

Prairie South Schools
BOARD OF EDUCATION

DATE: February 2, 2021
1:00 p.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW
Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1.** Regular Board January 5, 2021
- 4. Decision and Discussion Items**
 - 4.1.** Transportation Accountability Report
 - 4.2.** Board Engagement Plan 2021-2022
 - 4.3.** Sunningdale School Community Council Constitution
 - 4.4.** 2021-2022 DRAFT School Year Calendar (Base)
 - 4.5. Monthly Reports**
 - 4.5.1.** Teacher Absence and Substitute Usage Report
 - 4.5.2.** CUPE Staff Absence and Substitute Usage Report
 - 4.5.3.** Bus Driver Absence and Substitute Usage Report
 - 4.5.4.** Out of Scope Absence and Substitute Usage Report
 - 4.5.5.** Tender Report
- 5. Delegations and Presentation**
 - 5.1.** 1:30 pm – Jan Radwanski
- 6. Information Items**
 - 6.1.** SSBA PD Information from Johnson Shoyama
- 7. Provincial Matters**
- 8. Celebration Items**
- 9. Identification of Items for Next Meeting Agenda**
 - 9.1.** Notice of Motions
 - 9.2.** Inquiries

10. Meeting Review

11. Adjournment

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on January 5, 2021 at 1:00 p.m.

Attendance:

Mr. R. Bachmann; Mr. J. Bumbac; Dr. S. Davidson; Ms. C. Froese; Mr. B. Hagan; Mr. T. Johnson; Ms. M. Jukes; Ms. D. Pryor; Ms. G. Wilson; Mr. L. Young; R. Purdy, Business Manager; A. Olson, Superintendent of School Operations; A. Johnson, Superintendent of Human Resources; L. Meyer, Superintendent of Learning; D. Huschi, Superintendent of School Operations; R. Boughen, Superintendent of School Operations; T. Baldwin, Director of Education; L. Schlamp, Executive Assistant.

Regrets:

S. Robitaille, Superintendent of Business and Operations

Delegations:

Motions:

- | | | |
|-------------------|--|---------|
| 2021-01-05 - 3327 | That the meeting be called to order at 1:03 p.m. - Bachmann | |
| 2021-01-05 - 3328 | That the Board adopt the agenda as presented. - Froese | Carried |
| 2021-01-05 - 3329 | That the Board adopt the minutes of the December 8, 2020 Board meeting. - Pryor | Carried |
| 2021-01-05 - 3330 | That the Board approve the disposal of records listed above which are at or past their retention by shredding. - Jukes | Carried |
| 2021-01-05 - 3331 | That the Board receive and file the 1st Quarter Financial Accountability Report. - Johnson | Carried |
| 2021-01-05 - 3332 | That the Board approve the Board Self-Evaluation report as developed at the facilitated workshops of October 27 and December 1, 2020 and that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate. - Bumbac | Carried |

2021-01-05 - 3333 That the Board receive and file the 2019-2020 Human Resources Accountability Report.
- Wilson Carried

2021-01-05 - 3334 That the Board receive and file the monthly reports as presented.
- Jukes Carried

Inquires: Wilson - Aside from leave due to the COVID-19 pandemic, how does staff and student attendance compare this year to last year?

2021-01-05 - 3335 That the meeting be adjourned at 2:37 p.m.
- Pryor Carried

R. Bachmann
Chairperson

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

February 2, 2021
Prairie South School Division Central Office, Moose Jaw

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | February 2, 2021 | Agenda Item #: | 04.1 |
| Topic: | Transportation Accountability Report | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

Background: According to the Board's yearly plan, a Transportation Accountability Report is to be presented to the Board of Education in February of this year.

Current Status: Please see the attached Transportation Accountability Report.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

| | | |
|---------------------|------------------|--|
| Prepared By: | Date: | Attachments: |
| Heather Boese | January 13, 2021 | Accountability Report: Transportation |

Recommendation:

That the Board receive and file the Transportation Accountability Report.

2019-2020 Transportation Accountability Report

Prepared by Heather Boese, Transportation Manager

Introduction

Prairie South Schools provides transportation for students requiring access to school in accordance with Board Policy and Administrative Procedures, The Education Act and The Traffic Safety Act. Provision is also made for special use of buses to enable students to participate in educational and extracurricular activities. We strive to provide safe, efficient, and punctual transportation for students in both the rural and urban areas.

During the 2019-20 school year, Prairie South Schools provided daily transportation services to 2769 students, traveling 17,825 kilometers on 107 bus routes. The safety of students and staff is our number one priority.

Department Structure

| Position | Number of Employees | | | | |
|--|---------------------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Regular Bus Drivers | 121 | 115 | 113 | 105 | 107 |
| Mechanic Helper/Assistant | 2 | 2 | 2 | 2 | 2 |
| Certified Mechanic | 1 | 1 | 1 | 1 | 1 |
| Journey-Person Mechanic | 4 | 4 | 4 | 3 | 3 |
| Shop Foreman (Journey-Person Mechanic) | 2 | 2 | 2 | 2 | 2 |
| Administrative Assistant | 1.2 | 1.2 | 1 | 1 | 1 |
| Assistant Managers | 2 | 2 | 1 | 1 | 1 |
| Manager | 1 | 1 | 1 | 1 | 1 |
| Sub-Total | 134.2 | 128.2 | 125 | 116 | 118 |
| Casual Bus Drivers | 93 | 84 | 93 | 83 | 76 |
| Total | 227.2 | 212.2 | 218 | 199 | 194 |

Bus Drivers provide safe, efficient and punctual transportation of students. Drivers are provided a handbook outlining their responsibilities and a copy of the Saskatchewan School Bus Operating Regulations. To retain a school bus driver S Endorsement licence, a driver must re-test every five years (through SGI) and they must have a current satisfactory medical examination on file with SGI. Drivers' Abstracts are reviewed annually by the office staff through the MySGI Online program and licenses are checked on a monthly basis using SGI's internet site.

| <i>Rural Schools</i> | <i>No. of Routes</i> |
|-----------------------------|-----------------------------|
| Assiniboia | 10 |
| Avonlea | 4 |
| Bengough | 4 |
| Caronport | 1 |
| Central Butte | 4 |
| Chaplin | 2 |
| Coronach | 4 |
| Craik | 2 |
| Eyebrow | 2 |
| Glentworth | 5 |
| Gravelbourg | 5 |
| Kincaid | 5 |
| Lafleche | 3 |
| Lindale | 21 |
| Mankota | 3 |
| Mortlach | 3 |
| Mossbank | 4 |
| Rockglen | 6 |
| Rouleau | 2 |

| <i>Urban Schools</i> | <i>No. of Routes</i> |
|-----------------------------|-----------------------------|
| Holy Trinity Special Needs | 1 |
| CFB Base | 1 |
| Empire | 1 |
| King George | 2 |
| Palliser Heights | 6 |
| Peacock SAPP | 1 |
| Prince Arthur | 3 |
| Riverview Lifeskills | 1 |
| St. Mary | 1 |
| Sunningdale | 6 |
| Westmount/Sacred Heart | 4 |
| William Grayson | 1 |

*4 routes have additional runs, each with a wheelchair student (Assiniboia, Palliser Heights, Riverview Lifeskills, Sunningdale)

**In our Urban Schools we run double routes which means one driver does two routes. Some schools start earlier than others, so our drivers drop students off at one school then pick up students for a second school. We have 12 drivers who do double routes in Moose Jaw.

Training For Drivers

| Description | Number of Drivers |
|--|--------------------------|
| Training New Drivers | 16 |
| Refresher Training (Pre-Trip Inspection and/or on road assessment) | 39 |
| SGL Recertification | 13 |
| First Aid Recertification | 12 |

New bus drivers receive training through our transportation office. We have two trainers on staff who do circle checking training (pre-trip) and in-bus driver training. The trainers meet with the drivers for a minimum of three hours and drivers are encouraged to come and practice driving on their own once approved by the trainers so they feel comfortable before going for their road test.

We also offer Circle Check Refresher Courses and other ongoing training for current bus drivers. First Aid/CPR Courses are also offered for bus drivers throughout the year.

In August 2019 we held our annual Inservice Day for bus drivers. We had SGI Vehicle and Standards staff present to the drivers about school bus safety, roadside inspections and they reviewed the importance of trip inspections. We also did an Emergency Evacuation Drill refresher for drivers.

Students are expected to follow the same behaviour standards while riding school buses as are expected on school property or at school activities, functions or events. Bus drivers must communicate expectations and reinforce them appropriately. They must exhaust all avenues to correct minor behaviour problems. Additional supports and assistance are provided as necessary in cooperation with the school principal or their designate. Student conduct rules are posted on all school buses and bus drivers review these rules with students periodically throughout the year. At the beginning of every year, parents receive a Student Transportation Guide which outlines our rules as well as consequences to certain infractions that may occur on the school bus.

In August of 2018 we developed and successfully delivered a “First Rider” program in Moose Jaw and Assiniboia. In August 2019 we jointly hosted this program in Moose Jaw with the City of Moose Jaw, Moose Jaw Police Service and Holy Trinity School Division. Attendance was up in 2019 and plans were made to expand the program in August 2020 but those were put on hold due to Covid-19. We need to work on increasing this program down in our south schools so we will discuss moving the date to the end of June so harvest doesn’t interfere with attendance.

Transportation Regions

School Bus Transportation is divided into rural and urban areas.

