



**BOARD SELF-REVIEW**  
2016 Year

**2017.04.25**

**BACKGROUND**

In April 2013, the Office of the Auditor General of British Columbia, released its audit report on School District Board Governance. School District No. 27 (Cariboo-Chilcotin) was selected as a random sampling for this audit. Amongst the findings of the report, the Auditor General's Office recommended that the School District "review its governance activities continually and ensure that it is sufficiently delegating operational activities to management."

This report marks the Board's second annual self-evaluation that assesses its performance with respect to the Board's roles and responsibilities. The purpose of a board evaluation is to review the Board's performance with the goal of determining what is being done well and what aspects of Board activity require improvement and a corporate commitment to Board development.

**WHAT IS BOARD GOVERNANCE?**

In the April 2013 audit report from the Office of the Attorney General for BC, board governance is defined as:

*"Governance" refers to the structures and processes that direct, control and hold an organization to account. For most organizations, the governing body is a board of trustees made up of people elected or appointed to provide organizational oversight. In the public sector, the Legislature, the responsible minister, government ministries, central government agencies and public stakeholders also play a role in governance.*

*Whether in the private or public sector, good governance is achieved when an organization's structures, processes and actions enable it to:*

- *deliver goods, services or programs effectively and efficiently; and*
- *meet the requirements of the law, regulations, published standards and community expectations of accountability and openness.*

*British Columbia's 60 school districts are responsible for educating K–12 children in the province. Each district has an elected board of education (or school board), which governs the district in accordance with the School Act. Elections are held every third year.*

*Some of the items school boards are responsible for include:*

- *establishing and closing schools subject to the order of the Minister of Education,*
- *managing schools and school property;*
- *managing student enrolment;*

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- *providing educational programming;*
- *managing class size, school calendars and student records;*
- *preparing achievement contracts; and*
- *submitting approved achievement reports to the Minister.*

The BC School Trustees Association provides the following from its November 2004 *School Board Self-Review, A Guide for British Columbia School Boards*:

*The basic purpose of regular school board self-review is to improve student achievement through more effective school board governance. Organizations and individuals need feedback in order to learn, change and grow. Self-review is one way to get the feedback your school board, and you, as an individual school trustee, need to learn and to create positive change.*

*School board self-review tells you what you're doing well, so you can celebrate your strengths and build on them. It also gives you information about areas for improvement, so you can focus your energy on changes that will have the greatest impact.*

*Regular self-review is an established "best practice" for well-governed school boards.*

*Annual school board self-review:*

- *Is one way the school board can be accountable to the general public*
- *Sets a positive example for the rest of the school system*
- *Creates a foundation for improvement*
- *Provides a regular opportunity to discuss difficult operational issues – it is easier for school trustees to temporarily "park" issues when a regular time for dealing with them has been established.*
- *Allows comparison of growth and change from one year to the next.*
- *Is a requirement for those school boards that have a policy specifying yearly self-review.*

*Why school board self-review? Why not let others review the work of school boards? It is appropriate that school boards review themselves because school trustees are elected officials. As governors of the school district, they are ultimately responsible for everything that happens within the school district, including the quality of their own work and their own review.*

*Outside experts can facilitate the school board's self-review session or provide information that informs the school board's decisions, but making decisions about the school board's strengths, weaknesses and overall performance is the responsibility of the school board itself.*

*The Key Work of the School Board*

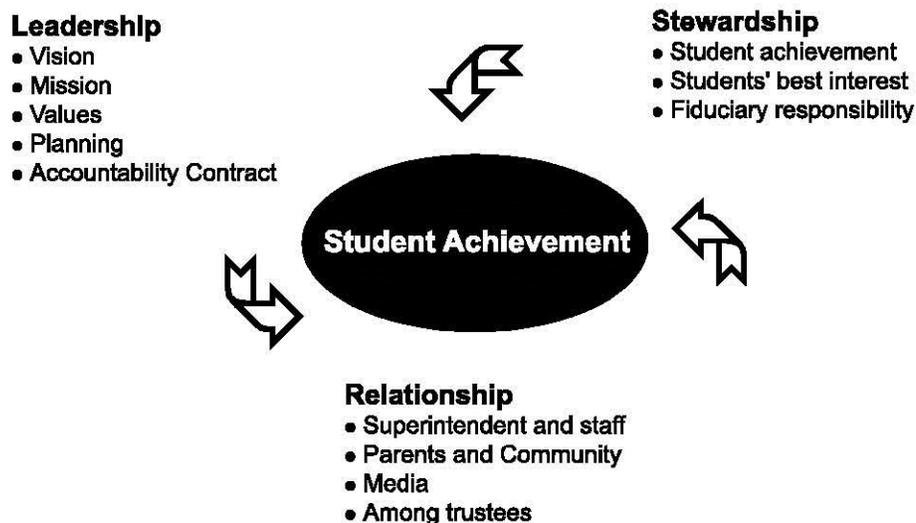
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*The purpose of a school board self-review is to review the key work of the school board. Student achievement is the focus of all school board decisions, policies and actions. It is the Key Work of every school board. Improving student achievement and maintaining a consistently high level of student achievement is the school board's first and highest priority.*

*School boards' activities in support of student achievement can be grouped into three categories: leadership, stewardship and relationship.*

## **The Key Work of School Boards**



### **SCOPE OF THE REVIEW**

In April 2014, the Board of Education engaged the services of Board Effectiveness Advisor, Eli Mina, M.Sc., PRP to lead the Board through its first self-evaluation process. This year, the Board of Education elected to use the same 2014 evaluative tool with the Board Chair, Superintendent of Schools, and Secretary Treasurer leading the process.

