



A Review of the South Shore Regional School Board

Prepared for the Nova Scotia
Department of Education

22nd November, 2011



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Executive summary

The Minister of Education requested a review of the Board of Directors ('Board') of the South Shore Regional School Board ('SSRSB') after the Board itself approved a motion requesting a review on July 20th, 2011. School Review is an important responsibility of school boards and is defined in the Education Act. The Board of the SSRSB abandoned the review process by voting to review no schools in their Board meeting of March 30th, 2011. It subsequently came to light that email correspondence between Board members about the School Review indicated that the process had not been performed in accordance with sound governance practices. In particular, the emails in question indicated that certain members had been excluded, and the process had been aimed at gathering support to prevent School Review from happening.

Deloitte was asked to assess how the Board conforms to sound governance practices and to review whether or not the Board was in violation of its obligations under legislation, regulations, ministerial directives and the Board's own bylaws. We were asked to review in particular three undertakings of the board: the School Review Process, recent efforts to revise its existing bylaws, and the creation of a budget for 2011-12 as required by the Department of Education. Deloitte's review considered information from a comprehensive range of sources: Interviews were held with all Board members, senior SSRSB staff, officials of the Department of Education, and external subject matter experts. We reviewed a wide range of documents, from the Board, the Department, other provinces and US states.

We believe all Board members have the best interests of students at heart, and generally act with sound intentions, but we find that there are a number of serious deficiencies. These include:

- An inappropriate focus on administrative, management and operations matters.
- Frequent violation of its own bylaws and a lack of willingness to address these violations.
- Use of in camera meetings to hold discussions that should be held in public.
- Persistent cases of conflict of interest on the part of some members.
- A focus on individual agendas at the expense of the region's overall best interests.
- Mistrust of management and of each other, leading to poor communications and exclusion of members from discussion, particularly in the case of School Review.

We found relatively good compliance with directives in the case of the budget; however, the bylaw process was inefficient and hampered by member self-interest. In the case of School Review, the Board acted in a way that was contrary to the Education Act, to their own bylaws, and in particular to the Board's own code of ethics. In doing so, the Board is not managing the resources available to it effectively and responsibly.

Our review concludes that the Board has serious governance issues that, if not addressed, may have material consequences for the quality of education, the well-being and morale of staff, and the confidence of the public. Our report makes recommendations aimed at addressing currently known breaches of conflict of interest and ethics, removing the Board from its involvement in management issues and eliminating members' interference in schools. The recommendations also would move the Board towards an agenda in line with their defined accountabilities and responsibilities.

Deloitte has concluded that unless corrected the current situation at SSRSB is highly likely to result in failure to efficiently and effectively manage Board resources.

We made a number of recommendations in the report that we believe that if implemented would improve the board's ability to meet its mandate. However, we believe that the capabilities required to successfully

implement these recommendations are largely absent from the Board, and success is unlikely to be achieved by the current members, even with substantial outside assistance.

Background

SSRSB has an elected Board that governs the delivery of educational services under the Education Act in Lunenburg and Queens Counties.

Like all school boards, the SSRSB *is accountable to the Minister and responsible for the control and management of the public schools within its jurisdiction in accordance with this Act and the regulations*.¹

The Board's primary responsibility is to provide all students with educational programs along with transportation to and from school, and to fund the same from monies primarily from the provincial and municipal governments. The Board is tasked to "provide for the effective and efficient management of the financial affairs of the Board".

The Board is also accountable to the electorate, although the bylaws of the Board clearly indicate that Board members owe a duty to the region as a whole, and not to electoral districts².

School closure is one of the ways in which any board may choose to optimize its resources, particularly in when enrolment is generally declining. The School Review process is designed to enable school boards to review schools against predetermined criteria in a structured way that involves the school communities. The process begins with the identification of schools for the more detailed process of full review. Identification is done by means of an identification report, the contents of which are defined in the Regulations pertaining to the Education Act, Section 16.

In February 2011 the Board asked staff to prepare identification reports for eleven schools. An additional twelfth school was later added by Board members. Members received draft copies of identification reports for each school on March 23rd, and at a special Board meeting on March 30th, the Board voted to discontinue the review process for all twelve schools.

Email correspondence between members of the Board became public as a result of a FOIPOP³ request, and subsequent articles in the press. This correspondence (included as Appendix A) appeared to show that Board members were colluding in an inappropriate manner to stop the process of School Review.

On July 20th, 2011, the Board passed a motion asking the Minister to undertake a review of the Board. The request was made to the Minister from the Chair of the Board in a letter dated July 26th, 2011.

On August 4th, 2011 the Minister of Education communicated to the Board Chair her concerns with regard to the events surrounding and leading up to the March 30th, 2011 meeting of the School Board in which the Board voted to review no schools. The Minister also noted her expectation that the Board would take action to address the concerns about Board member conduct and further noted her concern that the conduct of School Board members may have severely damaged the integrity of the School Board and the public's confidence in the Board. In this correspondence the Minister conveyed to the Board Chair that the Department of Education would be undertaking a review. Deloitte Inc. was subsequently contracted by the Department of Education to conduct this review.

¹ Education Act, Section 64, c1

² Page 5, Code of Ethics: 'It is expected that each Board Member will represent all communities within the Region and will always consider the implication of his/her decisions on the entire system.

³ Refers to the NS Freedom of Information and Protection of Privacy Act

A note on terminology

Unless otherwise noted:

- *Board* is used to mean the elected members of the Board of Directors of the SSRSB.
- *Staff* means the administration and educational professionals in the employ of the SSRSB, excluding teaching staff.
- *Act* means the Education Act.
- *Department* means the Nova Scotia Department of Education.
- *Minister* means the Minister of Education.
- *Bylaws*, unless otherwise noted, means the currently approved bylaws of the South Shore Regional School Board.
- *REO* means Regional Education Officer in the Department of Education.
- *NSSBA* means the Nova Scotia School Boards Association.

Scope of the review

This review centred on, but was not limited to, governance practices and the formulation of recommendations deemed necessary to remedy any identified shortcomings.

The review addressed two primary questions:

1. Does the Board adhere to all provincial legislation, policy and regulations, as well as its own bylaws and policies? This includes, but is not limited to:
 - The Education Act and Associated Regulations;
 - Directives from the Minister;
 - Board bylaws;
 - Board Policies; and
 - The Municipal Conflict of Interest Act.
2. Does the Board exhibit other good governance practices? This may include, but is not limited to:
 - Board competency requirements;
 - Respectful and professional behavior;
 - Relations with staff and the Superintendent;
 - Effective use of available information in making decisions;
 - Transparency of discussions with stakeholders; including use of in camera meetings; and
 - Decisions related to budgeting and financial management practices.

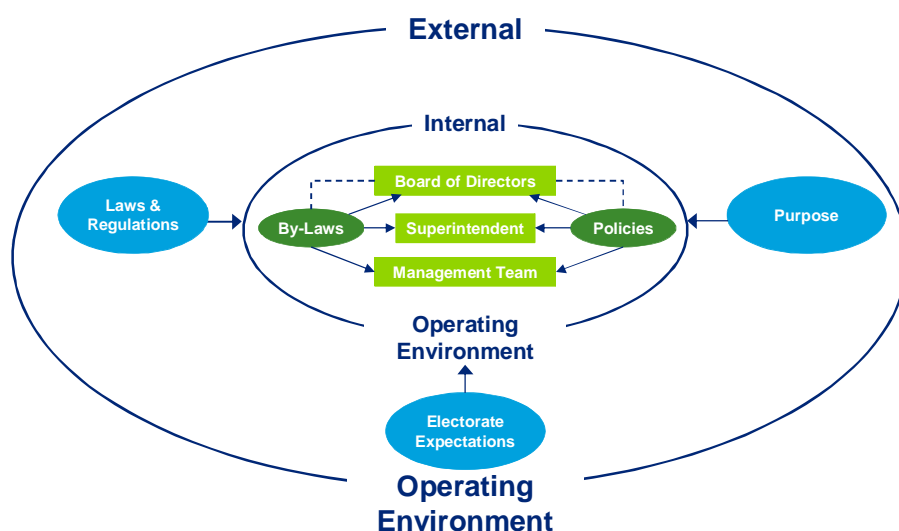
As part of this review, Deloitte was asked to assess the Board's approach to, and conduct during, three recent undertakings as a way of understanding better the current situation. These undertakings were:

- The School Review process;
- The Board's adherence to the Department of Education's 2011-12 Budget directives; and
- The bylaw revision process.

Approach

SSRSB operates in a complex environment governed by Laws and Regulations, directives from Government, their electorate, their own definition of their purpose, and even tradition. (Figure 1 shows the Board and staff at the centre of these different forces.)

Figure 1: Elements of School Board Governance



In order to operate in this complex environment, Board members and staff need to be well versed and very familiar with their responsibilities and decision-making authority. The Board's responsibilities and authorities fall within five primary categories:

- Education Act and Associated Regulations;
- Directives from the Minister;
- Bylaws;
- Board Policies; and
- Municipal Conflict of Interest Act.

Further definitions and implications of the above authorities can be found in Appendix B.

Information sources

In completing this review, Deloitte spent time reviewing all publically available information and documentation related to the three noted undertakings of the Board. We issued data and information requests to the Department and SSRSB where information critical to our report was not publically available (for example, correspondence between the Department and SSRSB). To better understand the issues and actions at the centre of this review, we conducted a series of interviews with both SSRSB and Department of Education staff, all members of the Board, and Jim Gunn (former school Board superintendent and now a consultant offering workshops in non-profit Board governance) as an external subject matter expert. We conducted a survey of the Board members to seek their views on Board

effectiveness and reviewed the data from the Board's self-assessment surveys that have been completed by members in the last three years.⁴

Throughout this work, Deloitte relied on its extensive experience working with clients in undertaking governance reviews and we used our Framework for Not-for-Profit Governance to help inform the current situation. The framework is found in this report.

⁴ Excerpts of the Board's Self- Assessment Survey for 2011 have been included in Appendix B.

Assessment

Introduction

The following sections describe the results of our investigation of the three previously noted undertakings. In all cases, the Board's compliance with its authorities and responsibilities as listed previously is examined. We follow this with an assessment of SSRSB's governance, using Deloitte's five part Framework for Not-for-Profit Boards (Figure 2). Deloitte's view is that School Boards are best assessed as *elected* Not-for-Profit Boards⁵ and our assessment was adjusted to reflect that Board members run for office and have responsibilities and accountabilities to those who elected them.

In scope undertakings of the Board

A yes or no approach has been used to assess adherence for each of the three noted undertakings as it is not enough to *partially* comply to the requirements of legislation, for example. Certainly some breaches of compliance are more serious than others, but following the legislation *most* of the time is setting the bar too low. In each case it was first assessed whether the Board had the information and support it needed to successfully address each undertaking. This was followed by an assessment of compliance through answering a series of questions derived from the relevant categories of responsibilities and authorities.

School Review

Background

As outlined in the Ministerial Education Act Regulation, any school board may identify a public school under its jurisdiction for review. The process is designed to allow the Board to assess a school's facilities and indicate how effective and efficient any given school is in meeting students' needs and to determine if there are efficiencies to be gained across the school board's facilities as a whole. The review involves collecting data, statistics and other information that measures the capability of the school to deliver its requirement and to meet its objectives.

It is important to note that the purpose of School Review is not to close public schools. The review could result in a decision to maintain status quo, consolidate the school, or a part of the school, with another public school, or make any other decision authorized by the regulations pertaining to the Act. School Review is an important tool that Boards can utilize to contain expenses and optimize the educational resources at their disposal, which is particularly important during a time of generally rising costs and falling enrollment.

During its Board meeting of March 30th, 2011, the Board voted to review no schools in 2011. It later came to light through a Freedom of Information and Protection of Privacy (FOIPOP) request that the process as laid out in the Education Act was not followed, and the conduct of several members appeared to violate the Board's Code of Ethics.

Table 1 on the following page contains evidence to support our conclusion that the Board had sufficient information and support related to School Review. Table 2 deals with the way the Board made decisions.

⁵ Corporate Boards are responsible to maximize financial return and are subject to different laws and regulations, and so do not make as good a model as the not-for-profit sector.

Table 1: Information and support – School Review

Key Question	Assessment
Did the Board receive adequate information on the process and content to enable effective decision-making?	Yes
Supporting evidence: <ul style="list-style-type: none"> The Board received information in sufficient time to allow it to fully prepare for School Review. According to two staff members, School Review was discussed with the Board in the spring of 2010 during in camera budget discussions. Full information on the process to be followed was provided to the Board members, staff and public in a memo from the Superintendent dated February 28th, 2011. We reviewed this memo, and found it to be a comprehensive and an accurate reflection of the requirements, however: <ul style="list-style-type: none"> Five Board members told us in interviews they had concerns about the information available, and that this was a contributing factor in voting for the motion to abandon School Review. Four Board members told us they either did not agree with the process, or did not agree that the process was necessary. Deloitte found the information in the memo of February 28th to be adequate and timely. Deloitte reviewed a random sample of the school identification reports (without considering school name) and found them to be in compliance with the regulations governing the contents of the identification reports (ID reports). Given that school identification is only intended to be a high level analysis to enable a decision on schools for review, a highly detailed analysis is not appropriate or necessary at the stage of the process when ID reports are completed. We found the level of information within the ID reports to be reasonable for the decisions to be taken. 	
Did the Board receive adequate outside advice where required?	Yes
Supporting evidence: <ul style="list-style-type: none"> The Regional Education Officer was available to provide advice on procedures related to the School Review if required. 	

Table 2: Board assessment – School Review

Key Question	Assessment
Did the Board adhere to the Education Act's legislation and regulations, as well as any directives in their deliberations and decision-making?	No
Supporting evidence: <ul style="list-style-type: none"> It might be argued that because the ID reports were never formally received by the Board, School Review was not actually underway; but in reality the process had begun, and staff had prepared eleven ID reports of the twelve requested by the Board. <ul style="list-style-type: none"> The process of the School Review is defined in some detail in the Education Act (section 89). Undertaking the process is optional. Once begun however, school Boards are expected to follow the process in accordance with the Act and the relevant Regulations (section 16). Two members of the Board told us that the reports they received may not have conformed to legislation because they were missing descriptions of methodology and sources of data. This is literally true, but not a logical or substantive reason to postpone the process. We were told in an interview with another Board member that members of the Board deliberately sought out ways to discredit, and thus delay finalization of, the ID reports as a tactic to stop School Review. Despite being provided with good written information on School Review: <ul style="list-style-type: none"> At least three Board members revealed in interviews that they believed the purpose of the School Review process was/is to close rural schools, and that they supported keeping rural schools open as a matter of principle. We heard from an additional two Board members that they did not understand the process at the time of the vote at the March 30th, 2011 Board meeting. 	
Did the Board allow itself adequate time to discuss School Review?	No
Supporting evidence: <ul style="list-style-type: none"> SSRSB started the School Review process very late despite being aware of the need to have approved schools by April 1st, 2011 and despite being made aware of School Review timelines by staff. <ul style="list-style-type: none"> We have been told by staff that the need to consider School Review was raised by staff in spring 2010 during the budget discussions, as a necessary component in looking at cost reductions. A timeline for School Review was prepared by staff and shared with the Board and attached to the agenda for a meeting of the Board on November 10th, 2010, indicating that schools needed to be identified by April 1st, 2011. The minutes of the Board meeting of December 8th, 2010 state that "possible School Review" was discussed at the in camera meeting; however we could find no evidence that action was initiated out of this meeting The Board did not address School Review formally on its agenda until February 23rd, 2011 when it passed a motion directing staff to prepare ID reports on eleven schools. This gave staff a very short time to complete identification reports. In the view of Deloitte, once ID reports were ready, a working session with staff would be the next logical 	

Key Question	Assessment
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step prior to finalizing the reports, so that the Board could pose questions to staff so it could fully understand the ID reports; however according to the Chair, the Board was unable to hold such a session given timing of the completion of the ID reports.

- During interviews, Board members did not provide a reasonable explanation for why they were so late in initiating the process.

Were Board members effective in taking decisions as a whole Board?	No
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Supporting evidence:

- Our review of email correspondence and our interviews with Board members indicate that two or three Board members were not party to the preliminary discussions or the decision to vote to review no schools in 2011.
- Our review of email correspondence shows clear effort on the part of three Board members to garner seven votes to support a motion to review no schools.
- It is clear from our interviews that at least two Board members, including the Chair, were surprised by the motion on the night of the 30th. Another Board member told us he had a prepared statement to read in support of the motion. Clearly information about the intended motion was shared with some members, while it seems others were deliberately kept in the dark.
- The need to lobby three specific Board members (Jenkins, Maynard and Francis) was mentioned in copies we saw of email correspondence between Board Member MacLeod and Reinhardt on March 26th 2011 (and included in Appendix A).
- In our interviews with staff we were told that a Board member made contact with the SAC⁶ for schools in their district as well as the home and school committee to encourage them to oppose School Review.

Did Board members set aside their own interests in the interests of the Board as a whole?	No
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Supporting evidence:

- Board members added schools to the list proposed by staff. We were told by several members in our interviews with them that the process of adding an additional five schools was to ensure balance: essentially taking a “if you look at my schools I will make sure we are going to look at your schools” approach, as it was described by several members. Members clearly gave priority to protecting schools in their elected districts from review, which is in violation of the Board's bylaws related to its Code of Ethics.
- Email correspondence on March 10th 2011 from member Reinhardt to member Rafuse indicates pressure being put on the Board Chair to “save” North Queens, via a “vote to leave Pentz and Petite off the list to be reviewed.” Pentz and Petite are schools in member Reinhardt's district.
- Board members had a responsibility to explain the process to constituents and to help them understand when it would be appropriate for them to be involved. We found evidence that two Board members did the opposite, by inappropriately rallying the community to oppose school closure at the outset of the review process. (See below.)

Did the Board use public discussion appropriately?	No
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Supporting evidence:

- The School Review process clearly defines that school communities are to be engaged *after* the Board selects schools for review. As mentioned above, in the case of SSRSB in 2011, public involvement was encouraged *prior* to selection. This public engagement was triggered by the direct actions of a minority of Board members, who engaged school communities to lobby against school closure.
- Representatives of home and school committee at Petite lobbied hard via email to get a public meeting. A meeting was approved by the Board for 28th March, to allow school communities to present information related to the viability of their schools, with respect to value to the student population and the soundness of the school facilities.
 - At the resulting meeting, not all SAC's presented. The focus of presentations in the public meeting was to lobby against any school closure. As a result, some school community representatives were arguing against school closure before the School Review process had formally initiated.
- The evidence is clear that at least one Board member engaged school communities and held meetings with school representatives before the Board meeting of March 30th, 2011 when this selection process was scheduled.
- In the Board meeting on March 30th, 2011, discussion was very limited on the motion to review no schools. Only two members spoke to the motion. On a matter of such importance members have an obligation to engage in public debate. Effectively, no public debate was ever held.

