



"Accepting the Challenge"

Board Policy Manual

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BRANDON SCHOOL DIVISION

BOARD POLICY MANUAL

INTRODUCTION

The Board of Trustees is committed to the educational needs of the community within the Brandon School Division and seeks to carry out this role through the practise of good governance. Effective governance includes sound policies that support a school board's mandate in the areas of leadership, stewardship and relationship.

The Board of Trustees is elected to represent the public with regard to education and does so primarily through policies. These policies serve as a course of action to the daily activities of the schools and the school division. Policies are principles adopted by the Board and provide clear direction for parameters so policy goals may be achieved. One of the key roles of the Board is to, through good governance practices, determine the need for policy, and ensure that policy is developed, reviewed on a regular basis, and followed. The role of Administration is to implement policy into practice within the spirit and intent of that policy developed by the Board.

Board Governance

The Board of Trustees is a unified body and, as the leader of the school division, encourages and strengthens the school division in its goal of student achievement and success. The primary activity of the Board is governance, and as such, the Board provides leadership in the achievements of the school division by making informed decisions, setting broad goals, and ensuring that the *Board Policy Manual* is relevant, current and that the Board adheres to it. The Board's contribution is vital in its guidance and leadership, and the goal of each individual Trustee is to be a capable governor.

Policy Leadership as a Governance Model

Through governance policy statement (*Board Policy Manual*) the Board of Trustees provides leadership for the division. According to *The Public Schools Act*, only the Board can adopt new policies or revise existing policies. In the Brandon School Division, the Board governs through policy leadership in order to ensure the pursuit of excellence.

The governance model practiced by the Board, informs the Board's governance role and strengthens the connection between the Board and the community it is elected to represent. Policies are to be clearly worded and re-examined regularly by the Board to ensure that desired results are being achieved within the division.

Accountability is clearly established through the delegation of authority to the Superintendent/CEO in written Board policy. A regular monitoring cycle for Board policies ensures the necessary framework for Administration to demonstrate achievement of the goals established by the Board and holds the Superintendent/CEO accountable for compliance with Board policies.

Strong governance policies:

- Illustrate the relationship between core values and the actions of the school division;
- Eliminate overlapping policies;
- Provide easy maintenance;
- Offer assurance of compliance;
- Set a clear framework for operations within the school division;
- Clarify accountability;
- Specify results the Board wants to achieve;
- Define authority and responsibility;
- Outline processes and operations of the Board itself; and
- Outline how the Board is connected to the management of the school division.

Policies are developed depending on responses to the following three questions:

- Does this policy communicate clearly the purposes of the Board?
- Does this policy define the Board's instructions to the Superintendent/CEO in such a way as to allow the Superintendent/CEO an acceptable range of implementation?
- How will this policy be monitored?

By practicing good governance, the Board ensures that the policy is the basis for action and decision-making within the school division.

This manual is organized in a manner that enables the Board to govern through policy and provide effective means to govern the division. Sections within this manual include:

1. Values, Vision and Mission
2. Board Governance Model and Process
3. Board Policy Development, Review and Amendment Process
4. Role and Responsibilities of the Board

5. Annual Planning Cycle
6. Board Operations
7. Board Member Code of Conduct
8. Board Evaluation
9. Board and Superintendent/CEO Relationship
10. Contingency Planning
11. Respect for Human Diversity
12. Learning Environment, Programs and Services
13. Safe Schools
14. Community Engagement
15. Fiscal Management

Administrative Procedures

This *Board Policy Manual* is supplemented by the Brandon School Division Administrative Procedures, the principal written document by which the Superintendent/CEO has delegated authority and directs the operations of the school division and the staff. Administrative procedures may be developed, altered and modified without prior approval of the Board, except in those areas specifically identified through Board policy as requiring Board approval (see Policy 9). The Brandon School Division Administrative Procedures must be consistent with the *Board Policy Manual*.

The development of two distinct documents (policy manual and administrative procedures manual) reinforces the distinction between the governance responsibility of the Board and the administrative/managerial duties of the Superintendent/CEO within the Board's governance model.

Legislation and Regulations

The Brandon School Division and Board operate under the terms of *The Public Schools Act* and any other provincial, municipal or federal legislation or regulations that may apply, and is bound by its own policy manual.

- All edicts of the province of Manitoba, (including regulations) are considered mandated Board policy.
- All agreements signed through contract are considered mandated Board policy, such as the collective agreements signed with employee groups.
- All adopted rules and regulations concerning the Board's own procedures and by-laws and how the Board operates as the governance arm of the school division, are also policy statements and adhered to by the Board.

The policies within this document reflect the requirements of the Board, and reflect provincial legislation and priorities, as outlined in the legislation and regulations

governing education, including *The Public Schools Act*, *The Education Administration Act*, *The Safe Schools Charter*, *The Workplace Safety and Health Act*, *The Manitoba Human Rights Code*, *The Child and Family Services Act*, *Appropriate Educational Programming in Manitoba: Standards for Student Services*, *the Freedom of Information and Protection of Privacy Act (FIPPA)*, and the *Personal Health Information Act (PHIA)*.

Compliance with federal legislation including the *Charter of Rights and Freedoms*, *The Youth Criminal Justice Act* and *The Constitution Act* are also reflected within the policies and administrative procedures of the Brandon School Division.

Legal Status and Role of the School Board

A School Board Legal Status and Division Boundaries

The members of the Board, or Trustees of the Division, and their successors in office are constituted and created, from the date from which the establishment of the Division is effective a body corporate and politic under the name the “Brandon School Division” [*Public Schools Act (PSA)* Section 3.1]. The boundaries of the Brandon School Division shall be the boundary of the area contained in the wards of the Division.

The Brandon School Division, as a corporate body established by the Government of Manitoba, is authorized to deliver appropriate public education for all students who reside in or are otherwise the responsibility of, Brandon School Division.

- A.1 The members of the School Board form a corporation called the Brandon School Division Board of Trustees (herein referred to as the Board).
- A.2 The Brandon School Division and Board operate under the terms of *The Public Schools Act* and any other provincial, municipal or federal legislation or regulations that may apply*, and is bound by its own policy manual.
- A.3 School Trustees are elected under the conditions and regulations of *The Public Schools Act* to represent the public ownership of the school Division as the voting members of the Board.
- A.4 The number of elected school Trustees, their term of office, and parameters for conduct shall be in accordance with the provisions of *The Public Schools Act*, its *Preamble* and attendant regulations, and this Board Policy Manual.
- A.5 Board By-Laws not contained within this policy manual are binding upon the operations of the Brandon School Division Board.

A.6 Documentation of this policy manual and any attendant legislation and regulations are located at or through the Brandon School Division central office in Brandon, Manitoba.

