

# Leading Through Strategic Governance



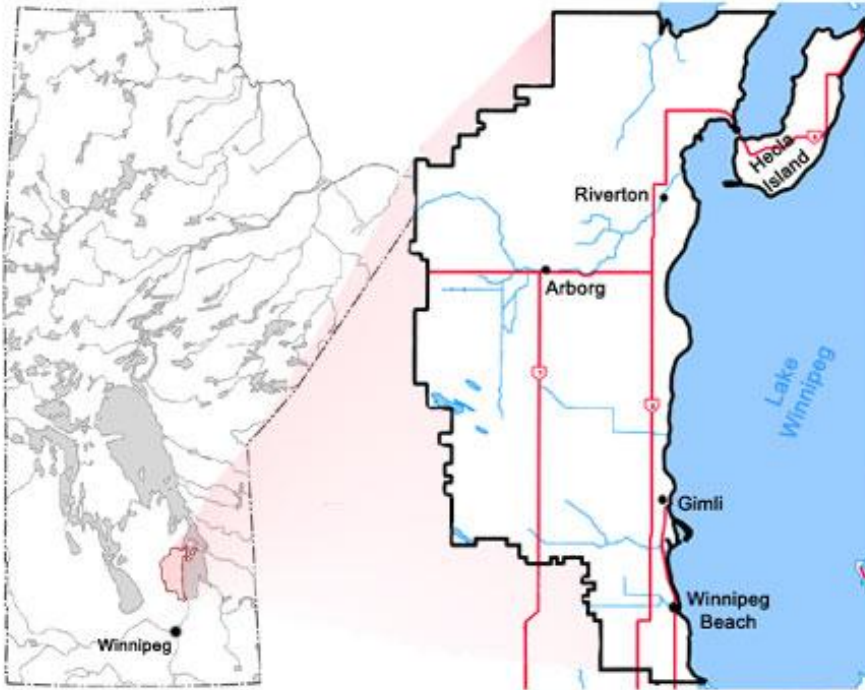
MSBA Annual Convention  
March 17, 2011



# Session Objectives

- Learn about the strategic governance model being implemented in Evergreen School Division
- Understand Board leadership focused on the results the Board wants to achieve
- Share ideas regarding defining responsibility and authority for decision making, the processes of the Board itself and the relationship of Board and Management
- Evaluate your Board governance structure

# Evergreen School Division Profile



- Our school community is culturally diverse with 1621 students located in 8 schools in four communities (Winnipeg Beach, Gimli, Arborg, and Riverton)
- Evergreen offers a variety of quality educational programs and is characterized by a dedicated and caring staff, safe schools and transportation, outstanding student services and excellent curriculum supports

Division Area	2424 sq km
Annual Budget	\$18 million
Number of Trustees	9
Wards	4

# Evergreen Strategic Governance

- Strategic Governance Model was adopted 4 ½ years ago in response to a desire to focus more on governance than management
- Process involved changing the philosophy of Board to focus on the results the Board wants to achieve, defining responsibility and authority for decision making, the processes of the Board itself and the relationship of Board and Management.
- Central to strategic governance are the concepts of leadership, authority, responsibility, transparency and stewardship.

# Role of the Board

- Identify, express, and represent values which reflect the best hopes and aspirations of the community
- Choose and organize priorities and outcomes for the School Division
- Establish structures and systems, and retain a Superintendent/CEO for the school division
- Acquire and allocate resources
- Set out vital principles and the limits of acceptable behaviour
- Encourage commitment and compliance within the school division
- Evaluate performance of themselves, the Superintendent/CEO, and the school division
- Move the organization forward according to established decisions and standards

# Evergreen Strategic Governance

- The Board leads the Division as a unified body, encouraging and strengthening the entire Division to achieve exciting and unprecedented results for students.
- The primary activity of the Board is governance, which means that in its leadership capacity, the Board guides the achievements of the School Division by making high level decisions, setting broad goals, and ensuring that the Board's policy manual is current, relevant, and complied with.
- Therefore, Trustees do not run the school division; they are governors, not bosses.