Rural:

| | |
|---|--|
| Assiniboia 7 th Avenue School | Eyebrow School |
| Assiniboia Composite High School | Glentworth School |
| Assiniboia Elementary School | Kincaid Central School |
| Avonlea School | Lafleche Central School |
| Bengough School | Lindale School |
| Caronport Elementary School | Mankota School |
| Central Butte School | Mortlach School |
| Central Collegiate (Rural) | Mossbank School |
| Chaplin School | Peacock Collegiate (Rural) |
| Cornerstone Christian School (Rural) | Riverview Collegiate (Rural) |
| Craik School | Rockglen School |
| Coronach School | Rouleau School |
| École Gravelbourg School | St. Michael (Holy Trinity Rural) |
| École Palliser Heights (Rural French Immersion) | Vanier Collegiate (Holy Trinity Rural) |
| École St. Margaret (Holy Trinity Rural) | |

Urban:

| | |
|--------------------------------|------------------------|
| École Palliser Heights School | Sacred Heart School |
| Empire School | St. Mary School |
| Holy Trinity - Special Needs | Sunningdale School |
| King George School | Westmount School |
| Prince Arthur School | William Grayson School |
| Riverview – Lifeskills Program | |

In 2019-20 we began transporting Holy Trinity students on South Hill in Moose Jaw. That resulted in one additional route for Sacred Heart/Westmount and one additional route for St. Mary's School. Including those South Hill students and the Lindale students, we transported 181 Holy Trinity students and 25 Cornerstone Christian School students for a total of 206 students.

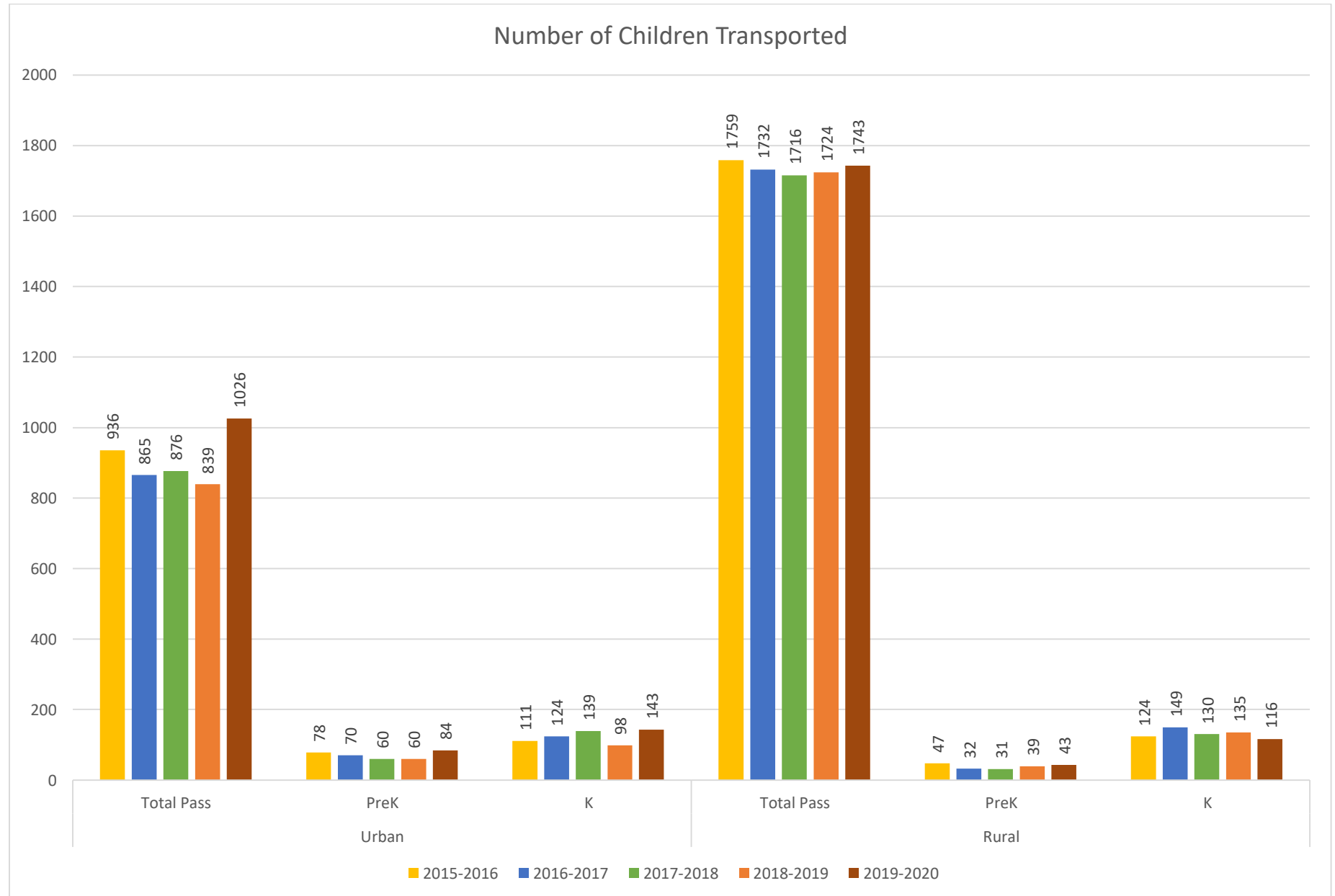
Student Transportation Information**Number of Children Transported**

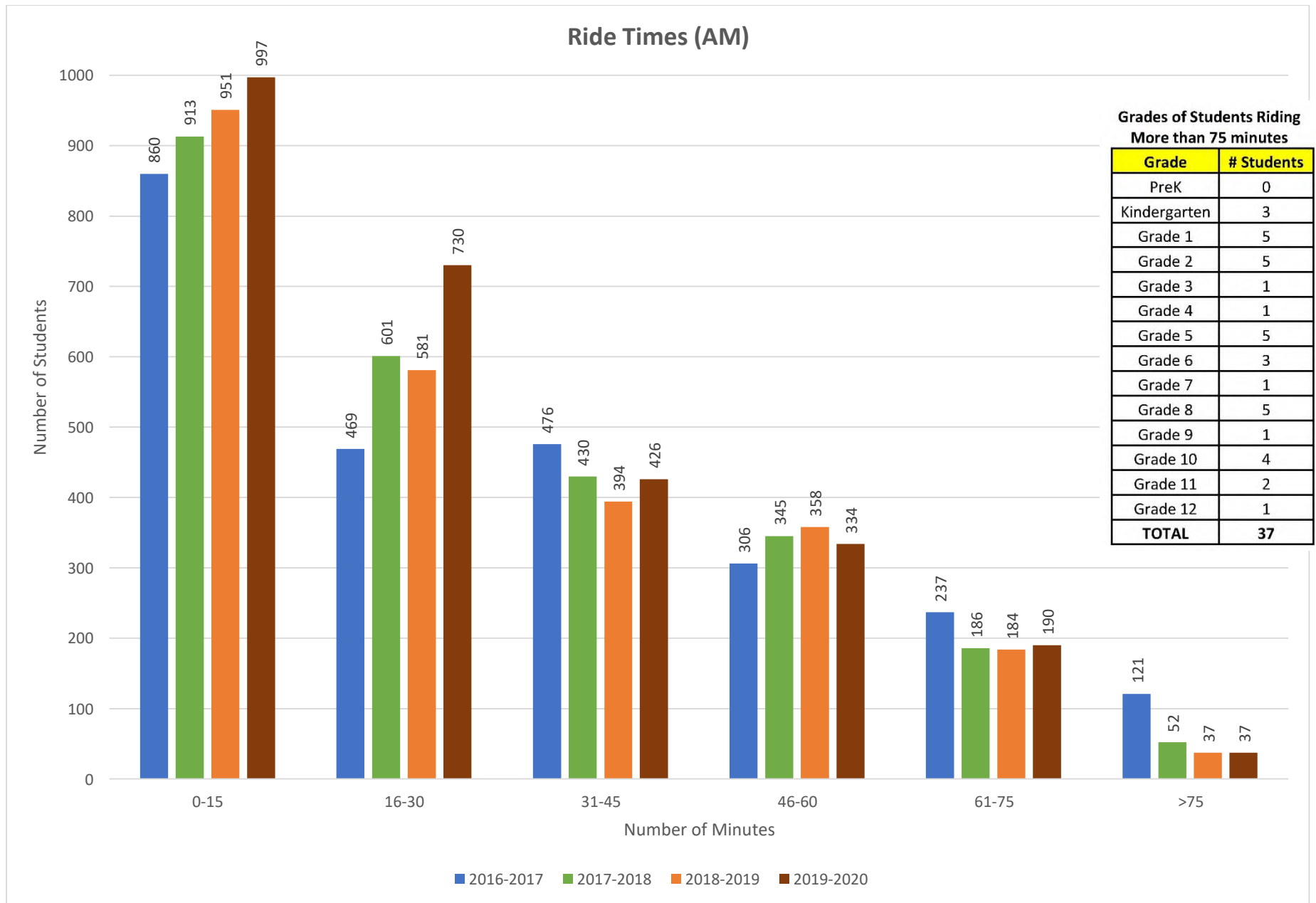
| <i>School Year</i> | <i>Urban</i> | <i>Urban Noon</i> | <i>Rural</i> | <i>Total</i> |
|---------------------------|---------------------|--------------------------|---------------------|---------------------|
| 2019-2020 | 1026 | n/a | 1743 | 2769 |
| 2018-2019 | 839 | n/a | 1724 | 2563 |
| 2017-2018 | 876 | n/a | 1716 | 2592 |
| 2016-2017 | 865 | 210 | 1732 | 2807 |
| 2015-2016 | 936 | 227 | 1759 | 2922 |

