BOARD GOVERNANCE & MEETING PROCEDURES TOOLKIT

Practical Tools for Secretary Treasurers

BCASBO Eli Mina Knowledge Transfer Initiative



Developed with Eli Mina and a BCASBO working group of Secretary Treasurers

Purpose

This toolkit is designed for Secretary Treasurers and includes both practical guidance for the ST and materials that can be used with Boards and Board Chairs. It provides practical governance guidance and should be used alongside the School Act, applicable Board bylaws and policies, and legal advice where appropriate. These presentation slides should be reviewed carefully and adjusted as needed to reflect local Board policies, procedures and context.

Why this resource is being developed

- To create practical guidance for Secretary Treasurers, particularly newer Secretary Treasurers, as they support Boards and Board Chairs.
- To support strong governance practices and help Secretary Treasurers navigate common Board meeting challenges.
- To bring together governance principles, meeting procedures, roles and responsibilities, common challenges and practical scenarios.

How the group described the resource

- Practical, clear and adaptable to the school district context.
- Grounded in Eli Mina's existing materials, with the School Act and school-district context layered in.
- A first edition that can be updated and refined over time.

About Eli Mina

Eli Mina is an experienced meeting mentor and Registered Parliamentarian who has worked extensively with democratically governed organizations, including boards of education. Through his Knowledge Transfer Initiative, Eli is sharing practical tools and experience to support effective meetings, sound governance, and informed collective decision-making.

Source: BCASBO KTI Core Group and Working Group materials, July 2026.

What the Working Group Wanted to Build

CONCISE GUIDANCE

Guidance documents and PowerPoint materials that Secretary Treasurers can use with their Boards.

PRACTICAL TOOLS

Flow charts, reference materials, case studies, do’s and don’ts, evaluation tools and quick-reference supports.

TRUSTEE ORIENTATION

Resources that can help Secretary Treasurers orient new Boards following an election.

SCENARIOS

Realistic governance and meeting situations that can be discussed and refined as a group.

Source: BCASBO KTI Working Group materials, July–August 2026.

Eli Mina's Foundational Process Lens

"The process is your best friend."

- Get to know how the process works and follow it willingly.
- Ensure trustees, staff, experts and citizens understand and follow the process.
- If the process is breached, it must be defended, the Chair is its chief defender.
- Defending the process helps a group avoid or overcome meeting problems.

Secretary Treasurer as Procedural Support

Depending on local practice, the Secretary Treasurer may support the Chair by:

- providing process-related clarification
- helping clarify motion wording or procedure
- identifying when additional advice or time is needed
- keeping procedural input simple, neutral and helpful

Key principle: support the Chair without taking over the Chair's role.

Source: Eli Mina, *Meetings, Rules & Responsible Governance* – "Defending the Meeting Management Process" and "Tips for a Meeting Mentor / Procedural Advisor."

Three Common-Sense Goals for Meetings

ENGAGEMENT

Engage meeting participants and their knowledge on a level playing field.

SENSIBLE USE OF TIME

Use time sensibly on a per-issue basis and on a per-person basis.

INFORMED VOTING

Support advance notice, preparation by all and open minds before decisions are made.

Source: Eli Mina, *Meetings, Rules & Responsible Governance* – Introduction to Meetings & Rules of Order.

OFEEDS: The Meeting Management Process

O — Order

Allow one person to speak at a time, after being recognized by the Chair.

F — Focus

Avoid digressions. Focus on the current topic and the group's mandate.

E — Efficiency

Manage time logically, on a per-topic basis and a per-person basis.

E — Equality

Give first-time speakers priority over second-time speakers. Prevent domination.

D — Decorum

Ensure civility and respect. Focus on issues and prevent personal attacks.

S — Safe meeting environment

Make it safe to share unpopular but necessary points.

Source: Eli Mina, *Meetings, Rules & Responsible Governance* – OFEEDS.

Shared Decision-Making: Jigsaw Puzzle & Two Hats

COME PREPARED

Trustees fully review meeting materials, develop their own insights and bring their “pieces of the puzzle” to the table.

COME WITH AN OPEN MIND

Trustees seek to learn from valid input, even when it conflicts with their own views, so the knowledge base can grow before a vote.