*Legal References: Refer to Appendix A

A 2.0 Role of the School Board

The School Board is legally responsible for the delivery of fair and equitable public education within the Brandon School Division. As the governing Board, Trustees are responsible to:

- Identify, support and represent values which reflect the best hopes and aspirations of the community.
- Choose and organize priorities and outcomes for the School Division.
- Establish structures and systems for the hiring of a Superintendent/CEO for the School Division.
- Acquire and allocate resources within its level of authority.
- Set out vital principles and the limits of acceptable behavior.
- Encourage commitment and compliance within the School Division.
- Evaluate performance of themselves, the Superintendent/CEO, and the School Division.
- Move the organization forward according to established decisions and standards.

Policy #1: VALUES, VISION AND MISSION

VALUES FRAMEWORK

The Brandon School Division Board of Trustees recognizes and supports the United Nations Declaration on the Rights of the Child and the Canadian Charter of Rights and Freedoms, of which both these rights documents provide a framework for the core values of the Brandon School Division.

The Board of Trustees believes that every child is entitled to a quality education, free from discrimination irrespective of race, national or ethnic origin, , religion, language, sex, gender identity, sexual orientation, socio-economic status, physical/social/emotional/intellectual ability and beliefs.

To this end, the Board of Trustees declares these core values:

- Recognizes students as unique individuals who require a positive learning environment that is safe, secure, and free from harassment and bullying;
- Educational equity provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as embedded in the mission statement of the Brandon School Division.
- Supports partnerships with parents, businesses and community;
- Practices responsible management of its financial, human and physical resources;
- Assumes the responsibility of directing the process by which the educational needs of our students are met; and
- Respects, honours and protects the rights of each child without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, national or ethnic origin, , religion, language, sex, gender identity, sexual orientation, socio-economic status, physical/social/emotional/intellectual ability and beliefs.
- Arising from these beliefs and core values are the foundational Vision and Mission Statements.

VISION STATEMENT

To be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.

MISSION STATEMENT

The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth. We accomplish this through the provision of programs and services which facilitate the development of students as healthy contributing members of society.

Board Governance Goals

The Board will set and routinely review a set of Board Governance Goals that will reflect the Board's input into the Division's Continuous Improvement Plan.

'This does not exclude other goals that the Board sets in addition to the CIP.'

References:

Introduction

Policy #2 – Board Governance Model and Process

Policy #4 – Role and Responsibilities of the Board

Policy #7 – Board Code of Conduct

Policy #11 – Respect for Diversity

Policy #12 - Learning Environment, Programs and Services

Policy #2: Board Governance Model and Process

The Board of Trustees commits to Governance leadership that is ethical, respectful of others, student and community-focused, considerate of staff, open to the input, ideas, and constructive criticism of others and it is focused on the continuous development and improvement and growth of all in the Brandon School Division.

Brandon School Division is committed to following a Board governance model that:

- 2.1** Focuses its energy and dedication on effective governance.
- 2.2** Through its policies, provides guidance and direction for the operation of the School Division.
- 2.3** Focuses on high level decisions, rather than the details of daily activities and operations of the School Division.
- 2.4** Delegates administrative authority to the Superintendent/CEO, excluding those exemptions defined in Board policy.
- 2.5** Establishes procedures for evaluating Board policy compliance, and tie this to the performance evaluation of the Board and Superintendent/CEO.
- 2.6** The Board annually approve a divisional operating budget consistent with the vision, mission and goals defined in Board policies and the Board's Strategic Plan.
- 2.7** In response to community engagement and input, and advice acquired from educational and pedagogical experts, the Board will reassess on a regular basis, its defined vision and mission and realign Board policies as necessary.
- 2.8** Provides for continuous progress and improvement through a program of professional development, evaluation and assessment.

Reference:

Introduction
Policy 1 – Values, Vision and Mission
Policy 4 – Role and Responsibilities of the Board
Policy 5 – Annual Planning Cycle
Policy 6 – Board Operations

Policy 8 – Board Development and Evaluation
Policy 9 – Board and Superintendent/CEO Relationship
Policy 14 – Community Engagement
Policy 15 – Fiscal Management

Policy #3: Board Policy Development, Implementation and Review

3.1 Policy Development

The Board of School Trustees believes that one of its primary governance functions is to develop policy in accordance with local educational requirements, provincial legislation and relevant national legislation.

The Board's goal in establishing policy is to provide direction and guidance in the educational foundations of vision, mission and strategic goals and in the overall operation of the School Division.

Policies may be recommended to the Board of School Trustees by the Superintendent/CEO and Committees of the Board.

When a committee of the Board or a special committee is considering the development or revision of policy which directly affects a group of staff members, parents, and /or other groups, the committee should consider prior to recommending the policy or policy revision to the Board the need for appropriate input from these groups. If the committee deems it advisable that such input would be beneficial to the development or implementation of the policy then the committee should allow the time and the opportunity for the appropriate groups to be consulted.

Once a policy has been approved by the Board, procedures and exhibits (if needed) shall be developed by the Superintendent/CEO and provided to the Board for review.

Motions at meetings or actions of the Board that seem to change, add to, or delete policy of the Division should be noted by the Secretary-Treasurer. These motions or actions should be presented to the Board at the next meeting for consideration of adoption into the Policy Manual.

3.2 Policy Adoption

A simple majority vote by the Board shall be required to add, delete, or modify a policy statement in the Policy Manual. Notice of motion shall be given at least one meeting before the vote is taken.

3.3 Policy Implementation

The Board of Trustees requires and expects that its governing policies be implemented within each school site, administrative unit and department.

The Board of Trustees authorizes the Superintendent/CEO, through policy and corresponding position description, to oversee and monitor implementation of the Board's policies process. Within this process the Superintendent/CEO is responsible to ensure that an implementation plan is established for approved Policy.

3.4 Policy Review and Revision

The Board of Trustees of the Brandon School Division believes that in order to maintain a strong and relevant school system, it needs to review Divisional policies on a continual basis in an effort to ensure that policies are compliant with federal and provincial laws, consistent with community values and meet the educational needs of all students.

The Board shall review all policies annually. The role of the Board and its committees shall be to determine the need for new policies and review current policies.

3.5 Administrative Procedures

Administrative procedures are the delegated responsibility of the Superintendent/CEO and may be developed, altered and modified without prior approval of the Board, except in those areas specifically identified through Board policy as requiring Board approval.

Reference:

Introduction

Policy 1 – Values, Vision and Mission

Policy 2 – Board Governance Model & Process

Policy 6 – Board Operations

Policy 7 – Board Member Code of Conduct

Policy 9 – Board and Superintendent/CEO Relationship

Policy #4: Role and Responsibilities of the Board

Role of the Board

The Brandon School Division Board of Trustees is elected by the people to be an advocate for the public school system by representing the interests, needs and aspirations of the public's children. As a corporate entity the Board accepts its responsibility and accountability by speaking with one voice to provide:

- a) Trusteeship for the organization's assets;
- b) Fiduciary responsibility; and
- c) Development of and accountability for policies that support and respect the child's right to a quality education and assurance that these policies are adhered to by all staff.

The Board is committed to the principle that education is an investment and to that end acts on its authority to provide quality education for all students.