Average Ride Times

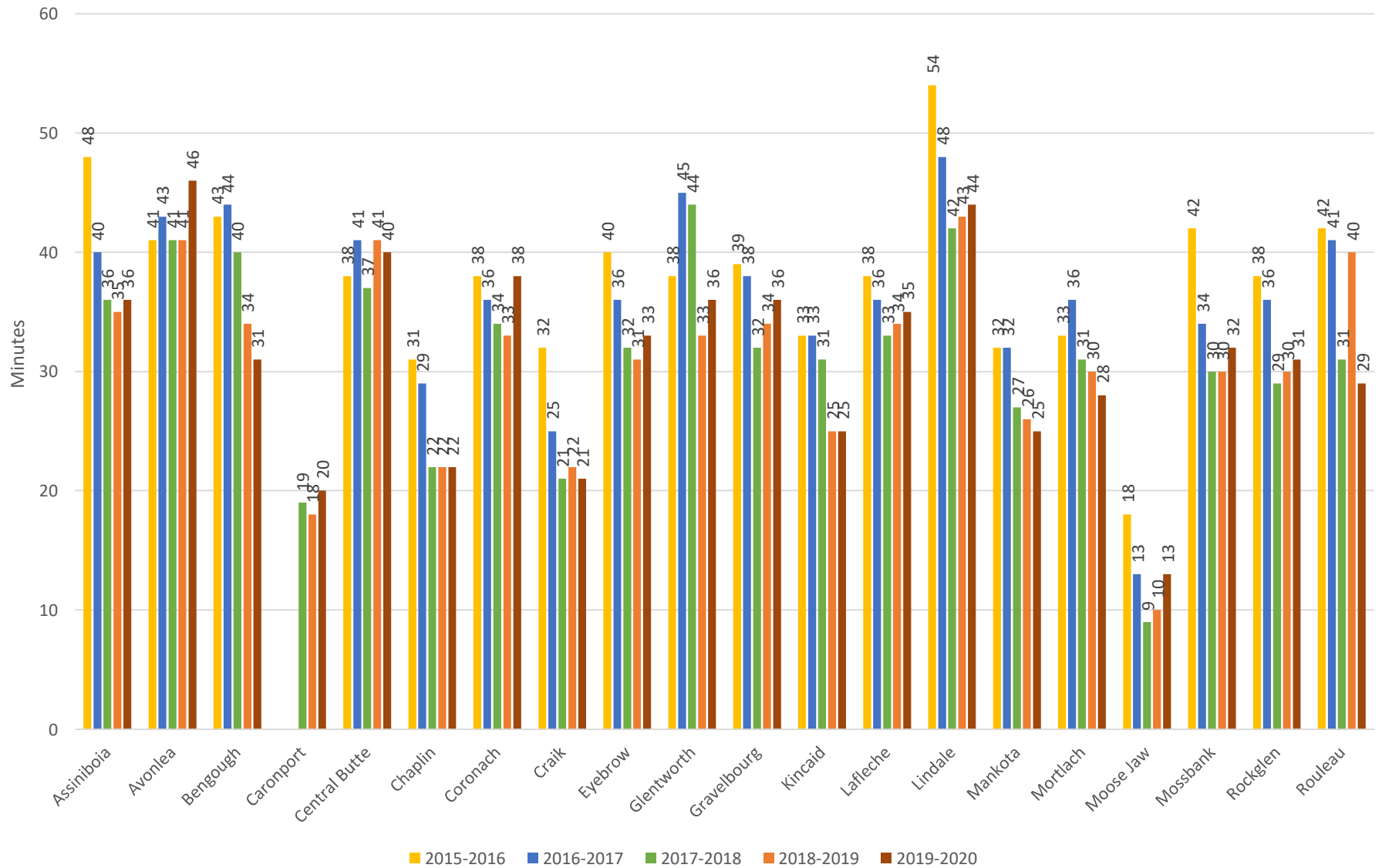
| <i>School Year</i> | <i>Urban</i> | <i>Rural</i> |
|---------------------------|---------------------|---------------------|
| 2019-2020 | 13 minutes | 33 minutes |
| 2018-2019 | 10 minutes | 34 minutes |
| 2017-2018 | 9 minutes | 35.5 minutes |
| 2016-2017 | 13 minutes | 40 minutes |

Route Information





Average Minutes on School Bus (AM)



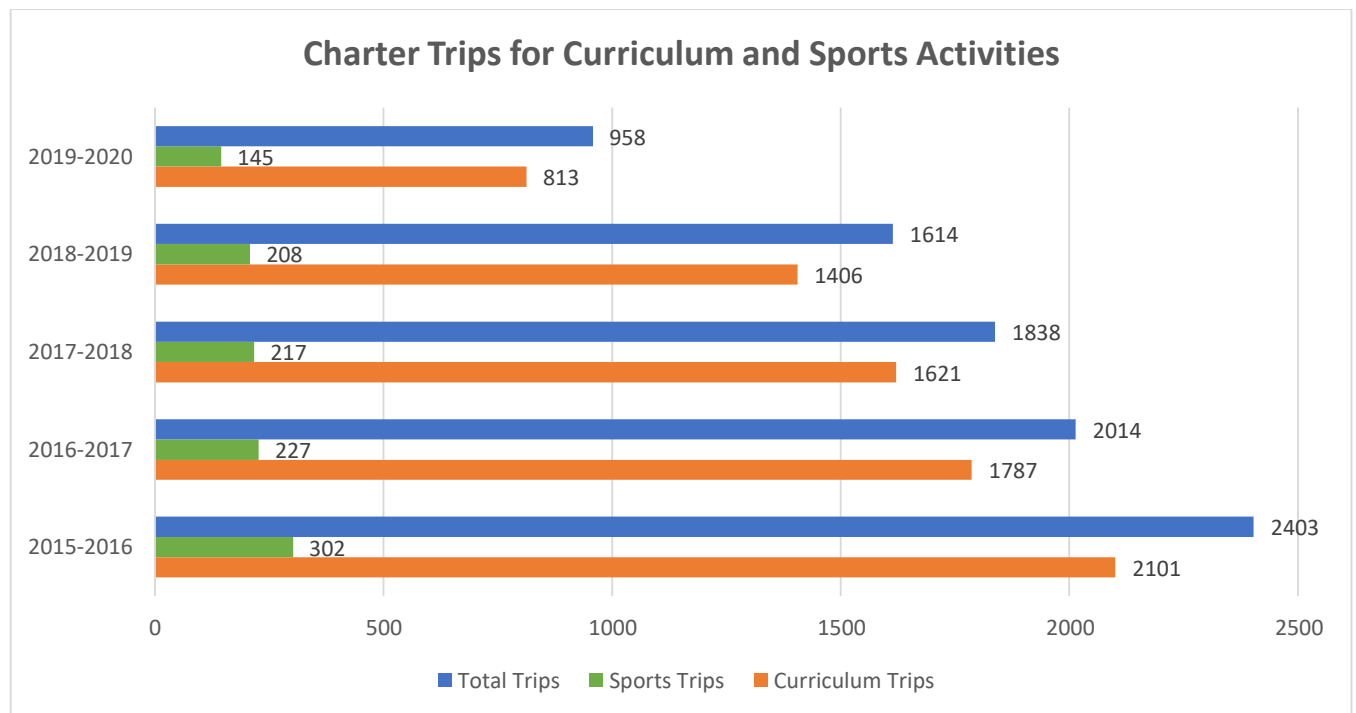
Passengers – Amount of Time on a School Bus (AM – in Minutes)

| School | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|---------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max |
| Assiniboia | 1 | 98 | 3 | 110 | 2 | 86 | 4 | 91 | 5 | 86 |
| Avonlea | 5 | 90 | 2 | 85 | 2 | 90 | 9 | 81 | 8 | 77 |
| Bengough | 1 | 90 | 3 | 104 | 2 | 90 | 3 | 75 | 2 | 76 |
| Caronport | | | | | 7 | 27 | 2 | 29 | 8 | 32 |
| Central Butte | 5 | 90 | 7 | 90 | 1 | 68 | 4 | 80 | 3 | 78 |
| Chaplin | 5 | 70 | 7 | 53 | 6 | 55 | 7 | 49 | 8 | 41 |
| Coronach | 3 | 80 | 5 | 80 | 2 | 78 | 4 | 72 | 4 | 76 |
| Craik | 5 | 65 | 2 | 54 | 2 | 59 | 1 | 51 | 3 | 54 |
| Eyeblow | 10 | 78 | 10 | 72 | 2 | 74 | 10 | 57 | 10 | 66 |
| Glentworth | 2 | 77 | 4 | 87 | 3 | 78 | 4 | 63 | 5 | 68 |
| Gravelbourg | 5 | 85 | 2 | 85 | 2 | 74 | 2 | 74 | 4 | 80 |
| Kincaid | 2 | 72 | 3 | 73 | 2 | 73 | 3 | 63 | 3 | 67 |
| Lafleche | 5 | 79 | 3 | 76 | 3 | 64 | 7 | 74 | 4 | 77 |
| Lindale | 22 | 90 | 6 | 90 | 6 | 80 | 6 | 85 | 7 | 83 |
| Mankota | 5 | 70 | 4 | 63 | 3 | 71 | 3 | 60 | 4 | 54 |
| Mortlach | 9 | 70 | 8 | 85 | 4 | 70 | 7 | 59 | 8 | 63 |
| Moose Jaw | 1 | 70 | 1 | 44 | 1 | 25 | 1 | 37 | 2 | 41 |
| Mossbank | 4 | 95 | 3 | 88 | 4 | 74 | 5 | 68 | 5 | 93 |
| Rockglen | 5 | 85 | 1 | 85 | 1 | 80 | 1 | 65 | 1 | 75 |
| Rouleau | 7 | 76 | 3 | 87 | 3 | 60 | 8 | 72 | 6 | 48 |

Conveyance

As per Administrative Procedure 556, there are circumstances where parents may be eligible for a Conveyance Allowance up to a maximum of \$50/day. Conveyance may be available to eligible students based on their particular special need. Conveyance may also be available to French Immersion students residing outside of the Ecole Palliser Heights School and Ecole Gravelbourg School catchment areas. The actual amount of conveyance allowance is paid monthly and is calculated by multiplying the daily rate by the number of days the student was in attendance at school.

