

An Overview of
**Coherent/Policy
Governance**

USD 308, Hutchinson, Kansas

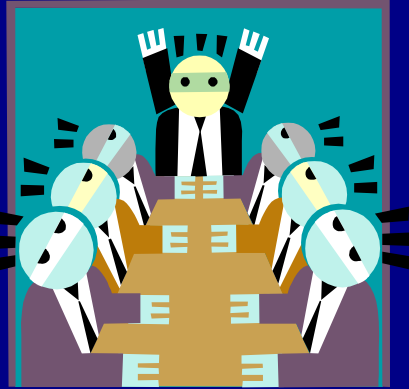
United School Administrators
January 28, 2010

Sources/Origins

- **Policy Governance: John Carver — *Boards that Make a Difference*; and *Reinventing Your Board by John and Miriam Carver***
- **Coherent Governance --Randy Quinn and Linda Dawson, The Aspen Group International, LLC
*A Leadership Development Company***

To what degree are these true?

1=Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree



- Anything that is of importance to children in the schools deserves the time of the Board.
- Board Members are human, so a Board will inevitably at some times fight and behave badly.
- The relationship between the superintendent and the Board is subject to the personality of the superintendent and the personalities of changing Board Members.
- Good, intelligent people, with noble intentions, can come together to form a Board that makes bad decisions.

Very Competent Individuals...

can come together
to form a very
incompetent Board.

**“A good system
allows ordinary
people to produce
extraordinary results.”**

Peter Drucker

A COMPARISON BETWEEN...

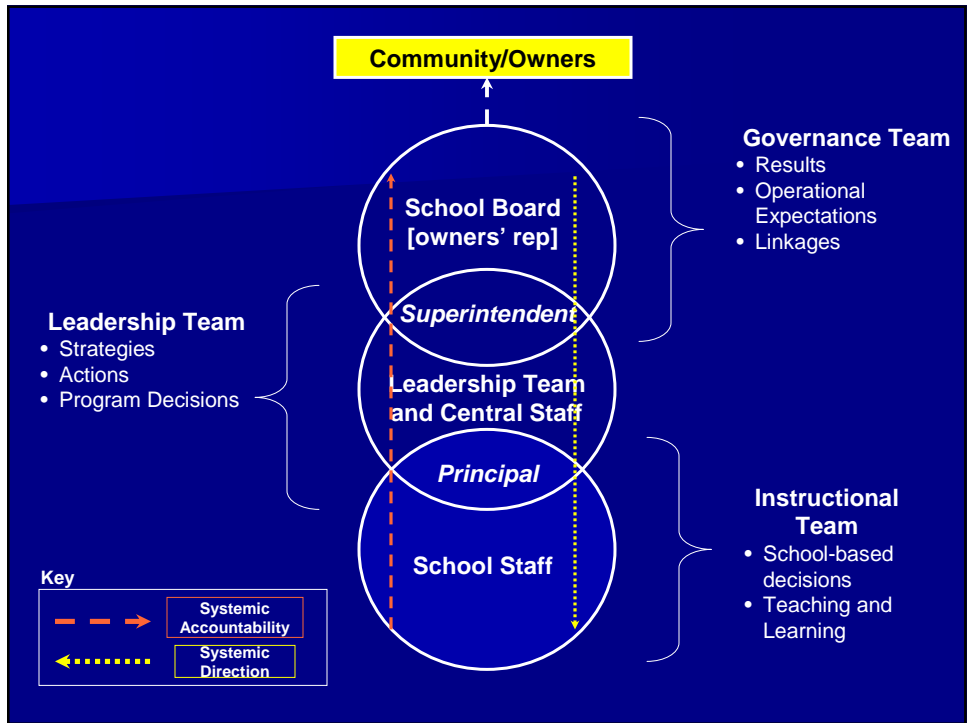
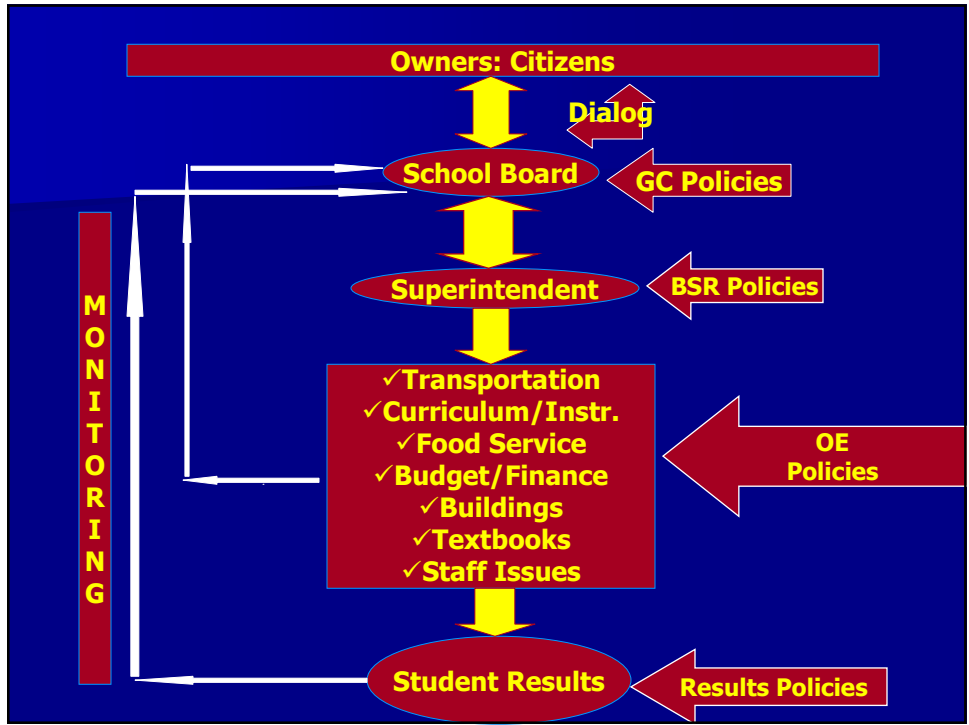
Traditional Policy vs.