### **THE REVIEW in SUMMARY**

This year was a unique year. The Board of Education normally operates with a seven member board. However, in October and December 2016 two trustees left the Board, leaving the evaluation to the five remaining trustees. Each of the five trustees completed the comprehensive summative Board self-evaluation survey using a 10-point evaluative scale.

The full survey identifies 10 key areas comprised of 96 performance indicators. For the 2016 self-evaluation, 3 areas were not addressed:

1. Evaluating the Committee System,
2. Evaluating Meeting Agendas, and

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3. Due to the transitioning to a new Superintendent of Schools, Review of the Chief Executive Officer.

That left 7 key areas and 70 performance indicators to be reviewed.

This year’s evaluation has been compared with the , established in the 2015 Review, for the Board to track growth in its effectiveness. In reviewing the evaluations, trustees agreed that a ranking of 75% or above was indicative that the Board was operating in an effective manner. Anything below was an opportunity for improvement. The Board agreed that any ranking that fell below 60% required immediate attention of the Board.

Summary of the Board Self Review		2016	Baseline 2015
1	Evaluating Board Member (General - evaluate yourself)	91%	81%
2	Post-Meeting Evaluation for Board Member	89%	91%
3	Evaluating the Board Collectively	84%	72%
4	Evaluating a Meeting	80%	62%
5	Evaluating the Committee System	80%	79%
6	Evaluating Meeting Agendas	88%	77%
7	Evaluating the Board Chair	89%	58%
8	Chief Executive Officer*	0%	74%
9	Evaluating a Community	58%	63%
10	Evaluating a Community Consultation Program	92%	64%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>		<b>83%</b>	<b>72%</b>

*\*not completed in the 2016 year*

The Board has made significant gains in all areas that were assessed this year, with the exception of a 2% decline in the Post-Meeting Evaluation for a Board Member and a 5% decline in Evaluating a Community. The Board of Education, to its credit, has been diligent in continually reviewing its governance activities and ensuring that it is sufficiently delegating operational activities to management.

This is the completion of the second year in a four-year term for the Board of Education. An annual self-review report is beneficial for the Board as it identifies the areas the Board is effective in and also identifies those areas where there is opportunity for growth. Identifying the areas for growth is crucial as the Board is entering its third year and will have two new Board members and a new Superintendent of Schools.

It is clear that the Board continues to struggle with its relationships in the Community. The Board, in the midst of these challenges, has continued to operate in an effective way. Challenges with relationships and continuing to strengthen community relationships may continue until a permanent superintendent is hired. One of the key areas in the Ideal Candidate Profile for a new superintendent is Relationship Building. The Board has adopted a new policy regarding Trustee Code of Conduct. The Code of Conduct has outlined a number of areas which were identified in the 2015 self-review as

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needing to be addressed. It is felt that with this Code of Conduct, Board members will continue to do their individual best to ensure the Board is effective.

While this self-review regards the entire Board, individual trustees make up the collective whole. Individual trustees, the Superintendent of Schools and the Secretary Treasurer need to review this report and reflect upon what changes they can make as individuals to benefit the entire Board.

The bridging of strong working relationships between the Board, the Board Chair, the Superintendent and Secretary Treasurer and engaging stakeholders in a proactive and meaningful way will be key strategies to support the anticipated Board’s Strategic Plan and the achievement of the District Mission, Vision and Goals.

The following tables further break-down the key areas and indicators that were evaluated by trustees:

<b>1 Evaluating Board Member (General - evaluate yourself)</b>				
	<b>Ineffective Board Member</b>	<b>Effective Board Member</b>	<b>2016</b>	<b>Baseline 2015</b>
1	Joins the Board mainly to socialize, gain business contacts, advance visibility, stature and influence, or earn an honorarium.	Joins the Board altruistically to help advance its mandate and serve the community.	94%	85%
2	Brings a low commitment level. Misses meetings, declines to take on any work, and always has <i>excuses</i> for non-performance.	Is reliable and conscientious. Prepares fully for meetings, attends them regularly, takes on assignments, and always delivers quality results.	86%	70%
3	Tolerates mediocrity and substandard decisions or flawed processes. Has limited interest in innovation and creativity.	Demands excellence of oneself and of others. Introduces freshness, creativity and innovation.	82%	78%
4	Has a need to be popular with others and hence does not raise valid concerns about potentially risky decisions. Does not complain about dysfunctions, except after a meeting.	Is prepared to raise tough questions, even if they slow things down, in order to help reduce risk. Does not hesitate to complain about meeting problems in a timely fashion.	88%	78%
5	A single-issue advocate. Joins the Board primarily to promote a narrow interest. Has a closed mind and unchangeable views, and is not interested in learning from others.	Places broad interests ahead of narrow ones. Keeps an open mind and a natural curiosity. Is eager to learn from others and thereby make informed and balanced decisions.	94%	73%