⁶ School Advisory Council: volunteer organizations that were established by the Nova Scotia Education Act. The duties of School Advisory Councils are embedded in the Act and as a legislated body, receive their authority under the Act

Key Question	Assessment
Did the Board follow appropriate Rules of Order and adhere to its own bylaws, including the code of ethics?	No

Supporting evidence:

- Several bylaws were not followed in the School Review process.
 - A negative motion was allowed. As a negative motion, it was out of order, but was not ruled so by the Chair.
 - No effort was made to table the motion, as a result of the motion not being provided in advance.
- Relevant information about the intention to bring forth the motion was withheld by Board members who were clearly aware, that a motion was to be tabled. (We heard from members of the Board who told us they were aware and some who told us they were not aware.) Information about the vote should have been shared with all members beforehand through the Chair. (Intention to table the motion was implied in the aforementioned email of 10th March).
 - The Code of Ethics states: "It is expected that each Board member will represent all communities within the Region and will always consider the implication of his/her decisions on the entire system." Board members violated this clause. We also find that several Board members were in violation of four other clauses in the code of ethics including those related to encouraging full and open discussion (clause k), working in a spirit of cooperation (l), not withholding information (o) and basing decisions on research (p)."
- The failure to include all Board members in correspondence, the surprise nature of the motion to stop School Review and the lack of public discussion were serious failures on the part of members to respect the Code of Ethics of the Board.

Was the Board or committee managed effectively by the Chair and other members?	No
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Supporting evidence:

- The vote to review no schools was a surprise to the Chair and Vice-Chair and to at least one other Board member. The Chair could have taken steps to delay the motion, but he should not have been knowingly put in this position by his Board colleagues.

Findings: School Review

A challenging process such as the School Review can only be effective when Board members clearly understand the process and apply sound governance principles and processes to the task at hand.

It is clear via the FOIPOP emails that one or more Board members deliberately set out to gather support for abandoning the process and succeeded in doing so. This "success" was celebrated in subsequent emails between these Board members. Their zeal to protect rural schools or to defend schools in their district against the possibility of closure undermined the process, and others went along. The personal agendas of some of the Board members appear to have trumped their responsibilities to the Board and the region as a whole.

The email correspondence that became public makes it clear that much of the Board's energies were spent in lobbying against a process they had an obligation to follow and to support publically. Three members who were expected to disagree with the position of the group in question were omitted from important email correspondence. As a result, efforts to secure enough votes to pass the motion were successful.

It was clear from our interviews that some Board members did not take time, or use the information provided to them, to understand the School Review process before voting. Other Board members stated that they understood the process but did not agree with its intent, and thus voted against continuing with the School Review. Board members were negligent in each of these instances.

In summary, the School Review process is an important element of making sound decisions about the effective and efficient use of resources, including investments in infrastructure and in closing schools when necessary. No Board is obliged to undertake School Review, but once the process is initiated the Board has a responsibility to follow the required process. SSRSB clearly failed in this responsibility.

Adherence to the Department of Education's 2011-12 Budget directives

As part of each annual budget setting exercise, the SSRSB follows a documented cycle with a timeline determined by the Superintendent. Expectations of cuts to budgets for the next three fiscal years were established in the fall of 2010, although formal Budget directives were not sent to the Chair and Superintendent from the Department until February 8th, 2011. These budget directives were specific about

the percentages of overall cuts to provincial funds, and provided guidance on specific areas of funding that were either targeted for reduction or were required to be protected.

Table 3 below contains evidence to support our conclusion that the Board had sufficient information and support to allow it to effectively adhere to the 2011-12 Budget directives. Table 4 assesses adherence to Budget directives.

Table 3: Information and support – Budget directives

Key Question	Assessment
Did the Board receive good information from staff in order to make sound decisions on where budget cuts should be made?	Yes
Supporting evidence: <ul style="list-style-type: none"> While we have not reviewed this information in detail, during interviews Board members told us that they were satisfied with the information they received from staff and that it was adequate to the task. Budget cut scenarios were used to facilitate Board decision making, and we heard from nearly every member that the information was well suited to the task. 	
Did the Board receive adequate outside advice where required?	Yes
Supporting evidence: <ul style="list-style-type: none"> Adequate support was available from staff and from the Department to help interpret directives, including in particular the Regional Education Officer who was available as needed. 	

Table 4: Assessment of adherence to Budget directives

Key Question	Assessment
Were the Budget directives from the Province clear and consistent?	No
Supporting evidence: <ul style="list-style-type: none"> The Department did not provide clear Budget directives until February 8, 2011. Prior to this, the SSRSB was unhappy with the Government's clarity of direction, and were responding to cuts perceived to total 22% over three years. The 22% cuts appear to have been a calculation deduced by members of the Board from information provided by Government. On February 26, 2011 the Board passed a motion instructing staff to begin the budget process based on a reduction of 3%. 	
Did the Board use public discussion appropriately?	Yes
Supporting evidence: <ul style="list-style-type: none"> We heard from staff and Board members that the bulk of discussion regarding the budget was held in camera. This is reasonable, given that a great deal of discussion involves staff positions and salaries. 	
Is the Board or Committee run effectively?	Yes
Supporting evidence: <ul style="list-style-type: none"> The finance component of the finance and operations committee appears to operate effectively. 	
The Department of Education communicated Budget directives to the SSRSB on February 8, 2011. Did Board members follow these directives?	
Board is to cut budget by 2.47% or by \$1.7 Million.	Yes
Supporting evidence: <ul style="list-style-type: none"> The Board submitted to the Department a budget that met this requirement. 	
Teacher and support staff reductions to be achieved to the greatest extent possible, by attrition.	Yes
Supporting evidence: <ul style="list-style-type: none"> SSRSB asserts to have eliminated eleven FTEs in school-based teachers. We have seen documents describing budget cut scenarios that demonstrate the Board did indeed limit teaching staff reductions. 	
Provincial funding for special needs will be maintained, and therefore, the Board must spend 100% of that funding on students with special needs.	Yes
Supporting evidence: <ul style="list-style-type: none"> The Board of the SSRSB, like other Boards, has topped up the special education funding in the district from other money. 	
Reduce administration by 15% in 11-12.	Yes

Key Question	Assessment
Supporting evidence:	
<ul style="list-style-type: none"> Board documents show that the administration budget was reduced by more than required 15%. 	
Plan for a 50% reduction in Board Consultants over three years.	Yes
Supporting evidence:	
<ul style="list-style-type: none"> Thirteen positions were eliminated from Programs and Student Services. This was well beyond the 50% targeted for three years. 	
Funding for teacher mentors to be reduced by 50% in fiscal 11-12.	Yes
Supporting evidence:	
<ul style="list-style-type: none"> We discussed this with the Superintendent and verified with departmental staff that this was directive was followed. 	
Targeted initiatives to be funded at 10-11 levels.	Yes
Supporting evidence:	
<ul style="list-style-type: none"> An Autism Facilitator position was cut, however the SSRSB maintained one position to support autistic students. This is in line with provincial standards. 	
End reading recovery program by the end of the 2010-11 school year.	Yes
<ul style="list-style-type: none"> Reading recovery was phased out as requested. It should be noted that a special funding arrangement was needed to provide funds for the three months (April to June) beyond fiscal 2010-11 that were part of the school year in question. 	
Adhere to class size caps with some adjustment of up to two students per class. Adhere to class size caps with some adjustment of up to two students per class.	Yes
<ul style="list-style-type: none"> It appears that the class size directives were followed. We did not investigate in detail. 	

Findings: Budget preparation

We heard from a number of Board members that good information was provided by staff in support of decision-making. Department officials told us that the compliance with Budget directives by the Board was on par with other Boards in the Province; we saw evidence from the Board's approved budget documents that, for the most part, the Board did comply with directives, and did manage to make the budget cuts as requested. The Board members we spoke to, along with the Superintendent, told us that the Board was solidly behind resisting cuts to class sizes and to programs. As a result the Board made cuts elsewhere, sometimes cutting more positions than needed to meet the overall guidelines and to preserve teachers and support staff. We did not investigate to what extent the staffing guidelines are still being followed at the time of writing.

Bylaw revision process (2011)

Efforts to revise the Board's existing bylaws began on March 2nd, 2011 and were led by the Board's Governance Committee. Revised bylaws were approved by the Board on June 22nd, 2011 and subsequently sent to the Minister for approval. The Minister responded to the Board's proposed revisions by way of a letter to the Board informing them that she is holding the proposed changes in abeyance pending completion of this governance review.

Table 5 below contains evidence to support our conclusion that the Board had adequate information and support, including outside advice, to enable effective and efficient decision making as it approached its 2011 bylaw revision process. Table 6 assesses the bylaw process itself.

Table 5: Information and support – Bylaw revision process

Key Question	Assessment
Did the Board receive adequate information to enable effective and efficient decision-making about bylaws?	Yes
Supporting evidence:	
<ul style="list-style-type: none"> The School Board worked closely with the Regional Education Officer who was in a good position to provide assistance on bylaws due to his experience with more than one School Board and the access he has to models of bylaws from elsewhere. 	

Key Question	Assessment
<ul style="list-style-type: none"> Legal help was available and used. 	
Did the Board receive adequate outside advice as required?	Yes
Supporting evidence: <ul style="list-style-type: none"> The Board, through the Governance Committee, worked closely with the Regional Education Officer. In addition, the Board had an external facilitator who specialized in Board governance conduct a session to review the bylaws. Legal help was available and used. 	

Table 6: Bylaw revision process assessment

Key Question	Assessment
Did the Board adhere to the Education Act's legislation and regulations with respect to bylaws?	Yes
Supporting evidence: <ul style="list-style-type: none"> The Board submitted bylaw changes for the approval of the Minister as required by the Act. No other specific legislative, regulatory or ministerial directives were found to exist. 	
Did the Board's process to amend bylaws follow good governance practices?	No
Supporting evidence: <ul style="list-style-type: none"> The process to develop the bylaws took longer than it should have and involved some backtracking. There were multiple committee meetings over a period of four months, according to the Chair of the Governance Committee, who also serves as the Vice-Chair of the Board. This occupied a significant proportion of the Governance Committee's time. We heard from staff and from two Board members who sit on the committee that a great deal from backtracking was caused by a Board member who had been absent from initial meetings, and at subsequent meetings opposed the bylaw changes. 	
Did the Board devote adequate time to bylaw amendments?	No
Supporting evidence: <ul style="list-style-type: none"> The Governance Committee worked inefficiently and devoted far too much time and effort to bylaw amendments. We were unable to quantify how much committee time was spent on these matters, but we do know that the discussions happened over a period of four months. 	
Were all Board members adequately involved in the process of modifying bylaws?	Yes
<ul style="list-style-type: none"> Not all members of the Board are members of the Governance Committee, and therefore did not participate in the detailed discussions. It was difficult to determine the extent to which the Board effectively debated bylaw changes, as minutes are not available for in camera discussions. However we were told during interviews with Board members that the Governance Committee provided regular updates on bylaw revisions to the Board. 	
Did Board members set aside their own interests in the interests of the Board as a whole?	No
<ul style="list-style-type: none"> We heard from one Board member and a member of staff that much of the debate about revisions was an attempt by one or two Board members to restrict certain specific clauses related to treatment of staff and to expanded conflict of interest clauses that had been added early in the process. Our analysis has shown that each these Board members were highly likely to be serving their own interests in lobbying and voting for these changes. 	
Did members of the Board fully comply with the Code of Ethics throughout?	No
<ul style="list-style-type: none"> See previous question: The attempts by Board members in committee to weaken the conflict of interest clauses may have been in violation of the Board's code of ethics, specifically clauses a, d, k, and z⁷. We were not made aware of either the committee or Board having taken action to address these potential violations. 	
Did the new bylaws strengthen the Board's ability to do its work?	No
<ul style="list-style-type: none"> Our review of different versions considered by the Governance Committee and the Board led us to conclude that, while initial drafts presented stronger conflict of interest language, the process of review at the committee and the full Board level resulted in a watering down of these items. Based on the work of the Governance Committee, assisted by the REO, new clauses were added to strengthen several areas, including: <ul style="list-style-type: none"> Actions when a Board Member is found in breach of confidentiality; The requirement for committee members to have no possibility of perceived conflict of interest; 	

⁷ See SSRSB bylaws of December 8th, 2010.

- That the Board consider it unethical to pursue any procedure calculated to embarrass another Board Member or to disrupt the effective functioning of the Board.
- Clauses 2&3 were removed from the version approved by the Board on June 22nd. Details of draft bylaws and final bylaw revisions can be found in Appendix C.
- We observe that the net impact of the bylaw changes recommended to the Minister is minor and perhaps insignificant. Changes to clauses in the bylaws are outlined in more detail in Appendix C.

Findings: Bylaw revisions of 2010-11

Revisions to bylaws took considerable time and resulted in relatively minor changes for the level of work. The new bylaws omit important topics, such as consideration of conflict of interest in making committee appointments and provisions that prohibit embarrassing other Board members or staff members. Attempts to strengthen the code of conduct were voted down, after considerable debate, due in part to the influence of one particular Board member who appeared to be acting in order to serve their individual interest.

We would observe that the Board routinely fails to enforce its bylaws, therefore even if the changes had been made it would have required a new determination on the part of Board members, led by the Chair, to enforce the new clauses on conflict of interest.

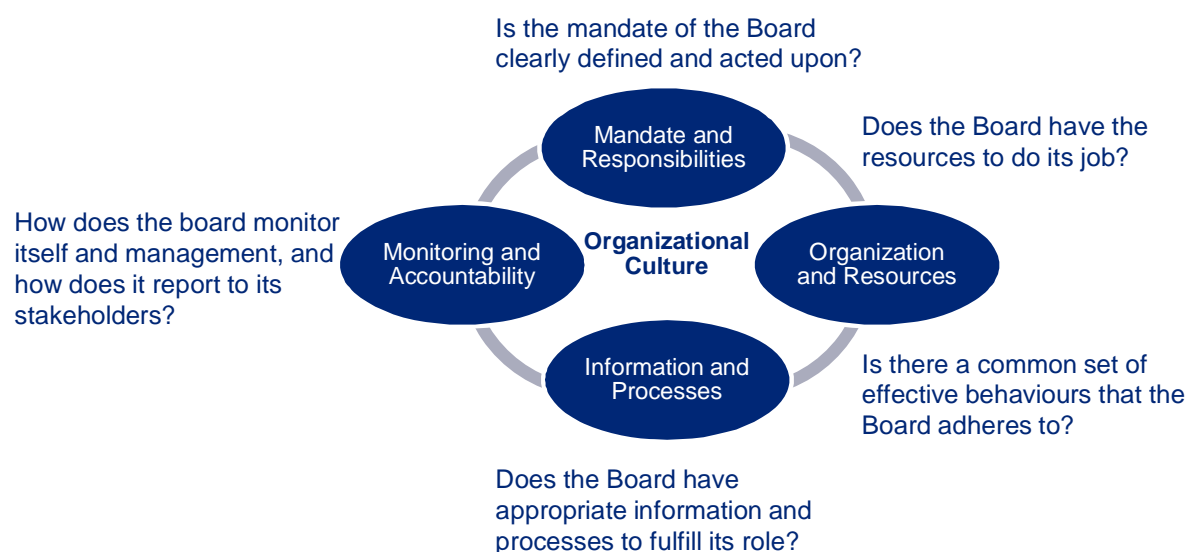
In our conversations with Board members about conflict of interest, we found a surprising tolerance for a relatively low standard when it came to the avoidance of any *perception* of conflict, particularly when that conflict was related to a “*deemed* pecuniary interest.”⁸ Our findings related to conflict of interest are discussed in the following section on Governance Practices. As a number of Board members have family members who are employed by the Board, very high conflict of interest standards would be appropriate. The bylaw revision process failed to strengthen these standards, despite the considerable amount of time it took to put forward revisions to the Minister.

⁸ *Deemed pecuniary interest* means that the potential gain is by a Board member's family or someone living with them. (See *Municipal Conflict of Interest Act*, R.S., c. 299, s. 1t.) Board members must act as if the interest were their own in declaring a possible conflict and recusing themselves from discussion in the manner described in the act or bylaws.

Governance practices

To assess the SSRSB's governance practices as a whole, we have drawn on Deloitte's framework for assessing Not-for-Profit Boards. This model defines generally accepted leading practices for Boards. We have adjusted some of the attributes to account for the fact that the SSRSB and Nova Scotia school boards in general are elected, not appointed, and that the accountabilities and responsibilities of the Board derive in large part from the Act, and from directives issued by the Minister.

Figure 2: Deloitte's Not-for-Profit Board Framework



The tables below summarize our assessment of the SSRSB against key questions which represent sound practice. Our assessment uses color coding to indicate the degree to which the Board is compliant with each sound practice element. Assessment is performed according to the key below:

Highly or completely compliant ● A material gap with sound practice ● A major gap with sound practice ●



Key Question	Assessment
Is the mandate of the Board clear enough to enable effective decision-making about what is and is not the work of the Board?	●
Supporting evidence: <ul style="list-style-type: none"> The Board's mandate and responsibilities are described in the Education Act. We found the Act to be clear and specific. The Board's own bylaws provide clear direction on the scope of the Board's authority. The HR subcommittee's terms of reference are in contradiction to the Board's bylaws, and establish authority over 	

Key Question	Assessment
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operational decisions. For example, the committee is mandated to recommend staffing levels in schools to the Board.

- The Board has committees (e.g. Poverty Reduction Committee) that seem poorly aligned with its mandate.
- We heard from the Superintendent that three Board members regularly attend SAC meetings. We were shown email evidence of the impact that this is having in one school, where a Board member questioned staff about an issue raised at an SAC meeting, and in another instance revealed privileged Board information about staff cuts at an SAC meeting.
- The Board does not currently have a policy governing their role in SACs, however we were told one is under development. Sound governance practice would dictate that should Board members interact with individual schools, they do so only under the clear understanding that they are doing so as private citizens.
- The Board's Policy on Policy gives the Board responsibility for approval of administrative procedures in addition to approval of policies themselves. The Policy on Policy defines administrative procedures as answering the questions: "how, where, when, by whom, by what time and in what form things are to be done"⁹. We see several issues with this:
 - This level of approval would seem to pull the Board into detailed working level practices at the expense of more strategic matters.
 - It is not reasonable to expect that Board members can bring a sufficient level of expertise in, for example, human resources, to provide suitable guidance.
 - The Policy lays out a cycle that twice involves committees of the Board as well as the full Board. The cycle for approval is described as taking a minimum of two months.
- It would be consistent with sound governance practice for the Board to assign procedural approval to the Superintendent, but to expect a report on changes in her monthly report.

Do Board members adequately represent the interests of the region as a whole in a consistent manner?



Supporting evidence:

- It was clear from our interviews that a significant number of Board members see themselves, first and foremost, as representing their individual districts. There is evidence that Board members often act to represent their own electoral district in preference to considering all communities within the Region as stipulated in its bylaws. In particular, during the School Review process of 2011, it was clear that members acted to protect schools in their districts from the perceived threat of closure.