TWO HATS

Trustees are constituency representatives who bring local perspectives to the broader table but also arrive with open minds and commit to informed decision making.

Source: Eli Mina, *Meetings, Rules & Responsible Governance* – “Shared Decision Making: A Jigsaw Puzzle Model” and “Two Hats Model.”

Toolkit Map

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02 **Fiduciary Duty, Conflict of Interest & Impartial Decision-Making**

Trustee responsibilities and impartial decision-making

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Parents, staff, public, partners and digital communication

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05 **Role of the Chair**

Governance leadership, meeting facilitation and boundaries

06 **Board Dynamics & Respectful Disagreement**

Board culture, open minds and moving forward after decisions

Source: BCASBO KTI Working Group materials.

01

Governance vs Operations

Clarifying the governance role of the Board and the distinct responsibilities of administration.

Source: *Guide for Developing RACI Models for BC School District Governance*; BCASBO KTI Working Group materials.

Why Role Clarity Matters

- Effective governance depends on clear roles and responsibilities.
- When accountability is unclear, Boards can unintentionally become involved in administration.
- Administrators may be uncertain about decision-making authority, and important decisions may be delayed.
- Clear accountability supports informed decision-making, reduces conflict and helps everyone focus on their proper role.

RACI Purpose

A RACI model helps distinguish the governance role of the Board, the role of the Superintendent and the role of the Secretary Treasurer, matters reserved to the Board, and matters delegated to administration.

Source: *Guide for Developing RACI Models for BC School District Governance*.

Board, Superintendent & Secretary Treasurer

BOARD

- Sets strategic direction
- Approves Board policies
- Adopts bylaws
- Approves matters reserved to the Board by law or policy
- Monitors district performance
- Acts collectively through properly constituted meetings, bylaws, policies and resolutions

SUPERINTENDENT

- Provides educational leadership
- Implements Board direction
- Leads school district operations and educational programming
- Leads staff
- Supports student achievement
- Reports and is accountable to the Board

SECRETARY TREASURER

- Holds a distinct statutory and corporate officer role
- Supports corporate affairs and Board proceedings
- Leads financial stewardship, accounting, audit and fiscal reporting
- Supports budgeting, risk management, procurement, property, facilities and records management
- Carries out duties assigned by the Board

Source: *Guide for Developing RACI Models for BC School District Governance*.

RACI at a Glance

R	**Responsible**	Performs or leads the work
A	**Accountable**	Has final authority or ultimate accountability
C	**Consulted**	Provides input before a decision or action
I	**Informed**	Kept informed before, during or after the work

Accountability Principle

As a general rule, every activity should have one clearly identifiable accountable party.

Multiple people may be responsible, consulted or informed, but unclear accountability often leads to confusion and delay.

Source: *Guide for Developing RACI Models for BC School District Governance*.

Core Principles for a School District RACI

The Board governs; administration operates

The Board sets direction, approves policy and budgets, makes decisions reserved to the Board and monitors performance. Administration implements Board direction, manages operations and provides professional advice.

The Board acts collectively

A RACI should not assign Board decision-making authority to individual trustees unless authority has been specifically assigned.

Delegation must be clear and lawful

Identify what is reserved to the Board, delegated to the Superintendent, assigned to the Secretary Treasurer, sub-delegated to staff, or subject to consultation/reporting.

The Secretary Treasurer's role is distinct

RACI models should not imply that all administrative authority flows only through the Superintendent.

Source: *Guide for Developing RACI Models for BC School District Governance*.

02

Fiduciary Duty, Conflict of Interest & Impartial Decision-Making

Understanding trustee responsibilities, pecuniary and common-law conflicts, and the importance of approaching Board decisions impartially.

Source: *Trustee Governance: Fiduciary Duty, Conflict of Interest, Pecuniary Interest and Bias*

Key Concepts

Fiduciary duty

The duty to act in the best interests of the Board and school district as a whole.

Common-Law Conflict

A personal interest may create a conflict where a reasonably well-informed person could conclude that the trustee's judgment might be influenced by that interest.