# Board Committees

## Committees of the Whole

- In Camera
- Finance

## Standing Committees

- Audit
- Policy
- Community Connections
- Board Development
- Liaison
- Negotiations

## Ad Hoc Committees

- Established for a specific purpose and time

# Policy Governance®

- In contrast to the approaches typically used by boards, Policy Governance® separates issues of organizational purpose (ENDS) from all other organizational issues (MEANS), placing primary importance on those Ends.
- Policy Governance® boards demand accomplishment of purpose, and only limit the staff's available means to those which do not violate the board's pre-stated standards of prudence and ethics.

# Policy Leadership as Strategic Governance

- The Board is elected to “guard the public trust” in matters of education and does so primarily through policies, which guide the daily activities of the school division.
- Policies are principles adopted by the Board to set the course of action for the division. They are broad guidelines intended to provide clear direction, and to set ethical parameters around achievement of policy goals.
- The role of the Board in the policy cycle is to determine the need for policy, to ensure that policy is developed, and that policy is followed.
- The role of the Administration is to execute policy within the spirit and intent written by the Board.

# Types of Policy

- Specified results the Board wants to achieve
- Defined authority and responsibility
- The processes and operations of the Board itself
- How the Board is connected to the management of the school division

# Evergreen Board Policy Manual

## Foundations and Direction of the Board

Policy 1 - Mandate and Legal Status

Policy 2 - Mission and Vision

Policy 3 - Values and Beliefs

Policy 4 - Governance Model

Policy 5 - System Goals and Indicators of Success

Policy 6 - Community Engagement

# Evergreen Board Policy Manual

## **Governance Process**

Policy 7 - Role of the Board

Policy 8 - Board Statement of Integrity

Policy 9 - Board Operations