<b>1 Evaluating Board Member (General - evaluate yourself)</b>				
	<b>Ineffective Board Member</b>	<b>Effective Board Member</b>	<b>2016</b>	<b>Baseline 2015</b>
6	Unprincipled. Creates alliances and makes backroom deals to manipulate decisions. Finds the right words to promote the wrong goals. Will do anything to get re-elected.	Honest, principled, selfless and trustworthy. Acts with integrity. Promotes and embodies core principles and values. Re-election is much less important than doing the right things.	94%	83%
7	Egotistical and functions as a lone operator. Treats others with disrespect. Irritable and uptight. Takes questions as personal attacks. Quick to dismiss new ideas.	Humble and ego-free and functions as a team player. Treats others as valued colleagues and partners. Mature, calm, patient, light hearted, and thick skinned.	84%	75%
8	Undermines and attacks Board decisions publicly after they are made. Presents personal views as Board positions.	Accepts Board decisions and assists in implementing them. Correctly represents the Board when requested to do so.	94%	83%
9	Abuses powers for personal gain. Denies the existence of blatant conflicts of interest.	Adheres to the Board's code of ethics. Discloses conflict of interest in a timely manner.	94%	88%
10	Leaks confidential information from closed meetings, thereby damaging trust and exposing the organization to risk.	Keeps Board confidentiality. Questions the inclusion of items on a closed meeting agenda without valid reasons for it.	96%	92%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>			<b>91%</b>	<b>81%</b>

*Note: There was a discrepancy in 2015 as to whether trustees were evaluating only themselves or individual trustees as a whole.*

<b>2 Post-Meeting Evaluation for Board Member</b>			
	<b>Question</b>	<b>2016</b>	<b>Baseline 2015</b>
1	Did I full complete my pre-meeting follow-up duties and chores? Did I do so with excellence?	80%	90%
2	Did I fully review the meeting package? Did I make sufficient efforts to upgrade my knowledge and understanding of the issues on the agenda?	88%	90%
3	Did I arrive on time? Was I there for the entire meeting, in body and in spirit? Did I turn off my cell phone? Did I avoid any distractions and give my full attention to the discussions?	92%	97%
4	Did I share my ideas when needed? Did I not hesitate to raise necessary questions and valid concerns, even when they might have been unpopular with some or slowed things down?	82%	90%



<b>2 Post-Meeting Evaluation for Board Member</b>			
	<b>Question</b>	<b>2016</b>	<b>Baseline 2015</b>
5	Was I prepared to raise concerns about breaches of meeting protocols when the Chair or others did not intervene?	90%	95%
6	Did I make room for others to contribute? Did I listen with an open mind? Did I learn from my colleagues and integrate their ideas into my thought process?	92%	87%
7	Was I guided by the organization’s mission, vision and strategic plan throughout the meeting?	92%	95%
8	Did I always place the interests of the organization and its stakeholders ahead of personal interests or constituency interests?	96%	95%
9	Did I act objectively and maturely and in a trustworthy manner? Did I avoid anger or defensiveness? Did I refuse to allow a negative climate to hamper my participation?	88%	82%
10	Did I follow the rules of debate and decorum? Did I keep my comments brief and to the point? Did I focus on issues and did I avoid engaging in personal attacks?	86%	87%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>		<b>89%</b>	<b>91%</b>

Trustees, as individuals, viewed themselves as fulfilling their roles as trustees effectively. Percentages in both the evaluation of a trustee and the post-meeting evaluation of a trustee were consistent with this finding.

Trustees recognized that best decisions are made when all trustees were in attendance at meetings, arrived on time and came fully prepared by reading the agenda ahead of time, having questions ready and having any proposed motions written down. This was an area marked for improvement during the 2015 review. To improve in this area, trustees committed to the following:

1. Attending all required meetings.
2. Being on time for meetings.
3. Being fully prepared for meetings.

It was also noted that there was an opportunity to improve by trustees focusing on broad interests ahead of narrow ones; keeping an open mind and a natural curiosity; being eager to learn from others and thereby making informed and balanced decisions. To improve in this area, trustees committed to the following:

1. Making informed and balanced decisions.
2. Ensuring that decisions are broadly based for the greater good of all the District and that they strive to meet the goals and focus of the Board and the Strategic Plan at a governance level.
3. To hearing each other, the community, and professional expertise of the District with an open mind that is willing to change.

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In the 2016 review regarding evaluation of a board member, the collective score improved by 10% over the prior year. An area identified for improvement was for trustees to focus on broad interests ahead of narrow ones. This saw a significant improvement from 75% to 94% in 2016.

There are no areas from the evaluation of board member and post-meeting evaluation identified for improvement at this time.