Board Member Authority

Because all powers of the Board of Trustees lie in its action as a group, individual Board members exercise their authority over Division affairs only as they vote to take action at a legal meeting of the Board. In other instances an individual Board member, including the Chairperson, shall have power only when the Board, by vote, has delegated authority to him or her.

Areas of Responsibility of the Board:

4.1 Community Leadership

- The Board will be visible within the community
- The Board makes decisions that reflect the values and anticipated educational needs of the communities of Brandon School Division.
- Board members show their support of school and divisional activities through physical attendance at Division and school public events.

4.2 Accountability to the Provincial Government

The Board is responsible for adherence to governing legislation and regulation throughout Brandon School Division.

4.3 Accountability to the Community

- The Board is responsible for ensuring that communities within the Division are involved in their respective schools in all appropriate ways.
- The Board is responsible for relating the schools' and Division's story to the public.

- The Board reports Division results to the community, as mandated by the provincial government.
- The Board involves parents and guardians in the education of their children, and responds adequately to their concerns.
- The Board has developed appeal procedures regarding decisions of the Administration.
- Board members are active with community organizations and agencies that can contribute toward building support for public education.
- The Board approves the annual school calendar and length of the school day.
- The Board grants final approval of newly constructed school and other Division-owned buildings.
- The Board retains insurance to protect the public assets of the Division.

4.4 Educational Accountability

The Board is responsible for setting the educational goals of the Division and for reviewing how well students learn. The goals for educational excellence shall grow out of the Division's Mission Statement.

4.5 Operational Responsibility

- To concentrate the Board's collective effort on its policymaking and planning responsibilities.
- To formulate Board policies which best serve the educational interests of each student.
- To provide its governance direction to the staff and students of the Brandon School Division through the Superintendent/CEO and Senior Administration in the operation of the Division.
- To maintain effective communication with the public, staff, and students in order to maintain awareness of attitudes, opinions, needs, desires, and ideas.
- To conduct Board business openly and respectfully, soliciting and encouraging broad-based involvement in the Board's decision-making processes by the public, students, and staff.

4.6 Fiscal Responsibility

- The Board approves the Divisional budget annually and establishes the amount of the local property tax levy.
- The Board appoints the auditor for Brandon School Division.

- The Board receives the audit report and ensures that quality indicators are met.
- The Board ratifies and ensures the administration of collective agreements with employee groups.
- The Board approves the Division's annual five year capital plan for submission to the province's Public Schools Finance Board.

4.7 Appointment of Senior Administration

The Board may appoint people for Senior Administration positions, fix and pay remuneration, and define duties.

4.8 Board Succession Planning

- i. The Board will encourage a qualified slate of candidates for Trustee elections and provide the authority for Administration to inform the public of candidates and election issues.
- ii. The Board will ensure new Trustee orientation programs are developed and will mandate that new Trustees have the opportunity to attend orientation programs delivered by their provincial association.

Reference:

Introduction

Policy 1 – Values, Vision and Mission

Policy 3 – Policy Development and Review

Policy 5 – Annual Planning Cycle

Policy 6 – Board Operations

Policy 7 – Board Member Code of Conduct

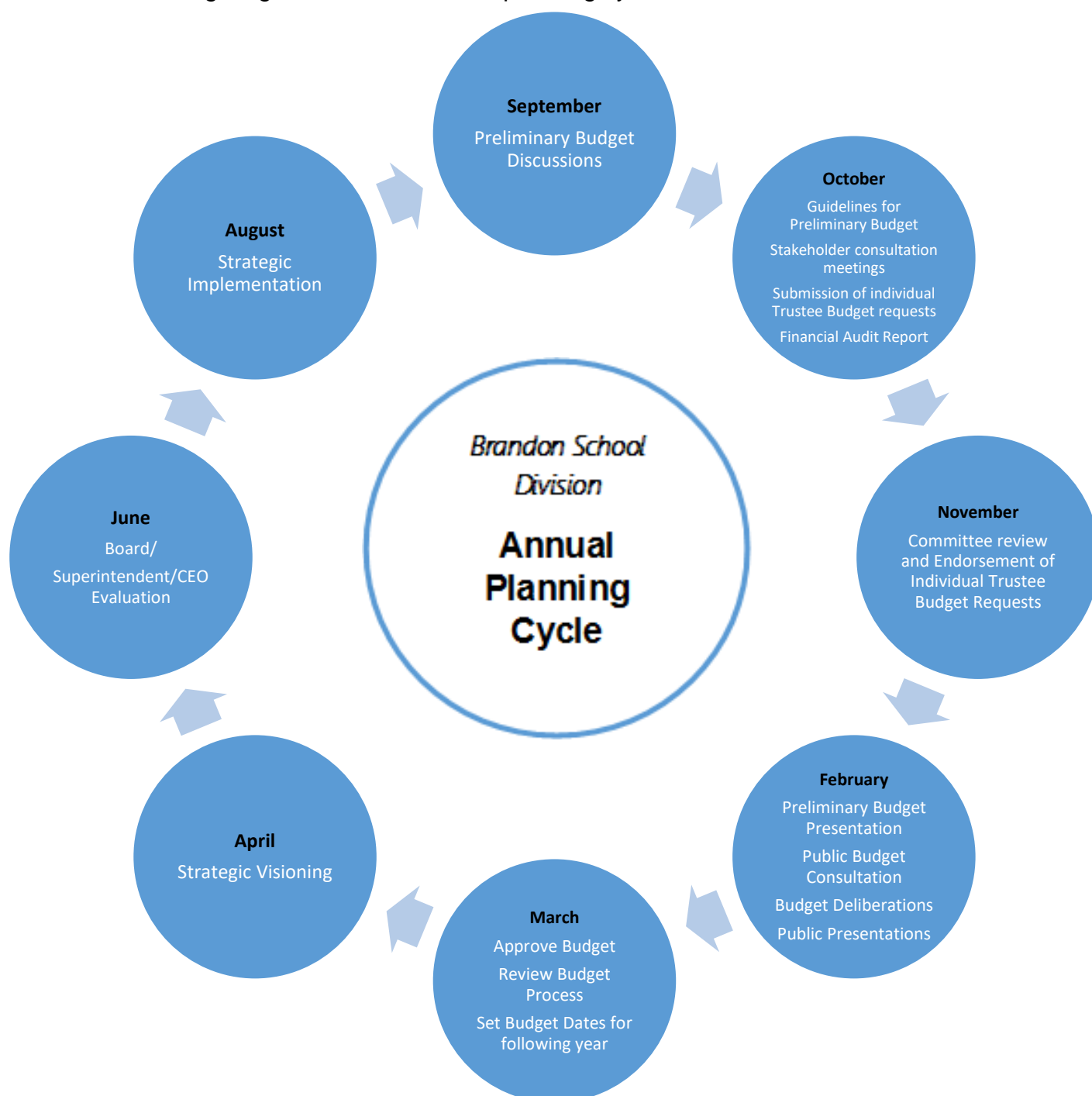
Policy 14 – Community Engagement

Policy 15 – Fiscal Management

Legal Reference: *The Public Schools Act; The Labour Relations Act*

Policy #5: Annual Planning Cycle

The following diagram summarizes the planning cycle:



This cycle provides direction for strategic planning, budget development, consultation and reporting.