| Family | No. of Students | Description | Daily Amount | | | |
|----------------------------|-----------------|--------------------------|----------------|----------------|-----------------|----------------|
| | | | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Family 1 | 1 | Special Needs | \$10.20 | \$10.20 | | |
| Family 2 | 1 | Special Needs | | | \$0.90 | |
| Family 3 | 2 | French Immersion Program | \$15.60 | \$15.60 | \$15.60 | \$15.60 |
| Family 4 | 2 | French Immersion Program | \$17.64 | \$17.64 | \$17.64 | \$17.64 |
| Family 5 | 1 | French Immersion Program | \$10.80 | \$10.80 | \$10.80 | \$19.20 |
| Family 6 | 1 | French Immersion Program | | \$6.00 | \$6.00 | |
| Family 7 | 2 | French Immersion Program | | \$15.00 | \$15.00 | |
| Family 8 | 2 | French Immersion Program | | | \$9.60 | \$9.60 |
| Family 9 | 1 | French Immersion Program | | | \$37.20 | \$37.20 |
| Total Daily Amounts | | | \$54.24 | \$75.24 | \$112.74 | \$99.24 |



Curriculum Charters: 2019-2020 School Year

| Description | Month | | | | | | | | | | | | Total |
|------------------------------------|-----------|------------|------------|------------|------------|-----------|-----------|-----|-----|-----|-----|-----|------------|
| | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | |
| Rural School Local Area | 5 | 0 | 0 | 17 | 12 | 0 | 0 | | | | | | 34 |
| Moose Jaw Local | 30 | 173 | 146 | 87 | 81 | 61 | 27 | | | | | | 605 |
| Rural School to Moose Jaw | 0 | 2 | 14 | 3 | 0 | 1 | 4 | | | | | | 24 |
| Rural School to Other Rural School | 18 | 11 | 22 | 7 | 7 | 4 | 11 | | | | | | 80 |
| To Points Outside PSS | 14 | 11 | 15 | 4 | 4 | 13 | 9 | | | | | | 70 |
| Total | 67 | 197 | 197 | 118 | 104 | 79 | 51 | | | | | | 813 |

**We did 7 Holy Trinity trips to points outside Prairie South and 5 local trips in Moose Jaw which are included above.*

Sports Charters: 2019-2020 School Year

| Description | Month | | | | | | | | | | | | Total |
|---------------------------|-----------|-----------|-----------|----------|-----------|-----------|----------|-----|-----|-----|-----|-----|------------|
| | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | |
| Rural School Local Area | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | 1 |
| Moose Jaw Local | 17 | 21 | 7 | 4 | 9 | 5 | 1 | | | | | | 64 |
| Rural School to Moose Jaw | 4 | 5 | 0 | 1 | 3 | 6 | 3 | | | | | | 22 |
| School to Rural School | 4 | 8 | 0 | 1 | 3 | 2 | 0 | | | | | | 18 |
| To Points Outside PSS | 17 | 10 | 4 | 1 | 5 | 2 | 1 | | | | | | 40 |
| Total | 43 | 44 | 11 | 7 | 20 | 15 | 5 | | | | | | 145 |

It is important to note that no charter trips were scheduled after March 18, 2020 due to Covid-19.

Fleet Information

The bus fleet consisted of 150 units; 108 units are used on routes. The other 42 units are spare buses replacing designated route buses for maintenance requirements and some of these buses may also be used for extra and co-curricular trips. Prairie South maintains, services and completes mandatory SGI inspections on 12 Holy Trinity buses. **NOTE:** Prairie South leased a bus from Holy Trinity to service the St. Mary's route which is not included in the chart below.

| Year | Number of Units | | | | |
|--------------|-----------------|------------|------------|------------|------------|
| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| 1998 | 3 | 3 | 1 | 1 | 1 |
| 1999 | 3 | 3 | 0 | 0 | 0 |
| 2000 | 3 | 1 | 0 | 0 | 0 |
| 2001 | 6 | 4 | 1 | 1 | 0 |
| 2002 | 8 | 4 | 2 | 1 | 1 |
| 2003 | 14 | 13 | 11 | 6 | 1 |
| 2004 | 6 | 5 | 1 | 1 | 1 |
| 2005 | 6 | 6 | 4 | 2 | 0 |
| 2006 | 2 | 0 | 0 | 0 | 0 |
| 2007 | 9 | 9 | 9 | 9 | 9 |
| 2008 | 19 | 19 | 19 | 11 | 9 |
| 2009 | 45 | 45 | 45 | 45 | 44 |
| 2010 | 2 | 2 | 2 | 2 | 2 |
| 2011 | 17 | 17 | 17 | 17 | 17 |
| 2012 | 0 | 0 | 0 | 0 | 0 |
| 2013 | 10 | 10 | 10 | 10 | 10 |
| 2014 | 4 | 4 | 4 | 4 | 4 |
| 2015 | 19 | 19 | 18 | 18 | 18 |
| 2016 | 0 | 6 | 6 | 6 | 6 |
| 2017 | 0 | 0 | 5 | 5 | 5 |
| 2020 | 0 | 0 | 0 | 11 | 11 |
| 2021 | 0 | 0 | 0 | 0 | 10 |
| Total | 176 | 170 | 155 | 150 | 149 |

| Bus Unit Capacities (Passengers) | Total Number | Wheelchair Accessible (Bus Year) |
|----------------------------------|--------------|----------------------------------|
| 24 & Under | 21 | 1998 |
| 34/35/36 | 50 | 2007, 2007 |
| 42/46/47/48 | 30 | |
| 52/53/54 | 32 | 2002 |
| 72 | 16 | 2007 |
| Total | 149 | 5 Wheelchair Accessible |

Other PSS Vehicles Maintained Including Trailers – 2019-2020

| Asset Unit # | Year | Description | Primary Location |
|--------------|------|--|---------------------------|
| 99-02 | 1999 | Small Bus Converted to Cargo Vessel | Moose Jaw Bus Shop |
| 99-03 | 1999 | Small Bus Converted to Service Vehicle | Moose Jaw Bus Shop |
| 01-08 | 2001 | 15 passenger van | Assiniboia Bus Shop |
| 01-09 | 2001 | GMC Savana | Moose Jaw Bus Shop |
| 05-03 | 2005 | ½ Ton Truck | Moose Jaw Bus Shop |
| 05-04 | 2005 | ½ Ton Truck | Assiniboia Bus Shop |
| 10-03 | 2010 | Dodge Caravan | RVCI - Life Skills |
| 11-16 | 2011 | 1 Ton Truck | Moose Jaw Bus Shop |
| T-01 | 1994 | Canoe Trailer | Moose Jaw Bus Shop |
| T-02 | 1994 | Canoe Trailer | Moose Jaw Bus Shop |
| T-04 | 2012 | Canoe Trailer | Moose Jaw Bus Shop |
| T-05 | 2015 | 6 x 12 Cargo Trailer | Moose Jaw Bus Shop |
| T-07 | 2005 | Canoe Trailer | Coronach School |
| T-09 | 1980 | Utility Trailer | Assiniboia Composite High |
| T-10 | 2008 | Canoe Trailer | Moose Jaw Bus Shop |
| T-12 | 2011 | Canoe Trailer | Moose Jaw Bus Shop |
| T-13 | 2015 | 6 x 12 Cargo Trailer | Moose Jaw Bus Shop |
| T-14 | 2015 | 6 x 12 Cargo Trailer | Moose Jaw Bus Shop |

We purchased a skid steer for the Moose Jaw Transportation Shop to help with lighter snow removal days as well as to help pull buses into the shop.

We assist with the maintenance of 24 Facilities Department vehicles and those vehicles were serviced a total of 29 times in the 2019-2020 school year.

Maintenance Standards

Prairie South has two bus garages: one in Moose Jaw and the other in Assiniboia. Both garages are licensed by Saskatchewan Government Insurance (SGI) as Vehicle Inspection Facilities for school buses.

SGI has a Carrier Profile System which is part of a national initiative to enhance safe-driving performance. The system collects information on the driving experience of our drivers, including traffic convictions, at-fault accidents, and on-road Commercial Vehicle Safety Alliance inspections. This information is the basis for measuring our safety performance. Our profile rating during this reporting period is satisfactory unaudited.

School buses are always required to be maintained to provincial standards and pass a formal comprehensive inspection annually. In Saskatchewan, school buses must undergo a “bumper to bumper” safety inspection every 12 months.