Does the Board have skills and expertise needed to adequately fulfill their role?



Supporting evidence:

- We found that a number of Board members do not appear to have a good grasp of Board governance despite adequate governance training and support being made available to all members by the SSRSB, and despite some Board members serving previous terms on this or other Boards. The REO is continually available to act as a governance advisor, as well as on other matters. Since the election of November 2008, the Board has received support for what is commonly called "Board development" in a number of ways:
 - (i) The Nova Scotia School Board Association offered training to Board members, but we understand that not all members attended.
 - (ii) Formal presentations on the role of the Board and coaching on governance and Board roles was provided by at least four consultants, both internal to the department and external. (In the case of three of these sessions, we have either interviewed the consultant or reviewed the session content and from our review believe the sessions were led by credible individuals with equally credible content)
- We are satisfied that there was an adequate level of governance education and coaching available. Nonetheless, we did hear from at least three Board members that additional training, particularly in the form of Board orientation is needed.
- A significant number of Board members we met were not enthusiastic about governance-related matters, but expressed a preference for being involved in more operational decisions.
- According to the Board's own self-assessment survey¹⁰, seven out of eight Board members who responded agreed that members tend to rely on observation and informal discussion to learn about their roles and responsibilities.

Is there an effective process to identify, minimize, monitor and manage risks, including financial and political risks?










Supporting evidence:

- Risk management does not seem to be an explicit agenda item for the Board, despite recommendations from the Auditor General on this item. It is being left to management to prioritize work on risk management processes.

⁹ SSRSB Administrative procedure #100, Approved October 28, 2009.

¹⁰ See Appendix B: Analysis of Board Self-Assessment Survey 2011

Key Question	Assessment
Is the balance of public Board meetings and in camera sessions appropriate and effective?	
Supporting evidence: <ul style="list-style-type: none"> • In our interviews, five Board members felt the use of in camera sessions is excessive. We agree. • Topics in in camera meetings routinely range well beyond those specified in the bylaws. We found that the Board minutes do not consistently provide a listing of the topics discussed in camera, as is required by the Bylaws, nevertheless, evidence from interviews and minutes from board meetings support our conclusion. • A review of the duration of in camera meetings showed that meetings often lasted longer than an hour – reducing time for public sessions. In the last 12 months the Board spent 31% of its board meeting time in camera. • We found that debate is conducted in camera in preference to public meetings where motions are often quickly voted without much discussion. <ul style="list-style-type: none"> - For example, on September 22nd, 2011 the Board met for one hour and two minutes in camera, according to the Board meeting minutes. Topics discussed included an update from the Standing Committees, which should report in public (with the possible exception of HR and financial matters). • A number of members told us that they realize that the use of in camera discussions was excessive, but the Board does not seem to have the collective will to alter excessive use of in camera time. 	
Are Board committees fulfilling their role?	
Supporting evidence: <ul style="list-style-type: none"> • Standing Board committees have defined terms of reference. • The terms of reference for the human resource (HR), committee allow for Board participation in operational HR decisions and access to information that is inappropriate for Board members to possess. For example, the committee is involved in discussing individual candidates for teaching jobs. • The finance and operations committee appears to be operating effectively in financial matters, but from our interviews with staff, this committee spends a lot of time on transportation operations questions that clearly should be the responsibility of management and not the Board. 	
Are Board Members allocating their time within their mandate to the strategic topics for the Board as established in their strategic or business plan?	
Supporting evidence: <ul style="list-style-type: none"> • Members tend to become overly focused on specific administrative issues, and do so in a way that is not aimed at ensuring sound policy to guide management, but is aimed at the scrutiny or oversight of the specifics of staff actions. There is a great deal of detailed focus on transportation and student transfer matters that should be the work of staff, with the Board operating instead at a policy level. Similarly, the HR committee reviews appointments, and approves leaves and retirements. It is inappropriate for Board members to be involved in such discussion and decisions. • In reviewing Board minutes for the last 18 months we found that there were frequent and numerous topics that are clearly the responsibility of staff, and that the Board should be performing a policy or oversight role, yet it is performing in a decision-making capacity. This includes discussion of items related to bus stop relocation and funding of school trips. • Our interviews with members of staff, and members of the finance and operations committee, indicated that the committee meetings often focus on detailed questions about transportation from one Board member in particular. We reviewed emails from this Board member which support the comments made in interviews and we found these efforts to often be at a very detailed administrative level, and in many cases are likely to put the member in a conflict of interest. • The Board does not have a multi-year strategic plan, and this should form the basis of the work of the Board. 	
Do Board members uphold their responsibilities to comply the Board's bylaws?	
Supporting evidence: <ul style="list-style-type: none"> • We found that, in many cases the Board is not upholding its responsibilities. Board member deviations from the bylaws materially influence the effectiveness of the Board. Some examples include: <ul style="list-style-type: none"> - Agenda items that concern operational decisions. - Failure to limit speaking time to limits outlined in the bylaws. - Group conversations that exclude some Board members, effectively taking debate and decision-making outside of the full Board. - A low level of participation in discussion in public Board meetings. There was a broad consensus from staff, corroborated by our interviews with Board members, that discussion is dominated by three or four Board members. - Poor attendance records by Board members going unaddressed: one member in the last twelve months has attended only two of eight regular board meetings, and two of seven special meetings. The Board's by-laws mandate action in such a case. • Lack of intervention to “self-police” adherence to Rules of Order and bylaws governing conduct of meetings. 	

Highly or completely compliant  A material gap with sound practice  A major gap with sound practice 

Mandate and responsibilities general findings:



The Board is not fulfilling responsibilities that are explicit in its mandate, and is heavily involved in many matters that should be the responsibility of the Superintendent and staff. This causes confusion and stress for staff, as they often feel pressured to provide information which, if the Board was acting in accordance with sound governance principles, members will not need or want to see.




Further, we conclude that it appears that enough Board members prefer to focus on administrative and operational matters that the Board's strategic priorities as defined by multi-year planning seem to receive scant attention, and Board self-improvement is not given priority in work sessions.

The Board cannot be meeting its obligation for public accountability given the extent of in camera discussions. We note that the tendency to drift towards avoidance of public scrutiny exists for all public Boards yet members need to ensure they are providing the highest level of public transparency possible.

Organization and Resources

Does the Board have the resources, and is it organized to do its job?

Key Question	Assessment
Is the Board enabling and supporting the Chair to be able to fulfill his or her responsibilities, as defined in the Legislation, bylaws and Rules of Order?	
Supporting evidence:	
<ul style="list-style-type: none"> The Chair of SSRSB is experienced and we found him to have a good understanding of his role. The Chair and Vice-Chair are at a disadvantage when so much of Board member activity is outside Board or Committee meetings. Enforcement of bylaws and Rules of Order seems to be difficult given the embedded culture and practices of the Board. 	
Is the Board able to rely on the Superintendent and senior staff for adequate information and support?	
Supporting evidence:	
<ul style="list-style-type: none"> We heard from most Board members that the Superintendent and senior staff were very capable and that the Board gets the information it needs, however we did hear from three board members that they feel staff withhold information from the board. 	


Highly or completely compliant  A material gap with sound practice  A major gap with sound practice 

Organization and resources general findings:

Members of the SSRSB have resources adequate to the task at hand. The Board Chair has difficulty fulfilling his role vis-à-vis enforcing member conduct in meetings, due either to actual and perceived opposition or lack of support from some members.

Information and Processes

Does the Board have appropriate information and processes to fulfill its role?

Key Question	Assessment
Does the Board have adequate work planning, based on a strategic plan?	

Supporting evidence:

- It is sound practice is to use the strategic plan to set priorities for the Board and to use operational or work plans to support annual efforts.
- The work plan of the Board appears to be issue driven rather than strategy-driven. A majority of Board members saw a “focus more on current concerns than on preparing for the future...” in its 2011 self-assessment survey.
- Our review of agendas for Board work sessions show the Board is not focusing on Board improvement in said sessions.
- An outside consultant was used to help set the agendas for work sessions; however, the Board decided to create its own list of topics. These more detailed or administrative matters such as math, transportation and open boundaries.

Do Board members get timely and accurate information to help them make decisions?



Supporting evidence:




- As noted earlier in the discussion of the three individual matters (School Review, Budget Directives, Bylaw Revision Process), information provided by staff is appropriate to decisions that face the Board.
- We heard from many Board members that they receive very good information to help with financial management.
- We heard from three Board members who feel that staff are deliberately not providing information that has been requested, implying that staff and the Superintendent have something to hide. We saw no reason to believe that this is the case. We found that this is likely due to Board members asking inappropriate questions of staff – of which we saw numerous emails to this effect during the course of our review. We found a very significant amount of staff time is spent responding to the queries of a minority of Board members.

Does the Board take decisions effectively (getting good decisions) and efficiently (getting fast enough decisions)?



Supporting evidence:

- In matters we reviewed, the Board is at significant variance to sound practice in taking decisions.
- The Board Self-Assessment Survey showed that a significant percentage of members see delayed action and avoidance of important issues on behalf of the Board as hampering decision-making. (See Appendix B.)
- The bylaw revision process was slow and involved a lot of backtracking.
- Interviews revealed that the Board continues to revisit past decisions and discussions. One reason given for this was to bring members who were absent at the past meeting up to speed on matters. Such reasoning is flawed and leads to inefficient use of meeting time. In reviewing meeting minutes, we found that members tend not to respect the agenda, but to stray into unplanned topics of interest.
- Based on our earlier assessment within this report, we found that the decision to review no schools in 2011 was a poor decision.





Highly or completely compliant  A material gap with sound practice  A major gap with sound practice 




Information and process general findings:

In general, the Board appears to receive sound information in a timely manner from staff. However Board members should cease requesting information which relates to items that are outside their mandate and responsibilities. The Board should have a more strategic agenda, based on a multi-year strategic plan.

Monitoring and Accountability

How does the Board monitor itself and management, and how does it report to its stakeholders?

Key Question	Assessment
Does the Board monitor its own performance and effectiveness?	
Supporting evidence: <ul style="list-style-type: none"> The Board conducts a self-assessment survey annually and the Board receives results by way of aggregated data which is compared to a standard. We reviewed the most recent survey results (conducted in the year 2011) and found that this practice tends to mask differences that are apparent in the raw data. When looking at the raw data we found significant indication that the Board members are divided in how they assess their own performance on most measures. We conclude from reviewing this data that on almost every dimension of Board performance some, or at times most, members see problems with how the Board operates. The interviews we conducted with Board members stood in contrast with the survey results: Most Board members told us that they felt the Board functioned effectively, worked well together and took good decisions. Our analysis of other information sources shows the opposite to be true. We have introduced relevant data from the survey throughout this report, but the results for all questions are shown in Appendix B. 	
Does the Board report to internal and external stakeholders on its activities?	
Supporting evidence: <ul style="list-style-type: none"> The Board reports frequently to the Department and issues a report on its activities monthly. The Board completes an Annual Business Plan which includes an annual report of achievements. 	
Are members taking appropriate action where there is actual or perceived conflict of interest?	
Supporting evidence: <ul style="list-style-type: none"> A number of Board members have possible conflicts of interest and we do not find that conflict is generally managed to a high enough standard by the Board. Board members do not consistently withdraw from their places once they have declared a conflict in public meetings as directed in the Bylaws. We reviewed information about the activities of several members of the Board with respect to conflict of interest and found that there was strong evidence of not only failure to withdraw from matters under discussion, but also of active involvement in areas of pecuniary interest as defined by the Municipal Conflict of Interest Act. Board members appear to be failing in their obligation to challenge each other on conflict of interest. This includes the lack of initiating actions, such as censure, that are available as a remedy to the Board, led by the Chair. <ul style="list-style-type: none"> Two Board members told us in interviews that they favoured action to censure members who were in persistent positions of conflict of interest, but that such action would make the working relationships on the Board more difficult and hurt overall the work of the Board. 	
Is there sufficient level of openness and transparency vis-à-vis the public?	
Supporting evidence: <ul style="list-style-type: none"> How members vote on issues is regularly reported in minutes, through the use of a recorded vote.¹¹ However, as noted above in the section on Mandate and Responsibilities, lack of debate in public and the reliance on in camera meetings as a more comfortable forum for discussion leads to little record of the rationale or basis for decisions taken by the Board or its members being available to the public. 	

Highly or completely compliant  A material gap with sound practice  A major gap with sound practice 

Monitoring and accountability general findings:

The SSRSB has some monitoring of performance, in its self-assessment survey is conducted annually, but the members are not taking on the responsibility to speak candidly about their shortcomings, and instances of conflicts of interest.

It is all the more important that conflict of interest be managed to the highest standard in communities where there is a strong likelihood that Board members will be family members of, or closely associated with, teachers and other employees of the Board, or with people who are suppliers of goods and services. In the case where a close relative, as defined in the Municipal Conflict of Interest Act, is an employee of

¹¹ What a recorded vote is requested by a member, the minutes reflect for each member, whether the voted for or against the motion.


the Board, this is a *deemed* pecuniary interest: the same requirements exist as in the case of a direct interest.

The Municipal Conflict of Interest Act provides guidelines for managing situations where pecuniary interests are manifest, and places Board members under the obligation to: “*refrain from attempting in any way, whether before, during or after the meeting, to influence the decision of the council or local Board with respect to the matter*”¹².

We have seen strong evidence of persistent conflict of interest by members of this Board. These conflicts have not been adequately addressed.


Organizational Culture

Is there a common set of effective behaviours that the Board adheres to?

Key Question	Assessment
Is there a good working relationship between Board members and staff?	

Supporting evidence:

- We heard in interviews with five staff members of a considerable lack of trust between a number of Board members and staff.
- While one Board member remarked that SSRSB staff were the most capable that the member has ever worked with, two members believe operations staff are not competent and need to be questioned to ensure they were doing their jobs effectively.
 - These same two members told us they felt it was their role to, as one put it, “catch staff out” on incorrect information.
- We observed and heard about many instances of Board members taking issues directly with staff and making impromptu visits to schools and frequent visits to the Board offices to ask questions. As discussed earlier, three Board members are known to be regular visitors at schools. We saw emails from a principal asking for guidance on how to handle a Board member visiting to ask questions.
- There is a very clear protocol defined for passing issues from parents to staff, and escalating to the Superintendent; Board members can facilitate communications but not interfere in the application of policy. We reviewed a number of emails demonstrating that Board members champion the cause of constituents directly with staff or in meetings of the Board itself.
 - Such an approach is not in keeping with sound practices on the part of a board for monitoring and holding management accountable, and is in violation of the Code of Ethics clause (R) that defines the Board’s role.
- Staff told us of significant frustration with several Board members who insist on getting information that is clearly administrative or operational in nature. For example we were shown multiple emails that one member sent to staff requesting private information pertaining to a particular group of students. Aside from being private information that should be protected by the SSRSB, this information does not fall within the mandate and responsibilities of the Board.
- We found that the Chair and the Superintendent work closely together, which is appropriate, and in keeping with sound practice for not-for-profit Boards in general.
- We heard and reviewed considerable evidence, from multiple sources, that staff were, from time-to-time, subject to in-depth questioning in a tone that is insistent and inappropriate.
- We suspect that given the intensity of feeling on the part of staff about their interactions with the Board, that retention may already be, or will become, an issue.


Do members engage in open and frank communications?	
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Supporting evidence:

- In the Board self-assessment survey, seven of nine Board members felt Board members are sometimes disrespectful in their comments to other members.¹³
- Discussions are at times open, but our review of the School Review process showed that members collude in groups and do not see anything wrong with this practice.

¹² *Municipal Conflict of Interest Act*. R.S., c. 299, s. 6.

¹³ Board Self-Assessment Survey of 2011.

Key Question	Assessment
<ul style="list-style-type: none"> A majority of those answering the survey responded that they do not feel they are able to speak freely without personal consequences.¹⁴ In discussing communications, we were told by five Board members that unofficial “parking lot” discussions between members are an important part of getting things done. Such communications by their nature cannot be considered consistent with sound practice. 	
Do members conduct matters in public to the greatest extent practicable?	
Supporting evidence: <ul style="list-style-type: none"> Discussed in previous questions. 	

Highly or completely compliant 	A material gap with sound practice 	A major gap with sound practice 
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Organizational culture general findings:

The Board is made up of people who are acting on very different conceptions of what their role is, and indeed of what the role of the school board is. There are individuals who seem to see good governance purely as oversight and feel it is appropriate to routinely step into administrative or operational matters where they feel the need. Further, the same individuals' behaviour betrays a disregard for rules of order and proper process. In addition the Board is harmed by individuals who do not intervene and allow more aggressive members to dominate the agenda. As a result, many members go along with decisions quietly, not saying much in public meetings. In our interviews, we heard from most Board members that the Board functions well, however the Board's own survey data and our findings tell a different story. It is vital that the Board address these issues, otherwise staff, teachers and students will increasingly be affected.

Summary of governance findings

Mandate and responsibilities

- The Board is often in violation of its own bylaws. Board members rarely take any collective action to correct this situation.
- Board members are focused on administrative and operational considerations at the expense of being focused on their true responsibilities, as defined in the bylaws.
- The Board members do not operate through the Superintendent, but go straight to management at all levels with questions and concerns.
- Board members are often acting inappropriately with staff and making impromptu, and frequent, visits to schools and SSRSB offices to discuss matters clearly outside their mandate and responsibilities.

Organization and resources

- The Board Chair has not been successful in ensuring Board meetings follow good practice or in confronting issues that have arisen.
- The Board has members who are not willing to fully participate in debate in open session.
- The Board does not adhere to a clear work plan based on a strategic plan. Tactical issues tend to overwhelm the bigger more challenging issues.
- The Board has received a significant quantity of continuing Board education, but members still exhibit a lack of understanding of, or an interest in, governance.

¹⁴ Five Board members out of nine disagreed with the statement: “I am able to speak my mind on key issues without fear that I will be ostracized by some members of the Board.”

Information and processes

- Staff are effective in supporting the Board with relevant, timely information.
- Financial information appears to be good quality and is delivered in a timely manner.
- In the quest to pursue individual agendas, and for administrative/operational influence and control, Board members seek information they should not have and are very persistent with staff in seeking it.

Monitoring and accountability

- Important Board discussion is too often held in camera.
- There is clear evidence of conflict of interest and of failure to refrain from influencing decisions, as required by the Municipal Conflict of Interest Act.
- Violations of conflict of interest and the Code of Ethics are not brought to the Board for resolution.
- Members often are preoccupied with looking after the interests of their local electoral district, rather than the region as a whole.
- Members do not generally hold each other accountable for their actions.
- The Board has become used to working in camera at the expense of public transparency.
- The Board's self-assessment survey indicates major problems in decision-making, communications, planning and team work that the Board is not addressing.