Pecuniary Conflict — School Act

A conflict may arise where a matter before the Board could monetarily affect the trustee or certain persons associated with the trustee, subject to the School Act's exceptions.

Predetermination / Closed Mind

Separate from conflict-of-interest rules, a governance concern may arise where a trustee has effectively closed their mind and is unwilling to consider relevant information, evidence or other perspectives.

Refer to BCPSEA guidance to determine if a trustee has a conflict related to bargaining or the administration of a collective agreement.

Source: *Trustee Governance: Fiduciary Duty, Conflict of Interest, Pecuniary Interest and Bias*; BCSTA, *Conflict of Interest under the School Act*; BCPSEA, *Conflict of Interest for Trustees*.

Fiduciary Duty & Eli Mina's "Two Hats" Model

Fiduciary Duty

A trustee's duty is to the District and the corporate Board they were elected to govern — not to themselves, a single school, an interest group or only the electoral area that elected them.

Trustees may bring forward local perspectives, but must make decisions in the interests of the school district as a whole after considering all relevant information.

Eli Mina's "Two Hats" Model

Trustees are constituency representatives who bring input from their constituencies to the broader table.

They also come to that broader table with open minds, listen and learn from others, and commit to casting informed votes.

Source: *Trustee Governance: Fiduciary Duty, Conflict of Interest, Pecuniary Interest and Bias*; Eli Mina, "Jigsaw Puzzle / Two Hats Model."

When a Possible Conflict of Interest Arises

1. Identify the personal or pecuniary interest.
2. Review the School Act, applicable Board policy and relevant guidance.
3. Consider whether the matter may give rise to a School Act pecuniary conflict or a common-law conflict.
4. Seek legal advice where appropriate.
5. Where a conflict exists, disclose it as required.
6. Do not participate in discussion, vote, or attempt to influence the matter.
7. Follow the applicable requirements for leaving the meeting.

Source: *Trustee Governance: Fiduciary Duty, Conflict of Interest, Pecuniary Interest and Bias*; BCSTA, *Conflict of Interest under the School Act*; BCPSEA, *Conflict of Interest for Trustees*.

Predetermination & Keeping an Open Mind

Having a view is not necessarily predetermination

Trustees may bring experience and preliminary views to the Board table.

When concern may arise

A concern arises when a trustee has effectively closed their mind and is unwilling to consider relevant information, evidence or other perspectives.

Practical Example

Before a school-boundary review begins, a trustee repeatedly states publicly that one option must be rejected and that no information could change their position.

When the matter later comes before the Board, those statements may raise a concern that the trustee has predetermined the issue.

Key distinction: This is different from a conflict of interest based on a personal or pecuniary interest.

Source: *Trustee Governance: Fiduciary Duty, Conflict of Interest, Pecuniary Interest and Bias.*

03

Trustee Communication

Practical guidance for communication with parents, staff, the public and external partners.

Source: *Trustee Communication: Roles, Boundaries and Best Practices.*

Core Communication Principles

Listen respectfully	Listen with openness and professionalism.
Do not direct staff	Do not request operational action from staff or attempt to supervise or manage district operations through direct communication.
Avoid commitments on behalf of the Board	Do not promise outcomes or create expectations about how the Board will decide a matter.
Maintain public trust	Trustee communications should be professional, respectful and accurate.
Be clear about role and authority	Individual trustees do not exercise the authority of the Board unless the Board is acting collectively through formal decisions.
Use established channels	Refer concerns, complaints, operational questions and requests for action to the appropriate process or administrative channel.
Protect privacy and confidentiality	Maintain confidentiality of closed meeting business, privileged communications and personal information.
Keep an open mind	Avoid pre-committing before receiving all relevant information through the proper process.

Source: *Trustee Communication: Roles, Boundaries and Best Practices.*

Communication with Parents, Caregivers & Employees

Parents & Caregivers

- Listen respectfully and acknowledge the concern.
- Clarify whether the issue is governance, a request for information, or an individual complaint or operational matter.
- Refer individual complaints or operational matters to the appropriate school or district process.
- Avoid commenting on the merits of an individual complaint, staff decision or student matter.
- Preserve impartiality if the matter may later come before the Board as a Section 11 Appeal or a Staff Discipline matter.