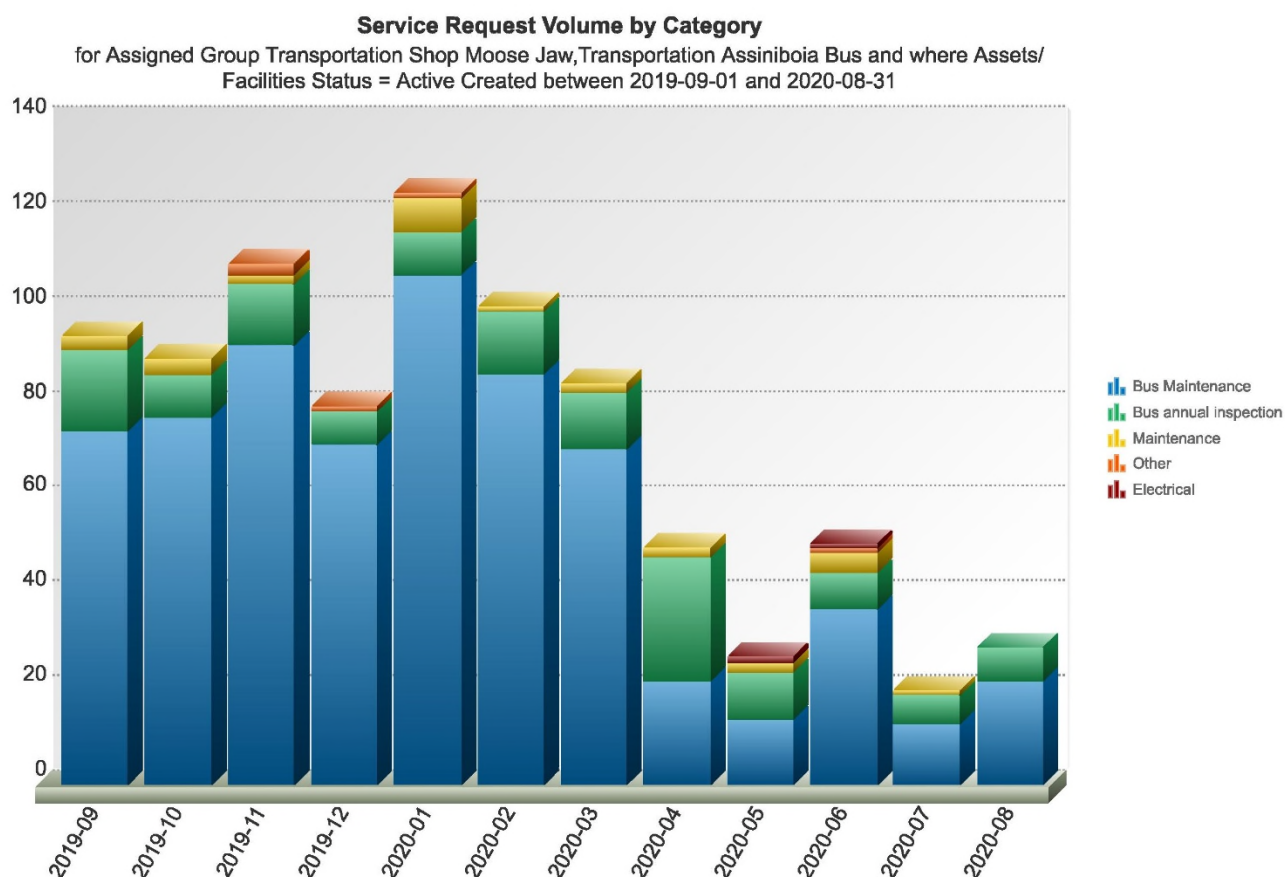
All school buses must be maintained to minimum acceptable equipment safety standards when operated on a public road, through the implementation of a continuous preventative

maintenance program. In 2019 we switched to using synthetic oil on all our buses. As a result, all buses are scheduled for an oil change and service at 12,000 kilometers (used to be 6,000 km). Our maintenance program is designed to keep our buses safe and to reduce delays and limit costly repairs to a minimum.

In June of 2019 we started using Asset Planner, which is a great software tool to track all services and maintenance done to our school buses. We also have all our parts inventory added to Asset Planner which makes tracking and ordering parts efficient for our shop foreman in both of our shops.

| Inspections & Maintenance | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|----------------|----------------|----------------|----------------|----------------|
| SGL Inspection | 176 | 161 | 154 | 151 | 150 |
| Regular Service Inspection & General Repairs | 1,071 | 1,171 | 798 | 767 | 697* |
| Total | 1,247 | 1,332 | 952 | 918 | 847 |

*The service inspection and general repair numbers do not include any work done on the 13 buses that were sent to auction in July of 2020.



Vehicle Accidents

| Description | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Other person at fault | 3 | 10 | 2 | 2 | 1 |
| Bus struck another vehicle | 4 | 3 | 3 | 1 | 2 |
| Bus struck a fixed object | 3 | 2 | 1 | 1 | 2 |
| Animal strike | 0 | 3 | 4 | 0 | 1 |
| Total | 10 | 18 | 10 | 4 | 6 |

The total cost for damages assessed to the division was \$942. The majority of the damages did not compromise the integrity or safety of the bus, and the mechanics were able to fix them during the regular annual inspection, so no additional cost was associated with the accidents.

Current & Future Initiative(s) and Administrative Considerations

- Continue holding Drivers' Committee Meetings to leverage local knowledge, identify emerging issues, promote professionalism amongst drivers and act as a forum for drivers to discuss things that are important to them.
- Continue to develop relationships with bus drivers.
- Implement electronic student registration forms for transportation requests and charter trip forms for increased efficiencies for both transportation staff and school staff.
- Continue using Asset Planner to its full potential. Look at breaking down fuel costs for the 2020-21 school year by gas, diesel and propane.
- Continue promoting the Parent Portal in BusPlanner which gives parents information regarding their child's bus route and where their bus is at any given time.
- Recruitment of bus drivers is extremely important and continues to be an ongoing issue and one of our biggest concerns. Consider holding a recruitment event with trustee participation in each area.

Recommended Motion

That the Board receive and file the Transportation Accountability Report.

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | February 2, 2021 | Agenda Item #: | 04.2 |
| Topic: | Board Engagement Plan 2021-2022 | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

| | |
|--|---|
| Background: | In 2014-2015, the Board embarked on an engagement plan designed to bolster relations between the Board and the three employee groups in Prairie South Schools. As part of the strategic planning process completed in 2017, the Board expanded their engagement strategies to include Prairie South communities and other governance entities. During the facilitated Board self-evaluation conducted in the fall of 2020, the Board identified additional advocacy as an improvement goal. |
| Current Status: | A recommended Board engagement plan for the current school year is attached. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | Communication as determined by the Partnerships and Teambuilding Committee. |

| | | |
|---------------------|------------------|---------------------------------|
| Prepared By: | Date: | Attachments: |
| Tony Baldwin | 02 February 2021 | Board Engagement Plan 2020-2021 |

Recommendation:

That administration be directed to implement the Board engagement plan as presented.

Preamble

The Board is interested in building relationships with Prairie South communities through open communication processes with a variety of stakeholder groups. Prairie South staff, School Community Council volunteers and other community leaders as well as provincial politicians share responsibility for the welfare of children and families and collaboration and alignment among these groups and individuals creates synergy that will allow the vision of the Board to be more fully realized.

The significance of engagement work is highlighted in the Prairie South Strategic Plan and was reaffirmed in January, 2021 through the adoption of a Positive Path Forward document that was the outcome of a facilitated Board self-evaluation process completed from September to December 2020. The Board is eager to explore opportunities to discuss educational and community issues in forums that are solution-focused and specific to the realities in different communities in Prairie South.

The Partnerships and Teambuilding Committee of the Board plays a pivotal role in developing engagement plans in collaboration with school division staff. This Prairie South Board of Education Engagement Plan is the result of that collaboration.

An Unusual Year

In previous years, Trustees have placed significant emphasis on staff and SCC engagement, meeting with representatives from CUPE and the PSTA both individually and in their context as members of a regular school staff as well as with SCC volunteers from specific school communities. This work has been independent of administrative structures in place to support teaching and learning in Prairie South Schools. The mandate of the Community/Board and Staff/Board Engagement Forums has been to provide an open communication opportunity between communities or staff and the Trustees who are elected to represent the public in Prairie South. Community/Board Engagement Forum meetings have been held in four communities per year for the past 3 years. Trustees who are part of past Partnerships and Teambuilding committees of the Board have selected which communities they want to visit.

COVID-19 precludes the normal process from going forward, as the Board has committed to modelling safe behaviour during a period of restrictions associated with the pandemic. While this is unfortunate, an opportunity has emerged as a result of the extensive use of remote conferencing technology and the Partnership and Teambuilding Committee has discussed a series of engagement opportunities with a variety of stakeholders using remote technology.

Staff satisfaction data has become an important part of Board planning over the past several years. COVID-19 has interrupted the "normal" improvement planning process related to staff satisfaction data, however that data continues to be relevant as the Board works with stakeholder groups. The Board will need to determine the future of collection and use of staff satisfaction survey data during strategic planning work next year, and may wish to consider a post-COVID survey to re-establish a baseline after the significant disruption to the system that this has caused.

Engagement and Advocacy Planning

The following engagement and advocacy activities are proposed:

| Partner | Goal | Content | Timing |
|---|-----------------------------|--|-------------------|
| PSTA Executive | Networking and Teambuilding | <ul style="list-style-type: none">• Determined by both parties | Spring, 2021 |
| CUPE 5512 Executive | Networking and Teambuilding | <ul style="list-style-type: none">• Determined by both parties | Spring, 2021 |
| Moose Jaw City Council | Discussion of mutual goals | <ul style="list-style-type: none">• South Hill School Process• Introduction of newly-elected Trustees and Councilors | February, 2021 |
| RM and local rural government officials – Northern Zone | Discussion of mutual goals | <ul style="list-style-type: none">• Introduction of newly-elected Trustees and local government officials• Offer to attend meetings of other organizations• Role of a governance Board• Provincial advocacy• Q and A | March/April, 2021 |
| RM and local rural government officials – Central Zone | Discussion of mutual goals | <ul style="list-style-type: none">• Introduction of newly-elected Trustees and local government officials• Offer to attend meetings of other organizations• Role of a governance Board• Provincial advocacy• Q and A | March/April, 2021 |
| RM and local rural government officials – Southern Zone | Discussion of mutual goals | <ul style="list-style-type: none">• Introduction of newly-elected Trustees and local government officials• Offer to attend meetings of other organizations• Role of a governance Board• Provincial advocacy• Q and A | March/April, 2021 |
| MLA Carla Beck and MLA Alena Young | Advocacy | <ul style="list-style-type: none">• Local Improvement Levies• Ongoing budget reductions and impact on children and families• Mental Health and Wellness Supports and | February, 2021 |

| | | | |
|---|----------|---|----------------------|
| | | <p>Early Learning; Prairie South's commitment to the emerging goals in the Provincial Education Plan</p> <ul style="list-style-type: none"> • Provincial use of Federal COVID and CAIF funding support • Other content to be determined • Q and A | |
| <p>Hon Dustin Duncan Hon David Marit Hon Lyle Stewart Hon Don McMorris MLA Greg Lawrence MLA Tim McLeod MLA Dana Skoropad</p> | Advocacy | <ul style="list-style-type: none"> • Local Improvement Levies • Ongoing budget reductions and impact on children and families • Mental Health and Wellness Supports and Early Learning; Prairie South's commitment to the emerging goals in the Provincial Education Plan • Provincial use of Federal COVID and CAIF funding support • Other content to be determined • Q and A | February/March, 2021 |

Engagement, Advocacy and Strategic Planning

While the focus of the Board's engagement and advocacy work in the spring of 2021 will be related to current issues, concerns and celebrations, these activities provide an important framework for strategic planning activities scheduled for 2021-2022. Data collected through 2021 engagement activities will be an important tool for the Board of Education as it considers stakeholder communications during future planning processes.