Policy 10 - Annual Board Planning Cycle

Policy 11 - Policy Development and Amendment

Policy 12 - Board and Superintendent/CEO Relationship

Policy 13 - Emergency Superintendent Succession

# Evergreen Board Policy Manual

## Executive Limitations

Policy 14 - General Executive Constraint/Decision Making Matrix

Policy 15 - Learning Environment/Programs and Services

Policy 16 - Safe Schools

Policy 17 - Finances

Policy 18 - Audits

Policy 19 - Assets

Policy 20 - Sustainable Development

# Policy Monitoring

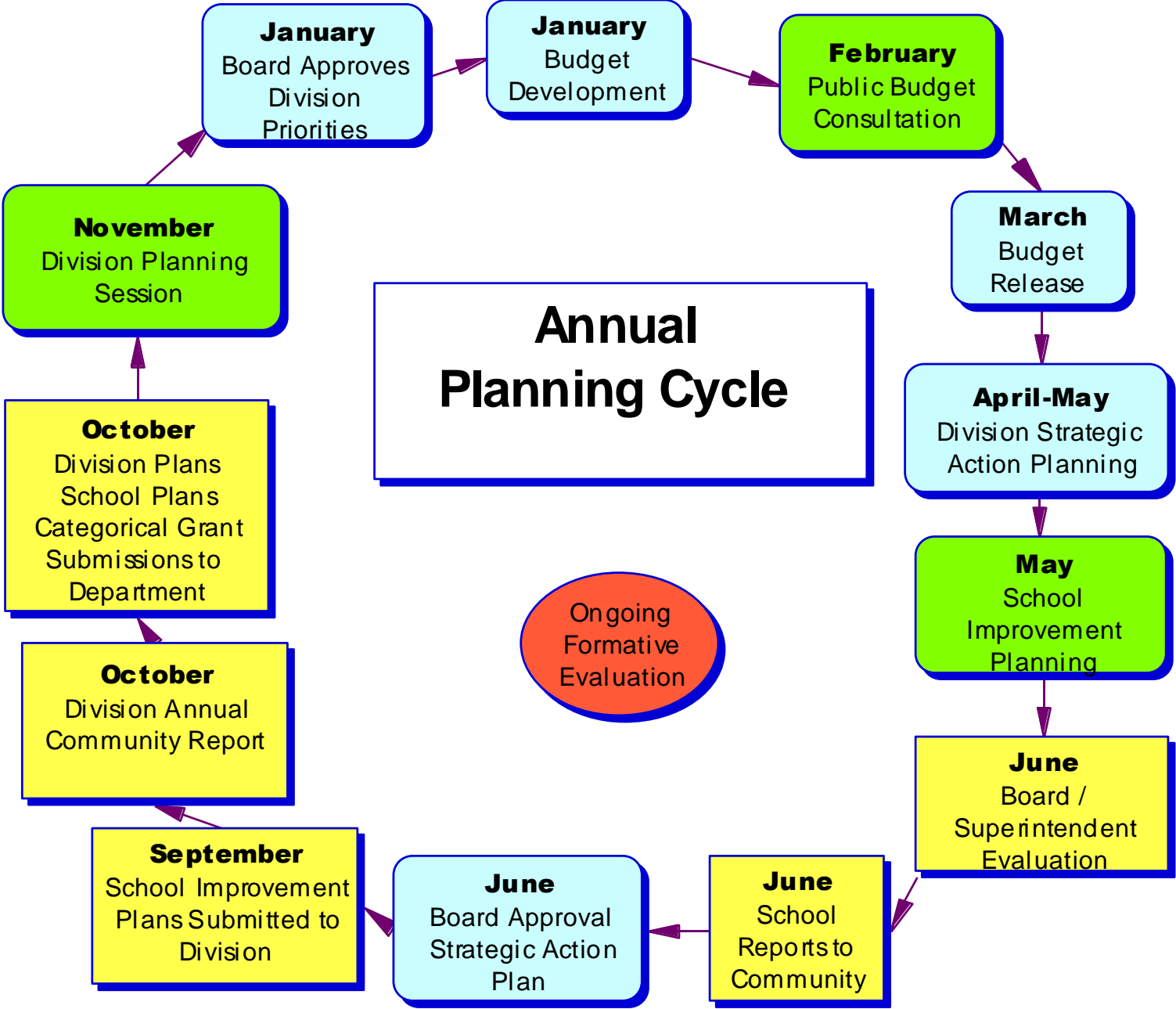
- Policies are monitored by the Board on an annual basis according to a policy monitoring record
- Policy Committee reviews and brings forward suggestions for revision, addition or deletion
- Board reviews at Board Meetings

# Policy Monitoring Reports

- Senior Administration provides policy monitoring reports according to annual schedule approved by the Board
  - e.g. Graduation Rates, Annual Community Report
- Administrative Procedures are shared with the Board as they are developed and approved by Leadership Team
  - e.g. Code of Conduct, Transportation Services

# Annual Planning Cycle

Ongoing Formative Evaluation



### Legend

Current Year

Upcoming Year

Public Consultation



# Engaging Student, Teacher and Community Voices in Dialogue toward Change for our High Schools



Over the past five years, Evergreen School Division has been engaged in collecting data from former graduates, students, teachers and community regarding the purpose of education and the processes and conditions for learning.

# “The Educated Person”

- Pro-Social / Civic-Mindedness
  - How one impacts the world
  - Appreciation of diversity
  - Become worldly
- Self-Development
  - Critical thinking
  - Maturity
  - Patience
- Functional / Material
  - Everyday things
  - Life skills
  - Career/Work



# Vision, Mission, Values, Beliefs “Our Foundations”

The Board of Trustees, in consultation with stakeholders, approved new Division Foundations for Evergreen School Division in 2009.



