill Kenyon was part of the selection committee. "The committee was impressed by Peggy's extensive list of outstanding contributions to both her school district and community. Peggy has championed professional development programs and secured many grants to transform technology in the Marion Independent School District. Her ability to be reflective in her leadership role, to prioritize her relationships with others, and recognize the need to meet others where they are is truly inspirational. Peggy is a student-centered, innovative leader who is a very deserving recipient of this prestigious recognition," she said.

Reflecting on the recognition, Murphy said, "I am truly humbled and honored to receive this award by SAI. SAI has provided wonderful learning experiences over the course of my educational career and I appreciate their dedication to the field. I want to express my sincere gratitude to the talented staff, dedicated leadership team, innovative technology team, and supportive school board at Marion Independent. Your collaboration, teamwork, and unwavering support have been instrumental in our collective success. Let's celebrate this award together as we continue making a positive impact on the lives of our students."

Iowa's Administrator of the Year award recipients will be honored at SAI's 50th Annual Conference in August 2025.

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Executive Director's Message from Lisa Remy



The Future You: Embracing Visionary Leadership in Education

As school leaders, we are often tasked with envisioning a future that feels uncertain, yet we must guide our teams, staff, and students with confidence. A colleague gifted me the book, *The Future You: Break Through the Fear and Build the*

Life You Want by Brian David Johnson. This book challenged me to think deeply about how we approach the future both personally and professionally — not as something to fear, but as something we have the power to design. I believe the ideas presented in Johnson's book hold meaning for us as administrators in how we can navigate the uncertainty, transform fear into opportunity, and shape a vision that empowers us and those we serve. In fact, his steps bring to mind the Four Essential Roles of Leadership — trust, vision, execute strategy, and coach potential.

One of the ideas that resonated most was Johnson's emphasis on "future casting." As educators, we understand the importance of planning, but Johnson takes it further by encouraging us to envision a future so vivid and specific that it becomes a guidepost for our decisions. This reminded me of the incredible work happening across Iowa schools. Many of you are crafting bold visions for student success, innovation, attendance, etc. It's this clarity of purpose that allows us to navigate challenges and seize opportunities, no matter how daunting they may seem.

I also found great value in Johnson's discussion about overcoming fear. Leadership often involves stepping into the unknown — trying new approaches, reimagining traditions, or advocating for change. That can feel intimidating, even for the most seasoned leaders. Johnson's advice to "start small but think big" reminded me that even the smallest actions, when rooted in

a courageous vision, can spark transformation. Whether it's piloting a program for personalized learning or creating new community partnerships, every step we take builds momentum toward a brighter future.

What struck me most was the book's focus on empathy and human connection. In our role as administrators, we carry the weight of many decisions, but at the heart of it all is our commitment to people. We lead not just schools, but communities. Every decision we make, every initiative we launch, has the power to uplift students, teachers, and families. Johnson's words reaffirmed my belief that the future of education is built through relationships, compassion, and shared purpose.

Education is a lifelong journey, different for each individual. For some, it may mean enrolling in a course; for others, it could involve diving into a book, joining a professional network, or pursuing other avenues of growth. What truly matters is our commitment to continuous learning, enabling us to stay informed, relevant, and effective in our roles.

As you move into the second semester, I encourage you to embrace Johnson's principles of intentionality, courage, and connection. Set aside time each week for "future casting" discussions with your teams. Start a small, bold project that aligns with your vision for student success. Take time to reflect on the following two questions: *What is your vision for your school in the next five years? How do you ensure your actions align with the future you're trying to create?* The future of your school — and the lives of countless students — rests in the hands of visionary leaders like you. Let's break through the fear, take bold steps forward, and build the future we want for every student, every teacher, and every community we serve.

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Why Attend SAI's District Meeting?

Each school year, members of the SAI team travel to visit with administrators whose districts are associated with each AEA. Union High School Principal Jason Toenges believes these meetings are worth the effort to attend.

"SAI District Meetings are a great way to locally learn and connect with other education leaders and the staff at SAI. I always know that I will be able to reconnect with other principals in the area as well as learn about the important work of SAI whether it be professional development, legislative updates, or legal matters," said Toenges.