Policy #6: Board Operations

The Board of Trustees is committed to representing the best interests of the entire community that comprises Brandon School Division through effective governance.

6.1 Board Organization

It is the Board of Trustees as a body that speaks for the Division and Board practice recognizes that it is the Board of Trustees, not Board members, who have authority. There are roles and responsibilities for individual Board members derived from the roles and responsibilities of the Board of Trustees as a whole group.

6.2 Election of the Chairperson and Vice Chairperson of the Board

Each year on a day selected in accordance with *The Public Schools Act*, the Board of Trustees of the Brandon School Division shall hold an inaugural meeting to elect a Chairperson and Vice-Chairperson.

6.3 Role of the Chairperson

The Chairperson is elected by the Trustees to lead the processes of the Board of Trustees. The Board recognizes that the Chairperson is not the head of the Division. The Chairperson is typically the official spokesperson of the Board, signs all legal documents on behalf of the Board, and chairs most of the meetings of the Board.

6.4 Role of the Vice-Chairperson

The Vice-Chairperson assumes the role of the Chairperson in the event of the Chairperson's absence.

6.5 Committees of the Board

Committees of the Board of Trustees shall be decided upon at the inaugural meeting with the recommended Committee list being submitted for approval at the first regular meeting of the Board following the inaugural meeting.

Committees of the Board are established to enhance and complement the work of governance. They report to the Board and are different from administrative committees. Board Committees do not assist or advise staff and shall only request information from staff through the Superintendent/CEO or designate. Standing Committees, Advisory Committees and Special Committees of the Board are established by the Board for a specified purpose. In keeping with the broad focus of the Board, Board committees will not normally have direct dealings with staff operations.

6.6 Standing Committees

The Board assigns committee responsibilities in the following areas:

- **Finance and Facilities Committee**
- **Education and Community Relations Committee**
- **Policy and Personnel Committee**

6.7 Advisory Committees

The Board assigns Trustees to represent the Board to the following advisory committees:

- **Aboriginal Education Advisory Committee**
- **Parent/Guardian/Division Advisory Committee**

6.8 Special Committees

Special Committees of the Board may be established for specific functions as required, and shall be discharged upon completion of their functions.

6.9 Public Participation at Board Meetings

The Board invites public participation at public Board meetings. The agenda for Board meetings will include the opportunity for the public to ask questions. A delegation wishing to address the Board at a meeting must advise the Secretary-Treasurer. The Secretary-Treasurer will advise the delegation of guidelines as outlined in Board by-laws. With unanimous agreement by the Board, the Board may hear an unannounced delegation.

6.10 Meetings

i. **Organizational Meeting**

It is the role of the Board to commence the first meeting of the Board in accordance with *The Public Schools Act*. The first meeting of the Board shall take place in September. In a Trustee election year, the first meeting of the Board shall take place within 14 days after Trustee general elections.

ii. **Regular Meetings**

The agenda reflects the business the Board must monitor, attend to and pursue in its governance role. A proposed agenda is presented at the beginning of each regular Board meeting, which shall take place on the second and fourth Monday of each month, except July and August. Rules of procedure for conducting meetings shall be outlined in Board Bylaws as per Sec 33(1) of the PSA. Regular meetings should not normally be convened without the Superintendent/CEO and Secretary-Treasurer present.

iii. **Special Meetings**

Special Board meetings may be convened at any time by the Chair with the consent of a quorum of the Trustees, as per provincial legislation. Special meetings are not usually convened without the Superintendent/CEO and Secretary-Treasurer present.

iv. **In-camera Meetings**

- v. The Board believes that the public trust is preserved through the conduct of Board meetings which are open to the public. The Board recognizes, however, that occasions may arise from time to time where it is in the best public interest to discuss sensitive matters in closed meetings. In-camera meetings are held in accordance with the *PSA* of Manitoba.

vi. **Delegations to the Board Meeting**

Delegations from the public are welcome to present to the Board at a public Board Meeting. The requesting delegation shall submit their request in writing as per guidelines provided by the Secretary-Treasurer and outlined in the Board by-laws. Any associated documentation and background information will be considered by the Board. The Board will not offer their decision to the delegation at the time of the presentation.

vii **Electronic Meetings**

A Trustee who wishes to participate in a meeting using electronic means shall make a request to the Chair of the Board or the Secretary-Treasurer. Trustees will be allowed to participate electronically a maximum of three (3) times per calendar year for Regular Board meetings. This policy is in accordance with Section 39.7.1 of *The Public Schools Act* and Regulation 201/2004.

6.11 Commitment to Respect the Decisions of the Board

According to provincially-legislated authority, the Board is a corporate body established to provide governance and leadership for the Brandon School Division. As members of a democratically-elected body, it is important and necessary for individual Trustees to be active participants at Board meetings, and to encourage and represent a diversity of viewpoints. Individual Trustees are ultimately accountable to the public to bring forward the voice and views of the people within the jurisdiction of the Brandon School Division.

The *Commitment to Respect the Decisions of the Board* does not demand unanimous decisions, but does require that all Trustees shall respect the decisions of the Board. Accordingly, Trustees will:

- (i) Support Board decisions. Trustees are expected to contribute and to influence the decisions of the Board. Board decisions are only those that have been voted upon and are reflected in the minutes of the Board meetings as policies or resolutions.

Once the Board has made a decision, each Trustee will respect the decision of the Board and be prepared to explain the decision of the Board to the public.

(ii) Never attempt to exercise individual authority over the organization or the Superintendent/CEO. While the Board expects individual Trustees to be given common courtesy, it does not require the Superintendent/CEO or any other staff member to heed any individual Trustee's opinions or instructions. Individual Trustees have no authority over staff and staff operations.

(iii) As members of a governance Board, Trustees will focus on what needs to be accomplished for effective governance while at the Board table.

(iv) State the applicable policy when issues are raised by community members, staff or Trustees. Board discussion shall center on whether the concerns justify changes to the policy or whether monitoring of the policy is necessary, not on the details of the issue.

(v) Recognize that the Chairperson is the official spokesperson of the Board, unless that responsibility has been delegated by the Board.

6.12 Community Connections

The Board will establish formal connections with the community, government, business and other relevant agencies and organizations to support the achievement of Board goals for the School Division. The Board will share information, proactively identify issues of importance, provide for the exchange of ideas, work collaboratively and build positive relationships.

6.13 Liaison with School Board Associations

The Brandon School Division Board will remain a member of the Manitoba School Boards Association and pay such fees as are levied by that association unless otherwise decided by a majority vote.