## **Vision**

**“Learning Today to Improve Tomorrow”**

## **Mission**

**Evergreen School Division will engage students in learning to become contributing citizens of a democratic society.**

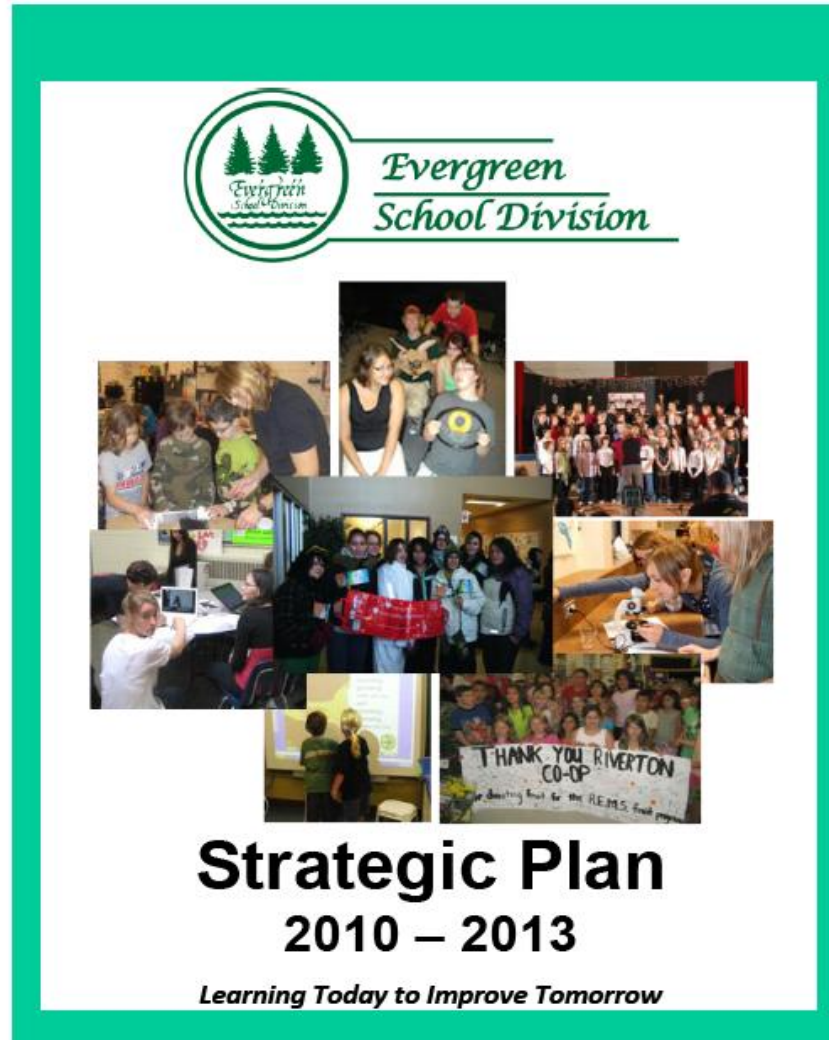
## **Core Values**

- 1. Students Come First**
- 2. Learning is Our Core Purpose**
- 3. Public Education Serves the Common Good**

# Division Planning

- The Board of Trustees, Leadership Team, parents, staff, community members and students participate in an annual planning session in late fall.
- The Board of Trustees hold a subsequent planning session in January to finalize strategic priorities.
- The Board of Trustees approved a new three year strategic plan in June, 2010.

# 2010-2013 Strategic Plan



# 2010-2013 Division Priorities

Priority	Action Area
Citizenship	<ul style="list-style-type: none"><li>☑ Relationships</li><li>☑ Wellness</li><li>☑ Student Voice</li><li>☑ Social Justice</li></ul>
Student Engagement	<ul style="list-style-type: none"><li>☑ Relevance/ Essential Understandings</li><li>☑ Arts</li><li>☑ Community Connections</li><li>☑ Student Assessment</li><li>☑ Physical Activity</li><li>☑ Early Learning</li></ul>
Sustainable Development	<ul style="list-style-type: none"><li>☑ Governance</li><li>☑ Education for Sustainable Development</li><li>☑ Human Resources</li><li>☑ Facilities, Infrastructure and Operations</li></ul>