Complimentary lunches are provided for each meeting. Registration is required to prepare for adequate seating and meals. View dates to the right to mark your calendar for when SAI will be visiting your area.

Meeting Dates

January

- 15: [Heartland](#)
- 16: [Keystone](#)

February

- 6: [Mississippi Bend](#)
- 13: [Grant Wood](#)

March

- 5: [Great Prairie](#)
- 13: [Northwest](#)

Who Do You Know Who Could Be A Future Administrator?

As a current administrator, you can probably remember the person who first reached out and challenged you to consider if administration would be the next step in your career. That individual probably saw skills and passion in you that perhaps you had not yet even considered were vital to school or district administration.

It's time for you to be that person for someone else! Invite a potential future administrator to register for the following free three-session workshop.



**Three FREE Video Conference Sessions:
Jan. 15, Jan. 29, and Feb. 12, 2025 from 5-5:45 p.m.**

Join a community of teachers and school staff considering the school administrator role. Through three interactive video conferencing (Zoom) sessions, you will begin to build a network among other aspiring school administrators, assess your personal strengths and areas for growth as a future leader, explore emotional intelligence and the importance of understanding and managing emotions as you consider transitioning to working primarily with adults.

Additional session focus topics will be determined by the group based upon interest, need and timing. This will be a fantastic opportunity for current building and district leaders to encourage or nudge a strong leader within your school or district to consider the role of a school administrator.

Facilitator: Al Neppl, SAI Associate Professional Learning Director

Encourage your colleague to register online at sai-iowa.org/events.

Upcoming Events

January

- 10: Every Leader a Coach Short Stack #1
- 15: Aspiring School Administrator Workshop #1
- 17: Every Leader a Coach Short Stack #2
- 22: Elementary Principals Mastermind Group #1
- 24: Every Leader a Coach Short Stack #3
- 29: Aspiring School Administrator Workshop #2
- 30: Rewiring Perceptions of Discipline #1
- 31: Every Leader a Coach Short Stack #4

February

- 5: Elementary Principals Mastermind Group #2
- 6: Rewiring Perceptions of Discipline #2
- 6-7: Executive Leaders
- 11: Virtual School Law Conference
- 12: Aspiring School Administrator Workshop #3
- 18: Take 30: Retention Revolution #1
- 19: Elementary Principals Mastermind Group #3
- 20: Rewiring Perceptions of Discipline #3
- 25: Take 30: Retention Revolution #2

In Memoriam

Please email lbuck@sai-iowa.org to share In Memoriam names that we can include in future publications.

The SAI Report is published for association members and select community and business leaders by School Administrators of Iowa. The views expressed in the SAI Report do not necessarily reflect SAI opinion nor does acceptance of advertising imply SAI endorsement. Your comments and suggestions are welcomed.

Laine Buck
Communications Director
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Legal Vortex
with Matt Carver, legal services director

More Tips on How to Track, Code Attendance

Before we jump right into the fun topic of attendance coding, I must first educate you on how the term "jump the shark" originated. Are these two topics related? Well...it's a leap...but why not start the new calendar year with some trivia that you can use at your next social gathering?

If you fall under the demographic of "Gen X", then you were most likely as frustrated as I was growing up when a television episode ended with "To be continued." For example, did we really think that the Fonz was NOT going to clear the enclosure of sharks on his water skis and succumb to a bloody, terrifying death before our eyes?! Well, of course not, but we still had to wait until the following week's episode to confirm our suspicions.

I am still troubled by the indelible memory of the Fonz wearing swim trunks with a leather jacket. What producer thought that was a good idea?! For those of you thinking, "Who's the Fonz?", consider this [YouTube clip](#) my New Year's gift to you. Now you know what it means when someone jumps the shark. This was the beginning of the end of that show.

This trip down memory lane for me regarding the Fonz's leap across shark-infested waters is my share that this month's column is a continuation of past discussion on chronic absenteeism. Now that I read this, perhaps this wasn't such a good way to make the connection. At least I hope my ramblings gave you a smile.