Organizational culture

- The Board lacks a collegial decision-making culture.
- Some members appear to have little interest in governance matters; they have their own agendas and seem untroubled by the need to work within a complex framework of decision-making.
- There exists a climate of suspicion and a lack of transparency and trust.
- There is a tendency to put off important matters until they become critical.
- It has become acceptable not to speak out in public meetings.
- Lobbying behind the scenes has replaced open, public debate in important matters.


Implications

Closing the gap between the Board's current state and one of good governance is important. We are concerned that the Board has shown little capacity or appetite to take corrective action for itself:




- Effectively managing the impacts of falling enrolment together with impending fiscal pressures will be challenging and will require a well-functioning Board.
- If the Board members continue to involve themselves in the day-to-day operations of the SSRSB, pressuring staff for inappropriate information and exposing them to mistrustful challenging conversations, skilled professional employees will likely leave. It may be increasingly difficult to attract new and talented people to staff positions and principal posts.
- More and more Boards are refining their approach to devote attention to improving student outcomes, and SSRSB should make sure it keeps up.
- The Board needs members to align to a set of values and behaviors that is conducive to good governance.
- A relationship of trust must be built between staff and Board members.
- Strong leadership from a Board Chair committed to leading change will be essential.
- The Board's seeming inability to deal with the governance challenges puts at risk the effective management of the resources at its disposal, puts the retention of staff in doubt as we have noted, and has already eroded public confidence. Urgent action is required to address the current situation. We feel the Board is in jeopardy of not being able to fulfill its obligations under the Education Act unless the issues we have described in this report are addressed.

Recommendations

The following recommendations are actions Deloitte has concluded are needed to bring the Board into a higher level of conformance to good governance practices, thereby increasing transparency, Board effectiveness and public confidence.

Recommendation	Element
<ol style="list-style-type: none"> 1. The Minister should direct that the Chair of the Board publically declare his/her intention to foster a strict compliance to Rules of Order and bylaws and to then use the powers he/she has of enforcement. 2. The Minister should direct the Board to change its focus to policy and governance as defined in its bylaws by: <ol style="list-style-type: none"> a) Using the output of this report and the previous work of consultant Bruce Smith, adhere to a work plan that contains actions and policies to address the identified gaps with sound governance practice. b) Taking steps to ensure members have a clear understanding of the role and responsibilities of the Board as defined by the Act and the bylaws and collectively commit by passing a motion in a public Board meeting to abide by these. 3. The Minister should direct Board members to channel all inquiries for information through the Superintendent, who should instruct employees to refer all inquiries of this nature through her. 4. The Minister should direct the Board to develop a policy that will assist members and staff to determine what information Board members should be seeking from staff, and what information requests are inappropriate. We feel this work properly belongs in the governance committee and that the Department should have oversight and approve this policy. 5. The Minister should direct the Board to provide revised bylaws with the following changes: <ol style="list-style-type: none"> a) Under the section entitled: Committees of the Board, sub section: In Camera, Clause b should be revised as follows: Matter to be discussed in camera are <i>restricted to the following, unless approved by a motion of the Board in public meeting</i>. b) Terms of reference for the HR committee should be modified as follows: 1. Remove the authority of the Committee over staff appointments and staff requests¹⁵ and 2. Remove the ability to recommend staffing levels for each school. c) The Code of Ethics section should direct the Board members to refrain from engaging other Board members in email exchanges, unless all other Board members are simultaneously copied on the same, either by email fax or by immediate telephone call. d) 'Operations' should be removed from the title and terms of reference 	

¹⁵ Leaves, vacations, retirements, etc.

Recommendation	Element
<p>of The Finance and Operations sub-committee and should instead be replaced with a controls or risk related mandate.</p> <p>6. The Minister should direct the governance committee of the Board to review all ad hoc committees with the intention of reducing the number of committees, and of eliminating Board member participation in matters that are not aligned to their mandate and responsibilities.</p> <p>7. The Minister should direct the Board to adopt a policy regarding how Board members should involve themselves in schools, ensuring that:</p> <ul style="list-style-type: none"> a) Communication protocols related to School Advisory Committee members and principals are defined. b) It is outlined that Board members should be free to volunteer in schools, but with the understanding they do so as private individuals. c) Board members have no authority to direct school officials and no authority to ask school officials or SAC committee members for information. d) Board members notify the Chair as soon as is reasonably possible, of any intention to be involved directly with a school, and this involvement should be recorded in the minutes. 	
<p>8. The Minister should direct the Board to work with the Superintendent and senior SSRSB staff to develop a multi-year strategic plan that sets priorities and assigns responsibilities to staff, influences the Superintendent's objectives, and assesses the impact of funding cuts, changing demographics and first and foremost the needs of students and families.¹⁶ We recommend this plan be developed by staff, with appropriate Board guidance and approval, and with the involvement of key stakeholders.</p>	
<p>9. The Minister should direct the Board to ensure its members adhere strictly to the Conflict of Interest policies and Code of Ethics.</p> <p>10. The Minister should direct the Board to bring to a conclusion, in a manner that is in accordance with current Board policy, any outstanding instances of breach of code of ethics or conflict of interest that have been brought to the Chair's attention.</p>	
<p>11. The Minister should direct the Board to define a set of common values related to Board member behaviour and agree to hold each other accountable to these. This should be done with the help of outside experts. These value statements mostly exist in the code of ethics, but by committing to them as a group, members can hold each other accountable more easily.</p>	

This report offers two additional recommendations to the Minister and Department:

- a. That the Minister direct Department staff to review options to give the Minister the authority to ask for an independent review of any School Board, under certain clear and documented conditions, including:
 - i. Failure to follow legislation.
 - ii. Failure to follow vital ministerial directives.

¹⁶ This is in keeping with Priority number 2 under Board Governance in the SSRSB business plan of 2010-11.

- iii. Failure to take action on repeated, documented violation of bylaws by one or more Board members, including code of ethics and conflict of interest violations.
 - iv. Failure to demonstrate good governance practices.
- b. The Department should, in order to ensure that needed experience and competencies are present on School Boards in the Province:
 - i. Study the impact of legislative changes that would enable the Minister to appoint a small number of non-elected members to serve on school boards. Any such change should be done in an arm's length manner, with decision makers independent of the Board or political representatives; and
 - ii. Create, in collaboration with the Nova Scotia School Boards Association an information package for prospective candidates in the next municipal election addressing the roles and responsibilities of members of school boards.

In conclusion

We should not lose sight of the valuable work the South Shore Regional School Board has done and what it has accomplished. Educational standards have risen in recent years. The Board has attracted capable and experienced staff committed to educational excellence. Board members mostly operate with the best of intentions, and commit their time and energy to a difficult responsibility. The Board itself is a difficult place to serve, given the relationships between members and the difficult culture.

The Board's problems are getting in the way of effective educational stewardship. Unless the Board is able to deal with the issues we have outlined above relatively quickly, and is able to move on to tackle the big challenges in education in the region, we feel there is a risk of serious consequences for the quality of education, the well-being and morale of staff, and the confidence of the public.

While there may be a number of competent and committed individuals on the Board, we believe the likelihood of the current Board as a collective entity transforming itself into a well-functioning Board is low. We believe that the capabilities required to successfully implement the recommendations are largely absent from the Board, and success is unlikely to be achieved by the current members, even with substantial outside assistance.

Appendix A: E-mails pertaining to SSRSB School Review

31

From: bbutler@ssrsb.ca
To: npynch-worhtylake@ssrsb.ca
Subject: Fwd: Re: Physical upgrades to Pellic and Pentz
Deliver Date: 28-Feb-2011 08:30
Attachments: TEXT.htm [Save] [Open]

I think they are trying to circumvent the process. They are trying to do the work of the study committee and we don't even have the identification reports yet.

>>> Karen Reinhardt 2/27/2011 7:55 PM >>>

Hi Elliot, thanks for the reply.

Is this not public information? If a member of the public asked for it, would it be provided to them? Would it then be provided to all board members, along with the original request?

I have been asked by a group of parents to provide this information, and they'd like to have it before the March 23rd board meeting. Is this going to be possible, or must they go through FOIPOP?

Thanks again,

Karen

>>> Webmail dawnpayzant 02/27/11 6:48 PM >>>

Karen,

This information will be included in the identification reports for all the schools affected and should be received by all board members at the same time.

Thanks,

Elliott

On Sun, Feb 27, 2011 at 3:38 PM, Karen Reinhardt <kreinhardt@ssrsb.ca> wrote:

Hello Barry,

Could you please provide me with financial and descriptive details of the maintenance and upgrade work that has been done at these two schools since 2008?

Thanks,

Karen

70

89

From: npynch-worthylake@srsb.ca
To: Board Members@srsb.ca, dawnpayzant@auracom.com, raforbes@ns.sympatico.ca, rafusem@srsb.ca
Subject: Questions on School Review
Deliver Date: 17-Mar-2011 16:22
Attachments: TEXT.htm [Save] [Open]

Hi Max:

In terms of the schedule for the meeting, as staff we simply followed the same format as a regular meeting normal - in-camera at 6:00 and public at 7:30. I assume the discussions about identification and review are public.

Elliott's decision - there may be some questions Board members would prefer to pose in-camera, but it is up to the Chair.

Good question.

Nancy

PS Who wrote Who will speak for me?

>>> Maxwell Rafuse 3/17/2011 3:45 PM >>>

Hi Nancy, and Elliot

Question?

Why is there an hour and half in camera session before the School Review Board Meeting on March 30th? Will all discussion be done in secret? I thought in camera was for personal matters or informational on confidential matters. Will the decisions on school review be based on information, the public will not be allowed to know?

Regards,

Max

Who will speak for Me?

When they closed Blandford School, I said nothing. Blandford is not my community and those are not my kids. So 5 year olds, who use to walk to school now travel an hour on a bus.

When they closed Lunenburg High, I said nothing. I don't live in Lunenburg and those are not my kids. So those students are bused to Bridgewater.

90

When they closed Riverport, I said nothing. Riverport is not my community and those are not my kids. So those kids are bused out of their home community.

Now they want to close my school! Who will speak for me!

Maxwell Rafuse
SSRSB Board Member
District 10
Chester & Aspotogan

157

From: cmacleod@sssb.ca
To: npynch-worthylake@sssb.ca
Subject: Re: question
Deliver Date: 24-Mar-2011 13:31
Attachments: TEXT.htm [Save] [Open]

It could be Nancy.

I only know what the two of them questioned me on.

As both said it was second hand information but were wondering if the Queens members were having secret meetings.

Alan and I assured them both that we had no idea of any meeting.

I guess some members are getting paranoid.

You can guess who the two were because they were at the meeting.

Hope I didn't upset you. I just don't want to become paranoid myself.

Thanks for clearing this up.

Butch

>>> Nancy Pynch-Worthylake (Nancy Pynch-Worthylake) 3/24/2011 11:25 AM >>>

Hi Butch:

Jill asked to meet with me to discuss the School Review Process. At the Board Work Session, I invited all Board members to meet with me at 5:00 pm on Monday. This was immediately before the HR Committee meeting. Four Board members came - Jill, Dan, Karen & Max.

I don't know about any other meeting.

Do you think it is the meeting above they were talking about?

Nancy

>>> Butch MacLeod 3/23/2011 10:27 PM >>>

Hi Nancy

Just a quick question maybe you can clarify.

A couple of members asked me tonight what the meeting was all about that the Queens members were having. They say you had mentioned it the other day and you were invited to attend. I think the subject was school review.

I or Allan have no recollection of any meeting or perhaps we weren't invited.

Can you clarify this for me?

Thanks

Butch

161

[REDACTED]

From: npynch-worthylake@ssrsb.ca
To: jfrancis@ssrsb.ca, lferraina@ssrsb.ca
Subject: Re: Regulations - Education Act
Deliver Date: 25-Mar-2011 10:45
Attachments: TEXT.htm [Save] [Open]

Thanks, Jill:

Barry will add this and bring revised reports to the meeting this evening. There are a few other items as well.

Nancy

>>> Jill Francis 3/28/2011 10:33 AM >>>

Good Day Lori:

Lori, would you please distribute this email to all Board Members.

I am writing because I have reviewed the Regulations we received at our School Review information meeting on March 21, 2011. The Regulations form part of the Education Act (under s.145- Ministerial Education Act Regulations).

Some of the regulation are new as of last year, one in particular has caught my attention. It is:

ss. 16 (3) An Identification report must cite all sources of data and statistics and document the methodologies used in the creation of the report.

The School Identification Reports the Board were handed on March 23, 2011 do not have this information. I conclude that the regulation has not been met. I believe the public will also come to this conclusion once the reports are available to them.

Any response from Board Members and the Superintendent would be welcomed.

Thank you for your help Lori.

Yours truly,

Jill

Jill Francis

Mi'kmaq Representative

South Shore Regional School Board

168

From: rafusem@ssrsb.ca
To: Board.Members@ssrsb.ca, rafusem@ns.sympatico.ca, npynch-worthylake@ssrsb.ca, kreinhart@ca.inter.net
Subject: Rule changes!!!!
Deliver Date: 29-Mar-2011 10:34
Attachments: TEXT.htm [Save] [Open]

Good Morning Elliot,

I am disappointed and annoyed that it was announced at the meeting last night that there would not be any questions and answers. At the last Board meeting I specifically ask you if questions would be allowed. I thought you said yes. When the agenda came out, it appeared there was time for a 10 minute presentation and 3 minutes to ask a question or 2. I do not blame Gary, as he was only following instructions. I spent an hour and fifteen minutes driving to a meeting where I was read to for an hour and thirty minutes.

This constant changing of rules bothers me. Am I missing something? Is there something going on I am of which not aware? I plan to bring up this changing of rules at the special meeting on Wednesday.

In my opinion, no wonder a lot of the public feel the Board is not open or transparent. I often do too.

Max,

Maxwell Rafuse
SSRSB Board Member
District 10
Chester & Aspotogan

26

[REDACTED]

From: jfrancis@srsb.ca
To: npynch-worthylake@srsb.ca
Subject: Regulations - School Identification Report
Deliver Date: 31-Mar-2011 09:05
Attachments: Text.htm [Save] [Open]

Hi Nancy:

I have another question concerning the Ministerial Education Act Regulations.

Under s.16 (4) No later than April 1 or, for the school review period commencing April 1, 2008, no later than April 30, a school board that has prepared an Identification Report must make the report available to the public.

We were told last night that because the reports were not tabled they did not exist and were not available to the public. Does that mean the above regulation does not apply?

Thank you for your reply,

Jill

41

From: kreinhardt@ssrb.ca
To: rafobas@msympatico.ca, mmaynard@ssrb.ca, frseymour@ssrb.ca, sfoster@ssrb.ca, kreinhar@ca.inter-net, dawnpayzant@auracom.com, jfrancis@ssrb.ca, dhudson@ssrb.ca, rucscotch@hotmail.com, jjenkins@ssrb.ca, rafusem@ssrb.ca, cnacleod@ssrb.ca
Subject: Sunday afternoon tea and cookies
Deliver Date: 24-Mar-2011 22:15
Attachments: Text.htm [Save] [Open]
map to karen's house.doc [Save] [Open]

Hello All,

I'd like to invite you for tea and cookies at my house on Sunday afternoon, from 2 PM to 4 PM.

My idea is that we could have a good, free-wheeling discussion about the ID reports, in an informal and collegial atmosphere, with no pressure. Only a mild structure, whatever is needed to avoid chaos, and Herb has volunteered to be the light-handed moderator.

It's the only chance we'll have for this kind of discussion, before we go public.

I know it's short notice, and maybe not everyone's cup of tea (no pun intended), but could you please let me know if you're coming, or if you're not coming, so I can plan how many cookies to bake.

I live at (S. 200) Map is attached.

Oh, if you're coming, you'll have to promise to make no judgements about the state of my house or housekeeping abilities. I'll do what I can to make sure everyone has a chair, but there's not enough time to spruce up too much.

41

From: raforbes@ns.sympatico.ca
 To: mmaynard@ssrsb.ca, dawnpayzant@auracom.com, jfrancis@ssrsb.ca, hseymour@ssrsb.ca, dhudson@ssrsb.ca, kreinhardt@ssrsb.ca, nrcscoach@hotmail.com, jjenkins@ssrsb.ca, afoster@ssrsb.ca, kreinhar@ca.inter.net, rafusem@ssrsb.ca, cmacleod@ssrsb.ca
 Subject: RE: Sunday afternoon tea and cookies
 Deliver Date: 24-Mar-2011 23:02
 Attachments: TEXT.htm [Save] [Open]
 Mime.822 (excluded from export)

Hello Karen,

I had been out all day, with interviewing for French Coord., and other things I had to do. I do have another commitment for Sunday afternoon, so doubt that I would be able to be at your house. Have not even had a chance to look yet at the ID Reports. Must go as I need to get a message off to JD before heading for bed.

Marg

From: Karen Reinhardt [mailto:kreinhardt@ssrsb.ca]
 Sent: March-24-11 10:17 PM
 To: dawnpayzant@auracom.com; kreinhar@ca.inter.net; nrcscoach@hotmail.com; raforbes@ns.sympatico.ca; Allan Foster; Butch MacLeod; Dan Hudson; Herbert Seymour; Jill Francis; John Jenkins; Mustapha Maynard; Maxwell Rafuse
 Subject: Sunday afternoon tea and cookies
 Importance: High

Hello All,

I'd like to invite you for tea and cookies at my house on Sunday afternoon, from 2 PM to 4 PM.

My idea is that we could have a good, free-wheeling discussion about the ID reports, in an informal and collegial atmosphere, with no pressure. Only a mild structure, whatever is needed to avoid chaos, and Herb has volunteered to be the light-handed moderator.

It's the only chance we'll have for this kind of discussion, before we go public.

I know it's short notice, and maybe not everyone's cup of tea (no pun intended), but could you please let me know if you're coming, or if you're not coming, so I can plan how many cookies to bake.

41

)live at (S-20(1)) Map is attached.

Oh, if you're coming, you'll have to promise to make no judgements about the state of my house or housekeeping abilities. I'll do what I can to make sure everyone has a chair, but there's not enough time to spruce up too much.

4

From: dawnpayzant@auracom.com
To: kreinhardt@ssrsb.ca
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 25-Mar-2011 08:33
Attachments: TEXT.htm [Save] [Open]
Mime: 822 (excluded from export)

Karen,

I appreciate your intention, but any meeting or gathering to discuss a confidential document is inappropriate except at an in camera board meeting.
Elliott

On Thu, Mar 24, 2011 at 10:16 PM, Karen Reinhardt <kreinhardt@ssrsb.ca> wrote:

- > Hello All,
- >
- > I'd like to invite you for tea and cookies at my house on Sunday afternoon,
- > from 2 PM to 4 PM.
- >
- > My idea is that we could have a good, free-wheeling discussion about the ID
- > reports, in an informal and collegial atmosphere, with no pressure. Only a
- > mild structure, whatever is needed to avoid chaos, and Herb has volunteered
- > to be the light-handed moderator.
- >
- > It's the only chance we'll have for this kind of discussion, before we go
- > public.
- >
- > I know it's short notice, and maybe not everyone's cup of tea (no pun
- > intended), but could you please let me know if you're coming, or if you're
- > not coming, so I can plan how many cookies to bake.
- >
- > I live at (S. 20(1)) Map is attached.
- >
- > Oh, if you're coming, you'll have to promise to make no judgements about
- > the state of my house or housekeeping abilities. I'll do what I can to make
- > sure everyone has a chair, but there's not enough time to spruce up too
- > much.
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4

From: kreinhardt@ca.inter.net
To: dawnpayzant@auracom.com
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 25-Mar-2011 08:36
Attachments: Mime.822 (excluded from export)

Sorry Elliot, and all, I didn't realize that. Consider it cancelled.