<b>3 Evaluating the Board Collectively</b>				
	<b>Ineffective Board</b>	<b>Effective Board</b>	<b>2016</b>	<b>Baseline 2015</b>
1	Bogged down in small details. Micromanages the CEO and staff. Operates <i>on the ground floor</i> and does not attend to long-term goals.	Proactive, planned, sophisticated and creative. Strategically focused, making room for Staff to excel. <i>Operates from the balcony.</i>	84%	62%
2	Tolerates low commitment levels. Members are there because they <i>have to</i> be there, out of duty and obligation. They often miss meetings or fail to keep their promises.	Fosters genuine enthusiasm and commitment for the job. Members are there because they truly <i>want to</i> be there. They consistently keep their promises and deliver quality work.	86%	63%
3	Accepts Management’s proposals without questioning. Embraces the <i>status quo</i> and blocks change. The opponents overpower the proponents.	Conscientious and takes the time to carefully examine and scrutinize proposals. Questions the <i>status quo</i> and is open to new ideas. Benefits from both the critics and the creators.	84%	62%
4	Fragmented. Driven by narrow interests and personal agendas. Has a win-lose culture: <i>It’s you against me</i> . Narrow majority decisions are common. Meetings feel like a combat zone.	Cohesive. Works as a team, while celebrating the diversity of talents and views. Has a win-win culture: <i>It’s you and me against the problem</i> . Narrow majority decisions are rare. Meetings feel like a construction zone.	84%	45%
5	Impatient and shows little interest in learning or making informed decisions. Board members talk more than they listen.	Has an appetite for learning from members, staff, consultants, and the community. Board members listen more than they talk	80%	47%
6	Builds dependencies on key leaders. Delegates duties without clear deliverables and deadlines. Works hard, but isn’t productive.	Constantly expands its leadership base. Delegates duties, with clear deliverables and deadlines, to officers, staff, and committees. Works smart and hard.	88%	53%



<b>3 Evaluating the Board Collectively</b>				
	<b>Ineffective Board</b>	<b>Effective Board</b>	<b>2016</b>	<b>Baseline 2015</b>
7	Maintains a slow, monotonous and boring pace. Performs routine, predictable and menial work.	Keeps a dynamic and engaging pace, with exciting progress and quality decisions made.	82%	62%
8	Allows dominant members to control agendas. Quieter members, together with their ideas, knowledge and skills, are left behind.	Gives members equal opportunities to influence decisions, and provides them the tools and knowledge to excel. Brings the best in members and celebrates their successes.	86%	55%
9	Provides unclear directions and poor leadership to the professional staff, and does not demand excellence of them.	Provides thoughtful and credible directions to the professional staff. Fosters a staff culture that promotes and rewards excellence.	92%	63%
10	Arrogant and detached from the community and ignores its input, or capitulates to vocal minorities.	Is in touch and in tune with the community and listens to its input. Provides quality leadership and keeps the community informed.	76%	70%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>			<b>84%</b>	<b>58%</b>

In contrast to individual trustee evaluations, trustees' evaluations of the board as a collective whole were overall slightly lower.

The areas that the Board committed to working towards improvement after the 2015 self-review included the following:

1. Recognizing that listening is as important as speaking.
2. Respecting the diversity of individual trustees and protecting the integrity of the Board by working as a team and leaving personal and individual agendas and grievances on the sidelines.
3. Being respectful of others diversity and strengths, including trustees, staff, students and the community.

All of these areas have seen significant improvement in 2016. The overall scoring has gone from a total of 58% in 2015 to 84% in 2016. All areas previously identified as requiring action are now at acceptable or exemplary levels.



<b>4 Evaluating a Meeting</b>				
	<b>Ineffective Meeting</b>	<b>Effective Meeting</b>	<b>2016</b>	<b>Baseline 2015</b>
1	Confusion. A weak connection between the meeting’s agenda and the organization’s mission, vision and strategic goals.	A clear sense of purpose and a solid link between the agenda and the organization’s mission, vision and strategic goals.	92%	85%
2	A haphazard, disorganized, and sometimes rushed decision-making process, with hasty solutions proposed to poorly defined problems, and with no set criteria to evaluate solutions.	Logical and organized problem solving: first defining the problem, then evaluating potential solutions (based on set criteria), then choosing the best option, then assigning follow-up tasks.	90%	80%
3	Members miss meetings, arrive late, leave early, are unprepared, answer phones at the meeting, and use high-tech devices to surf the Internet, pick up e-mails, or play games.	Participants arrive on time, prepared, equipped with the knowledge needed to make informed decisions, fresh, and committed to be there for the full meeting, in body and in spirit.	76%	52%
4	Decisions are made and motions are voted on without any clarity as to the precise wording. Action items are vague or non-existent.	Clearly articulated consensus (or motions) and follow up items. Concise minutes help ensure follow-up by capturing what was decided.	94%	83%
5	Vocal members dominate discussions and quiet members are left behind.	Participation is balanced. Every member has the same opportunity to influence decisions. Discussions are enriched by the diversity of views, insights and ideas.	88%	75%
6	Members do not speak up when a dysfunction occurs for fear of insulting others. They tolerate chaos, repetition, digressions, and personal attacks.	Members view themselves as partners in the decision-making process. They speak up if a dysfunction is damaging the quality of the decisions or the process itself.	90%	68%
7	The meeting is slow and monotonous. Some people ramble and no one asks them to be brief. Some fall asleep. Or, conversely, things move too quickly, and people are afraid to raise concerns for fear of slowing the meeting down.	Time is well managed. The meeting’s pace is dynamic and engaging, but comfortable (not too fast and not too slow). Members speak concisely. More time is spent on significant issues and less time is spent on minutiae.	86%	72%