Reference:

Introduction

Policy 1 – Values, Vision and Mission

Policy 2 – Board Governance Model & Process

Policy 7 – Board Member Code of Conduct

Policy 14 – Community Engagement

Legal Reference: *The Public Schools Act*

Policy #7: Board Member Code of Conduct

The position of School Trustee is one of responsibility and trust, and individuals holding that position must conduct themselves accordingly. Therefore, in accordance with section 35.1 of The Public Schools Act, the School Trustees of Brandon School Division:

- 7.1** Will abide by the provisions of all federal, provincial and local legislation, including but not limited to human rights statutes, The Public Schools Act, and Brandon School Division by-laws and policies.
- 7.2** Recognize that the School Board's authority rests with the corporate body, not with individual Trustees, and therefore will speak or act on behalf of the School Board only if they have been authorized to do so.
- 7.3** Understand that their position may make them privy to confidential information about individuals including students or staff, or financial or other sensitive matters, and will keep any such information confidential.
- 7.4** Strive to attend all regular and special meetings of the Board and those committees on which they serve, and if unable to do so, advise the appropriate individuals of their pending absence.
- 7.5** Review meeting agendas and other relevant information prior to Board and committee meetings, and arrive at such meetings informed and prepared to contribute to the open and honest discussion about matters before the Board or committee.
- 7.6** Listen respectfully and with an open mind to the full range of opinions on each matter before them, and make their decisions based on the merits of these varying opinions.
- 7.7** Treat Board colleagues, divisional and school staff, students and community members in a respectful and courteous manner, and refrain from using abusive or denigrating language in any dealings with them.
- 7.8** Keep informed of the organization's history, goals, policies, public and current activities so they are better able to make effective decisions.

- 7.9** Respect the decision of the majority as determined within the recognized mandate of the Board of Trustees, reserving the right to seek changes to these decisions in the future through ethical and constructive channels.
- 7.10** Recognize that the responsibility of the Board is to make policy and to give direction and that the day-to-day administration of the Brandon School Division is the responsibility of the Superintendent/CEO and staff.

Conflict of Interest

- 7.11** Refrain from using the position of Trustee for personal gain or the pursuit of personal interest and avoid any situation(s) which might suggest a conflict of interest or the appearance of impropriety in the performance of responsibilities as a Trustee.

Trustees must avoid conflict of interest with respect to their fiduciary responsibility:

- (i) There will be no self-dealing or business by a member with the organization. Trustees will disclose their involvements with other organizations, with vendors, or any associations which might be, or might reasonably be seen as being, a conflict. No member of the Board shall take part in the discussion of any questions in which he has a pecuniary interest beyond his/her interest as an ordinary ratepayer, nor shall he/she vote on the same. Refer to *The Public Schools Act* Section 36 to 39.8 inclusive.
- (ii) When the Board is to decide upon an issue, about which a Trustee has an unavoidable conflict of interest, that Trustee shall absent herself or himself without comment from not only the vote, but also from the deliberation.
- (iii) Trustees will not use their Board position to obtain employment in the organization for themselves, family members, or close associates. A Trustee shall absent herself or himself without comment from not only the vote, but also from the deliberation of employment pertaining to family members, close associates, or the Trustee her/himself. Should a Trustee be successful in securing employment with the Brandon School Division, he or she must resign from the Board prior to start of employment.

Process for Addressing Breaches of the Code of Conduct

7.12 At the Board Table

Any Trustee perceiving another Trustee to be in possible breach of the Code of Conduct shall have the right to move that the Board of Trustees resolve itself into committee of the whole in-camera on a point of privilege, during which the Trustee shall raise the perceived breach with the full Board for consideration. The Board

may choose, by motion, whether to include Senior Administration in the In-Camera meeting.

Outside the Board Table

Any Trustee perceiving another Trustee to be in possible breach of the Code of Conduct should first raise the concern with that member with the intent to resolve the concern. If the concern is not resolved the Trustee may proceed to inform the Chairperson, or if more appropriate, the Vice-Chairperson, who will then act as conciliator. Failing resolution, at the request of either party, the Chairperson or the Vice-Chairperson shall present the perceived breach to the full Board for consideration at an in-camera session.

Response to Breach of Code of Conduct

Where in the opinion of the Board a breach of the Code of Conduct has occurred the Board shall respond, as outlined in *The Public Schools Act* (Sec. 35.2), by taking such course of action which might include:

- a) A written reprimand from the Board and/or;
- b) The removal from any position of appointment made by the Board for such length of time as the Board determines.

Procedures in Event of Possible Conflict of Interest

Any Trustee perceiving another Trustee to be in conflict of interest shall follow the Conflict of Interest guidelines as outlined in the provisions under *The Public Schools Act*. Board response shall be in accordance with provisions under *The Public Schools Act*.

References:

Policy 1 – Vision, Values and Mission
Policy 4 – Role and Responsibilities of the Board
Policy 6 – Board Operations

Legal Reference: *The Public Schools Act*

Policy #8: Board Development and Evaluation

All Trustees engage in the pursuit of Board excellence through Board development and Trustee professional development training and education.

The Board will annually evaluate board effectiveness through monitoring of goals, policy and operations. The evaluation will consist of tools that evaluate the Board as a team, as well as a self-evaluation that measures the contributions of individual Trustees to the Board's work.

Reference:

- Policy 1 – Values, Vision and Mission
- Policy 2 – Board Governance Model and Processes
- Policy 4 – Role and Responsibilities of the Board
- Policy 5 – Annual Planning Cycle

Policy #9: Board and Superintendent/CEO Relationship

The Superintendent/CEO, as Chief Executive Officer (CEO) of the Board of Trustees, shall be responsible for the management, under the Board's policies, of all sectors of the school system. See the *Board Governance Decision-Making Matrix* (p. 27), for a detailed delineation of the Superintendent/CEO's areas of authority and responsibility.

The Board is responsible for the adoption and monitoring of the Division-wide strategic plan.

The Board's sole official connection to the operational organization, its achievements and conduct will be through the Superintendent/CEO.

- 9.1** The Superintendent/CEO will take the necessary measures to ensure the Board is informed, supported and protected in its work.
- 9.2** The Superintendent/CEO is accountable to the Board. The Superintendent/CEO shall have the authority to delegate to other Division personnel the exercise of some powers and the discharge of some duties imposed upon the Superintendent/CEO by Board policies or by vote of the Board. The delegation of power or duty does not, however, relieve the Superintendent/CEO of responsibility for the action taken under such delegation.
- 9.3** The Board of Trustees delegates to the Superintendent/CEO, in accordance with Section 52 of The Public Schools Act, staffing authority.
- 9.4** Notwithstanding the expectation that all staff and executive perform their duties and responsibilities with honesty and integrity while complying with all applicable laws and regulations, the Superintendent/CEO is responsible to have in place a Whistleblower procedure for the purpose of raising any concerns regarding questionable financial or operational matters.

This procedure will ensure that any person raising such concern, the Whistleblower, will be protected from reprisal or victimization for raising the concern in good faith.