AGENDA ITEM

| | | | |
|----------------------|---|-------------------------------------|--------------------------------------|
| Meeting Date: | February 2, 2021 | Agenda Item #: | 04.3 |
| Topic: | Sunningdale School Community Council Constitution | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

| | |
|--|---|
| Background: | <i>The Education Act (1995)</i> requires that School Community Councils maintain an updated constitution. Board Policy 16 requires that updates to SCC constitutions be approved by the Board of Education. |
| Current Status: | The Sunningdale School Community Council has completed a review of their constitution. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | The December 2020 Sunningdale School Community Council Constitution is in alignment with <i>The Education Act (1995)</i> and Board Policy 16. |
| Legal Implications: | |
| Communications: | |

| | | |
|---------------------|------------------|--|
| Prepared By: | Date: | Attachments: |
| Tony Baldwin | February 2, 2021 | Sunningdale SCC Constitution December 2020 |

Recommendation:

That the Board of Education approve the revised Sunningdale School Community Council Constitution dated December 2020.

Sunningdale School Community Council Constitution

1. Membership

1.1 Representative Membership

The School Community Council (SCC) shall have the following representative members:

- 5-9 parent and/or community members elected at the Annual General Meeting.

Note: The majority of members must be parents.

1.2 Permanent Members

The SCC will have the following permanent members:

- The school's Principal
 - Communicate Board Policy and new initiatives
 - Share staffing updates
 - Share progress on school goals
 - Share perspective on learning, well-being, teaching and programs
 - Work with the Chairperson on creating meeting agendas and ensuring the SCC is carrying out its mandate
 - Oversees the financial statements for the SCC
- A teacher
 - Liaise information from staff to SCC and vice versa
 - Serves as a resource regarding the issues affecting teachers
- Any additional members as recommended by the SCC and approved by the Prairie South School Division Board of Education

2. Officers

2.1 The following SCC Officers will be elected annually and/or as terms expire, from the members:

- Chairperson (2-year term)
 - Works with the Principal on establishing meeting agendas and ensures the SCC is carrying out its mandate
 - Calls meeting to order
 - Follows meeting agenda
 - Delegates duties, as necessary
 - Ensures all members have input to discussions and decisions
 - Serves as the spokesperson for the SCC
 - Establishes a network that supports the SCC
 - Meets with Principal, as required
 - Authorizes SCC expenses
 - Serves as an administrator on the SCC's Facebook page (in conjunction with an appointed staff member)
- Vice-Chairperson (2-year term, staggered from the Chairperson)
 - Serves fully as the Chairperson, in the Chairperson's absence
 - Serves as the Secretary in the Secretary's absence

- Secretary (2-year term)
 - Keeps minutes for meetings
 - Forwards minutes to all council members within 5 days following the meeting
 - Sends out the agenda to all members within 5-7 days in advance of the meeting
 - Brings any necessary correspondence to meetings and provides direct correspondence on behalf of the SCC
 - Maintains a current database of all members
 - Serves as an administrator on the SCC's Facebook page (in conjunction with an appointed staff member)

2.2 The above positions shall be elected from the representative membership.

3. Mandate

3.1 As directed by the Prairie South School Division, the SCC's mandate is as follows:

- Facilitate parent and community participation in school planning;
- Provide advice to the Board of Education and to the school's staff;
- Provide advice to other agencies that may be involved in the development and learning of students; and
- Comply with the Board of Education.

3.2 Facilitate regular fundraising activities.

3.4 Communicate with parents and the community respecting the SCC's plans, initiatives, outcomes and operational spending.

3.5 Coordinate educational opportunities for SCC members, school staff, parents and community members.

3.6 Form partnerships, as necessary, within the community to facilitate this mandate.

4. SCC Meetings

4.1 The SCC will have a minimum of five (5) meetings per year plus one (1) AGM in April.

4.2 On matters requiring a formal vote, all representative members of the SCC may vote. A majority vote decides any issues.

4.3 A quorum of the SCC shall be a majority of the representative members.

4.4 Meetings will be scheduled for the entire school year at the September meeting and posted on the website & social media channels. All meetings will take place in the school's library, unless otherwise stated.

4.5 A special meeting of the SCC shall be called by the Chairperson upon the request of an executive member (officer) or by written request signed by no fewer than 25 persons who have a child attending Sunningdale School or members of the Sunningdale Community. Only business pertaining to the SCC can be considered at a special meeting.

4.6 All elected members are expected to attend meetings to ensure quorum. In the event a member cannot attend a meeting, that member must notify the Chairperson no less than 48 hours from the start of the scheduled meeting.

5. Public Consultation and Communication

5.1 The SCC will consult and communicate with the school community through but not limited to the following strategies:

- Social Media
- Website
- School newsletters
- SCC Minutes
- Bulletin Boards

6. Elections

- 6.1 All members of the Sunningdale School community are eligible to vote at the AGM. One (1) month prior to SCC elections, nominations for parent and community representation will be advertised through the channels indicated in 4.1.
- 6.2 Nomination forms will be available at the school's office and online and may be submitted up until the AGM.
- 6.3 The Chairperson will make a motion that the nomination period is over prior to conducting the vote.
- 6.4 Candidates may address the attendees prior to the vote (maximum 3 minutes).
- 6.5 The Chairperson or Vice-Chairperson (whomever is not up for re-election) will be assigned as the Returning Officer and will administer the vote.
- 6.6 The Chairperson will call for a secret ballot vote.
- 6.7 The Returning Officer will count the votes and announce the winners.
- 6.8 If there is a tie, it will be broken by a coin flip.
- 6.9 From those elected, the newly formed SCC will determine who will fill any vacant SCC officer positions. This may be determined by acclamation, voting by hand or secret ballot. The Returning Officer shall make this decision.
- 6.10 Acclamations would occur should there be only one candidate in a category.

- 6.11 The Returning Officer will place all ballots and election results in a sealed envelope. This envelope will be forwarded to the Superintendent of the Prairie South School Division.
- 6.12 Seats not filled or vacated during the school term are the responsibility of the Executive to resolve. The SCC may appoint a qualified person(s) to fill a role until that vacancy can be filled at the AGM.

7 Amendments the Constitution

- 7.1 The SCC may amend its constitution by sending suggestions for change in writing, as agreed to by the representative members, to the Board of Education.

AGENDA ITEM

| | | | |
|----------------------|--|--|--------------------------------------|
| Meeting Date: | February 2, 2021 | Agenda Item #: | 04.4 |
| Topic: | 2021-2022 DRAFT School Year Calendar (Base) | | |
| Intent: | <input type="checkbox"/> Decision | <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Information |

| | |
|------------------------|---|
| Background: | <p>The Education Act in conjunction with collective agreements at the provincial and local level provide guidelines for school calendar development.</p> <p>In accordance with subsection 163(5) of <i>The Education Act, 1995</i>, the first instructional day for all schools across the province is set by the Minister of Education. Initial dates proposed by the Ministry of Education are September 1 or 2, 2021. School divisions have the option of beginning school on either of these dates. June 30 is the last instructional day allowed by legislation in any calendar year.</p> <ul style="list-style-type: none"> The Ministry reviews board-approved school calendars to ensure they adhere to the prescribed requirements. Board-approved calendars for 2021-2022 are due at the Ministry by 01 May 2021. |
| Current Status: | <p>The Board has approved the following calendar parameters for 2021-2022:</p> <ul style="list-style-type: none"> 197 teaching days (184 in alternate calendar) 185 instructional days (171 in alternate calendar) Balance between student instructional time threshold of 950 hours and teacher assigned time threshold of 1044 hours a Christmas vacation, which is to commence not later than December 23 and end not earlier than January 2 a spring vacation consisting of not more than five consecutive school days 12 non-instructional days include: <ul style="list-style-type: none"> ➤ 1 school-based organizational day (½ day start-up and ½ day year-end) ➤ 5 teacher prep days (LINC contract) ➤ 2 professional learning days at beginning of school year ➤ 1 professional learning day for LIP work plan development ➤ Professional learning days for Learning Improvement Teams to align with CLF renewal process |

| | |
|--|--|
| | <p>The attached DRAFT Base Calendars have been shared with staff and SCCs for feedback to be completed by February 8th. Additional calendar development will take place once initial feedback is received. Both draft calendars have been reviewed and endorsed by the presidents of CUPE 5512 and the PSTA.</p> <p>The Board of Education has determined that November 12th should be a holiday to ensure that staff and students have access to a 4-day break in November.</p> |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | Authority for the Board to set the yearly calendar is established in Board Policy 2. |
| Legal Implications: | |
| Communications: | Final calendars will be shared with schools, SCCs, staff, parents, and the public once the calendar has been approved by the Board and Ministry. |

| Prepared By: | Date: | Attachments: |
|---------------------|------------------|---|
| Tony Baldwin | February 2, 2021 | <ul style="list-style-type: none"> 2021-2022 DRAFT (Base) Calendar Options A and B |

Recommendation:

That the Board review the draft (base) 2021-2022 calendars.