*“Supporting Safe and Caring Environments in a Culture of Innovation”*

# Citizenship

*Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world, and will contribute to social, environmental, and economic well-being and an equitable quality of life for all, now and in the future.*



*Participatory / Social Justice Citizenship is a key element of curriculum and pedagogy and students have opportunities to demonstrate their learning of what it means to be a contributing citizen in a democratic society.*



# Student Engagement

*Students will be engaged in relevant learning experiences.*

*Schools provide students with in and out-of-school learning experiences and to develop their understanding and demonstrate examples of citizenship.*



# Sustainable Development

*Students will acquire and demonstrate the knowledge, skills, attitudes and life practices that contribute to a sustainable future.*



*Operations, activities, programs and facilities will be sustainable. Design, construction, renewal of buildings for management, procurement, resource use and transportation will be informed by sustainability principles.*



# *What Did You Do In School Today?*



Evergreen has completed seven survey snapshots of all Grade 6-12 students (2007, 2008, 2009, 2010)

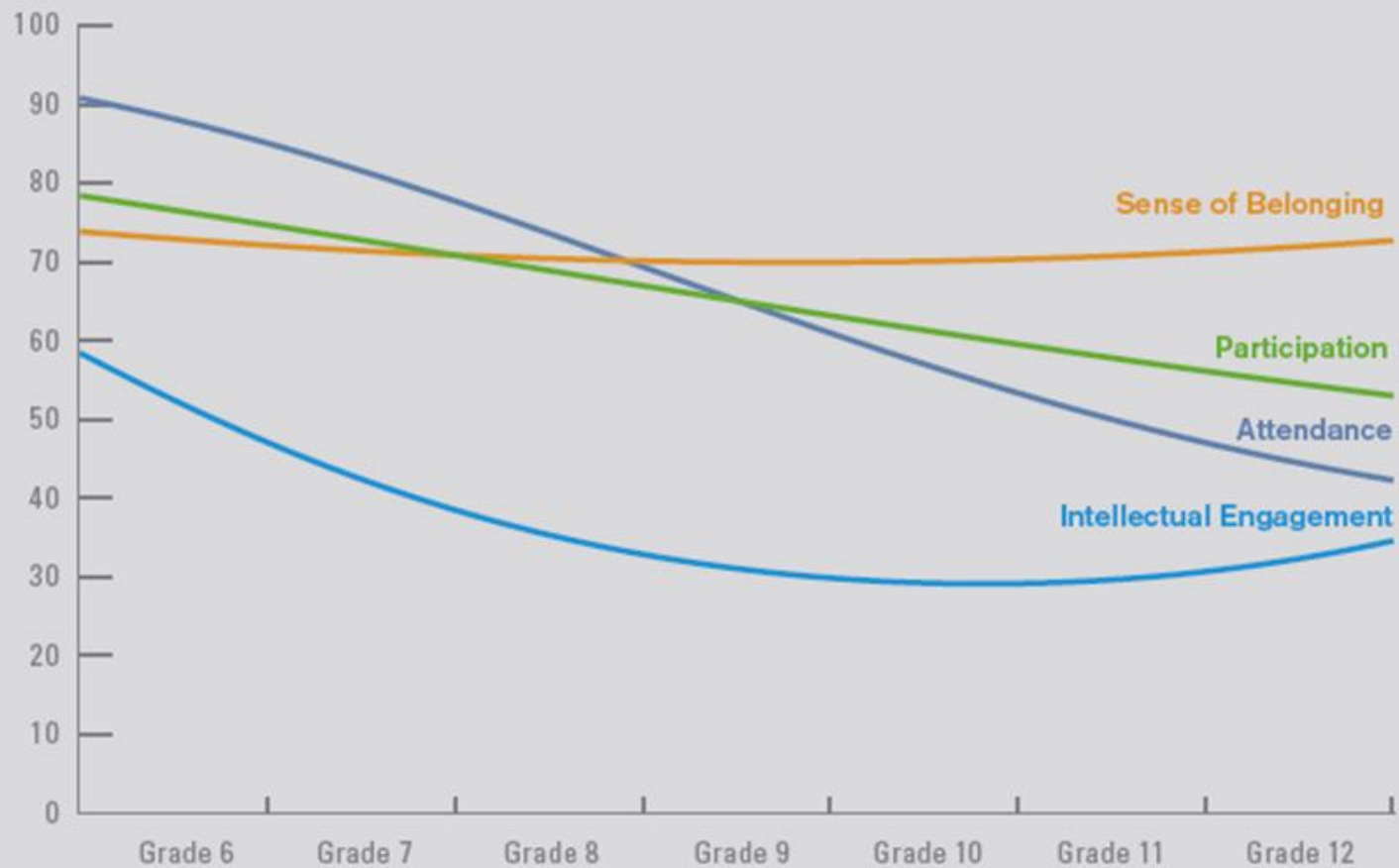
These results have been compiled and shared with all of our schools

