



# **POLICY GOVERNANCE® MODEL**

**A VALUES- AND PRINCIPLES-BASED GOVERNANCE MODEL**

**Cree School Board Regional Assembly**

**Mistissini, Quebec**

**November 8, 2016**



# TABLE OF CONTENT

- Introduction
- Policy Governance Model
- Ten Principles
  - Principle 1: Ownership
- CSB Governance
- Policies
- Council Policy Manual
- Conclusion
- Questions



“Student outcomes don’t change until  
adult behaviors change.”

A. J. Crabill (2016)



# INTRODUCTION

- After 30 years of operation, CSB commissioned an educational review on the state of Cree education in 2007-2008; **Communication Accountability Follow-up for School Improvement (CAFSI)** Report was tabled at Council in fall of 2008;
- CSB commissioned other studies:
  - Cree Language and Second Language Proficiency
  - Physical Activity and its Effects on Learning – focus on Sleep Deprivation and its Effects on Learning;
  - Review processes for Cree Education Act and Cree Component of Cree Education;
- Results of educational review and other studies indicated that quality of education was wanting;
- CAFSI Report became springboard for a board-wide school improvement process; School Improvement process began in 2008; and
- Council adopted the Policy Governance<sup>®</sup> Model in 2010.



# POLICY GOVERNANCE<sup>®</sup> MODEL

## Policy Governance Model:

- System of governance created by John Carver; derived from the concept that a board is “servant leader” to those on whose behalf it governs;
- Theory-based framework for leadership and accountability;
- Focuses on functions rather than structure of a board;
- Uses value-added statements (policies) to guide its governance system; (policy is synonymous to “value”); and
- Based on ten (10) principles which describe the operating system for the board.



# TEN PRINCIPLES

1. **OWNERSHIP:** Those to whom the Council is accountable and from whom it gets its authority (i.e. Cree members of Cree Nation, as a whole);
2. **GOVERNANCE POSITION:** Council is the link between the owners and operations; not an add-on to operations/management;
3. **BOARD HOLISM:** Council debates options, but makes decisions as a group; after decision is made, Council speaks as a group and maintains group authority;
4. **ENDS POLICIES:** value statements about the results, benefits or changes Council wants to produce; these values statements also define the purpose, vision, mission of the Cree School Board and organizational success;
5. **BOARD MEANS POLICIES:** value statements which describe the behaviours: values-added, practices, disciplines, and conduct of the Council;



# PRINCIPLES Cont'd

6. **EXECUTIVE LIMITATIONS:** Values statements that describe the parameters within which staff decisions and actions are to be made to ensure prudence and integrity;
7. **DELEGATION-TO-MANAGEMENT:** Values statements that describe the delegation from Council to management through the Director General; Director General is the sole connector between the Council (governance) and management (Operations);
8. **POLICY "SIZES":** All four categories of values statements are written from broadest (most inclusive) to more detailed levels;
9. **ANY REASONABLE INTERPRETATION:** Council's delegate (Director General) has the right to make any reasonable interpretation of its Ends and Executive Limitations policies; and
10. **MONITORING:** Council uses a fair and systematic assessment process to monitor the organizational performance of the organization; uses this assessment process as its evaluation of the Director General.



# PRINCIPLE 1: OWNERSHIP

## Ownership Linkage Meeting Themes

- Cree Culture & Cree Language
- 2<sup>nd</sup> Languages (English & French)
- Training & Mentoring
- Parental Involvement
- Student/Teacher Attendance
- School Committees
- Social Issues
- Safe Learning Environment
- Communication
- Quality of Education
- Governance

## Survey Themes

- Loss of Language & Culture (Classes)
- Indigenous Voice
- Indigenous Knowledge
- Elders Involvement
- Cree Values
- Success (Academic, Personal, Social Preparedness)
- JBNQA
- History Program
- Behavior (Apathy)
- Bullying & violence
- Emotional & Physical Well-being



# CREE SCHOOL BOARD GOVERNANCE

Council of Commissioners and Chairperson:

- Kathleen Wootton, Chairperson – CSB
- Teddy Wapachee, Vice-Chairman/ Commissioner – Nemaska
- Clifford Loon, Commissioner – Mistissini
- Mimie Neacappo, Commissioner – Chisasibi
- Daisy Shecapio, Commissioner – Ouje-Bougoumou
- Emily Mianscum, Commissioner – Waswanipi
- Clarence Tomatuk, Commissioner – Wemindji
- Alvin Cheezo, Commissioner – Eastmain
- Anthony Moses, Commissioner – Waskaganish
- Rachel Kawapit, Commissioner – Whapmagoostui
- Jean-Denis Cananasso, Observer – Washaw Sibi



