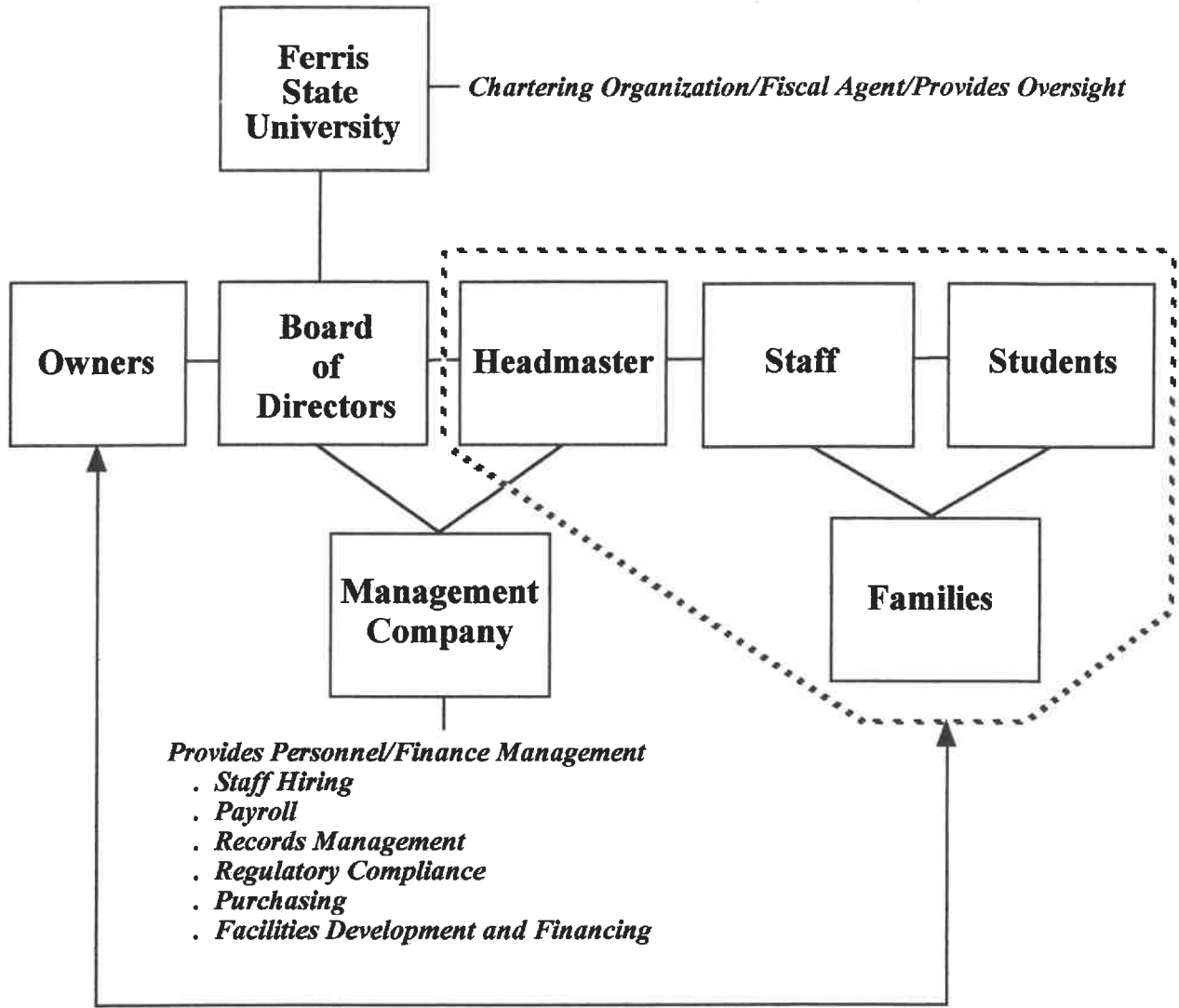


# MARSHALL ACADEMY GOVERNANCE STRUCTURE



# Systemic Aligned Governance for Education (©S.A.G.E.)

*The ©S.A.G.E. model is based on governing with an emphasis on outward vision rather than a preoccupation with internal operations. In its application, the ©S.A.G.E. model ensures that Boards will govern by: defining clearly Board and staff roles; focusing on the future, not the past or present; recognizing that it makes all decisions collectively; encouraging diversity in viewpoints; leading strategically rather than delving into administrative detail; being proactive and responsive, not reactive; and requiring its CEO and administration to manage in the same manner. The alignment of organizational roles, rules and responsibilities is essential to a sustainable and renewable organization.*