<b>4 Evaluating a Meeting</b>				
	<b>Ineffective Meeting</b>	<b>Effective Meeting</b>	<b>2016</b>	<b>Baseline 2015</b>
8	Rules for participation are not in place, leading to a sense of anarchy. Alternatively, rules are used too rigidly and stifle creativity and the free and natural flow of ideas, thereby making the meeting too formal and stuffy.	Essential rules are established: wait to be recognized before speaking, stay on track, be brief and concise, etc. Rules are used flexibly, so they do not stifle debate. The tone is kept humane, with an appropriate light touch.	88%	70%
9	Personal attacks and insults are rampant. The climate is adversarial, with each faction using manipulative tactics to achieve its goals.	A courteous, respectful and civilized tone is kept, even when issues are contentious. The focus is on issues and not personalities. The group works together towards common goals.	86%	53%
10	The group is distracted by logistical problems: a hot or cold room, outside noise, faulty projector, catering issues, and so on.	Logistical details are handled flawlessly through meticulous planning and preparation, and do not become a distraction.	90%	77%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>			<b>88%</b>	<b>72%</b>

The 2015 self-review identified that not all Board members were arriving on time and fully prepared for the meeting. Some Board members were using cell phones and answering phone calls during meetings which had a negative effect on meetings. Personal attacks, adversarial climate, with factions using manipulative tactics to achieve goals was impairing the Board from fully working under ideal conditions of courteous, respectful and civilized tones of trustees and working together towards common goals.

The specific areas that the Board committed to working towards improving in 2016 included the following:

1. Being an engaged participant in the meeting by turning off cell phones.
2. Focusing on the issues and not on individual’s personalities.
3. Respecting the diversity of individual trustees and protecting the integrity of the Board by working as a team and leaving personal and individual agendas and grievances on the sidelines. Trustees will communicate courteously and with respectful and civilized tones.

In comparison, there have been significant improvements in this key area in 2016. This area in 2015 had a total score of 72% and in 2016 this rose to 88%. There was a substantial improvement in Board members arriving on time and prepared. In 2016 this is scored at 76% compared to 52% in 2015. The other area identified in 2015 was in regard to a courteous, respectful tone, and focusing on issues. This area also saw a substantial improvement to 86% in 2016 versus 53% in 2015.

In 2016 there are no areas identified in this key area as requiring attention.

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<b>5 Evaluating the Committee System</b>			
	<b>Question</b>	<b>2016</b>	<b>Baseline 2015</b>
1	Committees are only created when there is a need to provide meaningful help to the Board, by pooling knowledge and giving detailed attention to delegated issues.	88%	82%
2	Committee mandates, deliverables and schedules are clearly established at the outset. Committees know they are advisory (except when the Board explicitly delegates specific powers to them) and understand that the Board has the ultimate discretion to heed or not heed their advice	88%	68%
3	Each committee is given a meaningful orientation on its mandate, as well as the procedures, rules and roles for its members, the Chair, and the staff	68%	68%
4	Committee members are selected based on knowledge, skills, attitude, and ability to work as members of a collaborative knowledge-intensive advisory team	88%	48%
5	Committee meetings well run and are regularly evaluated. The Committee Chair and members evaluate their own performance. Feedback (positive and corrective) is exchanged on a regular basis	68%	46%
6	Committees stay focused on their mandates, do excellent work, and deliver compelling value. They help the Board greatly in achieving its mission of excellence in education	80%	62%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>		<b>80%</b>	<b>62%</b>

In 2015 it was evident that the Board was struggling with its committee structure. This is further evidenced by the multiple revisions of the Board Policy 1120.5 Committees of the Board. The scores in 2015 reflected an overall need to create clearer expectations and mandates of Board committees.

The Board’s process for self-evaluation is yet to progress to the evaluation or self-evaluation of its committees.

In 2016, the Board will continue its commitment in supporting improvement by:

1. Continuing the self-rated scale for selection for personal availability and interest for committee and representative selection.
2. Working towards developing a system for self-review of Board Committees to report to the Board.
3. Selecting trustees for representation on committees who have identified the time and willingness to commit to attend, via physical attendance or electronic attendance.



6 Evaluating Meeting Agendas			
	Category	2016	Baseline 2015
1	The frequency, start times and durations of meetings are appropriate (not too long or too short).	95%	80%
2	The sequence of agenda items is logical (e.g.: Items that need full concentration are scheduled early).	93%	86%
3	Most agenda items are pre-scheduled (deadlines respected), and last minute items are the exception.	95%	90%
4	Relevant documents are circulated (and read) before the meeting. They are easy to read and action-oriented (including decision-making options, phrased as potential motions, as needed). The agenda makes it clear whether an item is for information, for discussion, or for decision making.	88%	76%
5	The number of items on the agenda is reasonable, to help ensure that each of them can receive proper attention within the available time. Time allocations for significant issues are estimated and, where needed, formally proposed and voted on at the meeting (where they are flexibly enforced).	98%	84%
6	Board members who want to present their own motions (outside the normal process of staff reports and recommendations) do so by introducing a <b>notice of motion</b> at a previous meeting.	73%	48%
7	Presenters of reports receive confirmation of the time when they'll be asked to speak, how much time they will be available for the presentation, how much time will be available to address questions, and how they will be notified that their time is running out.	83%	78%
8	Meeting agendas contain an appropriate mix of "reactive items" and "proactive items" (drawn from the Board's strategic plan). All items focus on the Board's mandate and avoid micromanagement	90%	64%
9	Appropriate time is set for public comment (at the start and/or the end of the meeting). Guidelines and time limits are given to citizens who observe and/or wish to speak to the Board at the meeting	100%	90%
10	<u>In-camera meetings</u> : Confidential items (usually relating to personnel matters, sensitive legal advice, contract negotiations, and other items that may be risk-prone to discuss at an open meeting) are scheduled on the agenda of a closed meeting ("in-camera" meeting). Related documents are classified "confidential" unless and until the Board declassifies certain information.	100%	90%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>		<b>91%</b>	<b>79%</b>



In 2015 a major area of concern is identified in Board members who want to present their own motions (outside the normal process of staff reports and recommendations) and are not doing so by introducing a notice of motion at a previous meeting.