- Many narrow policies: unwieldy
- Based upon circumstance
- Focused mostly on operations
- Directs all employees
- Prescribes means

- Confuses roles
- Stagnant
- One of many drivers
- Board actions and decisions usually are unrelated to policy

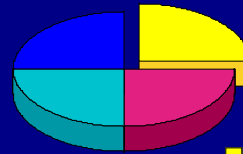
Coherent Governance

- Few broad policies: memorable
- Based upon values
- Focused on Results
- Directs Supt. only
- Establishes Board values about operational decisions, then frees Supt.
- Clarifies roles
- Dynamic
- Single driver of actions
- Decisions are at the policy level



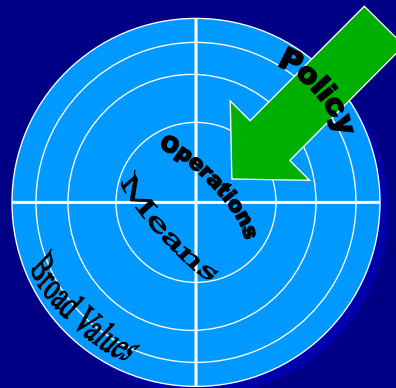
Four types of policies

(p. 9)



- Ends/Results
- Board/Supt. Relations
- Executive Limitations
- Governance Process

Policy Should be Formulated by Determining the Broadest Values Before Progressing to More Narrow Ones



Operational Expectations Policies

- Establish the *rules of the game*; the *10 Commandments*
- Anything not already directed or prohibited by policy may be chosen by Superintendent ... to achieve the Results

MEANS

- ✓ Practices
- ✓ Methods
- ✓ Activities
- ✓ Programs
- ✓ Curricula

The Board can control all these operational decisions... without making or approving them!