2021

2022

Version A – Later Christmas Break

| July | | | | | | |
|------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| October | | | | | | |
|---------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| January | | | | | | |
|---------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| April | | | | | | |
|-------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| August | | | | | | |
|--------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| February | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

| May | | | | | | |
|-----|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| September | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| December | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| March | | | | | | |
|-------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| June | | | | | | |
|------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| | | |
|---------------------|-------------------------------|------------------|
| No School | Regular School Day | Teacher Prep Day |
| Early Dismissal | School-Based Organization Day | |
| Preparation/LIT Day | | |

| | | |
|---------------------|-------------------------------|------------------|
| No School | Regular School Day | Teacher Prep Day |
| Early Dismissal | School-Based Organization Day | |
| Preparation/LIT Day | | |

2021

| July | | | | | | |
|------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| October | | | | | | |
|---------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| August | | | | | | |
|--------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| September | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| December | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

2022

| January | | | | | | |
|---------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| April | | | | | | |
|-------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| February | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

| May | | | | | | |
|-----|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| March | | | | | | |
|-------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| June | | | | | | |
|------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| | | | | | |
|--|---------------------|--|-------------------------------|--|------------------|
| | No School | | Regular School Day | | Teacher Prep Day |
| | Early Dismissal | | School-Based Organization Day | | |
| | Preparation/LIT Day | | | | |

| | | | | | |
|--|---------------------|--|-------------------------------|--|------------------|
| | No School | | Regular School Day | | Teacher Prep Day |
| | Early Dismissal | | School-Based Organization Day | | |
| | Preparation/LIT Day | | | | |

Version B - Earlier Christmas Break

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | February 2, 2021 | Agenda Item #: | 04.5 |
| Topic: | Monthly Reports | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

| | |
|--|---|
| Background: | The Board has requested monthly updates regarding staff absences and tenders awarded. |
| | |
| Current Status: | Current Information is attached. |
| | |
| Pros and Cons: | |
| | |
| Financial Implications: | |
| | |
| Governance/Policy Implications: | |
| | |
| Legal Implications: | |
| | |
| Communications: | |

| | | |
|---------------------|------------------|---|
| Prepared By: | Date: | Attachments: |
| Tony Baldwin | February 2, 2021 | <ul style="list-style-type: none"> • Staff Absence Summaries • Tender Summary |

Recommendation:

That the Board receive and file the monthly reports as presented.

| Teacher Absences & Substitute Usage | | | | | |
|--|---|----------------------------|-----------------|---------------------|---------------------------|
| Date Range: | December 14, 2020 - January 21, 2021 | | | | |
| Absence Reason | Days | % of Total Absences | Sub Days | % Needed Sub | % of possible days |
| LINC Agreement | | | | | |
| Compassionate Leave | 9.24 | 1.52% | 6 | 64.94% | 0.11% |
| Competition Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Convocation Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Earned Day Off | 21.56 | 3.55% | 7.82 | 36.27% | 0.26% |
| Education Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Emergency Leave | 25.39 | 4.18% | 10.1 | 39.78% | 0.30% |
| Executive Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Prep Time | 42.55 | 7.00% | 39.26 | 92.27% | 0.51% |
| Pressing Leave | 14.21 | 2.34% | 11.55 | 81.28% | 0.17% |
| PSTA | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Leave Without Pay | 7.43 | 1.22% | 6.9 | 92.87% | 0.09% |
| SUB TOTAL | 120.38 | 19.80% | 81.63 | 67.81% | 1.44% |
| Provincial Agreement/ Education Act/ Employment Act | | | | | |
| Court/Jury | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Illness - Teacher | 229.56 | 37.76% | 191.27 | 83.32% | 2.74% |
| Illness - Long Term | 80.58 | 13.25% | 0 | 0.00% | 0.96% |
| Medical/Dental Appt | 92.35 | 15.19% | 80.25 | 86.90% | 1.10% |
| Paternity/Adoption Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Quarantine | 54.47 | 8.96% | 22.83 | 41.91% | 0.65% |
| Secondment | 1.58 | 0.26% | 1.5 | 94.94% | 0.02% |
| STF Business - Invoice | 0.43 | 0.07% | 0.4 | 93.02% | 0.01% |
| Unpaid Sick Leave | 2.96 | 0.49% | 2.48 | 83.78% | 0.04% |
| SUB TOTAL | 461.93 | 75.97% | 298.73 | 64.67% | 5.51% |
| Prairie South | | | | | |
| Extra/Co-curr Teach | 1.08 | 0.18% | 1 | 92.59% | 0.01% |
| FACI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| HUMA Meet/PD | 1.04 | 0.17% | 1 | 96.15% | 0.01% |
| Internship Seminar | 0 | 0.00% | 0 | 0.00% | 0.00% |
| IT Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| LRNG Meet/PD | 14.86 | 2.44% | 14.24 | 95.83% | 0.18% |
| PD DEC Teachers | 8.73 | 1.44% | 8.69 | 99.54% | 0.10% |
| School Operations Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| TRAN Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 25.71 | 4.23% | 24.93 | 96.97% | 0.31% |
| Total Absences | 608.02 | 100.00% | 405.29 | 66.66% | 7.26% |

Teachers (FTE)

440.97

of teaching Days

19

Possible Days

8378.43

Long Term Illness: When a temporary contract is issued for an illness leave of 20+ days.

CUPE Staff Absences & Casual Usage 2020-2021

Date: December 21, 2020 - January 24, 2021

| Absence Reason | Days | % of Total Absences | Sub Days | % Received Sub | % of possible days |
|----------------------------------|---------------|---------------------|---------------|----------------|--------------------|
| CUPE Agreement | | | | | |
| Act of God | 27.08 | 4.60% | 8.98 | 33.16% | 0.45% |
| Bereavement Leave | 9.71 | 1.65% | 7.63 | 78.58% | 0.16% |
| Community Service | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Compassionate Care | 1.5 | 0.25% | 1.5 | 100.00% | 0.02% |
| Competition Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Convocation Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Covid Close Contact Leave | 9 | 1.53% | 0 | 0.00% | 0.15% |
| CUPE Business - Invo | 5 | 0.85% | 5 | 100.00% | 0.08% |
| Earned Day Off | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Executive Position | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Family Responsibilities | 8.99 | 1.53% | 7.99 | 88.88% | 0.15% |
| Illness - Support | 227.49 | 38.67% | 158.65 | 69.74% | 3.77% |
| Med/Den Appt Support | 43.78 | 7.44% | 28.92 | 66.06% | 0.72% |
| Parenting/Caregiver | 15.69 | 2.67% | 10.25 | 65.33% | 0.26% |
| Pressing Leave | 13.11 | 2.23% | 9.04 | 68.95% | 0.22% |
| Quarantine Leave | 5 | 0.85% | 2 | 40.00% | 0.08% |
| Service Recognition Days | 3.16 | 0.54% | 0.99 | 0.00% | 0.05% |
| TIL Support | 5.81 | 0.99% | 3.38 | 58.18% | 0.10% |
| Without Pay Support | 36.5 | 6.20% | 19.92 | 54.58% | 0.60% |
| SUB TOTAL | 411.82 | 70.00% | 264.25 | 64.17% | 6.82% |
| Employment Act | | | | | |
| Court/Jury Duty | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Paternity Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Vacation Support | 125.69 | 21.37% | 70.06 | 55.74% | 2.08% |
| Workers Compensation | 50.28 | 8.55% | 30.79 | 61.24% | 0.83% |
| SUB TOTAL | 175.97 | 29.91% | 100.85 | 57.31% | 2.91% |
| Prairie South | | | | | |
| ACCT Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| BUSI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Extra/Co-curr Sup | 0 | 0.00% | 0 | 0.00% | 0.00% |
| FACI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| HUMA Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| LRNG Meet/PD | 0.49 | 0.08% | 0 | 0.00% | 0.01% |
| PD DEC In Province Support Staff | 0 | 0.00% | 0 | 0.00% | 0.00% |
| PD Out of Province Support Staff | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SCHOOL OPERATIONS MEET/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| TRAN Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 0.49 | 0.08% | 0 | 0.00% | 0.01% |
| Total Absences | 588.28 | 100.00% | 365.1 | 62.06% | 9.74% |

Possible Days

December 21, 2020 - January 24, 2021

Days

22.00

FTE

274.63

Total Days

6041.86

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Bus Driver Staff Absences & Casual Usage 2020-2021

Date: December 21, 2020 - January 24, 2021

| Absence Reason | Days | % of Total Absences | Sub Days | % Received Sub | % of possible days |
|---------------------------------|---------------|---------------------|--------------|----------------|--------------------|
| Conditions of Employment | | | | | |
| Act of God | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Bereavement Leave | 8.50 | 0.00% | 7.50 | 88.24% | 0.53% |
| Community Service | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Compassionate Care | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Competition Leave | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Convocation Leave | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Family Responsibilities | 3.00 | 0.00% | 3.00 | 100.00% | 0.19% |
| Illness - Support | 25.50 | 0.00% | 23.50 | 92.16% | 1.59% |
| Med/Den Appt Support | 7.00 | 0.00% | 6.00 | 85.71% | 0.44% |
| Parenting/Caregiver | 4.00 | 0.00% | 3.00 | 75.00% | 0.25% |
| Pressing Leave | 0.50 | 0.00% | 0.00 | 0.00% | 0.03% |
| Quarantine Leave | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Without Pay Support | 38.50 | 0.00% | 37.50 | 97.40% | 2.40% |
| SUB TOTAL | 87.00 | 0.00% | 80.50 | 92.53% | 5.42% |
| Employment Act | | | | | |
| Court/Jury Duty | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Paternity Leave | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Vacation Support | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Workers Compensation | 13.50 | 0.00% | 10.00 | 74.07% | 0.84% |
| SUB TOTAL | 13.50 | 0.00% | 10.00 | 74.07% | 0.84% |
| Prairie South | | | | | |
| ACCT Meet/PD | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| BUSI Meet/PD | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Extra/Co-Curricular | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| FACI Meet/PD | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| HUMA Meet/PD | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| LRNG Meet/PD | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| SCHOOL OPERATIONS MEET/PD | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| TRAN Meet/PD | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| SUB TOTAL | 0.00 | 0.00% | 0.00 | 0.00% | 0.00% |
| Total Absences | 100.50 | 0.00% | 90.50 | 90.05% | 6.26% |