Now...onto the much more serious topic of attendance. I've received many questions in recent weeks about some language shared in DE advisories since the passage of [SF 2435](#).

Below is the language in question from the [October 2024 Iowa DE 2024-25 Attendance Coding Technical Assistance document](#):

Iowa's definition of a student absence is adapted from the U.S. Department of Education and in accordance with the Office for Civil Rights' guidance,

*A student is absent if they are not physically on school grounds or are not participating in an expected and school-directed activity under the direction, supervision or **instructional guidance** of educational staff at an approved off-grounds location **for at least half the school day.** (emphasis added)*

This language is so important because it gives flexibility as to determining whether a student is absent or present for coding purposes.

Keep in mind that SF 2435 provides the option for schools to use days or hours when tracking student absences for truancy and chronic absenteeism. With that in mind, and based upon federal guidance, schools may consider a student present for the day if they are:

1. in attendance for at least half the school day; or,
2. off school property but under the supervision or instructional guidance of educational staff.

I am not suggesting that your schools are required to utilize the language in this manner, but rather that you have flexibility to do so. Let's look at some examples.

Example 1: Student Missing Part of the Day

A high school student is present for periods 1-6 every day, but is absent for periods 7 and 8. (It does not matter if an exemption or excuse applies to those hours.) In this scenario, the school may code the student as present for the day because they were in attendance for at least half of the day. However, school officials still need to work with their Student Information System (SIS) provider to ensure the student's absence from periods 7 and 8 are tracked and parents/guardians are notified for supervision purposes.

This is also critical so first responders and school staff are aware of the number of students in the building in the event there is an emergency on school grounds. Keep in mind that educators may still have consequences for those absences if they are unexcused. In this scenario, the student is considered present the entire day for both truancy and chronic absenteeism reporting purposes because they were in attendance for at least half of the day.

Example 2: Child Leaves State for Weeks Due to Parent/Guardian Job

A single parent/guardian has work training in California for three weeks and must take their second-grade son because there are no other parents/guardians to provide support during this time. In this scenario, the parent/guardian may coordinate with educators ahead of time and, with approval of the administration, have teachers develop an educational plan for the student while they are in California.

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Because the student is completing an educational plan under the instructional guidance of staff, school officials may count the student as present during this three-week period even though the student is in California. Once again, ensure your SIS has the student's location appropriately noted for safety and supervision purposes.

Example 3: Student Athlete Weekly Non-School Training During School Hours

A middle school student attends training at a gymnastics center every Friday and misses part of the school day each week. Administrators are permitted, but not required, to allow teachers to develop an educational plan for the student when she attends gymnastics training on Fridays. Because the student is under the instructional guidance of staff, she may be counted as present.

Under any of these instructional guidance scenarios, it is fair to assume that the student should be making adequate progress in their classes so they are not falling behind academically under the educational plan. Many educators are reluctant to approve such plans when they relate to athletic trips or other activities. I understand that perspective, but I also encourage administrators to be a bit pragmatic on this topic. The reality is that parents/guardians might just pull their students from public school, whether for private instruction or to attend a charter school, if school officials are not working in a collaborative manner with families.

Example 4: Student Leaves the Country for Six Weeks Due to a Visit with Extended Family

A family notifies you that their students are going to visit Guatemala for six weeks to see extended family. In this scenario, there are a couple of options.

Option #1: You may code the student according to the Iowa Department of Education's (DE) exit and destination codes. These can be found in [Appendix 4 – Enrolling and Exiting Students of the DE's Technical Assistance Coding Guide](#).

Option #2: Educators may develop an educational plan for the students, and consider the students present because they are under the instructional guidance of staff. This is similar to the scenario above where the parent/guardian was attending training for work in California. Considering factors such as the length of the trip, ability to utilize technology, and ability to communicate with teachers may help guide decision-making.

Under any of these instructional guidance scenarios, school officials may let the families know that students will be counted as present if they progress with work assigned or participation in online classes, but cease being counted as present if they fall behind or fail to complete assignments.