Quoting Webmail dawnpayzant <dawnpayzant@auracom.com>:

> Karen,
> I appreciate your intention, but any meeting or gathering to discuss a
> confidential document is inappropriate except at an in camera board meeting.
> Elliott
>
> On Thu, Mar 24, 2011 at 10:16 PM, Karen Reinhardt <kreinhardt@ssrsb.ca> wrote:
>
>> Hello All,
>>
>> I'd like to invite you for tea and cookies at my house on Sunday afternoon,
>> from 2 PM to 4 PM.
>>
>> My idea is that we could have a good, free-wheeling discussion about the ID
>> reports, in an informal and collegial atmosphere, with no pressure. Only a
>> mild structure, whatever is needed to avoid chaos, and Herb has volunteered
>> to be the light-handed moderator.
>>
>> It's the only chance we'll have for this kind of discussion, before we go
>> public.
>>
>> I know it's short notice, and maybe not everyone's cup of tea (no pun
>> intended), but could you please let me know if you're coming, or if you're
>> not coming, so I can plan how many cookies to bake.
>>
>> I live at 450 Watermills Road, in New Cumberland. Map is attached.
>>
>> Oh, if you're coming, you'll have to promise to make no judgements about
>> the state of my house or housekeeping abilities. I'll do what I can to make
>> sure everyone has a chair, but there's not enough time to spruce up too
>> much.
>>

42

From: cmacleod@sssb.ca
To: mmaynard@sssb.ca, rafobcs@ns.sympatico.ca, f.seymour@sssb.ca, kreinhardt@sssb.ca, afoster@sssb.ca, kreinhardt@ca.inter.net, dawnpayzant@airacom.com, jfrancis@sssb.ca, dhudson@sssb.ca, nrcscoach@hotmail.com, jenkins@sssb.ca, rafusem@sssb.ca
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 25-Mar-2011 08:37
Attachments: TEXT.htm [Save] [Open]

I have a prior commitment at 4 pm, so I'll have to leave around 3.30 for that, but I'll

be there.

Butch

42

From: rafusam@ssrsb.ca
To: kreinhardt@ssrsb.ca, dawnpayzant@auracom.com
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 25-Mar-2011 12:48
Attachments: TEXT.htm [Save] [Open]

Good Morning Karen,

Your "tea party" is inappropriate. The free flow of information and open discussion without The restriction of time and regulation must be stopped at all cost. It is totally in appropriate. After all, one might see behind the " curtain".

Regards,

Max

Long live the Colonel!

>>> Webmail dawnpayzant <dawnpayzant@auracom.com> 3/25/2011 8:33 AM >>>

Karen,

I appreciate your intention, but any meeting or gathering to discuss a confidential document is inappropriate except at an in camera board meeting.

Elliott

On Thu, Mar 24, 2011 at 10:16 PM, Karen Reinhardt <kreinhardt@ssrsb.ca> wrote:

Hello All,

I'd like to invite you for tea and cookies at my house on Sunday afternoon, from 2 PM to 4 PM.

My idea is that we could have a good, free-wheeling discussion about the ID reports, in an informal and collegial atmosphere, with no pressure. Only a mild structure, whatever is needed to avoid chaos, and Herb has volunteered to be the light-handed moderator.

It's the only chance we'll have for this kind of discussion, before we go public.

I know it's short notice, and maybe not everyone's cup of tea (no pun intended), but could you please let me know if you're coming, or if you're not coming, so I can plan how many cookies to bake.

I live at (S. 200) Map is attached.

Oh, if you're coming, you'll have to promise to make no judgements about the state of my house or housekeeping abilities. I'll do what I can to make sure everyone has a chair, but there's not enough time to spruce up too much.

45

From: kramher@ca.inter.net
To: hscymour@sssb.ca, rafusem@sssb.ca
Subject: Email received
Deliver Date: 28-Mar-2011 11:20
Attachments: Mina.822 (excluded from export)

For your information, the following is an excerpt from an email I received yesterday from someone who was at the board meeting Wednesday night. Some of the letter has been "redacted", but what follows is what I have permission to share.

"Hi Karen

??discussion with Nancy on Wednesday night left feeling that she feels some school communities are "respecting the process" by not lobbying or being active in this Identification phase. This was concerning because we don't want to be viewed as disrespecting the process as some bully, pushing for something unreasonable — we feel what we have asked for is totally reasonable — more time, and a chance to present community information in this phase, prior to Review, which has a very bad track record for small schools.

She also indicated that she wishes the Board to only consider the ID reports and not the various input received. This came about in the idea that members should not assume that since no letters have been received from a school like Gold River that it shouldn't be held against them. This view totally devalues the input of an active school like ours.

She suggested that if a lot of letters were received in support of review then the Board would consider that "positive" input, but not in the other case, such as ours where scores have been received against us being under review. Such direction to the Board by Nancy to only consider her reports reinforces her power, and brings into question why bother with Monday's presentations if they won't be fully considered? or at the very least, will be minimized by Nancy in her advice, and eventual recommendation to the Board on Wednesday. It also blows out of the water any claim to transparency if you receive input and then explicitly ignore it.

Our point all along in this ID phase has been to provide as much further information as possible to the very hasty, and "high level" research — meaning dated and general — that goes into Mr Barnett's (Butler)"some sort of mathematical formula" for future enrolment, and

42

[REDACTED]

From: kreinher@ca.inter.net
To: heymour@sssb.ca, rafuam@sssb.ca
Subject: Thanks, guys
Deliver Date: 30-Mar-2011 21:48
Attachments: Mime.822 (excluded from export)

Well, it actually worked! Thanks for all your hard work and support for a motion that we know was the right thing to do. Without you two to stick with it, I wouldn't have had the courage to continue.

Facebook is ringing with relief and cheers.

Enjoy a day without a phone call from me, and no letters, phone calls, or lobbying.

Herb, see you Friday, you have a day off from me.

max, you als have a day off from me, unless you want to chortle. can you send me a copy of your speech?

Marg said that Gary told her he wasn't running next time. We knew that already, but she said he didn't mention council this time.

Elliot said he almost supported it. Maybe he didn't want to leave Gary out in left field.

Anyway, good night.

43

From: kreinhar@ca.inter.net
To: hseymour@ssieb.ca, refusem@ssieb.ca
Subject: (Fwd) error in your article re: SSRSB
Deliver Date: 31-Mar-2011 15:08
Attachments: Mime.B22 (excluded from export)
WPM\$7E68.PM\$ [Save] [Open]

Thought you'd like to know that, in all cockiness, I sent this shot over Gary's bow.

----- Forwarded message follows -----

From: Karen Reinhardt <kreinhar@ca.inter.net>
To: () S. Zou
Subject: error in your article re: SSRSB
Copies to: nrcscoach@hotmail.com
Date sent: Thu, 31 Mar 2011 15:09:54 -0300

Good day, () S. Zou

I didn't get a chance to point it out last night, but the board did NOT unanimously vote to review the twelve schools, as you reported. Although it was stated by the Vice-Chair that the earlier vote was unanimous, it was a recorded vote at the Feb 23 meeting. The vote was 11-1, with my vote being the only vote against.

I did not like being put in that category, and it gave the public a somewhat erroneous impression. Probably not worth correcting, given the final decision, but I would like you to know.

Thanks,
Karen Reinhardt

----- End of forwarded message -----

(5/25/2011) Irish Smith - Re: Who will speak for me?

Pag

497

From: <kreinhar@ca.inter.net>
To: Maxwell Rafuse <rafusem@ssrsb.ca>
Date: 3/8/2011 3:37 PM
Subject: Re: Who will speak for me?

good idea

Quoting Maxwell Rafuse <rafusem@ssrsb.ca>:

> I want to send it to all the people who are sending me e-mails about
> their schools.

>
>>> <kreinhar@ca.inter.net> 3/8/2011 3:16 PM >>>
> very nice, now, what can we do with it?

>
>
> Quoting Maxwell Rafuse <rafusem@ssrsb.ca>:

>
>>
>>
>>
>> When they closed Blandford School, I said nothing. Blandford is
>> not my community and those are not my kids. So 5 year olds, who use
>> to walk to school now travel an hour on a bus.

>>
>> When they closed Lunenburg High, I said nothing. I don't live in
>> Lunenburg and those are not my kids. So those students are bused to
>> Bridgewater.

>>
>> When they closed Riverport, I said nothing. Riverport is not my
>> community and those are not my kids. So those kids are bused out of
>> their home community.

>>
>> Now they want to close my school! Who will speak for me!

>>
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>>
>
>
>
>

(5/25/2011) Trish Smith - Re: School Review Smashing

P

494

From: <kreinhar@ca.inter.net>
To: Maxwell Rafuse <rafusem@ssrsb.ca>
Date: 3/10/2011 10:22 AM
Subject: Re: School Review Smashing

That is great news, and I hope you're right. I will talk to Herb. Thanks.

Quoting Maxwell Rafuse <rafusem@ssrsb.ca>:

- > Good Morning Karen,
- >
- > FYI
- >
- > I spoke with Elliot last night and I am 95% sure he is going to vote
- > to leave Pentz and Petite off the list to be reviewed. I think I
- > convinced him it would be in his best interest if he wants to save
- > North Queens he had best leave the others alone.
- >
- > Also, I believe Butch, Mustapha and Dan will do likewise. You need
- > to work on Herb. That will give us 7 votes which is all we need.
- >
- > In my opinion,
- >
- > Max
- >

5/25/2011) Trish Smith - Re: votes

Pa

504

From: <kreinhar@ca.inter.net>
To: Maxwell Refuse <rafusem@ssrsb.ca>
Date: 3/24/2011 11:44 PM
Subject: Re: votes

started an email to you, but am a bit paranoid about sending it to an ssrsb site. maybe you should call me. or I'll call you when I get home from the transfer appeal meeting, around noon.

Quoting Maxwell Refuse <rafusem@ssrsb.ca>:

- > Hi Karen,
- >
- > Latest news. A lot of New Ross want the school site for a seniors
- > complex. () gae them money but they can't find a sit with
- > a sewer system. The school site has water and sewage.
- >
- > Dan Hudson will vote not to review any school.
- > That's six votes. Need one more.
- >
- > Max
- >

S. 200)

(5/26/2011) Trish Smith - Email received

Pat

512

From: <kreinhar@ca.inter.net>
To: <rafusem@ssrsb.ca>, <hseymour@ssrsb.ca>
Date: 3/26/2011 11:20 AM
Subject: Email received

For your information, the following is an excerpt from an email I received yesterday from someone who was at the board meeting Wednesday night. Some of the letter has been "redacted", but what follows is what I have permission to share.

"Hi Karen

??discussion with Nancy on Wednesday night left feeling that she feels some school communities are "respecting the process" by not lobbying or being active in this Identification phase. This was concerning because we don't want to be viewed as disrespecting the process as some bully, pushing for something unreasonable -- we feel what we have asked for is totally reasonable -- more time, and a chance to present community information in this phase, prior to Review, which has a very bad track record for small schools.

She also indicated that she wishes the Board to only consider the ID reports and not the various input received. This came about in the idea that members should not assume that since no letters have been received from a school like Gold River that it shouldn't be held against them. This view totally devalues the input of an active school like ours.

She suggested that if a lot of letters were received in support of review then the Board would consider that "positive" input, but not in the other case, such as ours where scores have been received against us being under review. Such direction to the Board by Nancy to only consider her reports reinforces her power, and brings into question why bother with Monday's presentations if they won't be fully considered? or at the very least, will be minimized by Nancy in her advice, and eventual recommendation to the Board on Wednesday. It also blows out of the water any claim to transparency if you receive input and then explicitly ignore it.

Our point all along in this ID phase has been to provide as much further information as possible to the very hasty, and "high level" research -- meaning dated and general -- that goes into Mr Barnett's (Butler)"some sort of mathematical formula" for future enrolment, and the dubious assumptions of the Gunn report, or inconsistencies of the Space Assessment report."

Comments?

(5/25/2011) Trish Smith - Re: Sunday afternoon tea and cookies

Page

513

From: <kreinhar@ca.inter.net>
To: Butch MacLeod <cmacleod@ssrsb.ca>
Date: 3/26/2011 4:04 PM
Subject: Re: Sunday afternoon tea and cookies

I'll bring some with me, maybe on Wed., for the in-camera part.

Would you have the time/inclination to talk to Allen, Mustapha, and/or Jill, to see how they would feel about the motion we talked about?

Quoting Butch MacLeod <cmacleod@ssrsb.ca>:

> I was kind of being sarcastic too, Karen.
> I guess the watchful eyes are everywhere.
> But, I guess we have to listen to the boss.
> That's why I wanted to cookies. World famous.
> Butch
>
>>>> <kreinhar@ca.inter.net> 3/25/2011 11:41 PM >>>
> I'll have you know that my chocolate chip cookies are world famous.
> And why can't we discuss what we want?

>
>
>
> Quoting Maxwell Rafuse <rafusem@ssrsb.ca>:

>
>> Hi Butch,
>>
>> I was being sarcastic. Why can't we discuss what we want without the
>> watchful eyes that limits what is said? Also I wanted the cookies.
>>
>> max

>>
>>>>> Butch MacLeod 3/25/2011 6:05 PM >>>>
>> hey Max
>> We all knew we couldn't discuss these things.
>> I just wanted to cookies :-)
>> Butch

>>
>>>>> Maxwell Rafuse 3/25/2011 12:46 PM >>>>
>> Good Morning Karen,

>>
>> Your "tea party" is inappropriate. The free flow of information and
>> open discussion without The restriction of time and regulation must
>> be stopped at all cost. It is totally inappropriate. After all, one
>> might see behind the "curtain".

>>
>> Regards,

>>
>> Max

>>
>> Long live the Colonel!

>>
>>>>> Webmail dawnpayzant <dawnpayzant@auracom.com> 3/25/2011 8:33 AM >>>>

528

[REDACTED]

From: amacleod@ssrsb.ca
To: afoster@ssrsb.ca
Subject: Re: School review
Deliver Date: 28-Feb-2011 16:50
Attachments: TEXT.htm [Save] [Open]

Yes, I realize that, but I guess my main concern was what the three of you think before the meeting.

Butch

>>> Allan Foster 2/27/2011 11:08 PM >>>

hi

well at the meeting i got the feeling that if lunenburg schools were on the list queens county schools would be there too. the list is not a list for review but a list of schools for possible review. these schools which will go under reveiw will be chosen by the board at a meeting.we can speak to this for our schools.

>>> Butch MacLeod 02/27/11 3:41 PM >>>

Hi

I think the four of us should get together to discuss our thoughts on Mill Village and Greenfield.

Personally, I would like to get them off the review list or find some way to keep them open.

What do you think.

Butch

559

From: krolinhen@ca.inter.net
To: cmacleod@srsb.ca
Subject: -
Deliver Date: 30-Mar-2011 22:06
Attachments: Mime.822 (excluded from export)

Hi Butch,

I'm sorry you slipped away so fast. But that was part of the luxury, right? A short meeting.

I really feel proud of us tonight. When Max reached everyone's heart, it felt great.

There may be issues coming from it, but we can deal with them, I'm sure.

Thanks so much for being on side. I hope we can get together again sometime, if not for dinner, then at least for coffee.

karen

64

From: jjenkins@ssrsb.ca
To: kreinhar@ca.inter.net
Subject: Re: Big relief, eh?
Deliver Date: 31-Mar-2011 00:41

Yes Karen, It was great to see the happy faces.... been too few of them lately. We'll have to figure out the future budget savings some other way. I'm hopeful that staff and the board can cooperation appropriate planning, Good Move on this one Karen, Thanks, Sincerely, John

>>> Karen Reinhardt 03/30/11 10:06 PM >>>

Well, John, we did it. I'm very proud of us. And we made a lot of people relieved and happy tonight. You should check out the Facebook sites.... It's joy and cheers all 'round.

We don't know the final consequences yet, but I feel confident that we can tackle the challenges as they come.

Thanks again, and see you soon,
Karen

804

[REDACTED]

From: rafusem@ssrsb.ca
To: kreinhardt@ssrsb.ca
Subject: Re: not recommended
Deliver Date: 23-Mar-2011 21:02
Attachments: TEXT.htm [Save] [Open]

You knew they would never make the list

>>> Karen Reinhardt 3/23/2011 8:33 PM >>>
did you notice chair and vice chair schools not recommended?

80

From: kreinhardt@sssb.ca
To: rafobes@ns.sympatico.ca, ramaynard@sssb.ca, hseymour@sssb.ca, afoster@sssb.ca, kreinhardt@ca.inter.net, dawnpayzant@auracom.com, francis@sssb.ca, dhudson@sssb.ca, nroscowich@hotmail.com, jenkins@sssb.ca, cmacleod@sssb.ca, rafusem@sssb.ca
Subject: ~Sunday afternoon tea and cookies
Deliver Date: 24-Mar-2011 20:18
Attachments: Text.htm [Save] [Open]

Hello All,

I'd like to invite you for tea and cookies at my house on Sunday afternoon, from 2 PM to 4 PM.

My idea is that we could have a good, free-wheeling discussion about the ID reports, in an informal and collegial atmosphere, with no pressure. Only a mild structure, whatever is needed to avoid chaos, and Herb has volunteered to be the light-handed moderator.

It's the only chance we'll have for this kind of discussion, before we go public.

I know it's short notice, and maybe not everyone's cup of tea (no pun intended), but could you please let me know if you're coming, or if you're not coming, so I can plan how many cookies to bake.

I live at (S. 201) Map is attached.

Oh, if you're coming, you'll have to promise to make no judgements about the state of my house or housekeeping abilities. I'll do what I can to make sure everyone has a chair, but there's not enough time to spruce up too much.

86

From: kreinhardt@ssrsb.ca
To: jfrancis@ssrsb.ca
Subject: Re: Regulations - School Identification Report
Deliver Date: 01-Apr-2011 10:40
Attachments: TEXT.htm [Save] [Open]

Well, does that take care of that, or could the regulations be interpreted a different way? What do you think?

>>> "Stephen Amirault" <amirault@gov.ns.ca> 4/1/2011 9:43 AM >>>

Hello Everyone,

Section 16(4) of the Ministerial Education Act Regulations speaks to schools that have been identified and through Board motion will be going through the review process as per legislation thus the timelines. Since no schools will be reviewed the timelines are a none issue. As the Identification Reports were not received by the Board they are not public documents. Hope this helps.