# POLICIES

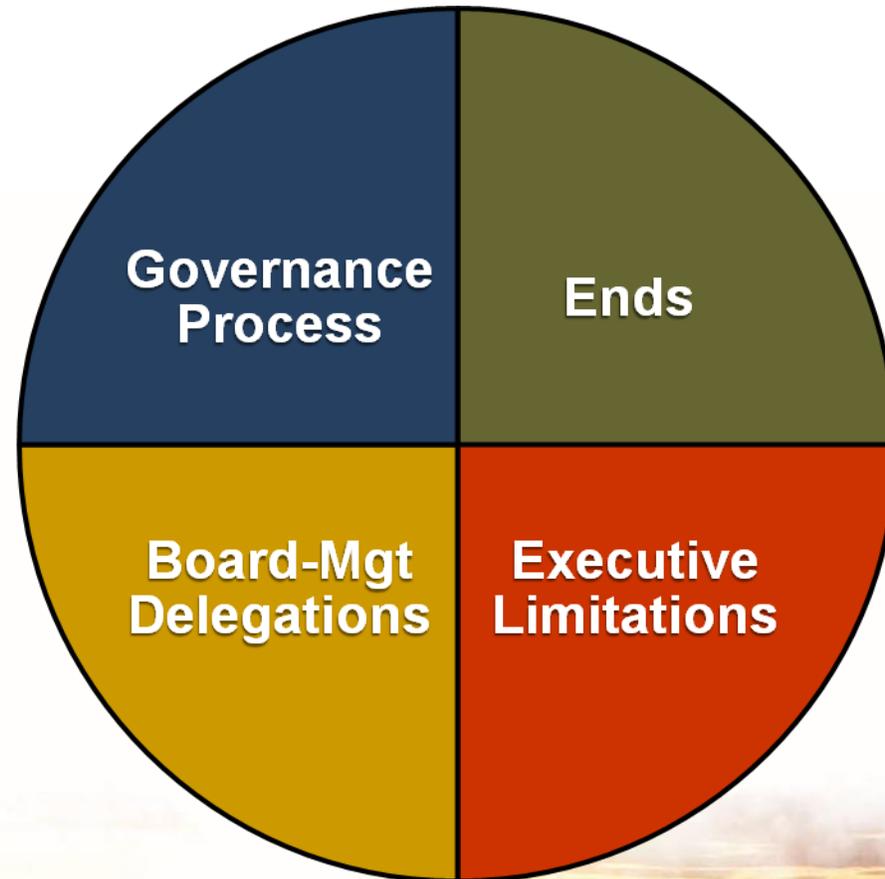
In Policy Governance, policies should capture what the ownership (Cree Nation) of an Organization (Cree School Board) values; Policies are written statements of values to exercise governing control;

*“What matters to your owners is that your organization is producing the right benefit for the right people with the right cost-efficiency;... what matters to owners is what the organization is for – the destination rather than the journey.”* Oliver, C. 209. pg. 72



# COUNCIL POLICY MANUAL

C  
O  
U  
N  
C  
I  
L



D  
I  
R  
E  
C  
T  
O  
R  
  
G  
E  
N  
E  
R  
A  
L



# COUNCIL POLICY MANUAL

- Council developed its Council Policy Manual in 2010;
- Policy Governance uses four categories of policies:
  1. **Ends Policies:** Results/benefits to be produced, for whom these results/benefits are to be produced; and at what cost or priority these results/benefits are to produced;
  2. **Executive Limitations Policies:** constraints within which the DG can further develop detailed operations policies;
  3. **Governance Process Policies:** descriptions of how Council will govern the CSB on behalf of Cree Nation; and
  4. **Board-Management Delegation Policies:** description of how Council delegates and evaluates these areas it has delegated.
- First two are instructions to the Director General; and
- Last two are instructions to the Council.



# COUNCIL POLICY MANUAL

Council Policy Manual provides the road map and direction for Council and its Director General by:

1. Defining a vision or clear purpose for the organization (**Mega-End**);
2. Clarifying Council's governance role and responsibilities (**Governance process**);
3. Clarifying DG's role and responsibilities for organizational performance (Operations);
4. Setting in writing achievable results for both Council (**Governance Process**) and Council-Management Delegation Policies and the DG (**the Ends**);
5. Setting clear boundaries for DG actions to achieve the results (**Executive Limitation Policies**); and
6. Describing the monitoring system by which Council holds the DG accountable by monitoring organizational performance on a regular basis, and itself accountable for following its own policies.



# CONCLUSION

## Governing Style:

- Outward vision rather than an internal preoccupation;
- Encouragement of diversity of viewpoints;
- Strategic leadership more than administrative detail;
- Clear distinction between Council and DG roles and responsibilities;
- Collective rather than individual decisions;
- Focus on future rather than past or present;
- Proactivity rather than reactivity; and
- Focus on governance.



# CONCLUSION

“Believing that students already have everything built into them for growth and maturity, the teacher provides the right climate and culture for the seeds to flourish.”

Scott & Marzano, 2014



# QUESTIONS?

- Kathleen J. Wootton
  - Chairperson - CSB
  - 418-923-2764
- [kwootton@cscree.qc.ca](mailto:kwootton@cscree.qc.ca)

- CSB Commissioners
  - Regional General Assembly
  - 418-923-2764
- [www.cscree.qc.ca](http://www.cscree.qc.ca)

Meegwetch. Thank you. Merci.