Data has been used in developing our division strategic priorities and school improvement plans

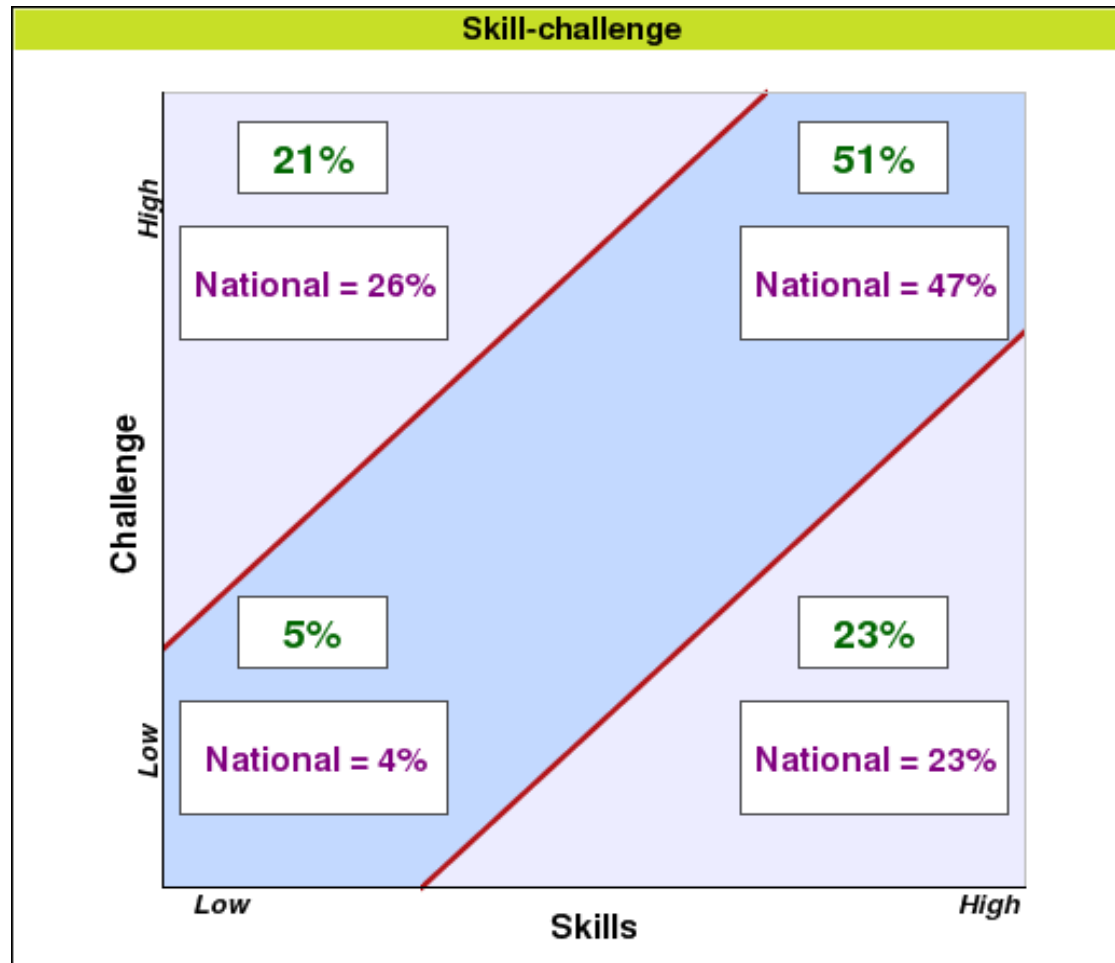


# Are Youth Engaged at School?

Percentage of Youth



# What we have found out about Intellectual Engagement



Anxiety

Flow

Apathy

Boredom

# What Kind of Citizen?

	Personally Responsible Citizen	Participatory Citizen	Social-Justice Oriented Citizen
Description	<ul style="list-style-type: none"> <li>• Acts responsibly in their community</li> <li>• Works and pays taxes</li> <li>• Picks up litter, recycles, and gives blood</li> <li>• Helps those in need, lends a hand during times of crisis</li> <li>• Obeys laws</li> </ul>	<ul style="list-style-type: none"> <li>• Active member of community organizations</li> <li>• Organizes community efforts to care for those in need, promote economic development, or to clean up environment</li> <li>• Knows how government agencies work</li> <li>• Knows strategies for accomplishing collective tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Critically assesses social, political, and economic structures</li> <li>• Explores strategies for change that address root causes of problems</li> <li>• Knows about social movements and how to effect systemic change</li> <li>• Seeks out and addresses areas of injustice</li> </ul>
Sample Action	<ul style="list-style-type: none"> <li>• Contributes food to a food drive</li> </ul>	<ul style="list-style-type: none"> <li>• Helps to organize a food drive</li> </ul>	<ul style="list-style-type: none"> <li>• Explores why people are hungry and acts to solve root causes</li> </ul>
Core Assumptions	<ul style="list-style-type: none"> <li>• To solve social problems and improve society, citizens must have good character; they must be honest, responsible, and law-abiding members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>• To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures.</li> </ul>	<ul style="list-style-type: none"> <li>• To solve social problems and improve society, citizens must question and change established systems and structures when they reproduce patterns of injustice over time.</li> </ul>

# Board Meeting Agenda

- Formalities – approval of agenda, minutes
- School and Community Connections
- Evergreen Student Council
- Superintendent Department Reports
- Committee Reports
- Board Development
- Policy Review
- Other Business
- Correspondence
- Trustee Readings

# Superintendent – Board Relationship

- As chief executive officer of the school division, the superintendent is both its primary educational leader and the most senior operations manager.
- In these capacities, the superintendent works closely with, and reports directly to, the elected school board.
- The quality of the board-superintendent working relationship is therefore a critical element that defines the success of the school division.

# Shared Leadership and Responsibility

Traditional views that base “leadership” on positional authority no longer support the needs or the realities of modern public education systems.

The relationship between the Board and the CEO is one of shared responsibility.

# Three Dimensions of Leadership



It is through the interaction of these dimensions that a culture of responsibility is developed and sustained by boards and superintendents working together.

# Clear Expectations

Shared leadership demands clarity about roles, responsibilities and performance expectations for both parties. In the absence of such clarity, the superintendent may be uncertain about how to exert the authority and influence that accompany the role.

Conversely, lack of consensus with regard to desired outcomes, or criteria upon which to assess progress and make decisions in the best interests of a school division, can impede a board's ability to provide effective direction and support to the superintendent.