2016 saw a marked improvement in this area and the Board will continue its commitment to supporting improvement by:

1. Providing professional development opportunities for trustees to review and to learn how to effectively add items to agendas, make motions, amend motions and rescind or postpone motions.
2. Trustees committing to using processes or strategies available to advance the agenda.

<b>7 Evaluating the Board Chair</b>				
	<b>Ineffective Board Chair</b>	<b>Effective Board Chair</b>	<b>2016</b>	<b>Baseline 2015</b>
1	Takes the job for the power or benefits. Enjoys the visibility with the media and the public. Refuses to share the spotlight with others.	Takes the job in order to serve and make a difference. Is selfless and committed to the organization’s mission and community.	94%	85%
2	Is used to making unilateral decisions and giving orders to others. Biases debates in favor of certain outcomes. Uses threats and bullying.	Leads the Board in consensus building and making collective decisions. Engages all members as equal partners in the process.	90%	77%
3	Possessive of the leadership role, making the organization dependent on him or her. Makes no room for others to succeed. Tries to contain the participation of new members.	Shares the leadership spotlight with others. Serves as a mentor and builds other leaders, thereby ensuring succession and continuity. Empowers members to excel. Recognizes contributions and achievements regularly.	82%	70%
4	Timid and hesitant to intervene. Afraid of confrontation. Tries hard to please and doesn’t know how to say no. Does not respond well to disapproval, criticism or anger.	Intervenes proactively to reduce problems. Addresses dysfunctions with a principle-based approach. Is capable of saying no, gently but firmly, to ensure fairness for all and to facilitate effective decision-making	80%	68%
5	Impatient, egotistical and short tempered. Treats criticism or disagreements as personal attacks. Is condescending and disrespectful towards those who dare contradict him or her.	Mature, patient, calm, reassuring, approachable, respectful, and supportive. Maintains freshness and a light touch. Is used to leaving his or her ego behind.	90%	72%



<b>7 Evaluating the Board Chair</b>				
	<b>Ineffective Board Chair</b>	<b>Effective Board Chair</b>	<b>2016</b>	<b>Baseline 2015</b>
6	Narrow-sighted, reactive and crisis driven.	Maintains a broad view of issues. Anchored in the Board’s mission, vision and strategy. Is planned and proactive.	96%	80%
7	Disorganized and unprepared for meetings.	Organized, prepared and knowledgeable. A role model and inspiration for others to follow.	94%	97%
8	Oblivious and unconcerned with relationship building, both internally and externally	Builds and maintains relationships with Board members, the CEO and staff, the community, external stakeholders and suppliers	86%	72%
9	Has a poor sense of timing. Does not know when and how to bring closure to discussions and facilitate decision making	Intuitive and responsive to moods and needs at a meeting. Balances the need to make progress (time management) with the need for democratic and effective decision making	86%	75%
10	Talkative and verbose. Offers rebuttals to every comment made by others. Unable to facilitate a logical flow and step-by-step decision-making, or summarize progress and initiate closure	Communicates clearly, briefly, concisely and logically. Is able to clarify decision-making options or divide multi-faceted topics or decisions into manageable components	92%	77%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>			<b>89%</b>	<b>77%</b>

Notes from 2015 self-review: Five out of the six trustees evaluating the Board Chair gave a passing grade. One trustee gave a very noticeable failing grade. This outcome supports the discrepancy in the evaluations between individual trustees and the board collectively. This is worthy to note as it points to dissention on the Board.

In comparison of the 2015 and 2016 evaluation of the Board Chair, this key area also saw improvement. The total score for 2016 rose to 89% from 77% in 2015 and is indicative of the Board working more collectively and with less dysfunction.

**8 Chief Executive Officer**  
A CEO should have the following traits:

- Commitment and passion for the organization
- Knowledge of the organization’s mandate and strategic priorities
- Familiarity with the applicable legislation, bylaws and policies
- Knowledge of the strengths and weaknesses of the Board and the staff
- Effective articulation and exceptional listening skills
- People building, relationship building, and team building skills
- Ability to give and receive constructive feedback

***“Learning, Growing and Belonging Together”***



- Effective administration and risk management skills
- Consistency, reliability, and accessibility
- Humility, openness and eagerness to learn
- Honesty, integrity, and a principle-based approach
- Commitment to excellence