Policy Type: Operational Expectations **OE-7 Asset Protection**

The Superintendent will assure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

The Superintendent will:

1. Maintain property and casualty insurance coverage on district property with limits equal to 100% of replacement value, except for vehicles.
2. Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, staff and the district itself in an amount that is reasonable for school districts of comparable size and character.
3. Assure that all personnel who have access to material amounts of district and school funds are bonded.
4. Protect intellectual property, information, files, records and fixed assets from loss or significant damage.

Policy Type: Operational Expectations **OE-7 Asset Protection**

The Superintendent may not:

5. Allow facilities and equipment to be subject to improper use or insufficient maintenance.
6. Recklessly expose the district, the Board or staff to legal liability.
7. Invest funds in investments that are not secured or that are not authorized by law.
8. Purchase or sell real estate, including land and buildings.
9. Take any action that damages the district's public image or credibility.

Operational Expectations Monitoring--

OE-6 Financial Administration-p.
18-30

Policy Type: Governance Culture **GC -3 Board Job Description**

The Board's job is to represent, lead and serve the patrons and to govern the district by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

1. Ensure that the ***Results*** are the dominant focus of organizational performance.
2. Advocate for the district and the students it serves.
3. Initiate and maintain constructive two-way dialogue with students, staff, parents and the citizens as a means to engage all stakeholders in the work of the Board and the district.

GC-3 Board Job Description

4. Develop written governing policies that address:
 - a. **Results:** The intended outcomes for the students served by the district;
 - b. **Operational Expectations:** Statements of the Board's values about operational matters delegated to the Superintendent, including both actions and conditions to be accomplished and those prohibited;
 - c. **Governance Culture:** Definition of the Board's own work, the processes it will employ and conditions within which it will accomplish that work;
 - d. **Board/Superintendent Relationship:** The role relationship of the Superintendent and the Board, including the specified authority of the Superintendent and the process for monitoring district and Superintendent performance.
5. Ensure acceptable Superintendent performance through effective monitoring of **Results** and **Operational Expectations** policies.
6. Ensure acceptable Board performance through effective evaluation of Board actions and processes.
7. Appoint an independent auditor to conduct an annual external review of the district's financial condition and report directly to the Board.

Policy Type: Board-Superintendent Relationship

BSR-5 ANNUAL SUMMATIVE EVALUATION of the Superintendent

The Board's Policy B/SR-5 provides that:

Each February the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data collected during the year from the monitoring of **Results** and **Operational Expectations** policies.

The purpose of the annual evaluation of the Superintendent is to summarize the actions previously taken by the Board as it monitored *Results* and *Operational Expectations* policies during the year, and to draw conclusions on that basis.

Page 14-15

Monitoring Board- Superintendent Relations Policies--Example

BS-R 1-4, pages 32-34

What Attracts Supts to CG ??

- **The Superintendent is enabled to:**
 - Perform job with creativity and safety
 - Operate with increased professional pride, authority and accountability
 - Intelligently align system, including staff, schools, and resources to achieve Results
 - Provide a true framework for site-based management
 - Professionally interact with Board in mutual support for the organization's common vision

What would make CG fail?

- **A less-than-committed Board**
- **Viewing CG as a simple solution to a complex problem**
- **Board/staff impatience with implementation**
- **Insufficient staff support or competence**
- **A Superintendent who is unsupportive of the model**
- **A Superintendent who is unwilling or incapable of making operational decisions without the board's approval**
- **Dwelling too long on CG mechanics – "discussion rather than destination"**

Coherent Governance or Policy Governance Districts

- ✓ Fargo, ND
- ✓ Aspen, CO
- ✓ Burlington, KS
- ✓ Lake Washington, WA
- ✓ Columbus, WI
- ✓ Academy 20, Colorado Springs, CO
- ✓ Racine, WI
- ✓ Issaquah, WA
- ✓ Fairfax, VA
- ✓ San Diego, CA
- ✓ Clark County, NV
- ✓ Mercer Island, WA
- ✓ Horry County, SC
- ✓ LaCrosse, WI
- ✓ East Grand, CO
- ✓ Palm Springs, CA
- ✓ Oakland, CA
- ✓ Durango, CO
- ✓ Austin, TX
- ✓ Calgary, Canada
- ✓ Columbus, OH