Possible Days

December 21, 2020 - January 24, 2021

Days

15.00

Staff

107.00

Total Days

1605.00

** Data includes data from 3 CUPE bus drivers

*** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Out of Scope Staff Absences & Casual Usage 2020-2021

Date: December 21, 2020 - January 24, 2021

| Absence Reason | Days | % of Total Absences | Sub Days | % Received Sub | % of possible days |
|---------------------------------|---------------|---------------------|----------|----------------|--------------------|
| Conditions of Employment | | | | | |
| Act of God | 2.34 | 2.25% | 0 | 0.00% | 0.24% |
| Bereavement Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Community Service | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Compassionate Care | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Competition Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Convocation Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Covid Close Contact | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Family Responsibilities | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Illness - Support | 6.72 | 6.46% | 0 | 0.00% | 0.69% |
| Med/Den Appt Support | 3.09 | 2.97% | 0 | 0.00% | 0.32% |
| Parenting/Caregiver | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Pressing Leave | 2.44 | 2.35% | 0 | 0.00% | 0.25% |
| Quarantine Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Without Pay Support | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 14.59 | 14.03% | 0 | 0.00% | 1.50% |
| Employment Act | | | | | |
| Court/Jury Duty | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Paternity Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Vacation Support | 89.38 | 85.97% | 0 | 0.00% | 9.19% |
| Workers Compensation | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 89.38 | 85.97% | 0 | 0.00% | 9.19% |
| Prairie South | | | | | |
| ACCT Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| BUSI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| FACI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| HUMA Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| LRNG Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SCHOOL OPERATIONS MEET/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| TRAN Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| PD Out of Province | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Total Absences | 103.97 | 100.00% | 0 | 0.00% | 10.69% |

Possible Days

December 21, 2020- January 24, 2021

Days

22.00

FTE

44.22

Total Days

972.84

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Tender Report for the period December 22, 2020 to January 27, 2021

Background:

- Board has requested a monthly report of tenders awarded.
- Administrative procedure 513, which details limits where formal competitive bids are required.

The procedure is as follows:

- The Board of Education has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.
- Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

Current Status:

There were no competitive bids were awarded for the reporting period.

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|---|
| Meeting Date: | February 2, 2021 | Agenda Item #: | 06.1 |
| Topic: | SSBA PD Information from Johnson Shoyama | | |
| Intent: | <input type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Information |

| | |
|--|--|
| Background: | <p>In January 2021, the Board approved the Positive Path Forward document that emerged out of a facilitated Board self-evaluation in the fall of 2020. In the document, trustees identified Board Development as an area of focus for 2020-2021.</p> <p>All trustees have been participating in remote professional development opportunities led by the Saskatchewan School Boards Association.</p> |
| Current Status: | The attachment was included as a handout during one of the PD sessions attended by Prairie South trustees. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | |

| | | |
|---------------------|------------------|--|
| Prepared By: | Date: | Attachments: |
| Tony Baldwin | February 2, 2021 | <ul style="list-style-type: none"> Attributes of Directors and High Performing Boards – Johnson Shoyama |

Recommendation:

That the Board review the materials provided.

► TEN IMPORTANT DIRECTOR BEHAVIOURS

Independent Judgement – Does the director display independent judgement by refraining from interfering with management activities, exercising their own independent judgement and opinion, and being willing to take a stand as needed even if contrary to prevailing wisdom or opinion, for the good of the organization?

Integrity – Does the director consistently display behavior that is trustworthy, honest, candid, dependable, and consistent in action, words and beliefs; by maintaining confidentiality and supporting and being accountable for board decisions; by insisting on high ethical standards and by acting in a manner that would withstand scrutiny and never using power inappropriately?

Organizational Loyalty – Does the director do the right thing for the good of the organization by avoiding or remaining free from real or perceived conflicts or self-interest, or appropriately disclosing and managing these; and by impartially assessing perspectives and views without favor or prejudice to a particular stakeholder, interest or relationship?

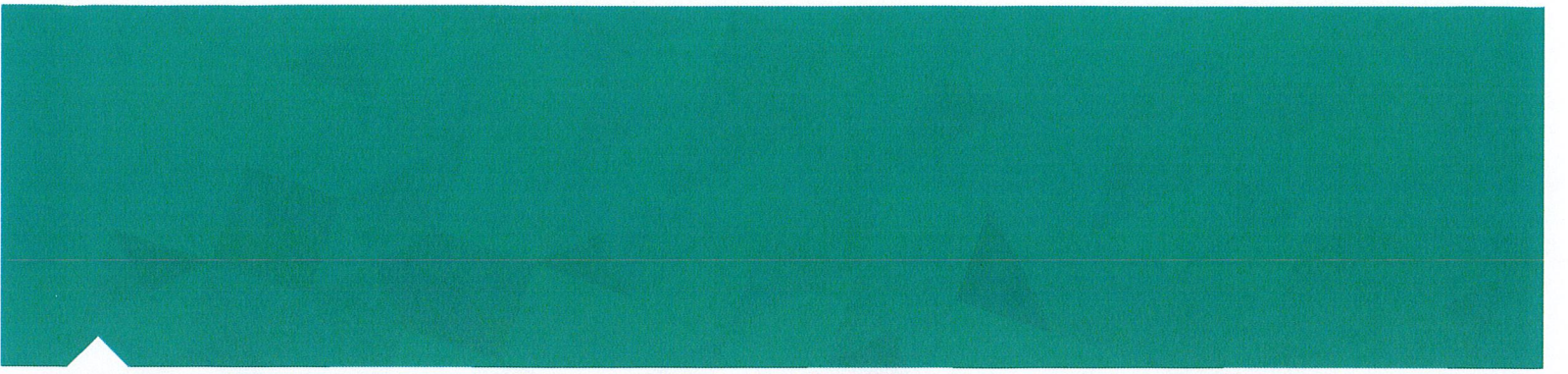
Commitment – Does the director display commitment to their oversight role through meeting attendance, availability, responsiveness, attentiveness, and an information-seeking orientation; by diligently preparing for meetings; by reviewing, reporting and attention to detail; and by the employment of competencies expected from or possessed by the director?

Capacity to Challenge – Does the director display a capacity to challenge by critically, informatively, proportionately and constructively inquiring, testing, scrutinizing and challenging core assumptions, proposals, or decisions on major risks and strategic issues; by probing factors contributing to variations between expected and actual performance; and, as needed, by challenging emerging conventional wisdom or the board's groupthink or decision making process?

Willingness to Act – Does the director display a willingness to take action when financial and nonfinancial performance measures are not being met; by taking leadership of and following through on key topics as needed and garnering support from peer directors; and by assertiveness, perseverance, and supporting the taking of significant or principled action or decisions as warranted?

Conceptual Thinking Skills – Does the director display problem solving skills by being a quick study, willing to learn, and possessing the intellectual capacity to understand, combine, and interpret complex and diverse information; by thinking with an open mind and establishing patterns, connections, and meanings among seemingly separate issues or disparate facts; and by effectively assessing interdependent, system wide causes, relationships, and organizational alternatives?





Communication Skills – Does the director display strong oral, written and visual communication skills by listening, respecting, acknowledging, and building upon viewpoints and perspectives of others; by presenting thoughtful views and asking well-formulated questions in a clear, consistent, logical, honest, audible, well-timed, constructive, and persuasive manner and tone that contributes positively to debates?

Teamwork Skills – Does the director demonstrate team working skills by engaging directors and management with perception, acuity, tact, and rapport to build constructive working relationships and dynamics that engender mutual trust, respect, and contribution; and by an orientation toward resolving **differences of opinion, forging consensus, reaching solutions, and maintaining resiliency and composure under difficult circumstances?**

Influence Skills – Does the director demonstrate **influence skills** through political adeptness, appealing to the interests of others, persuasive reasoning, and **effective modeling behaviors** to gain support for ideas and positions; by providing feedback, mentoring, coaching, and development of management and peer directors; and by negotiating, advocating, and using personal networks and alliances on behalf of the organization?

LeBlanc, R. (2016). The Handbook of Board Governance. Hoboken: NJ: John Wiley and Sons. Pp. 177 – 178.

► ATTRIBUTES OF HIGH PERFORMING BOARDS¹

Purpose

The board has clear understanding of the purpose of the organization and their individual and collective role as board members.

Accountability

Board members clearly understand to whom they are accountable and for what. There are often multiple relationships of accountability and established mechanisms to monitor and report on those accountabilities.

Board Membership

The attributes of individual board members are brought together as a collective to focus on the best interests of the organization.

Board Structure

This is the framework in which the board operates. There are clear guidelines – number of meetings, how agendas are established, how committees are structured. There are clear terms of reference for committees, conflict of interest guidelines, etc.

Board Culture

How the board interacts, discusses items, debates options and make decisions has an impact on performance. The board chair sets the tone; however, every member is accountable for their respectful participation and behaviour.

Information for Decision Making

Boards provide clarity to management regarding the type of information they wish to receive, the timing of the materials, and how it is presented. This is the basis of well-informed decision making.

Education, Training and Evaluation

Boards make time to increase their knowledge in relation to governance issues and are not afraid to evaluate their performance as a board. They also work to gain a solid understanding of their organization. When this is done as a collective, the board learns and grows together resulting in a more cohesive unit or team.

Internal Relationships

Boards have a responsibility to recruit, appoint and evaluate the CEO. Clear lines of authority and responsibility, combined with mutual respect, result in strong working relationships.

External Relationships

There are always a number of external relationships that need to be maintained and strengthened. Successful boards are intentional about these relationships. Depending on the organization and its purpose these may include community groups, funders/contributors, licensing/regulating bodies, and professional groups just to name a few.

1. These attributes were developed from: Office of the Auditor General of Manitoba. 2009. Study of Board Governance in Crown Corporations, Appendix C. p. 127-132. Accessed October 15, 2017, <http://www.oag.mb.ca/reports>

Identification of the attributes is relatively easy. The real challenge is to establish and maintain principles and processes that reflect a culture of integrity, leadership and a commitment to continuous learning and personal growth within the board and throughout the organization. This takes dedication and courage by the board and senior management.