Employees

- Treat employees with respect and professionalism.
- Avoid requesting operational work, research, action or follow-up directly from employees.
- Use established administrative or Board communication channels.
- Avoid discussing individual employee performance, workplace concerns or personnel matters outside the appropriate process.
- Recognize that trustee comments and questions can carry significant influence, even when intended informally.

What to do instead

- Use established administrative or Board communication channels.
- Bring governance matters forward through the appropriate Board process rather than directing employees individually.
- Where further information or analysis is needed, consider whether the matter should come to the Board or be referred through an appropriate committee or process.
- The Chair, Secretary Treasurer and Superintendent can help determine the appropriate route.

Source: *Trustee Communication: Roles, Boundaries and Best Practices*; *Trustee Governance: Motions and Voting.*

Public, External Partners & Digital Communication

Public communication

- Distinguish personal views from Board positions.
- Respect Board decisions once made.
- Do not disclose confidential or privileged information.
- Avoid creating expectations about future Board decisions.

External partners

- Build respectful and constructive relationships.
- Clarify whether speaking as an individual trustee, Board representative or liaison.
- Do not commit the Board to a position, partnership, expenditure or future decision without authority.
- Bring partner perspectives forward through appropriate Board or committee processes.

Email & social media

- Assume emails, texts and posts may become public.
- Avoid confidential Board business in informal electronic communication.
- Avoid email chains or group chats that debate matters meant for a Board or committee process.
- Be clear whether a post reflects a personal view or an official Board position.

Source: *Trustee Communication: Roles, Boundaries and Best Practices.*

Practical Communication Scenarios

Parent concern

Thank the parent, avoid commenting on the teacher or situation, and refer them to the appropriate school or district concern process.

Employee concern

Do not intervene directly. Refer the employee to the appropriate administrative, human resources or collective-agreement process.

How will you vote?

Explain that you are listening to perspectives but will keep an open mind until all information is presented through the Board process.

External partnership request

Clarify that Board consideration is required and suggest the matter be brought forward through the appropriate district or Board process.

Source: *Trustee Communication: Roles, Boundaries and Best Practices.*

04

Meeting Proceedings & Meeting Types

Motions, voting, meeting-process tools, meeting types and minute-taking.

Source: *Trustee Governance: Motions and Voting*; Eli Mina meeting resources; BCASBO KTI Working Group materials.

Plan Before the Meeting & Craft Clear Motions

Before the meeting

- Before bringing a motion forward, confirm whether advance notice is required under the Board's meeting policy or procedure and, where possible, provide the proposed motion in writing.
- If the motion does not relate to an item already on the agenda, the Board will decide whether an amendment will be made to the agenda.
- For matters requiring detailed information, trustee learning, exploration of alternatives, or discussion, it may be appropriate that they be considered first at a Board committee rather than first bringing a motion forward for consideration at a Board meeting.

Crafting a motion

- Make the motion clear, concise and actionable. Provide the proposed wording, rationale and relevant supporting information.
- State the decision requested and any essential context.
- Where applicable, identify who will act, what is required, any applicable timeline, and any financial or reporting limit.
- Avoid vague wording that leaves staff to guess what the Board intended.

Source: *Trustee Governance: Motions and Voting*.

Motions: Seconding, Amendments & Discussion

Subject to the Board's Procedural Bylaw and adopted rules of order.

SECONDING

Where required by the Board's meeting procedures, a motion must be seconded before the Chair places it before the Board for debate.

A second means only that another trustee agrees the motion should be considered — not that the trustee supports it.

AMENDMENTS

Once a motion has been moved and seconded, a trustee may move an amendment. The amendment must be relevant to the original motion and agenda item.

Once an amendment has been moved and seconded, a trustee may also move a secondary amendment proposing a change to the primary amendment.

The Board votes first on the secondary amendment, then on the primary amendment, before returning to the main motion.

DISCUSSION

Every trustee should have a fair opportunity to speak in accordance with the Board's procedures for discussion and debate.

Discussion should be concise, relevant and directed to the agenda item, not to anyone's motives or character.