Have a great weekend!

Stephen

>>> "Nancy Pynch-Worthylake" <npynch-worthylake@ssrsb.ca> 03/31/11 10:53 AM >>>

Hi Jill and Others:

This is a very important question. I drafted a long response with options and interpretations. However, instead of hitting send I am sending this to Stephen Amirault by way of asking for an interpretation of the regs.

Thanks for raising this, Jill.

Nancy

>>> Jill Francis 3/31/2011 9:07 AM >>>

Hi Nancy:

I have another question concerning the Ministerial Education Act Regulations.

Under s.16 (4) No later than April 1 or, for the school review period commencing April 1, 2008, no later than April 30, a school board that has prepared an Identification Report must make the report available to the public.

We were told last night that because the reports were not tabled they did not exist and were not available to the public. Does that mean the above regulation does not apply?

Thank you for your reply.

Jill

8

From: kreinhardt@ssrsb.ca
 To: jfrancis@ssrsb.ca
 Subject: Re: Regulations - School Identification Report
 Deliver Dates: 01-Apr-2011 14:52
 Attachments: TEXT.htm [Save] [Open]

Hi,

I checked the regulations myself, and also the board bylaws. As far as I can see, neither of these makes any references to requiring a document to be tabled.

We need a real parliamentarian. The governance committee is going to ask Stephen Amirault if he'll do it. In previous versions of this board, probably before Lori, it was the board secretary. I don't know if Lori would be comfortable with that, but I was wondering (so far, only to myself), if either you or Herb could/would do it.

Looking forward to hearing what you find out.

Later,
 Karen

>>> Jill Francis 4/1/2011 1:15 PM >>>

Hi Karen:

I'm home for a few minutes before I have to leave for groceries and to pick (S. 201) up from (S. 201) said you called.

I replied to Steven this morning to ask for the sections of the Education Act that informs his interpretation. We'll see after he lets me know...

I'll email as soon as I hear.
 Thanks Karen,
 Jill

>>> Karen Reinhardt 4/1/2011 10:40 am >>>

Well, does that take care of that, or could the regulations be interpreted a different way? What do you think?

>>> "Stephen Amirault" <amirausb@gov.ns.ca> 4/1/2011 9:43 AM >>>

Hello Everyone,

Section 16(4) of the Ministerial Education Act Regulations speaks to schools that have been identified and through Board motion will be going through the review process as per legislation thus the timelines. Since no schools will be reviewed the timelines are a none issue. As the Identification Reports were not received by the Board they are not public.

8c

documents. Hope this helps.

Have a great weekend!
Stephen

>>> "Nancy Pynch-Worthylake" <npynch-worthylake@ssrsb.ca> 03/31/11 10:53 AM >>>
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We were told last night that because the reports were not tabled they did not exist and were not available to the public. Does that mean the above regulation does not apply?

Thank you for your reply,
Jill

8

From: kreinhardt@sssb.ca
To: jfrancis@sssb.ca
Subject: Fwd: Re: Regulations - School Identification Report
Deliver Date: 04-Apr-2011 08:52
Attachments: TEXT.htm [Save] [Open]

Good morning, Jill,

I don't know what to think. While Stephen's response is quite clear, as far as it goes, it doesn't really help us out much. You've asked some very good questions, but it doesn't seem that they are questions that Stephen is willing, or able, to answer. At least from a legal point of view. Maybe he won't want to be our parliamentarian, if we're going to ask sticky questions like these.

I don't see in our bylaws anywhere where it specifically says how documents are received by the board. But, I guess our "past practice" has been as he describes, and maybe it's even outlined somewhere in the bylaws or in Bourinot's (which I've also been perusing).

I think there is a missing piece in your email to me. Did you mean to say that a motion is needed to receive or table the reports so they can be made public? Is it too late to table the reports? I've been asked for the reports. Have you?

When you come right down to it, the regs are pretty vague about a lot of things. Maybe that's a good thing, as then they are open to interpretation. Of course, it doesn't mean that our interpretation will prevail, but at least there can be some flexibility maybe.

Those avenues of inquiry that you mention sound pretty interesting to me, regarding the terminology in the regs. How do you think we can pursue these questions further? Through Stephen, or some other person?

On another note, (

S.20(1)

So now, coffee time is severely limited for the next 3 weeks or so. I should have thought of that. Save up the topics till then.

Let me know what you think we should do next about this. I am keen to find out about better definitions, as you said.

One way or another, we'll talk soon.

Karen

>>> Jill Francis 4/2/2011 4:06 PM >>>
past practice"

811

Hi Karen:

I'm still not convinced...I have to pull that section 16(4) apart in the regulations again. I don't think a school has to be chosen for review for it to apply. Why would they put the "has prepared a School ID report" when schoolboards must prepare one to start a review?
It looks to me that all that is needed is a motion to have School ID reports made then after that the report will eventually become public - tabled or not...

Anyway, I still have to look at it again. What is bothering me now is the definition of "School Review period" in s. 16(4). Does that period have a broad interpretation or a narrow one?

I don't know if this email makes sense. But I am going to keep looking at it.

Thanks Karen
Talk to you soon,
Jill

>>> "Stephen Amirault" <amirault@gov.ns.ca> 4/1/2011 1:55 pm >>>

Hello Jill,

As to how documents are received by Boards at either a Board meeting or at a Committee meeting is not addressed in the Ed Act or the Regs. This is governed by how your Board does business. The Identification Reports were distributed to the Members at an In-Camera session and although they were on the agenda for the Special Board meeting the meeting was adjourned before the Identification Reports were addressed therefore they remain confidential. The Board has a process through Motions to receive reports, documents, correspondence, etc...which then makes these public unless the deal with personnel matters or other issues that the public cannot have access to and then it is done either through a numbered report or referred to as employee X or something similar.

Hope this helps,
Stephen

>>> "Jill Francis" <jfrancis@ssrsb.ca> 04/01/11 10:27 AM >>>

Hi Stephen:

Thank you for the reply. Could you send me the section number in the Education Act that informs that interpretation?

Thanks
Jill

Jill Francis

81

Mikmaq Representative
South Shore Regional School Board

jfrancis@ssrsb.ca

>>> "Stephen Amirault" <amirault@gov.ns.ca> 4/1/2011 9:43 am >>>

Hello Everyone,

Section 16(4) of the Ministerial Education Act Regulations speaks to schools that have been identified and through Board motion will be going through the review process as per legislation thus the timelines. Since no schools will be reviewed the timelines are a none issue. As the Identification Reports were not received by the Board they are not public documents. Hope this helps.

Have a great weekend!

Stephen

>>> "Nancy Pynch-Worthylake" <npynch-worthylake@ssrsb.ca> 03/31/11 10:53 AM >>>

Hi Jill and Others:

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Thanks for raising this, Jill.

Nancy

>>> Jill Francis 3/31/2011 9:07 AM >>>

Hi Nancy:

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We were told last night that because the reports were not tabled they did not exist and were not available to the public. Does that mean the above regulation does not apply?

Thank you for your reply,

Jill

81

From: kreinhart@ssrsb.ca
To: jfrancis@ssrsb.ca, npynch-worthinglake@ssrsb.ca
Subject: Fwd: Re: Regulations - School Identification Report
Deliver Date: 05-Apr-2011 21:52
Attachments: TEXT.htm [Save] [Open]

I'd also like to see it added, but why are we taking out the recommendations? They are part of the reports.

Karen

>>> Jill Francis 4/5/2011 2:41 PM >>>

Hi Nancy:

Just forwarding this to other School Board members. I would like to see it put on the agenda. Perhaps other Board members would also respond if they would like it placed on the agenda.

Thank you,
Jill

81

[REDACTED]

From: kreinhardt@ssrsb.ca
To: jfrancis@ssrsb.ca
Subject: Re: School Ids
Deliver Date: 11-Apr-2011 09:31
Attachments: TEXT.htm [Save] [Open]

That's disappointing, eh? I'll be interested in his response. I'll be seeing him tomorrow at two accreditation plaque ceremonies.

(8-20 (1))

Maybe we'll have time to chat at the work session. Are you able to come to that?

>>> Jill Francis 4/11/2011 9:27 AM >>>

Hi Karen:

I spoke with Stephen over the phone last week. I'll send his email response to you.
I don't think that section I was looking into would make the SSRSB release the School Id reports.

I hope all is well with the new job. I can expand on this email when I see you in person.

Take Care

Jill

815

[REDACTED]

From: kreinhardt@ssrsb.ca
To: jfrancis@ssrsb.ca
Subject: Re: School Ids
Deliver Date: 11-Apr-2011 09:33
Attachments: TEXT.htm [Save] [Open]

I wrote back to fast, before reading Stephen's email. It still sounds like his interpretation. But, was there a word or more prefacing the section (16), that made it clearer? I don't have it right to hand, so can't check right now.

>>> Jill Francis 4/11/2011 9:27 AM >>>

Hi Karen:

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I don't think that section I was looking into would make the SSRSB release the School Id reports.

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Take Care

Jill

81

[REDACTED]

From: kreinhardt@ssrsb.ca
To: jfrancis@ssrsb.ca
Subject: Re: School ids
Deliver Date: 11-Apr-2011 10:22
Attachments: TEXT.htm [Save] [Open]

so, the ID report is part of the review process, but because it precedes the actual review decision, it doesn't fall within the review period? that's odd thinking, don't you think?

And, no, the ID reports are not on the agenda for wednesday. I asked at the finance/ops meeting about putting the subject on the agenda for the work session, but didn't get any support.

>>> Jill Francis 4/11/2011 10:09 AM >>>

I think I know what you are asking.. but I don't think so.

I think it really revolves around "school review period". It's easier in person to explain the various interpretations... if you get a chance I will be in the office today and tomorrow until 5 pm.

Take Care again

Jill

>>> Karen Reinhardt 04/11/11 9:33 AM >>>

I wrote back to fast, before reading Stephen's email. It still sounds like his interpretation. But, was there a word or more prefacing the section (16), that made it clearer? I don't have it right to hand, so can't check right now.

>>> Jill Francis 4/11/2011 9:27 AM >>>

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I don't think that section I was looking into would make the SSRSB release the School Id reports.

I hope all is well with the new job. I can expand on this email when I see you in person.

Take Care

Jill

82'

From: kreinhardt@sssb.ca
To: raford@ms.sympatico.ca, mmaynard@sssb.ca, hseymour@sssb.ca, sfoster@sssb.ca, kreinhardt@ca.inter.net, dawnpayzant@aol.com, jfrancis@sssb.ca, dhudson@sssb.ca, nrcscoach@hotmail.com, jjenkins@sssb.ca, rafusemi@sssb.ca, cmadecod@sssb.ca
Subject: Sunday afternoon tea and cookies
Deliver Date: 24-Mar-2011 22:15
Attachments: Text.htm [Save] [Open]
map to karen's house.doc [Save] [Open]

Hello All,

I'd like to invite you for tea and cookies at my house on Sunday afternoon, from 2 PM to 4 PM.

My idea is that we could have a good, free-wheeling discussion about the ID reports, in an informal and collegial atmosphere, with no pressure. Only a mild structure, whatever is needed to avoid chaos, and Herb has volunteered to be the light-handed moderator.

It's the only chance we'll have for this kind of discussion, before we go public.

I know it's short notice, and maybe not everyone's cup of tea (no pun intended), but could you please let me know if you're coming, or if you're not coming, so I can plan how many cookies to bake.

I live at (S.20(1)) Map is attached.

Oh, if you're coming, you'll have to promise to make no judgements about the state of my house or housekeeping abilities. I'll do what I can to make sure everyone has a chair, but there's not enough time to spruce up too much.

82

From: raforbes@ns.sympatico.ca
To: mmaynard@ssrsb.ca, dawnpayzant@auracom.com, jfrancis@ssrsb.ca, hseymour@ssrsb.ca, dhudson@ssrsb.ca, kreinhardt@ssrsb.ca, nrosccoach@hotmail.com, jjenkins@ssrsb.ca, afoster@ssrsb.ca, krainhar@ca.inter.net, rafusem@ssrsb.ca, cmacleod@ssrsb.ca
Subject: RE: Sunday afternoon tea and cookies
Deliver Date: 24-Mar-2011 23:02
Attachments: TEXT.htm [Save] [Open]
Mime.822 (excluded from export)

Hello Karen,

I had been out all day, with interviewing for French Coord., and other things I had to do. I do have another commitment for Sunday afternoon, so doubt that I would be able to be at your house. Have not even had a chance to look yet at the ID Reports. Must go as I need to get a message off to JD before heading for bed.

Marg

From: Karen Reinhardt [mailto:krainhardt@ssrsb.ca]
Sent: March-24-11 10:17 PM
To: dawnpayzant@auracom.com; kreinhar@ca.inter.net; nrosccoach@hotmail.com; raforbes@ns.sympatico.ca; Allan Foster; Butch MacLeod; Dan Hudson; Herbert Seymour; Jill Francis; John Jenkins; Mustapha Maynard; Maxwell Rafuse
Subject: Sunday afternoon tea and cookies
Importance: High

Hello All,

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82

I live at (S.200) Map is attached.

Oh, if you're coming, you'll have to promise to make no judgements about the state of my house or housekeeping abilities. I'll do what I can to make sure everyone has a chair, but there's not enough time to spruce up too much.

82

From: kreinhardt@ssrsb.ca
To: dawnpayzant@auracom.com
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 25-Mar-2011 08:36
Attachments: Mime.822 (excluded from export)

Sorry Elliot, and all, I didn't realize that. Consider it cancelled.

Quoting Webmail dawnpayzant <dawnpayzant@auracom.com>:

> Karen,
> I appreciate your intention, but any meeting or gathering to discuss a
> confidential document is inappropriate except at an in camera board meeting.
> Elliott
>
> On Thu, Mar 24, 2011 at 10:16 PM, Karen Reinhardt <kreinhardt@ssrsb.ca> wrote:
>
>> Hello All,
>>
>> I'd like to invite you for tea and cookies at my house on Sunday afternoon,
>> from 2 PM to 4 PM.
>>
>> My idea is that we could have a good, free-wheeling discussion about the ID
>> reports, in an informal and collegial atmosphere, with no pressure. Only a
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>> to be the light-handed moderator.
>>
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>> public.
>>
>> I know it's short notice, and maybe not everyone's cup of tea (no pun
>> intended), but could you please let me know if you're coming, or if you're
>> not coming, so I can plan how many cookies to bake.
>>
>> I live at 450 Watermills Road, in New Cumberland. Map is attached.
>>
>> Oh, if you're coming, you'll have to promise to make no judgements about
>> the state of my house or housekeeping abilities. I'll do what I can to make
>> sure everyone has a chair, but there's not enough time to spruce up too
>> much.
>>

82

[REDACTED]

From: cmacloed@ssrsb.ca
To: minaynerd@ssrsb.ca, reforbes@ns.sympatico.ca, hseymour@ssrsb.ca, kreinhart@ssrsb.ca, afoster@ssrsb.ca,
kreinhart@ca.inter.net, dawnpayzant@aunacom.com, jfrancis@ssrsb.ca, dhudson@ssrsb.ca, nrtscnack@hotmail.com,
jjenkins@ssrsb.ca, rafusem@ssrsb.ca
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 25-Mar-2011 08:37
Attachments: TEXT.htm [Save] [Open]

I have a prior commitment at 4 pm, so I'll have to leave around 3.30 for that, but I'll
be there.
Butch

82

From: kreinhart@ca.inter.net
To: cmacleod@ssrsb.ca
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 25-Mar-2011 08:42
Attachments: Mime.822 (excluded from export)

Hi Butch,

glad you were going to be able to come, but as we now know, it's not a good idea. too bad. we'll have to have a tea party this summer sometime, at my cottage.

karen

Quoting Butch MacLeod <cmacleod@ssrsb.ca>:

- > I have a prior commitment at 4 pm, so I'll have to leave around 3.30
- > for that, but I'll
- > be there.
- > Butch
- >

85

[REDACTED]

From: omacleod@ssrsb.ca
To: refusem@ssrsb.ca
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 25-Mar-2011 18:05
Attachments: TEXT.htm [Save] [Open]

hey Max

We all knew we couldn't discuss these things.

I just wanted to cookies :-)

Butch

>>> Maxwell Refuse 3/25/2011 12:48 PM >>>

Good Morning Karen,

Your "tea party" is inappropriate. The free flow of information and open discussion without The restriction of time and regulation must be stopped at all cost. It is totally in appropriate. After all, one might see behind the "curtain".

Regards,

Max

Long live the Colonell

>>> Webmail dawnpayzant <dawnpayzant@auracom.com> 3/25/2011 8:33 AM >>>

Karen,

I appreciate your intention, but any meeting or gathering to discuss a confidential document is inappropriate except at an in camera board meeting.

Elliott

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It's the only chance we'll have for this kind of discussion, before we go public.

I know it's short notice, and maybe not everyone's cup of tea (no pun intended), but could you please let me know if you're coming, or if you're not coming, so I can plan how many cookies to bake.

83

I live at (S-20(1)) Map is attached.

Oh, if you're coming, you'll have to promise to make no judgments about the state of my house or housekeeping abilities.
I'll do what I can to make sure everyone has a chair, but there's not enough time to spruce up too much.

83

[REDACTED]

From: cmaclod@ssrsb.ca
To: rafuzam@ssrsb.ca
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 26-Mar-2011 15:06
Attachments: TEXT.htm [Save] [Open]

I know what you mean.

Butch

>>> Maxwell Rafuse 3/25/2011 9:29 PM >>>

Hi Butch,

I was being sarcastic. Why can't we discuss what we want without the watchful eyes that limits what is said? Also I wanted the cookies.

max

>>> Butch MacLeod 3/25/2011 6:05 PM >>>

hey Max

We all knew we couldn't discuss these things.

I just wanted to cookies :-)

Butch

>>> Maxwell Rafuse 3/25/2011 12:48 PM >>>

Good Morning Karen,

Your "tea party" is inappropriate. The free flow of information and open discussion without The restriction of time and regulation must be stopped at all cost. It is totally in appropriate. After all, one might see behind the "curtain".

Regards,

Max

Long live the Colonel!

>>> Webmail dawnpayzant <dawnpayzant@auracom.com> 3/25/2011 8:33 AM >>>

Karen,

I appreciate your intention, but any meeting or gathering to discuss a confidential document is inappropriate except at an in camera board meeting.

Elliott

On Thu, Mar 24, 2011 at 10:16 PM, Karen Reinhardt <kreinhardt@ssrsb.ca> wrote:

81

Hello All,

I'd like to invite you for tea and cookies at my house on Sunday afternoon, from 2 PM to 4 PM.

My idea is that we could have a good, free-wheeling discussion about the ID reports, in an informal and collegial atmosphere, with no pressure. Only a mild structure, whatever is needed to avoid chaos, and Herb has volunteered to be the light-handed moderator.