- 9.5** The employment agreement between the Board and the Superintendent/CEO is in the form of a written contract.

- 9.6** Only authorized decisions of the Board are binding on the Superintendent/CEO. Official directives to the Superintendent/CEO shall be through written policy. The Superintendent/CEO is authorized to establish further administrative procedures, make all decisions, and take all actions within the policy parameters established by the Board.
- 9.7** Decisions and instructions from individual Trustees are not binding on the Superintendent/CEO. Reporting to individual Trustees is not binding on the Superintendent/CEO. In the case of Board members or committees requesting information or assistance without Board authorization, the Superintendent/CEO may refuse requests that, in the opinion of the Superintendent/CEO, require significant amounts of staff time or funds, or are disruptive to the goals of the Division. The Trustee may refer a request to the full Board of Trustees for the Board's consideration.
- 9.8** The Superintendent/CEO is responsible for the actions of the staff of Brandon School Division, therefore the Board or individual Trustees will never give instructions to people who report directly or indirectly to the Superintendent/CEO.
- 9.9** The Board and individual Trustees shall refrain from evaluating, either formally or informally, any staff other than the Superintendent/CEO.
- 9.10 Superintendent/CEO Evaluation**
- i. The evaluation of the Superintendent/CEO shall be carried out by the Board and/or its committee. The evaluation shall be based on established criteria and guidelines which are known to both the Superintendent/CEO and the Board.
 - ii. The Superintendent/CEO shall be formally evaluated annually for the first two years and in the second year of each Board's term thereafter during the month of April or May, or more often at the discretion of the Board, or through mutual agreement.
 - iii. The results of the evaluations shall be shared with the Superintendent/CEO by the Board.

Board Governance Decision-Making Matrix

Superintendent/CEO – has authority to decide & act	Superintendent/CEO – has authority to decide and act and the responsibility to inform the Board	Board has the responsibility and authority to decide and act. Superintendent/CEO may recommend
<ul style="list-style-type: none"> • Employ staff as delegated in the PSA (52) • Administer collective agreements • Grant applications • Implementation of Board Policy • Evaluate staff • Employ appropriate means to provide for continuous and candid reports by staff of accomplishments in the pursuit of the goals and objectives guided by the vision statement and implemented by the Board Annual Work Plan. • Professional development • Student overnight travel • Setting staffing levels based on budget. 	<ul style="list-style-type: none"> • Student suspensions up to six weeks • Administrative procedures • Any budget changes in excess of \$100,000 or involving FTE positions that would also impact future budgets. • Evaluate programs • Emergency school closures • Crisis situations (e.g. lockdown with immediate notification via email) • Superintendent/CEO professional development • Acceptance of resignations • Student out of province travel • Staff leaves of absence • Ongoing staffing reports. • Changes to the administrative organization chart with exception of Superintendent/CEO and Secretary-Treasurer. • Agreements with outside bodies. • Scholarship approvals. • All other responsibilities not explicitly stated elsewhere in this matrix. 	<ul style="list-style-type: none"> • Policy development and approval • Student expulsion • Student out of country travel • Employee compensation and benefits as per collective agreements and unionized out of scope and senior administration contracts. • Approval of budget • Special levies • Appeals • Corporate sponsorship • New programming • School calendar • Hiring and assignment of senior administration and supervisory positions as outlined in the PSA (52 and 53), with minority Board representation on hiring committee. • Teacher termination as outlined in the PSA (92) • Changes the administrative organization chart which involve the Superintendent/CEO and Secretary-Treasurer. • Tenders within budget which exceed the threshold of \$50,000 • Over budget expenditures • Hiring additional staff outside formula • Division-wide strategic planning • Evaluation of Superintendent/CEO • Catchment area changes

Reference:

Policy 2 – Board Governance Model

Policy 4 – Role and Responsibilities of the School Board

Legal Reference: *The Public Schools Act*

Policy #10: Contingency Planning

In order to protect the Board and the School Division from the sudden loss of Superintendent/CEO services, the Superintendent/CEO will have at least one other school division administrator familiar with matters of the Board and Superintendent/CEO, including the principles of policy leadership and good governance.

The Board will ensure that measures are in place to allow for the timely continuation of division services in the event of a crisis resulting in the loss of said services. A contingency plan will be monitored regularly to comply with changes within the Division.

Reference:

Policy 4 – Role and Responsibilities of the School Board

Policy 6 – Board Operations

Policy 9 – Board and Superintendent/CEO Relationship

Policy #11: Respect for Human Diversity

11.1 Purpose

Whereas the Brandon School Division is itself comprised of staff and students from diverse communities, it asserts its commitment to appreciating, respecting, accommodating and supporting human diversity in all its forms. This commitment is based on the following beliefs:

- Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world and is fundamental to the public education system.
- Safe, caring and inclusive environments are necessary to fulfill our purpose.
- Heterogeneous groups facilitate creativity, problem solving and the exchange of new ideas and they enrich the experience of our staff and students.
- All individuals have the right to be treated in all matters solely on the basis of their personal merits.

Continually striving for actions that support this commitment will ensure that our Division is an inclusive community in which staff, students and visitors feel welcomed, accepted, valued and empowered to engage, learn and contribute fully and thus will share their unique viewpoints and life experiences for the benefit of all.

11.2 Scope

This policy applies to all staff, students and independent contractors. The principles apply to everyone involved in the school community including: parents, coaches, volunteers and others while providing or receiving goods or services on Division property.

11.3 Definitions

Human diversity encompasses all the ways in which individuals are both similar and different. Some of these differences may be visible, others less so. Consistent with the principles reflected in the Manitoba Human Rights Code, diversity characteristics may include but are not limited to ancestry, religion, age, gender, sexual orientation, family status, source of income, and physical or mental disability.

Respect for human diversity means accepting, understanding and celebrating the uniqueness of every individual as a result of the many variables that shape an individual's attitudes, behaviours and perspectives. Respecting diversity allows individuals to acquire new ideas, skills and solutions, and thus improves the collective strength of the group as a whole.

11.4 Responsibilities

The Superintendent/CEO, or designate, is responsible for the implementation of this policy. The Superintendent/CEO's Department will provide resources and learning experiences that encourage all staff and students to honour the provisions of this policy.

Division administrators and supervisors are leaders in promoting respect and will support staff and/or students who request to form groups that promote gender equity, anti-racism, awareness of people with disabilities, Gay-Straight Alliances or groups of any other name that are consistent with the promotion of a positive work and/or school environment and that are respectful of all human diversity.

All schools will implement appropriate, provincially approved, curricula that supports student learning about human diversity.

Division staff members are responsible to embrace an inclusive approach and to promote respect for human diversity, and are role models for appropriate student conduct. Division staff members are responsible to support students in issues of human diversity and empower them to treat each other with respect.

Division staff and students, as well as independent contractors, parents, coaches, volunteers and others are expected to monitor their own interactions to ensure their personal conduct supports safe, caring and inclusive environments by respecting human diversity and to refrain from expressing negative comments or actions.