Finally, I strongly encourage all of you to review the [DE's FAQs](#) regarding chronic absenteeism. Thomas Mayes and the rest of the DE staff have done a great job putting these documents together.

Stay well and thanks for all you do for students!

Administrator of the Year Highlight: Secondary Assistant Principal Derek Schulte

We [announced in November](#) that Derek Schulte, secondary assistant principal for Pella High School, was named the 2024-25 Iowa Secondary Assistant Principal of the Year by School Administrators of Iowa. To get to know him better, we asked Schulte, **"What about your school are you most proud of?"** Here is Schulte's response.

"What makes Pella High School truly exceptional is its pursuit of excellence in all areas, from the classroom to clubs, fine arts, and athletics. This commitment to excellence creates an environment where the process of growth and striving to do your best is celebrated. We believe education-based activities at Pella allow students to experience additional learning opportunities through their participation in activities as well as in the classroom. This is possible because we have a staff that cares deeply, builds relationships with students and are passionate about their craft.

Collaboration is one of our cornerstones of success and a key part of our high school system. Our staff works together with each other and students that creates an atmosphere of trust and support. We see this teamwork from our staff action teams and our student council leaders as key ways to improve our school. This feedback and collaboration is critical to our continuous improvement process.

Finally, one of our goals at Pella High School is ensuring that every student leaves high school with a well-defined plan for their next step, whether it be college, training, military, or entering the workforce. Our students also have opportunities to be involved in a Work Based Learning Program that includes apprenticeship programs and certifications that provide students with a hands-on experience that prepares them for their future careers.

Pella High School's commitment to excellence in multiple areas is a direct result of the people in our system. It is truly an honor to be part of a staff that cares, collaborates and builds relationships to ensure this is a place for our students to learn, grow and prepare for their future. "

It's been SAId: Conversations on Leadership Podcast

In this episode of It's Been SAId, Dr. Lisa Remy welcomes SAI Professional Learning Director Dr. Dana Schon as a co-host. Together, they talk with Ankeny Community School District Assistant Superintendent Dr. Darin Haack.

Remy and Schon are two of four Iowa administrators who offer SAI's leadership coaching. Haack recently went through the individualized program with one of the other coaches. The three of them discuss how SAI's Leadership Coaching program helped him in his role.

[Listen to this and previously recorded episodes.](#)

In Brief

Executive Committee December Highlights



- The agenda was updated to reflect a new item: Conference Room Technology Update.
- Nov. 13 meeting minutes approved.
- Executive Director Lisa Remy discussed a proposed update to the technology in the large conference room. Buck, Neppel, and Schon added additional information about the planned room changes, technology updates, and the reasoning behind the changes. There were questions and discussion with the committee. Remy did mention that the current quote is \$35,000 and the building expenses line item would not be enough to cover the cost due to other needed improvements and some of the cost would need to come from our reserves. Committee members decided it was a timely upgrade and that members would benefit from the change.
- Remy provided highlights from the three SAI District Meetings held in December at Prairie Lakes, Green Hills, and Central Rivers. She also attended the Green Hills Superintendent meeting and presented legislative priorities alongside SAI Government Relations Director Dave Daughton.
- Remy also shared additional meetings she attended over the past month, including Johnston Community School District's Legislative Showcase, the Urban Education Network meeting, and IASB's conference.
- Finance Director Debbie Wrenn shared the Financials Report.
- Professional Learning Director Dr. Dana Schon updated the committee on several role-alike statewide mentoring meetings held virtually in November. She also announced that SAI is excited to host a Summer Leadership Accelerator this June in partnership with FranklinCovey.
- Schon also highlighted several virtual events available to members in January and February. She wrapped up her report by sharing that she recently attended a Leader in Me Symposium, IASB's conference, and the Running the Store conference.
- Associate Professional Learning Director Al Neppel discussed the upcoming 50th Annual Conference to be held Aug. 5-7, 2025. He announced the theme: "50 Years of Learning, Inspiration, and Innovation." He also announced the speakers for pre-conference, keynotes, and several thought leaders. He reminded the committee that SAI is still seeking proposals to identify sessions for the Promising Practices series.
- Communications Director Laine Buck shared that Marion Independent School District Technology Director Peggy Murphy was selected as SAI's Central Office Administrator of the Year. She also provided an update on the remaining Administrator of the Year categories. Buck provided a summary of registrations for the three December SAI District meetings. She added that she presented a mini-communications workshop at the Central Rivers meeting. Buck said an all-call was sent for candidates interested in running for SAI vice president and explained the timeline. She wrapped up her report by highlighting the most recent It's Been SAId podcast.
- Legal Services Director Matt Carver shared that he's received numerous phone calls regarding residency or good cause exceptions now that the March 1 open enrollment deadline is back in place. He summarized the guidance he's been giving administrators. Carver finalized his report with an IPERS update.
- Government Relations Director Dave Daughton shared his report that listed names for the Education Committee Chair and some of the representatives on the House Committee for Education. He noted the names will continue to be updated. He also provided an update on the current task force/committees and what they are working on prior to the Jan. 13 start of session. He reminded the committee of the upcoming legislative topics that plan to be addressed. He concluded his report by sharing about some of his recent visits across the state and reminding members about Day on the Hill Jan. 27-28.