Trustees should listen to the full debate and remain open to relevant information and perspectives.

Source: *Trustee Governance: Motions and Voting.*

Unanimous Consent, Closing Debate & Voting

UNANIMOUS CONSENT

Where a decision is routine, it is common for the Chair to seek unanimous consent instead of a formal motion.
Example: “Is there any objection to adjourning the meeting?”
If a trustee objects, the Chair will instead ask for a trustee to move a motion.

CLOSING DEBATE ON A MOTION

Once trustees have had a fair opportunity to speak, staff input has been considered and the matter is sufficiently understood, the Chair may ask whether the Board is ready to vote.
If debate is to be closed formally, a trustee may move a motion to “put the question.” Follow the Board’s applicable procedures regarding the requirements for that motion.

VOTING

After debate, the Chair restates the motion and calls the vote.
A motion is carried if the required majority of votes are in favour.
Trustees should follow their Board’s Procedural Bylaw or Policy for Board Operations regarding abstentions.
Where more information is needed, clarification, postponement or referral may be preferable to abstaining.

Source: *Trustee Governance: Motions and Voting*.

Defending the Process: Practical Intervention Language

The Chair is the chief defender of the meeting process. Where the Secretary Treasurer is serving as a procedural resource, they may also provide process-related clarification or support.

Interruptions / shouting	"Can we please have one person speak at a time?"
Off topic / off mandate	"Can we please get back on topic?" / "Isn't this an operational issue that Management is mandated to look after?"
Dominated debate	"Can we hear from those who have not spoken?"
Personal attacks	"Can we focus on issues rather than personalities?"
Motion unclear before vote	"Can we please read out the motion again, so all elected members and the public know what is being voted on?"

Source: Eli Mina, *Meetings, Rules & Responsible Governance* – "Defending the Meeting Management Process," Sample Intervention Scripts and "Tips for a Meeting Mentor / Procedural Advisor."

Meeting Types & “What Constitutes a Meeting?”

When an Informal Gathering May Become a Meeting

- Trustees may gather informally without necessarily creating a Board meeting.
- Retreats, workshops or other gatherings may be deemed to be a Board meeting where Board decision-making is actually taking place, even if decisions are reached by consensus.
- A gathering may also be deemed to be a Board meeting where discussion forms a material part of the decision-making process on a matter that will later come before the Board.

Why It Matters

- If a gathering is considered a meeting, legislative meeting requirements may apply, including:
  - public access
  - meeting notice
  - presence of the Secretary Treasurer
  - recording of minutes
- Board decisions, including discussion that forms a material part of the decision-making process, should occur in a properly constituted Board meeting.

Source: *Trustee Governance: Motions and Voting*; BCASBO KTI Working Group materials.

Common Myths & Truths

Rules of Order

MYTH

A person must support a motion in order to second it.

TRUTH

Seconding only indicates that the person agrees that the motion should be discussed, and not that they support it.

MYTH

If a member “calls the question,” debate automatically ends.

TRUTH

The decision to end debate is made by the group collectively, and not unilaterally by the Chair or any one member.

Governance & Minutes

MYTH

A Board must get involved in daily operations, or it is not doing its job.

TRUTH

Engaging in “micromanagement” can create a toxic work environment and cause stress and possibly staff departures.

MYTH

Minutes must capture every comment made at a meeting.

TRUTH

Minutes are primarily a record of what was done at a meeting.

Source: Eli Mina, *Common Myths about Rules of Order, Shared Decision Making, and Meeting Minutes* (2026).

Minutes: What the Record Should Capture

Primary Purpose

Minutes are the historical record of the meeting, primarily documenting what the group did and decided.

- Focus primarily on what the group did collectively
- Avoid creating a verbatim transcript of everything said
- Decisions-only or concise anecdotal minutes may be used, capturing key points with little or no attribution

Practical Guidance

Keep the record clear and useful

- Record decisions accurately
- Avoid unnecessary detail or lengthy summaries of individual comments
- Closed or in-camera minutes should remain confidential until circumstances permit them to be declassified

Source: Eli Mina, *Meetings, Rules & Responsible Governance* – Minutes.