	Category	2016	Baseline 2015
1	Building Board capacity: The CEO helps the Board optimize its effectiveness via a quality orientation program, and via on-going training and education.	0%	76%
2	Providing professional advice: The CEO provides sound professional advice (with assistance from staff and external advisors) in a timely manner, helping the Board make balanced, legal and sustainable decisions.	0%	65%
3	Providing decision-making support: The CEO provides analysis and decision-making options (possibly as written motions, circulated before meetings), reflecting Board policies and advancing strategic priorities.	0%	74%
4	Entrenching roles and responsibilities: The CEO respects the Board’s role to govern from the balcony (focusing on policy and strategy), while managing operations from the ground floor. The CEO shields staff from interference, harassment and bullying by Board members.	0%	78%
5	Maintaining accountability: The CEO reports regularly and proactively and provides full disclosure, in a manner that builds trust and assures the Board that the organization is soundly managed, policies are adhered to, and strategic goals are advanced.	0%	72%
6	Risk management and dispute resolution: The CEO detects risks and disputes at an early stage and addresses them in a proactive and timely manner. Staff members who wish to draw the Board’s attention to significant issues are protected by whistleblower policies.	0%	62%
7	Maintaining consistency, reliability, accessibility and openness: The CEO is consistent, reliable and disciplined, and displays an abundance of openness and accessibility. The lack of defensiveness makes it clear that there are no hidden problems or concealed risks.	0%	77%
8	Exchanging feedback with the Board: The Board is assured that its feedback to the CEO is welcomed and responded to, and that, conversely, it can count on the CEO’s frank and principled feedback to help the Board achieve excellence in its governance practices.	0%	80%
9	Optimizing staff performance: The CEO hires effective staff members and ensures they have the knowledge, skills and motivation to excel in serving the organization. The CEO creates a safe and harassment-free environment, where staff members know that their input is valued and appreciated and never taken defensively. As a result, staff morale and retention are high and turnover is minimal. The CEO sets an example by optimizing his or her own performance and participating in relevant continuing education activities.	0%	70%



	Category	2016	Baseline 2015
10	Building and maintaining relationships with the community: The CEO ensures that community members and stakeholders are treated as valued partners and greeted with courtesy and respect. This establishes satisfaction among citizens, shareholders, members and stakeholders and boosts their loyalty to the organization.	0%	88%
	<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>	<b>0%</b>	<b>74%</b>

It should be noted that evaluations on the Board Chair and CEO speak not only to the individual work of the Chair and CEO but to the relationship between the Board and the Board Chair and the Board and the CEO.

The Board recognizes there is an opportunity to strengthen trust and respect amongst the Board, the Board Chair and the Superintendent of Schools through the development of communication protocols and strategies that enable the timely, proactive, and transparent sharing of information. These relationships are the fundamental blocks of the organization.

In 2015, the Board committed to continue to strengthen trust and respect amongst trustees, the Board Chair and the Superintendent of Schools by:

1. Participating and supporting the Board Chair in leading team building and relationship building activities.
2. Being pro-active in notifying the Board Chair or CEO when information appears to be lacking. In turn, the Board Chair and CEO will be diligent about sharing appropriate information will all board members.
3. Maintaining the integrity of the Board by consciously engaging in meetings with trust and respect and setting aside personal differences.

Over the summer of 2016, the Superintendent of Schools resigned his position and an Acting Superintendent of Schools was appointed in his place. The Board is currently in the process of recruiting a new Superintendent of Schools for August 2017. Due to this transitioning situation, the Board intentionally did not complete this section of the self-evaluation.

While it could be deduced that losing two trustees and the Superintendent of Schools over a span of four months could be attributed to a dysfunctionality at the Board level, it should be stated that each of these departures had very different circumstances, none of them being the effectiveness of the Board.



## 9 Evaluating a Community

Effective and proactive Boards make efforts to learn about their communities and take initiatives to transform them into being more positive and engaged. Use the following form to evaluate your community.

	Ineffective Community	Effective Community	2016	Baseline 2015
1	Community members look after their own interests and care less about others or the community as a whole.	Community members expect fairness and merit-based decisions. They place community interests ahead of personal ones.	72%	72%
2	Community members readily criticize and find fault in others. The <i>politics of envy</i> mean it is not okay for someone else to succeed if you didn't.	Community members rejoice in the success of others, value excellence, and search for the good in others.	64%	62%
3	There is apathy, acquiescence, and acceptance of mediocrity as a fact of life.	Community members demand excellence and principle-based leadership from their Board and refuse to tolerate dysfunctions.	58%	64%
4	There is a culture of entitlement or dependency, where people expect things to be done for them.	There is a culture of self-reliance, where people are rewarded through their efforts.	62%	56%
5	There is fear and hesitation to question authority, even when it is clear that leaders are taking excessive risks on behalf of the community.	Community members act as partners and co-owners. They routinely bring both cautions and positive ideas to their leaders' attention.	58%	60%
6	There is instinctive suspicion of leaders. Innocent errors are judged as proof of incompetence, deliberate negligence, or even corruption.	People cautiously trust leaders, while demanding transparency and accountability. Errors made in good faith are forgiven.	46%	60%
7	There is fragmentation, adversity and misery.	There is cohesion, collaboration, happiness and pride in the community.	56%	62%
8	There is a belief that leadership is about power and making backroom deals and promises.	There is intolerance of favoritism, nepotism and corruption by leaders.	54%	58%
9	There is a primary focus on status, money, prestige, and material possessions.	There is a holistic focus, expanded beyond status and material values, and into quality of life, environment, and community.	54%	66%
10	There is impatience and a quest to get more things done and accumulate more things quickly.	There is patience and a focus on quality results, even if they take longer to achieve.	56%	66%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>			<b>58%</b>	<b>63%</b>



Evaluations in the areas of the community area are still low. There is an opportunity to improve relationships with the many communities within School District No. 27 boundaries. In the key areas of community, there was a decline (from 63% in 2015 to 58% in 2016) in the evaluation of a community.