Legislative Notes

from Dave Daughton

government relations director

As of mid-December, several notable developments have taken place at the statehouse. Here's a quick overview of the key activities:

- Senator Chris Cournoyer was appointed as the Lieutenant Governor. A special election will be held to fill her Senate seat.
- The Senate and House Education Committees selection process is finalized with Senator Lynn Evans and Representative Skyler Wheeler chairing those committees.
- The School Finance Formula Review Committee met but did not approve any recommendations. They indicated that they plan to address certain issues in the upcoming session.
- The AEA Task Force met and recommended that the group gather data then meet in late January or early February to discuss the issues reflected in the research.
- The Governor and the Department of Education (DE) announced the "Teachers Accelerating Learning" grant that will provide some additional dollars for districts that choose to apply.

As we near winter break, we believe activity will slow down, leading up to the first day of the legislative session on Monday, Jan. 13 followed by the Condition of the State Address on Tuesday, Jan. 14. During her address, Governor Reynolds will share her priorities for the legislative session. We continue to hear, from all parties, that they want this session to be "less eventful" (*my words*). We will remain hopeful for positive results through the legislative work done in the first quarter of 2025.

Hope you had a great winter break and start to the new year. The fun is about to begin!

Call for Proposals: Annual Conference Promising Practices

Planning for SAI Conference 2025 is well underway! A significant part of the SAI Conference experience is our **Promising Practices Series** through which we spotlight success stories and lessons learned in local districts across Iowa.

Once again, we are calling for proposals for *Promising Practices*. We invite you to take a moment to reflect on what's going well, what lessons you've learned, and what would be of value to your colleagues. Then, we ask you to consider sharing your leadership with colleagues through a conference session.

Learn more about the process through these [Submission Guidelines](#) and plan to submit a [proposal](#).

Call for Candidates: NAESP State Representative

Principals who have primary supervisory responsibilities for any combination of grades PK-8 and are members of SAI and NAESP are eligible to run.

Responsibilities

Responsibilities are to fulfill duties mandated by the NAESP bylaws; policy, affiliation agreements, or Delegate Assembly rules and procedures the respective board recommends; and SAI Rep. Council, in collaboration with SAI's Executive Committee and executive director as an SAI liaison. [Read NAESP Bylaws >](#)

Timeline

- Jan. 25: Deadline to email application.
- Feb. 12: Representative Council narrow list, if needed.
- March 12: Executive Committee selects representative.

[Learn more online >](#)



Iowa's Area
Education
Agencies



Day on the Hill

Jan. 27–28, 2025



State Historical Building & Iowa State Capitol • www.ia-sb.org/dayonthehill



The Latest in Learning with Dana Schon, professional learning director

Leading with Purpose: Two Keys to a Culture That Inspires

Happy New Year! Like the beginning of the school year, a new calendar year fuels energy, motivation, and inspiration for change. The timing is ripe for a culture reboot. Whether you noticed a bit more adult drama in the weeks before winter break, felt the positive energy wane as you fielded an increase in complaints, or want to give the productive learning culture you've been fostering a boost, the start of the new year is the perfect opportunity to regroup your team and your staff in your shared purpose. Leveraging these two keys will help you honor your resolution to lead the kind of culture where everyone wants to contribute their best.