05

Role of the Chair

Governance leadership, meeting conduct, public representation, conflict resolution and relationship with senior leadership.

Source: *Board of Education Chair Role | Best Practice Outline*; Eli Mina meeting resources.

Chair Role at a Glance

Governance leadership	Safeguard Board processes; support policy, strategic focus, Board effectiveness and respectful governance culture.	*Does not hold greater authority than other trustees.*
Meeting leadership	Preside over meetings; maintain order, decorum, fair debate, procedural compliance and clear decisions.	*Does not control outcomes or limit reasonable trustee participation.*
Agenda development	Work with the Vice-Chair, Superintendent and Secretary Treasurer to prepare agendas and ensure adequate information.	*Does not independently decide matters requiring corporate Board direction.*
Representation & communication	Act as spokesperson and represent the Board externally, communicating Board-approved positions consistently.	*Speaks only to Board-approved decisions, direction or policy.*
Conflict resolution	Support respectful dialogue, clarify issues, surface minority views and route conduct matters to established processes.	*Does not impose remedies or sanctions outside delegated authority.*
Senior leadership relationship	Maintain regular communication and bring matters requiring Board attention to the Board table.	*Does not supervise, manage or direct district staff.*

Source: *Board of Education Chair Role | Best Practice Outline*.

Chairing Meetings: Facilitation Practices

Prepare

Review the agenda with the Superintendent, Secretary Treasurer and Vice-Chair; identify items requiring Board deliberation and realistic time guidelines.

Set the meeting climate

Confirm the agenda and time expectations; identify key discussion and decision items; remind trustees of meeting norms when helpful.

Use the right process

Use formal motions when Board decisions are required and informal discussion when the Board is exploring issues or generating strategic options.

Encourage full participation

Frame discussion with useful questions, draw out the collective experience and perspectives of trustees, and ensure quieter trustees can contribute.

Maintain disciplined dialogue

Summarize, restate the question, use time limits where needed and move from exploration toward decision when sufficient discussion has occurred.

Close with clarity

Summarize decisions, clarify action items and accountabilities, confirm next steps and invite brief reflection on what worked and what could improve.

Source: *Board of Education Chair Role | Best Practice Outline*.

Chairing Toolkit: Meeting Moments

Opening the item	Frame the issue, desired outcome, time available and decision rule.
Discussion drifting	Summarize, restate the Board question and redirect to governance scope.
Dominant voices	Use a go-around, direct questions or written reflection before discussion.
Tension or disagreement	Acknowledge differing views, ask clarifying questions and explore reservations.
Moving to decision	Confirm the motion or decision question, summarize key considerations and call the decision according to procedure.
Closing the meeting	Summarize decisions, actions, owners, timelines and any process learnings.

Source: *Board of Education Chair Role | Best Practice Outline* – Chairing Toolkit.

06

Board Dynamics & Respectful Disagreement

Using open minds, fair process and respectful dialogue so disagreement contributes to better decisions rather than dysfunction.

Source: BCASBO KTI Working Group materials; Eli Mina shared decision-making and governing-body culture resources.

Contented vs. Destructive Disagreement

RESPECT THE LIMIT OF INDIVIDUAL AUTHORITY

- Trustees influence Board decisions through discussion, debate and voting.
- Individual trustees do not exercise the authority of the Board on their own.
- Once the Board has made a decision, trustees should respect the democratic outcome and support its implementation.

FOLLOW STRUCTURED MEETING PROCEDURES

- Less formal discussion can work well when a Board is functioning collaboratively.
- When disagreement becomes heated, a more structured process can help ensure everyone has a fair opportunity to participate and keep discussion productive.

STRIVE FOR COMMON GROUND

- Reserve judgment
- Listen empathetically
- Focus on content, not style
- Stay true to Board norms
- Do not take differences personally

Source: Adrian Johnson, *Board Dynamics and Respectful Disagreements*, September 2026.

Eli Mina: Foundations for Healthy Board Culture

Team approach

Replace “you against me” with a focus on the problem and help others perform to their best.

Appetite for learning

Review materials, refuse to pre-commit votes and do not try to solve complex problems without examining them.