11.5 Compliance

Compliance with this policy will be continually reviewed. Employee incidents and student suspensions will be monitored to inform future policy refinements. Failure to comply, will subject staff and students to corrective and/or disciplinary action in accordance with respective policies. Independent contractors, volunteers and others in the school community may have certain rights and privileges suspended for failure to comply with these principles.

References:

Policy 1 – Vision, Values and Mission

Policy 13 - Safe Schools

The Public Schools Act, Section 41(1) (b.4) and 41(1.6), (1.7) and (1.8).

Policy #12: Learning Environment, Programs and Services

The Board of Trustees of the Brandon School Division is responsible for public education, Kindergarten through Grade 12, throughout the Division according to provincial guidelines. The Division follows the Manitoba Curriculum for all programming and schools offer the entire core curriculum, as well as many optional components.

In response to Brandon School Division's stated values, vision and mission, the Board of Trustees expects equitable, effective, engaging and caring learning communities.

The Board of Trustees believes that schools are foundational and essential to the democratic schooling and public education of all students. Given the crucial importance of schools in the intellectual, emotional, social, physical and spiritual development and growth of all children and youth, each school must be a place of high quality teaching and learning. Quality learning opportunities, that are available equitably to all children and youth, enable each student to experience achievement, growth and success.

To this end, the Superintendent/CEO will:

- 12.1** Ensure that all programs and services are in compliance with provincial requirements.
- 12.2** Implement assessment and evaluation practices which:
 - Ensure the achievement of provincial, division and school goals;
 - Foster an equitable, effective and efficient school system;
 - Promote growth and improvement.
- 12.3** Ensure that each school, as a community of learning, facilitates and participates in a school development planning process to create an annual plan that provides specific focus and emphasis on goals and actions vital to advancing quality teaching, equitable access to learning and achievement for all students.
- 12.4** Establish and enforce administrative procedures to maintain safe and effective environments for all students and staff.
- 12.5** Establish a dispute resolution process to be followed if there is disagreement about the appropriateness of the educational programming being provided to students.

12.6 Take appropriate action with staff, students or volunteers who demonstrate behaviours, actions, or attitudes that threaten the academic progress and/or well-being of students.

12.7 Ensure a culture characterized by mutual respect.

Reference:

Policy 1 – Values, Vision and Mission

Policy 9 – Board and Superintendent/CEO Relationship

Policy 11 – Respect for Human Diversity

Policy 13 – Safe Schools

Legal Reference: *The Public Schools Act*

Policy #13: Safe Schools

The Brandon School Division accepts its responsibility to foster and maintain a safe, caring, respectful and inclusive school environment for its students, staff, and community. The Board of Trustees expects that schools and workplaces are directed to focus on safety and responsible citizenship based on Brandon School Division values and the legislative requirements of Canada and the Province of Manitoba. Specifically, the *Public Schools Act* states that every school board shall ensure that each pupil within their jurisdiction “*is provided with a safe and caring school environment that fosters and maintains respectful and responsible behaviours*”. [Sec. 41(1) (b.1)]

The Board of Trustees is committed to working in collaboration with all of its education partners to ensure and enhance the safety of the Brandon School Division schools and school communities.

The Superintendent/CEO must:

- 13.1** Ensure that each Principal, in consultation with the School Advisory Council or its equivalent at that school, will establish a code of conduct for pupils and staff.
- 13.2** Ensure that each Principal, in consultation with the School Advisory Council or its equivalent at that school, will establish an emergency response plan for the school.
- 13.3** Ensure that each school’s code of conduct and emergency response plan are reviewed annually.
- 13.4** Ensure that the administrative procedures, operations and practices implemented in the School Division are compliant with national and provincial legislative requirements regarding safe schools and safe workplaces as well as Division foundations. These include:
 - *Canadian Charter of Rights and Freedoms* (Canada)
 - *The Public Schools Act* (Manitoba)
 - *Safe Schools Charter* (Manitoba)
 - *The Education Administration Act* (Manitoba)
 - *The Human Rights Code* (Manitoba)
 - *Freedom of Information and Privacy Protection Act* (Manitoba)
 - *Criminal Code* (Canada)
 - *The Workplace Safety and Health Act* (Manitoba)

References:

Policy 1 – Values, Vision and Mission

Policy 2 – Board Governance Model & Process

Policy 4 – Role and Responsibilities of the Board

Policy 9 – Board and Superintendent/CEO Relationship

Policy 11 – Respect for Human Diversity

Legal Reference: *The Public Schools Act*

Policy #14: Community Engagement

The Board of Trustees recognizes that communication within the School Division is a multi-faceted process involving all staff, students, parents and community members. The Board believes that such communication promotes a system-wide culture of openness that supports these principles:

- an environment of trust, safety, and respect;
- student learning and achievement; and
- the Board's Foundational Statements of Vision, Mission and Policies.

The Board will develop and implement strategies to enhance the Board's communication and engagement with communities, ratepayers and the citizens of Brandon School Division. These strategies will include:

- 14.1** Formal connections with the community, government and with other relevant agencies and organizations in order to support the achievement of Board goals for the Division.
- 14.2** Sharing information with the general public, constituents, staff and students in a transparent and respectful manner. The Board will proactively identify issues of importance, provide for the exchange of ideas and information, work collaboratively and build positive relationships.
- 14.3** The Board commits to the use of consultation with its constituents, including students, parents and employees; a process by which the Board seeks advice, which in turn facilitates communication, develops joint ownership and enhances solutions, goals and policy directions.
- 14.4** The Board of Trustees believes that all reasonable efforts should be made to identify the interests of the community and to be responsive, through its actions, to those interests. There are two major ways in which the will of the community shall influence the development of Board policies.
 - (a) The people of the Division are responsible for electing Board members to represent their ward.
 - (b) All citizens of the Division will be encouraged to express ideas, concerns, and opinions about the schools through such means as:
 - i. written suggestions or proposals;
 - ii. presentations at hearings or at Board meetings;
 - iii. responses to surveys made regarding education;
 - iv. attendance at open meetings of the Board; and

v. active involvement with the school's Parent Council

- 14.5** Matters related to complaints and concerns regarding specific schools, personnel and to individual student situations are communicated through the appropriate protocols as established by the Board of Trustees.
- 14.6** By developing an effective working relationship with the media, including encouraging the attendance of media at all meetings, with the exception of in-camera meetings, the Board of Trustees can further keep the public informed of the Board's and Division challenges, deliberations, policies, and actions.
- 14.7** The Board shall designate a Board spokesperson who will endeavour to be current on all matters of Board governance and policy. This will be the Chairperson of the Board unless an alternate is designated by the Board.
- 14.8** The Superintendent/CEO is the official spokesperson on behalf of the School Division regarding instructional, administrative and operation matters (including critical events and crisis communication).
- 14.9** The Secretary-Treasurer is the official spokesperson on behalf of the Division regarding financial matters.