First, remember that culture begins with *you*. The people you lead and serve take their cue from you. How are you showing up? What energy are you bringing through the door every morning? Is your energy worth catching? Regardless of whether you are aware or not, your energy has an impact before you ever speak. If you missed your alarm, your car was slow to start, and you forgot it was your turn to drop off the kids, you could very likely fly through the doors of the building in a hurry to get to your office to drop off your coat and bags before heading to a meeting for which you will be a couple of minutes late. Those around you will feel your sense of urgency; and though feeling rushed is certainly appropriate, is this how you want your people to experience you?

What if you press pause before you open your car door? Check your own energy (30-60 seconds is all it takes). How are you feeling? What do you need to do to enter the building in a way that contributes to the culture you want to create? Plan to take a few calming breaths as you walk to the door. Be intentional about how you show up. Greet your office staff. If they are eager to chat, let them know you're running behind this morning and you look forward to catching up later. This is NOT about toxic positivity; it's about choosing how you want people to experience you. Sometimes, the energy of urgency is fitting for the situation!

Next, consider the agreements (norms/collaborative commitments) you have in place. Your agreements ARE your culture. They define the agreed upon ways you all want to show up for each other and work effectively together. They speak to what each person needs from the group to be at their best. Agreements also can capture our pain points — the things we need to address in order to improve how we behave and engage. This means that agreements are fluid.

When we develop automaticity around a particular agreement, then we remove it from the list and discuss what, if we addressed it intentionally, would improve our culture. Then, we use some form of consensus to add a new agreement or two. How will you know when it's time to remove an agreement and add another?

Using a [Google spreadsheet](#) can support you in having conversations around how well the team or staff is honoring agreements. List your agreements in Column A, articulate what this agreement looks like in practice in Column B, apply an averages formula in Column C (see linked spreadsheet), and use the remaining columns to gather individual responses to the question How well are we honoring this agreement? The data you collect will provide an opportunity for rich discussion. You might, for example, see that for the second month in a row, being on time has an average of 5--everyone rated it high. This would indicate that a focus on being on time is no longer needed; so, you collectively decide to remove that agreement.

Or, you might note which agreement has the lowest average and decide to give that one special attention over the next several weeks. You may observe that several respondents rated an agreement high and several rated it low, so you invite conversation around the discrepancy.

For example, let's say you have an agreement for Direct Engagement, which you've clarified to mean no "post-meeting/parking lot" conversations. We all have the courage and professionalism to say what needs to be said in the meeting. We agree to talk to, not about, each other. During a monthly reflection on agreements, you ask what everyone notices about the data. Someone observes that you have a wide range of responses to this particular agreement. From there, you ask if anyone is willing to say more. If no one does, you ask if it makes sense for this agreement to be a focus for the coming month, and then ask for [fist to five consensus](#). During upcoming meetings or encounters with team members or staff, you can ask, *What makes honoring this agreement challenging? What makes it easy? What would make it easier?*

Additionally, you introduce language to your team and staff that they can use when an agreement is broken. Coming from a place of curiosity rather than judgment, you might say, "I'm noticing that we all tend to arrive 3-4 minutes late to our meetings, and we have an agreement around time integrity. Is this still important to us?" The discussion will either lead you to delete that agreement or recommit to it.

Oftentimes, we engage in a process of articulating agreements, and then we treat them as an item checked off a list. We might include them at the top of an agenda or post them in meeting spaces and occasionally reference them, but we don't always hold each other accountable for living them. Taking time to assess how well we are honoring our agreements, whether monthly or quarterly, keeps us mindful of how we are behaving and showing up for each other. It provides space for us to have important conversations about culture and create an environment where everyone wants to be.