Trust

Earn trust through honesty, reliability, transparency and accountability; allow experts to give valid input without fear of bullying.

Engagement

Treat trustees, management, staff and citizens as valued partners who contribute pieces of the puzzle.

Sensible use of rules

Use rules to create a level playing field, measured time management and thoughtful collective decisions.

Intolerance of dysfunctions

Understand, follow and defend the meeting process so meetings are orderly, focused, efficient, fair, respectful and safe.

Source: Eli Mina, *Meetings, Rules & Responsible Governance* – Functions and Culture of a Governing Body.

Respectful Disagreement & Moving Forward

BEFORE THE DECISION

- Come prepared and review relevant information.
- Reserve judgment and come with an open mind.
- Bring concerns and different perspectives to the Board table.

DURING THE DECISION

- Listen empathetically.
- Focus on the content of the issue rather than personalities or delivery style.
- Follow the Board's meeting norms and procedures.
- Be willing to change your position as new information is considered.

AFTER THE DECISION

- Respect the decision of the Board, even when you voted against it.
- Do not obstruct implementation.
- Where disagreement remains, pursue it through future Board or policy processes rather than individual pressure.
- Trustees may acknowledge that they voted differently while still supporting the Board's implementation of the decision.

Source: Adrian Johnson, *Board Dynamics and Respectful Disagreements*, September 2026; Eli Mina shared decision-making materials; BCASBO KTI Working Group materials.

Trustee–Superintendent Disagreement: Use the Appropriate Governance Tool

Policy or Operational Disagreement

- Where the Superintendent is acting within a reasonable interpretation of Board policy, disagreement should lead the Board back to its governance tools.
- If the Board wants a different outcome, it may need to reconsider or change its policy or direction.
- Individual trustees should not direct or criticize staff in place of Board action.

Performance Concern

- A concern about the Superintendent's performance should be addressed through the Board's established governance processes.
- This may include the Superintendent evaluation or performance-review process.
- The Board acts collectively; individual trustees do not independently supervise the Superintendent.
- Staff performance should never be discussed in a public meeting of the Board.

Ask the governance question: Is this a policy/direction issue, or a Superintendent performance issue that should be addressed through the Board's established process?

Source: Adrian Johnson, *Board Dynamics and Respectful Disagreements*, September 2026; BCASBO KTI Working Group materials.

Governance Scenarios from Eli Mina's Materials

Two-hats dilemma

Constituency perspectives matter, but trustees should come to the Board table with an open mind and decide in the interests of the whole district.

Minority vote

Disagreement belongs in deliberation; after the Board decides, trustees should not undermine implementation.

Conflict of interest

A trustee in conflict cannot simply stay silent and continue participating as usual; the applicable disclosure and participation rules must be followed.

Dominant Chair

The Chair should protect fair process, not steer debate toward a preferred outcome.

Board–staff relationship

Individual trustees should not direct staff; requests for staff work should follow the proper Board/governance process.

Expert under attack

Experts can be questioned thoroughly, but the meeting environment should remain respectful and safe.

Source: Eli Mina, *Meetings, Rules & Responsible Governance* – Governance Scenarios to Consider; BCASBO KTI Working Group materials.

Toolkit Source Base

Eli Mina Resources
- Meetings, Rules & Responsible Governance
- Common Myths about Rules of Order, Shared Decision Making, and Meeting Minutes
- Robert's Rules and meeting-procedure reference materials

BCASBO Working Group Contributions
- Governance / RACI
- Fiduciary Duty, Conflict of Interest, Pecuniary Interest & Bias
- Trustee Communication
- Motions & Voting
- Role of the Chair
- Adrian Johnson – Board Dynamics and Respectful Disagreements (Draft), September 2026
- Board Meeting Procedure Challenges – BCASBO May 2026 Presentation

BCSTA & BCSSA Resources
- Governance, leadership, communication, legal accountability and Board-orientation materials.

District & Sector Examples
- Board policies, Chair resources, meeting-procedure examples and governance tools supplied through the working group.

Legal & Open-Meeting References
- School Act-related references and open/closed meeting materials collected for the project.

Supporting source materials are maintained with the toolkit for users who wish to explore topics in greater detail.