It's the only chance we'll have for this kind of discussion, before we go public.

I know it's short notice, and maybe not everyone's cup of tea (no pun intended), but could you please let me know if you're coming, or if you're not coming, so I can plan how many cookies to bake.

I live at (S. 200) Map is attached.

Oh, if you're coming, you'll have to promise to make no judgments about the state of my house or housekeeping abilities. I'll do what I can to make sure everyone has a chair, but there's not enough time to spruce up too much.

85

From: cmaclod@ssrsb.ca
To: kreinhar@ca.inter.net
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 26-Mar-2011 15:12
Attachments: TEXT.htm [Save] [Open]

I was kind of being sarcastic too, Karen.
I guess the watchful eyes are everywhere.
But, I guess we have to listen to the boss.
That's why I wanted to cookies. World famous.
Butch

>>> <kreinhar@ca.inter.net> 3/25/2011 11:41 PM >>>
I'll have you know that my chocolate chip cookies are world famous.
And why can't we discuss what we want?

Quoting Maxwell Rafuse <rafusem@ssrsb.ca>:

> Hi Butch,
>
> I was being sarcastic. Why can't we discuss what we want without the
> watchful eyes that limits what is said? Also I wanted the cookies.
>
> max
>
>>>> Butch MacLeod 3/25/2011 6:05 PM >>>>
> hey Max
> We all knew we couldn't discuss these things.
> I just wanted to cookies :-)
> Butch
>
>>>> Maxwell Rafuse 3/25/2011 12:48 PM >>>>
> Good Morning Karen,
>
> Your "tea party" is inappropriate. The free flow of information and
> open discussion without The restriction of time and regulation must
> be stopped at all cost. It is totally in appropriate. After all, one
> might see behind the " curtain".
>
> Regards,
>
> Max

81.

> Long live the Colonel!

>

>>>> Webmail dawnpayzant <dawnpayzant@auracom.com> 3/25/2011 8:33 AM >>>

> Karen,

> I appreciate your intention, but any meeting or gathering to discuss

> a confidential document is inappropriate except at an in camera

> board meeting.

> Elliott

>

> On Thu, Mar 24, 2011 at 10:16 PM, Karen Reinhardt

> <kreinhardt@ssrsb.ca> wrote:

>

>

> Hello Ali,

>

> I'd like to invite you for tea and cookies at my house on Sunday

> afternoon, from 2 PM to 4 PM.

>

> My idea is that we could have a good, free-wheeling discussion about

> the ID reports, in an informal and collegial atmosphere, with no

> pressure. Only a mild structure, whatever is needed to avoid chaos,

> and Herb has volunteered to be the light-handed moderator.

>

> It's the only chance we'll have for this kind of discussion, before

> we go public.

>

> I know it's short notice, and maybe not everyone's cup of tea (no

> pun intended), but could you please let me know if you're coming, or

> if you're not coming, so I can plan how many cookies to bake.

>

> I live at (S. 200) Map is attached.

>

> Oh, if you're coming, you'll have to promise to make no judgements

> about the state of my house or housekeeping abilities. I'll do what

> I can to make sure everyone has a chair, but there's not enough time

> to spruce up too much.

>

>

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>

834

From: cmacleod@ssrsb.ca
To: kreinhar@ca.inter.net
Subject: Re: Sunday afternoon tea and cookies
Deliver Date: 26-Mar-2011 16:35
Attachments: TEXT.htm [Save] [Open]

I'll talk to the three of them.

>>> <kreinhar@ca.inter.net> 3/26/2011 4:04 PM >>>
I'll bring some with me, maybe on Wed., for the in-camera part.

Would you have the time/inclination to talk to Allen, Mustapha, and/or Jill, to see how they would feel about the motion we talked about?

Quoting Butch MacLeod <cmacleod@ssrsb.ca>:

> I was kind of being sarcastic too, Karen.
> I guess the watchful eyes are everywhere.
> But, I guess we have to listen to the boss.
> That's why I wanted to cookies. World famous.
> Butch

>
>>> <kreinhar@ca.inter.net> 3/25/2011 11:41 PM >>>
> I'll have you know that my chocolate chip cookies are world famous.
> And why can't we discuss what we want?

>

>

>

> Quoting Maxwell Rafuse <rafusem@ssrsb.ca>:

>

>> Hi Butch,

>>

>> I was being sarcastic. Why can't we discuss what we want without the
>> watchful eyes that limits what is said? Also I wanted the cookies.

>>

>> max

>>

>>>> Butch MacLeod 3/25/2011 6:05 PM >>>

>> hey Max

>> We all knew we couldn't discuss these things.

>> I just wanted to cookies :-)

>> Butch

837

>>

>>>> Maxwell Rafuse 3/25/2011 12:48 PM >>>

>> Good Morning Karen,

>>

>> Your "tea party" is inappropriate. The free flow of information and
>> open discussion without The restriction of time and regulation must
>> be stopped at all cost. It is totally in appropriate. After all, one
>> might see behind the "curtain".

>>

>> Regards,

>>

>> Max

>>

>> Long live the Colonel!

>>

>>>> Webmail dawnpayzant <dawnpayzant@auracom.com> 3/25/2011 8:33 AM >>>

>> Karen,

>> I appreciate your intention, but any meeting or gathering to discuss
>> a confidential document is inappropriate except at an in camera
>> board meeting.

>> Elliott

>>

>> On Thu, Mar 24, 2011 at 10:16 PM, Karen Reinhardt

>> <kreinhardt@ssrsb.ca> wrote:

>>

>>

>> Hello All,

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>> I'd like to invite you for tea and cookies at my house on Sunday
>> afternoon, from 2 PM to 4 PM.

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>> My idea is that we could have a good, free-wheeling discussion about
>> the ID reports, in an informal and collegial atmosphere, with no
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>> and Herb has volunteered to be the light-handed moderator.

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>> if you're not coming, so I can plan how many cookies to bake.

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>> I live at (S. 20(1)) Map is attached.

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>> about the state of my house or housekeeping abilities. I'll do what

>> I can to make sure everyone has a chair, but there's not enough time

>> to spruce up too much.

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89

From: jfrancis@ssrsb.ca
To: kreinhardt@ssrsb.ca
Subject: Re: School Ids
Deliver Date: 11-Apr-2011 10:09
Attachments: Text.htm [Save] [Open]

I think I know what you are asking.. but I don't think so.

I think it really revolves around "school review period". It's easier in person to explain the various interpretations...

if you get a chance I will be in the office today and tomorrow until 5 pm.

Take Care again

Jill

>>> Karen Reinhardt 04/11/11 9:33 AM >>>

I wrote back to fast, before reading Stephen's email. It still sounds like his interpretation. But, was there a word or more prefacing the section (16), that made it clearer? I don't have it right to hand, so can't check right now.

>>> Jill Francis 4/11/2011 9:27 AM >>>

Hi Karen:

I spoke with Stephen over the phone last week. I'll send his email response to you.

I don't think that section I was looking into would make the SSRSB release the School Id reports.

I hope all is well with the new job. I can expand on this email when I see you in person.

Take Care

Jill

89

From: mmaynard@ssrsb.ca
To: kreinhan@ca.inter.net
Subject: Re: We did good!
Deliver Date: 01-Apr-2011 08:51
Attachments: Text.htm [Save] [Open]

Hi Karen

Feels good to know we did the right thing for our stakeholders, but what really concerns me with the future budget, is what we can do to protect the class room teachers. I also feel our staff needs to do a better job at educating the public with the whole review process, as the word closure is what the public only sees. Just few thoughts Ive been having, but I do appreciate your input and opinions always. Its funny you said that about poker, cause I've been told that before, at times Im hard to read

Mustapha Maynard
African Nova Scotian Representative
South Shore Regional School Board
Email: mmaynard@ssrsb.ca
>>> Karen Reinhardt 03/30/11 10:06 PM >>>
Hi Mustapha,

I'm proud of us tonight. I think it was clear that we did the right thing, at least with our "stakeholders". Thanks for coming on board, I don't want to play poker with you.

karen

960

[REDACTED]

From: hseymour@ssrsb.ca
To: kreinhar@ca.inter.net, refusem@ssrsb.ca
Subject: Re: Thanks, guys
Deliver Date: 30-Mar-2011 23:56

Karen,

What do you mean you will see me on Friday. The Transfer Appeal Committee meets at 3 p.m. on Thursday, March 31, 2011.

I am glad that we didn't put schools under review but we do have information and we can start looking at other ways we can improve the education system in the area that the board serves.

Herbert

Herbert Seymour
SSRSB Board Member
District 6

>>> Karen Reinhardt <kreinhar@ca.inter.net> 3/30/2011 9:50 PM >>>

Well, it actually worked! Thanks for all your hard work and support for a motion that we know was the right thing to do. Without you two to stick with it, I wouldn't have had the courage to continue.

Facebook is ringing with relief and cheers.

Enjoy a day without a phone call from me, and no letters, phone calls, or lobbying.

Herb, see you Friday, you have a day off from me.

max, you als have a day off from me, unless you want to chortle. can you send me a copy of your speech?

Marg said that Gary told her he wasn't running next time. We knew that already, but she said he didn't mention council this time.

Elliot said he almost supported it. Maybe he didn't want to leave Gary out in left field.

Anyway, good night.

921

>> Informational confidential matters. Will the decisions on school
>> review be based on
>> information, the public will not be allowed to know?

>>

>> Karen, Should I send this question to Nancy and the other Board
>> Members or ask it in the public
>> session on the 23th?

>>

>> FYI

>> Also, my wife pointed out I have no choice but support Petite. The
>> reason is so strong that my
>> support for Petite is now carved in stone.

>>

>> Looking forward to your answer to my question.

>>

>> Max

>>

>>

>>

>>

>> When they closed Blandford School, I said nothing. Blandford is not
>> my community and those
>> are not my kids. So 5 year olds, who use to walk to school now
>> travel an hour on a bus.

>>

>> When they closed Lunenburg High, I said nothing. I don't live in
>> Lunenburg and those are not my
>> kids. So those students are bused to Bridgewater.

>>

>> When they closed Riverport, I said nothing. Riverport is not my
>> community and those are not my
>> kids. So those kids are bused out of their home community.

>>

>> Now they want to close my school! Who will speak for me!

>>

>> Maxwell Rafuse

>> SSRSB Board Member

>> District 10

>> Chester & Aspotogan

>> >>> <kreinhar@ca.inter.net> 3/17/2011 12:11 PM >>>

>> This paragraph is in the Candidate's Guide to Municipal and School
>> Board Elections, prepared for the 2008 elections. It's on page 12. I
>> don't know what section of the act it applies to, but will try to

926

[REDACTED]

From: kreinhar@ca.inter.net
To: rafusem@ssrsb.ca
Subject: Re: residency requirements
Deliver Date: 17-Mar-2011 16:12
Attachments: Mime.822 (excluded from export)

I'll have to pester you about that in person.

Quoting Maxwell Rafuse <rafusem@ssrsb.ca>:

> Hi Karen,

>

> The reason for supporting Petite is based on my personal philosophy
> of life and you will probably tell me to get over it.

>

> Regards,

>

> Max

>

>

>>>> Karen Reinhardt <kreinhar@ca.inter.net> 3/17/2011 2:13 PM >>>

> Ask everyone know, so they have time to think about it, and then

> bring it up again at the

> meeting.

>

> What is the compelling reason for supporting Petite, that is now

> written in stone?

>

> How can we find out if Maitland Bridge was actually annexed? Looking

> forward to what Wade

> finds out about the financial aspect.

>

>

>

>

>> Hi Karen,

>>

>> This is most interesting.

>>

>> Question? Why is there an hour and half in camera session before the

>> School Review Board

>> Meeting? Will all discussion be done in secret? I thought in camera

>> was for personal matters or

950

From: nrcscoach@hotmail.com
To: kreinhar@ca.inter.net, raforbes@ns.sympatico.ca, npynch-worthylake@ssrsb.ca, rafusem@ssrsb.ca
Subject: Re: Rule changes!!!!
Deliver Date: 28-Mar-2011 14:41
Attachments: TEXT.htm [Save] [Open]
Mime.B22 (excluded from export)

Max, I want to let you and others know I take full responsibility on the procedure of the meeting last night. It was my meeting to chair last night and if there were questions of clarification I could have allowed them. I do want to point out this meeting wasn't an official part of the identification process and therefore not a place to debate why or why not a school should be placed under review. Once again I take full responsibility if the meeting was not held in the manner that Board Members expected. Regards,
Gary Mailman

REALTOR®

Exit Realty Inter Lake

(902)543-7642 office

(902)527-9037 home

www.exitinterlake.com

—Original Message—

From: "Maxwell Rafuse" <rafusem@ssrsb.ca>

Date: Tue, 29 Mar 2011 10:34:07

To: <kreinhar@ca.inter.net>; <nrcscoach@hotmail.com>; marg forbes<raforbes@ns.sympatico.ca>; Nancy Pynch-Worthylake<npynch-worthylake@ssrsb.ca>

Subject: Rule changes!!!!

Good Morning Elliot,

I am disappointed and annoyed that it was announced at the meeting last night that there would not be any questions and answers. At the last Board meeting I specifically ask you if questions would be allowed. I thought you said yes. When the agenda came out, it appeared there was time for a 10 minute presentation and 3 minutes to ask a question or 2. I do not blame Gary, as he was only following instructions. I spent an hour and fifteen minutes driving to a meeting where I was read to for an hour and thirty minutes.

This constant changing of rules bothers me. Am I missing something? Is there something going on I am of which not aware? I plan to bring up this changing of rules at the special meeting on Wednesday.

92

>> check.

>>

>> "You do not need to reside in the electoral district of the school

>> board in which

>> you wish to seek election, as long as you meet the residency

>> requirement of 6

>> months in the SCHOOL REGION" (My capital letters).

>>

>>

>>

>>

>>

>

>

>

955

[REDACTED]

From: rafusem@ssrsb.ca
To: hseymour@ssrsb.ca, kreinhar@ca.inter.net
Subject: Re: Thanks, guys
Deliver Date: 30-Mar-2011 23:02
Attachments: TEXT.htm [Save] [Open]

Hi Karen,
My speech is hand written. I will photocopy it for.

I am so glad it is over. You can call me tomorrow if you want to chortle. It is through your hard work that the small schools are saved.

Max

>>> Karen Reinhardt <kreinhar@ca.inter.net> 3/30/2011 9:50 PM >>>
Well, it actually worked! Thanks for all your hard work and support for a motion that we know was the right thing to do. Without you two to stick with it, I wouldn't have had the courage to continue.

Facebook is ringing with relief and cheers.

Enjoy a day without a phone call from me, and no letters, phone calls, or lobbying.

Herb, see you Friday, you have a day off from me.

max, you als have a day off from me, unless you want to chortle. can you send me a copy of your speech?

Marg said that Gary told her he wasn't running next time. We knew that already, but she said he didn't mention council this time.

Elliot said he almost supported it. Maybe he didn't want to leave Gary out in left field.

Anyway, good night.

951

From: rafusem@ssrsb.ca
To: kreinhar@ca.inter.net
Subject: (Fwd) error in your article re: SSRSB
Deliver Date: 31-Mar-2011 15:32
Attachments: TEXT.htm [Save] [Open]

Good girl. It bothered me too. Even if I didn't have your courage to vote with you.

Regards,

Max

(Only sometimes a rubber stamp.)

>>> Karen Reinhardt <kreinhar@ca.inter.net> 3/31/2011 3:11 PM >>>
Thought you'd like to know that, in all cockiness, I sent this shot over Gary's bow.

—— Forwarded message follows ——

From: Karen Reinhardt <kreinhar@ca.inter.net>
To: (S.2001)
Subject: error in your article re: SSRSB
Copies to: nrosccoach@hotmail.com
Date sent: Thu, 31 Mar 2011 16:09:54 -0300

Good day (S.2001)

I didn't get a chance to point it out last night, but the board did NOT unanimously vote to review the twelve schools, as you reported. Although it was stated by the Vice-Chair that the earlier vote was unanimous, it was a recorded vote at the Feb 23 meeting. The vote was 11-1, with my vote being the only vote against.

I did not like being put in that category, and it gave the public a somewhat erroneous impression. Probably not worth correcting, given the final decision, but I would like you to know.

Thanks,

Karen Reinhardt

—— End of forwarded message ——

Appendix B – Defining SSRSB’s responsibilities

The purpose of this Appendix is to provide a concise summary of the responsibilities of the South Shore Regional School Board, with reference to the source of its authority and resulting implications.

Defining Authority	Implications
<p>Education Act and Associated Regulations</p> <p>Legislation in NS provides specific direction to school boards about their responsibilities (Section 64), and is the source of the Board’s Authority.</p> <p>For example, the Board must “meet the education program, service and performance standards established by the Minister” - Section 64 (6). The Board’s powers are limited in certain respects by the Act.</p> <p>The Minister has the authority to appoint an individual to replace the Board under certain conditions - Section 68 (2).</p>	<p>Board members need to be very familiar with the extent and limitations of their powers, and of the responsibilities as defined in the Act. This will take some effort and collaboration on the part of the members and the Superintendent to ensure appropriate compliance.</p>
<p>Directives from the Minister</p> <p>The Board is required by legislation to follow the directives of the Minister - Section 68 (1).</p>	<p>Directives to the SSRSB are communicated to the Superintendent and the Board Chair who have responsibility to communicate the directive to the rest of the Board. Failure to follow directives can result in censure, or in removal of a member of the Board.</p>
<p>Bylaws</p> <p>Bylaws are intended to govern the conduct of meetings and decisions. The bylaws also include provisions for a Code of Ethics and conduct for individual members. They define guidelines regarding conflict of interest.</p> <p>Bylaws (Code of Ethics, Section r), place boundaries around Board scope of responsibilities: by committing to “confine Board action to policymaking, planning, public relations, system evaluation and deciding appeals as required by the Education Act and policy. Board members will recognize that the Superintendent is responsible for day-to-day administration of the school system and the principal is responsible for the administration of the school.”¹⁷</p> <p>The Code of Ethics for the Board is detailed and provides good guidelines for the Board members.</p>	<p>SSRSB’s bylaws are wide-ranging and are a useful tool for guiding the effective functioning of the Board. Overall, we found the content of the Board’s bylaws to be consistent with sound practice, and largely adequate to support effective decision-making by the Board. We note that the bylaws of SSRSB are consistent with the themes suggested by a 2009 report on School Board Governance in Ontario.¹⁸ It should be noted that bylaws are generally considered to be rules, not guidelines. No Board member should knowingly be in violation of bylaws, and it is the responsibility of other Board members, particularly of the Chair, to help manage compliance.</p>
<p>Board Policies</p> <p>The SSRSB defines policies as: “broad guidelines that create a framework within which the Superintendent and his/her staff can discharge their assigned duties with positive direction. Policies are statements of what is valued, intended action, acceptable practices, or expectations that must be met by all organizational members under the jurisdiction of a school Board.”¹⁹</p>	<p>One of the most significant responsibilities of the Board is to establish and monitor adherence to policies for the matters within their authority.</p>

¹⁷ From bylaws dated December 8, 2010. These are the bylaws currently in force. The bylaws on the Board website have been approved by the Board, but not by the Minister, and therefore are not yet in force.