Board Agenda

Sample—Page 7-8

Hutchinson USD 308 Strategic Plan

2009-2014

Our Beliefs

In HUSD 308, we believe:

- All students are capable of learning
- All student will learn, and the school district will be accountable for their learning
- All adults in the schools shall be positive role models
- The school district, the community and society are partners and share both the responsibility and accountability for quality education
- Students and staff shall be lifelong learners
- Everyone has the right to be treated with respect
- Student learn best when taught by highly motivated, professional educators in a student-centered environment
- The future success of all our students depends on the quality of education today

Our Mission

*Today and tomorrow:
committed to excellence for all*

Quality Academic Preparation in Core Courses

USD 308 students graduate – college ready/work ready, demonstrating:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy

Quality Preparation for Life and Work in the 21st Century

USD 308 students graduate able to demonstrate:

Learning and Innovation Skills

- Expression, application and appreciation of creative arts
- Critical thinking and problem solving
- Creativity and innovation
- Communication and collaboration

Information, Media and Technology Skills

- Information literacy
- Media literacy
- Information, communication and technology literacy

Life and career skills

- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Goal setting/career planning
- Productivity, accountability and work ethic
- Leadership and responsibility
- Healthy life choices

Results Policies

Vision

HPS are committed to providing an engaging learning community for our students, faculty and staff. We challenge our students to achieve the skills to live and work in the 21st Century, and to reach their full personal and academic potential. Excellence will be accomplished in a trusting, caring and cooperative environment.

R:1 MEGA Result for Student Achievement

Students achieve the skills to live and work in the 21st Century, and to reach their full personal and academic potential

R:2 Students graduate academically prepared in core courses – college ready/work ready – by 2014

Students demonstrate:

- 2.1 Global awareness
- 2.2 Financial literacy
- 2.3 Economic literacy
- 2.4 Business literacy
- 2.5 Entrepreneurial literacy
- 2.6 Civic literacy
- 2.7 Health literacy

R:3 Students graduate prepared for life and work in the 21st Century able to use learning and innovation skills

Students demonstrate:

- 3.1 Creativity and innovation
- 3.2 Expression, application and appreciation for creative arts
- 3.3 Critical thinking and problem solving
- 3.4 Communication and collaboration

R:4 Students graduate prepared for life and work in the 21st Century able to use information, media and technology skills

Students demonstrate:

- 4.1 Information literacy
- 4.2 Media literacy
- 4.3 Information, communication and technology literacy

R:5 Students graduate prepared for life and work in the 21st Century able to use life and career skills

Students demonstrate:

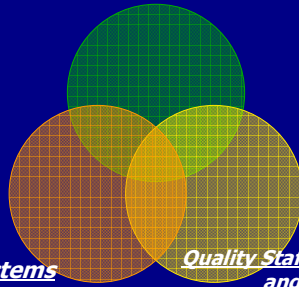
- 5.1 Flexibility and adaptability
- 5.2 Initiative and self-direction
- 5.3 Social and cross-cultural skills
- 5.4 Goal setting/career planning
- 5.5 Productivity, accountability and work ethic
- 5.6 Leadership and responsibility
- 5.7 Healthy life choices

Monitoring Results Policies

Example-Mathematics, Targets-p.
36-38

Operational Plan

Build the capacity to produce quality results



Quality Support Systems

Quality Staff-- USD 308 attracts, supports and retains a quality staff

1. Align all elements in the instructional system to build the capacity to produce quality results.

1.1 Curriculum—Know what's worth teaching .

1.2 Assessment—Measure what we value.

1.3 Instruction—Teach each learner well.

1.4 Differentiation—Failure isn't an option.

1.5 Professional Development—Commit to individual and organizational excellence.

2. Quality Staff-- USD 308 attracts, supports and retains a quality staff; each student has a great teacher every day in every class.

3. Quality Support Systems--USD 308 creates and continuously monitors and improves systems and processes that produce excellent results.



Who is at the helm?



Questions/Discussion