References:

- Policy 1 – Values, Vision and Mission
Policy 4 – Role and Responsibilities of the Board
Policy 6 – Board Operations

Policy #15: Fiscal Management

The Board of Trustees commits to the fiscal stewardship of public funds in an ethical, effective, and prudent manner. This stewardship is characterized by open and transparent public reporting of all financial processes, results, matters, and related issues. This fiscal stewardship is grounded in the value of accountable democratic practice for wise use of the public's funds.

Brandon School Division is publicly accountable for its financial resources. The budget is a monetary statement of the Board's goals and objectives for education in Brandon School Division. The budget is a blueprint for action, accomplishment and fiscal control.

Resources are managed in an efficient, effective and ethical manner in accordance with our values, vision and mission, and in compliance with The Public Schools Act and other applicable legislation.

15.1 Budget Planning

Budget preparation and control shall be the responsibility of the Superintendent/CEO and the Secretary-Treasurer in consultation with the Board, the public and other stakeholders.

The Board will approve the annual budget and provide, by the exercise of its taxing power, the funds necessary to finance the operation of schools.

Upon Board resolution accepting the proposed budget, the Board shall, on or before March 31st of each year, submit the ensuing year's budget to the Minister of Education.

15.2 Audits

Each year, the Board shall appoint an auditor, and the Board will furnish a duly audited financial statement and summary, available for public perusal, in compliance with Section 41 of Manitoba's Public Schools Act.

15.3 Purchasing Authority

The Board authorizes the Superintendent/CEO to purchase all materials, goods and supplies for the school system in accordance with the approved budget.

Purchase of goods, services and equipment made within the approved budget will not require further Board approval. However, the Board shall be kept informed of all expenditures in an efficient and timely manner. This shall be done by circulating financial statement reports.

15.4 Board Signing Authority:

The signing officers of the Division will be either the Chairperson or Vice-Chairperson and either the Secretary-Treasurer or the Assistant Secretary-Treasurer.

15.5 Finances

The Superintendent/CEO will ensure the Division operates its annual financial affairs in accordance with generally accepted accounting principles and Section 42 of the Public Schools Act.

The Superintendent/CEO will ensure that all accounting practices of the Brandon School Division are within the generally accepted accounting principles as outlined by the Province of Manitoba.

15.6 Assets

The Brandon School Division shall not be operated in ways which fail to protect and maintain its assets, or which unnecessarily risk its assets.

To protect and maintain the Division's assets the Superintendent/CEO will:

- Adhere to provincial requirements.
- Protect against theft, casualty and liability losses to the Board, staff, or school division itself through proper insurance.
- Not allow uninsured personnel access to material amounts of funds.
- Not expose the school division, the Board or its staff to claims of liability.
- Maintain a safe and efficient transportation system.
- Not acquire, encumber, or dispose of school division real property (land and any permanent fixtures on it) without the prior approval of the Board.

15.7 Commitment to Resourcing Good Educational Services

The Board further acknowledges that good educational services cannot be obtained without a reasonable expenditure of money and, therefore, seeks to negotiate contracts that will attract and keep competent staff members.

15.8 Commitment to Goodwill and Cooperation in Contract Negotiations

The Board further endeavours to establish and maintain a relationship of good will and cooperation during negotiations in order to create an atmosphere of trust and understanding between the Board and the negotiating party.

Reference:

Introduction

Policy 1 – Values, Vision and Mission

Policy 2 – Board Governance

Policy 4 – Role and Responsibilities of the Board

Policy 5 – Annual Planning Cycle

Policy 9 – Board and Superintendent/CEO Relationship

Legal Reference: The Public Schools Act

Policy #16: Appointment of Signing Officers

The Board of Trustees of the Brandon School Division (the “Board”) follows a corporate governance model with the Board speaking on behalf of the Division through its Chairperson.

The Board has one employee who answers directly to the Board, being the Superintendent/CEO appointed by the Board and has been delegated authority to act on the Board’s behalf by the Board pursuant to s. 52(1) of the Public Schools Act.

The Board operates as a corporate board pursuant to the Corporations Act, subject to the Public Schools Act. This policy provides for the appointment of officers of the Board and their authority to sign documents on the Board’s behalf.

Appointment of Officers

Annually the Board shall appoint its officers which shall normally be the Chairperson and Vice-Chairperson of the Board, the Superintendent/CEO and the Secretary-Treasurer. The Board may appoint such other officers as it deems appropriate and may by resolution appoint for each of the following an acting or alternate officer from time to time.

Trustee Signing Officers

The Chairperson of the Board shall sign all documents on behalf of the Board which, pursuant to the Public Schools Act, Board Policy or Administrative Procedure, resolutions and by-laws must be signed by a Trustee on behalf of the Board. In the absence of the Chairperson, the Vice-Chairperson may sign on behalf of the Board any document which must be signed by a Trustee.

Secretary-Treasurer

The Secretary-Treasurer shall sign all documents required to be signed by the Secretary-Treasurer pursuant to the Public Schools Act, Board Policy or Administrative Procedures, resolutions and by-laws and including debentures issued by the Board, coupons attached to such debentures, cheques and payments on account provided such are approved by the Board or within the budgetary authority granted to the Secretary-Treasurer. In the absence of the Secretary-Treasurer, the Assistant Secretary-Treasurer may sign on behalf of the Secretary-Treasurer.

Superintendent/CEO

The Superintendent/CEO may sign all other agreements on behalf of the Board, including, without limitation all contracts for the purchase of goods and services, employment contracts including collective agreements and memoranda of understanding, teacher contracts, approvals, certificates, diplomas, and other documents necessary and incidental to the Superintendent/CEO exercising the powers and authority granted or delegated to the Superintendent/CEO by the Board under the Public Schools Act, through Board Policy or Administrative Procedures, resolutions and by-laws. The Superintendent/CEO may also exercise the signing authority of the Secretary-Treasurer in the absence of the Secretary-Treasurer. In the absence of the Superintendent/CEO, the Assistant Superintendent may sign on behalf of the Superintendent/CEO.

Reference:

Policy 2 – Board Governance

Policy 4 – Role and Responsibilities of the Board

Policy 6 – Board Operations

Policy 9 – Board and Superintendent/CEO Relationship

Policy 15 – Fiscal Management

Legal Reference: The Public Schools Act

Appendix A

Brandon School Division will abide by the provisions of all Federal, Provincial and local legislation, including but not limited to:

Federal:

- Charter of Rights and Freedoms
- Criminal Code of Canada
- The Youth Criminal Justice Act
- The Canada Human Rights Act
- The Constitution Act

Provincial:

- Public Schools Act
- Education Administration Act
- Safe Schools Charter
- Workplace Safety and Health Act
- Manitoba Human Rights Code
- Child and Family Services Act
- Appropriate Educational Programming in Manitoba: Standards for Student Services
- Freedom of Information and Protection of Privacy Act (FIPPA)
- Personal Health Information Act (PHIA)
- The Government of Manitoba General Manual of Administration (GMA)

Local:

- School Division By-Laws