¹⁸ School Board Governance: A Focus on Achievement, April 2009: <http://news.ontario.ca/edu/en/2009/12/school-Board-governance-in-ontario-1.html>

¹⁹ From SSRSB Policy on Policy: POLICY # 100, October 28, 2009.

Appendix C: Analysis of Board Self-Assessment

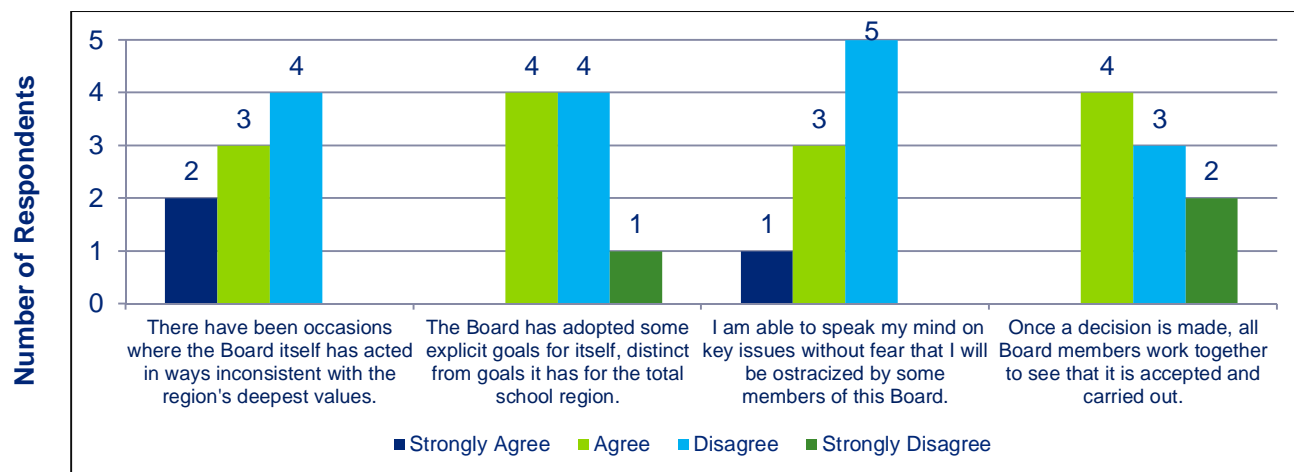
Board Self-Assessment Questionnaire

- The Board Self-Assessment Questionnaire provided the Board members with an opportunity to reflect on their individual and group performance.
- The Assessment focused on the following key areas:
 - Functioning as a Group
 - Working toward Board Improvement
 - Acting Strategically
 - Making Decisions
 - Exercising Authority
 - Connecting to the Community
- The questionnaire used by SSRB asks the Board members to assess their effectiveness in certain sound governance practice.

Board Self-Assessment Results - 2011

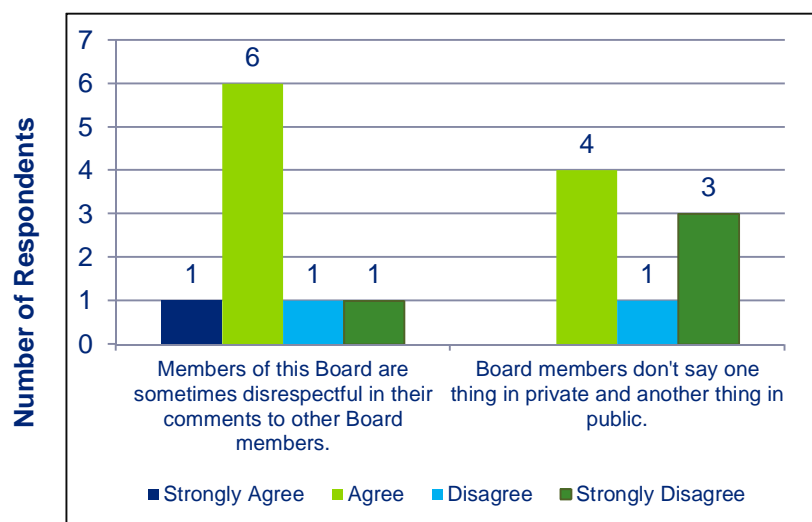
- There was an overall decrease in the Board Member Self-Assessment results in 2011 when compared to those of 2009 and 2010.
- The data below show board members divided in their opinions about their effectiveness, but in many cases, a significant percentage, and sometimes a majority of board members' responses point to serious gaps with sound governance practice in each of the areas mentioned above.

Functioning as a group



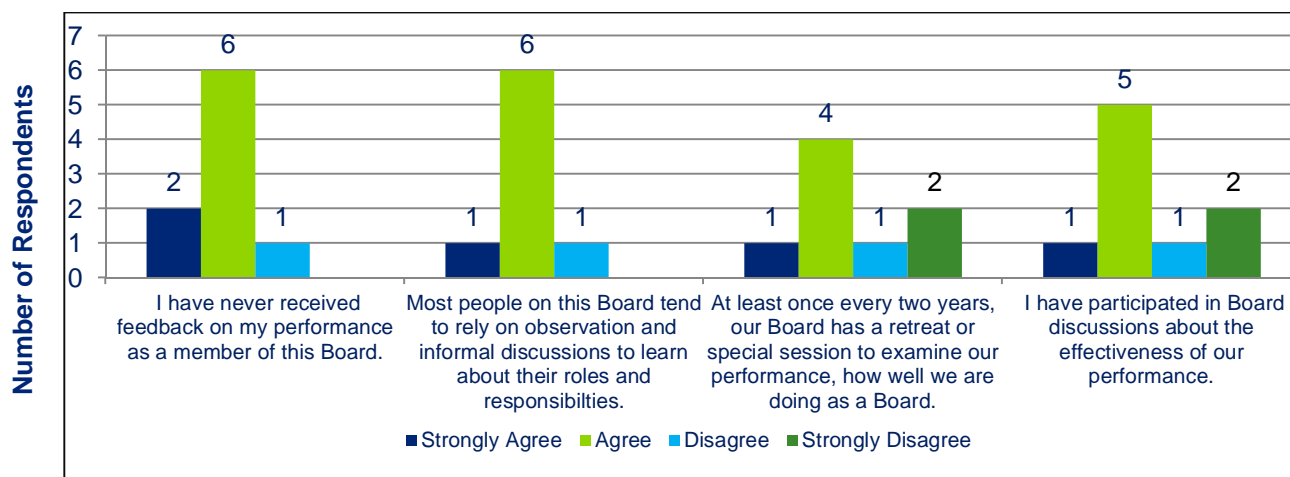
- Over 56% of respondents report that there have been occasions where the Board itself has acted in ways inconsistent with the region's deepest values.
- About 44% of respondents report that the Board has adopted some explicit goals for itself, distinct from goals it has for the total school region.

- About 56% of respondents report they are not able to speak on key issues without fear that they will be ostracized by some members of the Board.
- Only 44% Board members feel that once a decision is made, all Board members work together to see that it is accepted and carried out.



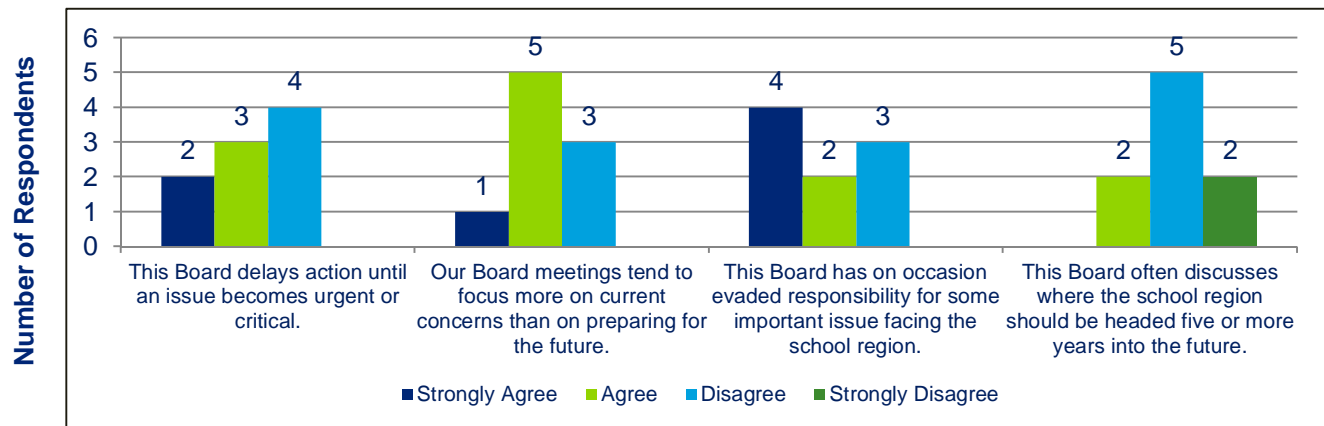
- Over 78% of respondent feel that members of this Board are sometimes disrespectful in their comments to other Board members.
- Half who respondent reported that the Board members do not say one thing in private and another thing in public; the other half reported a direct opposing view.

Working toward Board improvement



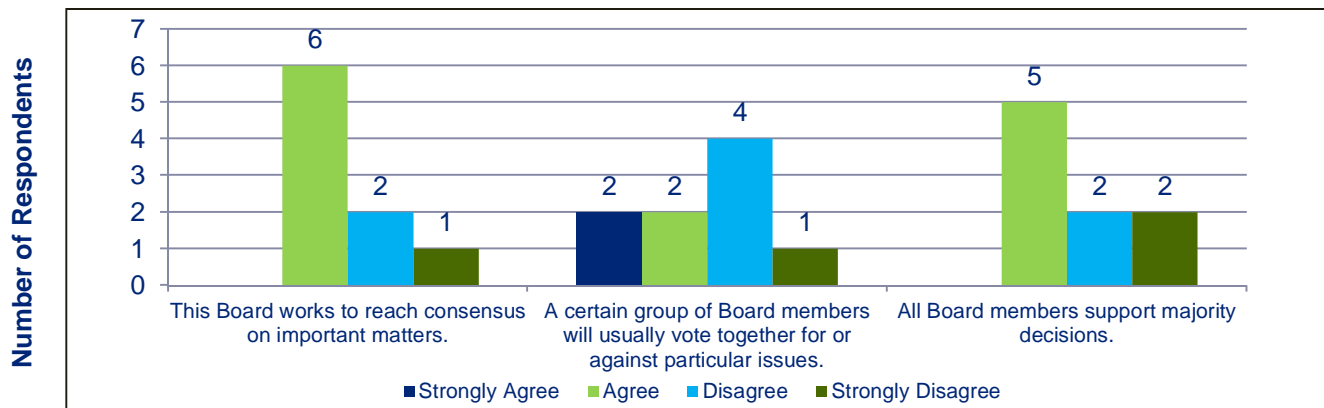
- Nearly 90% of respondents have never received feedback on their performance.
- Over 85% of respondents report that most Board members tend to rely on observation and informal discussion to learn about their roles and responsibilities.
- About 63% of respondents report that at least once every two years their Board has a retreat or special session to examine their performance.
- Nearly 67% report that they have participated in Board discussions about the effectiveness of their performance.

Acting strategically

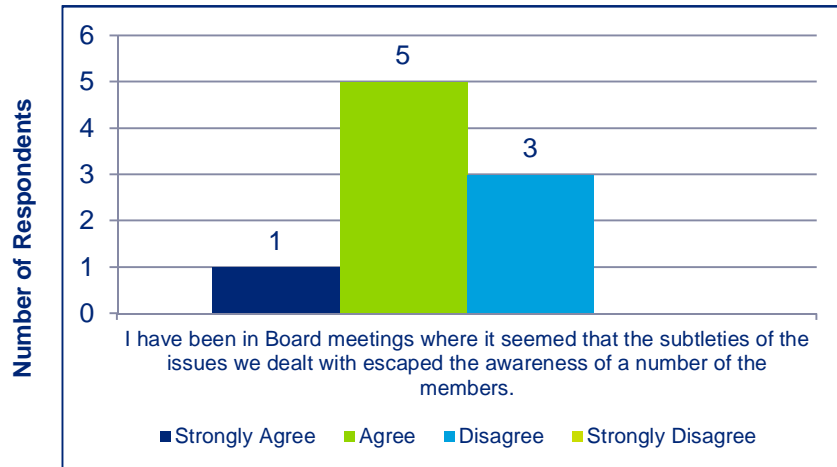


- Over 55% of respondents feel the Board delays action until an issue becomes urgent or critical.
- Nearly 68% of Board members believe the Board meetings tend to focus more on current concerns than on preparing for the future.
- The same proportion of respondents (68%) report that the Board has on occasion evaded responsibility for some important issue facing the school region.
- Only about 20% of respondents report that the Board often discusses where the school region should be headed five or more years into the future.

Making decisions

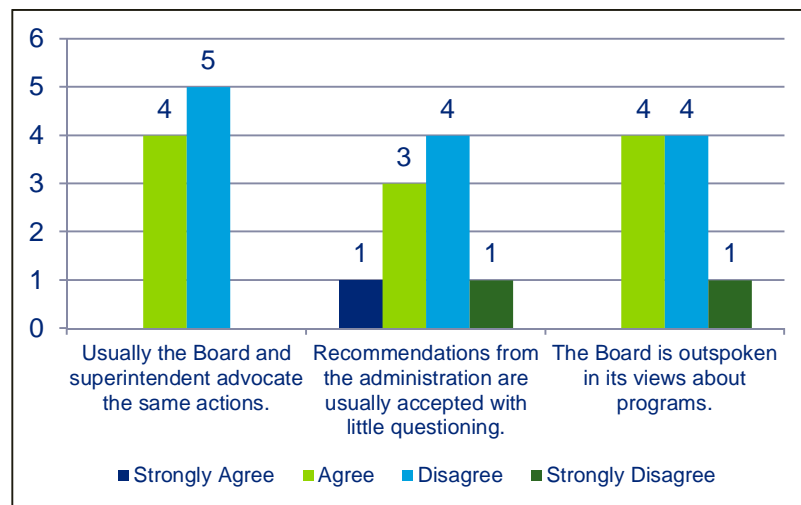


- Nearly 68% of respondents feel that the Board works to reach consensus on important matters.
- About 57% of respondents report that all Board members support majority decision.
- However, more than 40% believe that a certain group of Board members will usually vote together for or against particular issues.



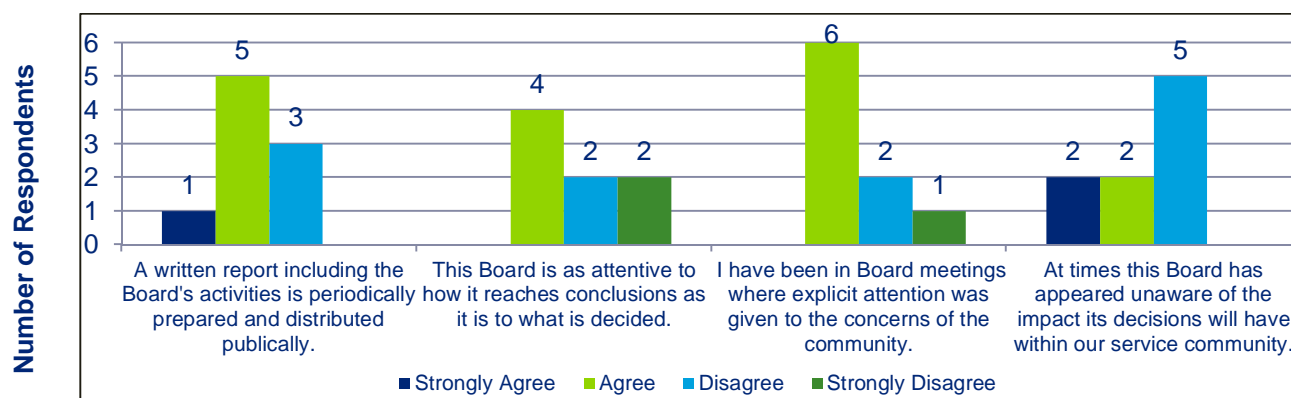
- Nearly 68% of respondents of the questionnaire reported that they have been in Board a meeting where it seemed that the subtleties of the uses the Board dealt with escaped the awareness of a number of the members.
- About 33% of respondents report a direct opposing view.

Exercising authority



- Nearly 55% of respondents believe that the Board and Superintendent usually do not advocate the same action.
- The same proportion of respondents (55%) feel the Board is not outspoken in the views about programs.
- About 43% of Board members report that recommendations from the administration are usually accepted without questioning.

Connecting to the community



- Over 66% of respondents report that a written report including the Board's activities is periodically prepared and distributed publically.
- Half of respondents believe the Board is as attentive to how it reaches conclusions as it is to what is decided and the other half report a directly opposing view.
- Only about 30% of respondents have been in Board meetings where explicit attention was given to the concerns of the community.
- About 45% of respondents report that at times their Board has appeared unaware of the impact its decisions will have within their service community.

Appendix D: Detail of bylaw revisions

Section	Clause	Draft Bylaws May 2, 2011	Approved Bylaws June 22, 2011
Conflict of Interest • Board Members will:	Consider it unethical to pursue any procedure calculated to embarrass another Board Member or to disrupt the effective functioning of the Board.	Not addressed	Clause was removed
Committees of the Board • Standing Committees	Board Members assigned to committee shall present as having no actual or perceived bias and/or no actual or perceived conflict of interest.	Clause was added	Clause was removed following a motion by Board member Reinhardt and seconded by Board member Rafuse during the Board meeting of 22 nd June, 2011
Committees of the Board • General	Board Members assigned to additional duties shall present as having no actual or perceived bias and/or no actual or perceived conflict of interest.	Clause was added	Clause was removed following a motion by Board member Reinhardt and seconded by Board member Rafuse during the Board meeting of 22 nd June, 2011
Breach of the Code of Ethics • Breach of Confidentiality	A Board Member who has breached the confidentiality of privileged information shall be subject to removal from In-Camera sessions and from receiving confidential material for such length of time as the Board determines.	Clause was removed	Clause remained removed
Rules of Order • Motion to Suspend a Rule of Order	A motion to suspend a Rule of Order shall take precedence over all motions, except a motion to adjourn. No Rule of Order shall be suspended, except upon unanimous vote of the Board Members present.	Clause was removed	Clause remained removed
Suspension of a Bylaw	Unless otherwise specified in a particular Bylaw, a specific Bylaw can be suspended for any part of a meeting by a majority of the Members present. (See Section 67 of the Education Act).	Clause was removed	Clause remained removed
The P-12 Governance Framework		Section was added	Section remained as added
Terms of Reference for each Standing committee		Section was removed	Clause remained removed

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