# General Executive Constraints Decision Making Matrix

<b><i>Superintendent has complete authority to act</i></b>	<b><i>Superintendent has authority but must inform Board</i></b>	<b><i>Board Decision; Superintendent may recommend</i></b>
<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>◆ Evaluate programs</li> <li>◆ Administer collective agreements</li> <li>◆ Evaluate Staff</li> <li>◆ Professional Development</li> <li>◆ Implementation of Board Policy</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>◆ Staff Hiring (non-administrative)</li> <li>◆ Student suspensions (up to 6 weeks)</li> <li>◆ Emergency School Closures</li> <li>◆ Administrative procedures</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>◆ Policy Development and Approval</li> <li>◆ Student Expulsion</li> <li>◆ Appeals to the Board</li> <li>◆ Over-expenditure of budget</li> <li>◆ Changes to Organizational Structure</li> </ul>

# Evergreen Evaluation Framework

- Superintendent and Board Evaluation occur on an annual basis (April/May)
- Superintendent position description aligned with MSBA-MASS Framework
- Superintendent and Board evaluations are based upon the Framework

# Board Evaluation Process

## Phase One

- Process reviewed and agreed upon (at Board Planning session)
- Trustee Observation Form Completion - completed in advance of meeting

## Phase Two

- Review of Goals
- Board Evaluation Framework (MSBA-MASS Framework)
  - Small Group Sharing (individual assessments)
- Summary of Data from Evaluation Framework
  - Large Group Discussion
- Trustee Self-Evaluation
  - Self-evaluation
  - Sharing Session
- Goals for coming year
  - Review of Board Planning Session Goals
  - New Goals from Framework
  - Code of Ethics

# Superintendent Evaluation Process

## Phase One

- Process reviewed and agreed upon (minimum two months in advance of evaluation)
- Superintendent emails self-evaluation to trustees - completed in advance
  - Self evaluation tied to benchmarks in framework , strategic plan outcomes, monitoring reports, goals
- Trustee Observation Form Completion - completed in advance

## Phase Two

- Self-Evaluation presentation by the Superintendent
- Presentation of Contract Proposal by the Superintendent (if agreed upon)
- Board's Discussion and Completion of Summary Evaluation (Superintendent Absent)
- Feedback to Superintendent re: evaluation, goal identification for following year
- New Directions for Position Description/Evaluation Process
- Renewal of Contract

# Table Exercise

- Discuss the following questions at your tables:
  1. What does your Board spend time on at Board Meetings?
  2. Do you have clear understanding of what you are working towards as a school division?
  3. Do you have a clear understanding of lines of authority for decision making?

# Vision and Values

- How do the Board and the Superintendent collaborate to define divisional priorities?
- What processes define divisional priorities? Who is responsible to implement them?
- How is the community involved? What are the parameters of community involvement?
- How do the divisional priorities relate to the Board and Superintendent evaluations?
- What factors cause the Board and the Superintendent to revise divisional priorities?

# Board Governance and Authority

- What policies will assist the community to understand the legislated responsibilities of the Board and the delegated responsibilities of the Superintendent?
- What level of authority does the Superintendent have in relation to other Board employees?
- How do the Board and Superintendent collaborate to determine the administrative structure for the division?

# Policy Development

- What do the board and the superintendent perceive as the role of policy in the school division?
- What are the critical elements of policy?
- What are the critical elements of a policy development process?
- What factors may determine the need for differing policy development processes?
- How do the board and the superintendent prioritize topics for policy development?
- How do the board and the superintendent involve various members of the community (students, parents, staff, and community members) in policy development?

# Professional Practices and Board Operations

- What are the desired outcomes of a specific practice or operation?
- What information or data is required to ensure the desired outcomes?
- Who is responsible to collect the necessary information?
- What legislative parameters must guide the practice or operation?
- What expertise does the practice or the operation require? Who has that expertise?
- What provisions will exist to review the practice or the operation at various stages of the decision-making process?
- Who is responsible for initiating review of specific practices, or operations, or related decisions?

# Linking to the Community

- What are the purposes and desired outcomes of linking to the community?
- What characteristics define effective and appropriate linkages to the community?
- What are the implications of effective and appropriate linkages with the community?
- What are the implications of ineffective or inappropriate linkages with the community?
- What factors assist to determine the specific nature of linkage to the community in a given situation?
- What are the roles of the board and the superintendent in linking to community and how do they support or complement each other?

# Questions?

**For more information:**

**[www.esd.mb.ca](http://www.esd.mb.ca)**

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