## FUNDAMENTAL PRINCIPLES OF GOVERNANCE

- The Academy Board, as the policy-making body for the academy, governs on behalf of its ownership to whom the Board owes primary accountability.
- The Board can govern most effectively by assigning and dividing its policies into four categories: Organizational Purpose; Executive Limitations; Board/Staff Relationships; and, Board Governance.
- The Board must decide the largest issue in each category before the smaller issues. The Board, at its collective discretion, may delve into smaller issues, but only in sequence, one level at a time.
- The Board's job description is its perpetual agenda from which it develops an annual calendar and meeting agendas.
- Board committees are appointed on an ad hoc basis to help the Board do its own job, never to help or advise the staff on its job.
- The performance of the Headmaster must be monitored against policy criteria in the first and second categories (Purpose of the Organization and Limitations on the Headmaster), as well as the Headmaster's job description found in the last category (Governing Processes).
- The Board speaks with one voice when giving directions to the Headmaster.
- Leadership is the role of both Board and Administration although this role is fulfilled by the Board through its governance function and by the Administration through its management function.
- The Board's ultimate purpose is the improvement of learning for all students through the professional performance of its governance role.
- Administrators are the personnel charged with the day-in and day-out management of the

- Administrators are the personnel charged with the day-in and day-out management of the academy and must operate within the policy parameters established by the Board and are also accountable to their customers.
- The Headmaster shall have the power to act when the Board has provided no policies or resolutions to direct administrative actions.
- The Administration implements Board policy through regulations. These regulations are formalized in written form as processes and they are then communicated to and understood by all affected parties.

### **FUNDAMENTAL BELIEFS FOR GOVERNANCE**

*In implementing the ©S.A.G.E. model to its highest and most effective level, the Board and Administration believe that:*

- The free flow of information throughout the district, from boiler room to lunchroom to classroom to boardroom, is essential to good governance.
- While people can be forced to comply in the short run, they must personally decide to commit themselves for the long run.
- All people in the academy must be honored for their contributions and be brought into the decision-making processes to the extent practical and possible.
- Continuous, systemic improvement, using quality tools, principles, and philosophy, is essential for organizational sustainability.
- Internal relationships must be open, inclusive, supportive, participative, respectful, and collaborative regardless of the issues, initiatives, processes, settings or differences in formal roles.
- Consistent, continuous, and comprehensive cooperation, collaboration, and communication define the culture of the organization.
- The roles, rules, and responsibilities of the Board, Administration and staff must be aligned, and then faithfully adhered to, in order to maintain a sustainable and renewable organization.

## OPERATIONAL DEFINITIONS

**GOVERNANCE:** To direct by right authority - to guide or control the course of action - to serve as a rule or deciding factor. This is the role of the Board.

**MANAGEMENT:** The person or persons who manage the business affairs, operation, or performance of an organization through the skillful use of means – e.g. ingenuity and creativity. This is the role of the Administrator.

**LEADERSHIP:** Going with or ahead of so as to show the way - guide - conduct. To influence or determine the ideas, conduct, or actions. This is the role of the Board and Administrator - working together as the leadership team.

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**ACCOUNTABILITY:** The Board is accountable for the whole system. Administrators are accountable for those parts of the system within their level of authority.

**RESPONSIBILITY:** The Board is responsible for doing its own job (not that of staff). Administrators are responsible for doing their own job.

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**OWNERS:** Those who determine what products to produce or what an institution is to accomplish. The Board is accountable to the owners not just the parents of children currently in school.

**CUSTOMERS:** Those who have an interaction with the academy. They do not have the prerogative of choosing what business the organization will create. Customer input is different from owner input. Customers should go to the staff with input which is ideally suited and able to respond to customers.

**STAKEHOLDERS:** This is a more inclusive concept than owner. All owners are stakeholders, but not all stakeholders are owners. Figuring out who the stakeholders are is fairly easy - they include everyone who has a stake in the organization (staff, suppliers, customers, consumers, public, consultants, regulators, business and industry, volunteers, board members, etc.).