In 2015, the Board committed to working towards improvement by:

1. Rejoicing in all levels of success and sharing successes with all stakeholders and being pro-active by advertising School District excellence.
2. Diversifying methods of communication with community (Board meetings, media releases, website, ThoughtExchange, social media, Twitter, Facebook.)

In 2016 the Board recognized that it is, in fact, trying to evaluate what it thinks the community perception of the Board is. It is questionable as whether this is the right format for this part of the evaluation.

Boards of education are tasked with making difficult decisions that affect communities, staff, families and schools. Decisions are not always the popular vote of the public, but rather what is overall best for the system as a whole. Public participation tends to be non-existent when the issue does not directly affect individuals. However, decisions made by the Board that have major impact on individuals or the community draw great debate and attendance.

In part, lack of attendance and response can be described as apathy. What can the Board do to help overcome this, recognizing that there is no overnight fix?

1. Communication is a number one factor. Staff and communities need to be engaged. The Board will continue to improve on diversifying methods of communication with the community, stakeholders, parents and staff. Convenience to respond is imperative. Also ensuring staff and public are aware of the process and timeframes for Board decisions is critical. This year, the Board has increased its presence on the District's website. Surveys have been advertised on the website, emails to staff and stakeholders are being sent and also emails directly to parents are being utilized.

Recent Board surveys regarding School Calendar and Superintendent Recruitment have drawn a markedly improved response. Whether this is attributed to the topic or to the method of distribution cannot be determined.

2. Report out survey input. The Board normally shares out its input via Board meeting agendas and, at times, posts to the District's website. Staff and public want to know that they have been heard.
3. Engaging the community. As elected officials, trustees are charged with bringing the voice of their electoral zones to the Board table. Individual trustees are committed to communicating with their constituents and encouraging engagement through Board surveys.



4. Appreciate and Recognize. All public engagement is appreciated. Whether input is supportive, negative, or controversial, it is all appreciated by the Board. The Board will focus on improving ways of recognizing input and different ways of showing appreciation.

The Board continues to work with its relationships between the Board, staff, stakeholders and communities. Improvements to Board Policy and processes will help to gain the confidence of all, promoting a safe, open and transparent decision-making body acting in the best interests of the education system of the Cariboo-Chilcotin.

<b>10 Evaluating a Community Consultation Program</b>			
	<b>Category</b>	<b>2016</b>	<b>Baseline 2015</b>
1	Proactive (consulting because you want to, not because you feel you have to).	93%	62%
2	Continued (a process, not a single event)	95%	64%
3	Logical (knowing when to consult, when to stop consulting, when not to consult at all)	93%	66%
4	Clear, honest (explaining the advisory nature of the program)	95%	72%
5	Meaningful, open, transparent (early warnings & early engagement)	90%	70%
6	Truly representative (going beyond engaged citizens and listening to silent ones)	93%	66%
7	Collaborative, creative, educational	93%	56%
8	Diverse (different methods of community engagement)	98%	54%
9	Principled (expanding the discussions from narrow interests to community interests, from short term results to long term results, and from tangible to intangible outcomes)	83%	63%
10	Objective, informed: "Educate before you engage"	88%	63%
<b>GRAND TOTAL (Minimum = 0. Maximum = 100)</b>		<b>92%</b>	<b>64%</b>

There was a significant increase (28%) in the Board's evaluation of its community consultation program. This could be attributed to a more experienced Board with a greater understanding of community consultation. In 2016 there are no areas identified in this key area as requiring attention.

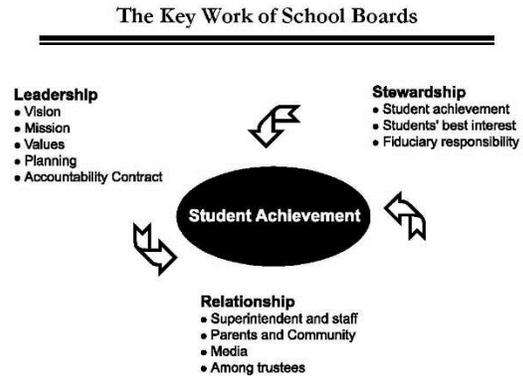


## NEXT STEPS

The Board will continue to explore strategies to improve relationships amongst the Board, Staff and stakeholders and with a particular focus on improving community relationships. The Board will continue its diligence in reviewing its governance activities to ensure that it is sufficiently delegating operational activities to management.

This self-review process focused primarily on improving Student Achievement via the BCSTA Key Work of School Boards in the Leadership and Relationship areas.

Now that the Board of Education has demonstrated improvement across nine of the 10 key areas and 96 performance indicators in these areas, it is now poised to place more emphasis on the third Key Work of the Board: Stewardship.



Using the Board's recently adopted Strategic Plan as a vehicle, the Board's focus on Stewardship will address areas of:

- Student Achievement
- Students' best interest
- Fiduciary responsibility.

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Tanya Guenther  
Chair

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