

School District of Mystery Lake



Success for All

BOARD POLICY MANUAL

School District of Mystery Lake
Adopted: November 13, 2012

Revised: February 15, 2024



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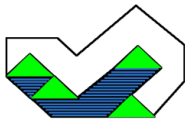
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Introduction

The Board of Trustees are dedicated to serving the educational needs and aspirations of the people within the School District of Mystery Lake. The Board is elected to “guard the public trust” in matters of education and does so primarily through policies, which guide the daily activities of the schools and the school district. Policies are principles adopted by the Board to set the course of action for the district. They are broad guidelines intended to provide clear direction, and to set ethical parameters around how policy goals are to be achieved. The role of the Board in the policy cycle is to determine the need for policy, to ensure that policy is developed, and that policy is followed. The role of the Administration is to execute policy within the spirit and intent written by the Board.

In addition:

- 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 how the Board operates as the governance arm of the school district, are also policy statements and appear in the *Board Policy Manual*.

This *Board Policy Manual* is supplemented by the *Manual of Administrative Procedures*, the principal written document by which the Superintendent(s) directs the operations of the school district and the staff. The *Manual of Administrative Procedures* must be entirely consistent with the *Board Policy Manual*. 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 procedures of School District of Mystery Lake.

The development of two distinct documents reinforces the distinction between the governance responsibility of the Board and the administrative/managerial duties of the Superintendent(s) within the Board’s strategic governance model.



Board Governance

The Board leads the District as a unified body, encouraging and strengthening the entire District to achieve exciting and unprecedented results for students. The primary activity of the Board is governance, which means that in its leadership capacity, the Board guides the achievements of the School District by making high level decisions, setting broad goals, and ensuring that the Board's policy manual is current, relevant, and complied with. Therefore, Trustees do not run the school district; they are governors, not "bosses." The Board contribution is vital in its power and leadership, and the role of the individual Trustee is to learn to govern with excellence.

The Role of an Elected School Board

School Boards are responsible, by law, for the delivery of fair and equitable public education within their jurisdiction. As the governing Board, the Trustees are responsible to:

- Identify, express, and represent values which reflect the best hopes and aspirations of the community
- Choose and organize priorities and outcomes for the School District
- Establish structures and systems, and retain a Superintendent(s) for the school district
- Acquire and allocate resources
- Set out vital principles and the limits of acceptable behaviour
- Encourage commitment and compliance within the school district
- Evaluate performance of themselves, the Superintendent(s), and the school district
- Move the organization forward according to established decisions and standards

Policy Leadership as Strategic Governance

Through governance policy statement (*The Board Policy Manual*) the Board provides leadership for the District. According to *The Public Schools Act*, only the Board can adopt new policies or revise existing policies. In the School District, this is accomplished through policy leadership in order to ensure the pursuit of excellence within the District.

Strategic governance is practiced by the Board. This informs the Board's governance role and strengthens the connection between the Board and the community it is elected to represent. Policies are clearly worded and re-examined regularly by the Board to ensure that desired results are being achieved within the District. Accountability is clearly established through the delegation of authority to the Superintendent(s) 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(s) accountable for compliance with Board policies.



Strong governance policies:

- Illustrate the relationship between core values and the actions of the school district
- Eliminate overlapping policies
- Provide easy maintenance
- Offer assurance of compliance
- Set a clear framework for operations within the school district
- Clarify accountability
- Are clear and concise

School boards develop four types of policy:

1. Specified results the Board wants to achieve
2. Defined authority and responsibility
3. The processes and operations of the Board itself
4. How the Board is connected to the management of the school district.

Administrative procedures are the delegated responsibility of the Superintendent(s) 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 (See Policies 13 and 15).

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(s) in such a way as to allow the Superintendent(s) an acceptable range of implementation?
- How will this policy be monitored?

By practicing strategic governance, the Board ensures that the policy is the basis for action and decision making within the school district.



Policy 1 – Mandate and Legal Status

Date Adopted: November 13, 2012

Date Amended: April 22, 2014, May 12, 2015

The School District of Mystery Lake is a corporate body established by the government of Manitoba, authorized to deliver appropriate public education for all students who reside in, or are otherwise the responsibility of, the School District of Mystery Lake.

- 1.1 The members of the school board form a corporation called the School District of Mystery Lake Board of Trustees (herein referred to as the Board).
- 1.2 The School District of Mystery Lake and Board operate under the terms of the Manitoba *Public Schools Act* and any other Provincial, Municipal or Federal legislation or regulations that may apply, and is bound by its own policy manual.
- 1.3 School trustees are elected under the conditions and regulations of the *Public Schools Act* to represent the public ownership of the school district as the voting members of the Board.
- 1.4 The number of elected school trustees, their term of office, and parameters for conduct shall be in accordance with the provisions of the Manitoba *Public Schools Act*, its *Preamble* and attendant regulations, and this *Board Policy Manual*.
- 1.5 Procedural By-Laws not contained within this policy manual are binding upon the operations of the School District of Mystery Lake Board. They are available for viewing on the School District of Mystery Lake website at www.mysterynet.mb.ca.
- 1.6 Documentation of this policy manual and any attendant legislation and regulations are on the School District of Mystery Lake website at www.mysterynet.mb.ca

Legal Reference include: *The Public Schools Act, The Education Administration Act, The Safe Schools Charter, The Manitoba Human Rights Code, Appropriate Educational Programming, The Workplace Health and Safety Act.*



Policy 2 – Mission and Vision

Date Adopted: November 13, 2012, April 25, 2017

Date Reviewed: November 30, 2021

Date Amended:

Mission:

The School District of Mystery Lake will empower each student's learning potential and develop socially responsible lifelong learners with a strong sense of self-worth by providing a diversity of educational experiences.

Vision:

Success for All

Ethical Values:

Respect, Integrity, Empathy, Responsibility and Humility

We believe:

- Individuals have the right to access quality education in an equitable manner that maximizes individual potential.
- Learning is a holistic, lifelong pursuit that enriches the mind, body and spirit of the individual.
- Learning communities create and enhance respectful, safe and inclusive schools founded on cultural proficiency principles.
- Learning and teaching practises nourish a sense of wonder, curiosity and imagination in students.
- Communication and engagement with educational partners and the community are essential.
- Educational practices are to be research and evidence based.
- Public education serves the common good.

See Policy 3 – Values and Beliefs



Policy 3 – Values and Beliefs

Date Adopted: November 13, 2012

Date Amended: May 12, 2015

The Board regulates the performance of the District by monitoring Board policies, the evaluation of the Superintendent(s), and annual Board self-evaluation.

The actions and activities of the Board are guided by core values and beliefs identified in consultation with the School District community. Local values and beliefs provide the foundation for Board policy.

School District of Mystery Lake Core Ethical Values

Respect

Honesty

Empathy

Responsibility

Humility

Beliefs

We believe:

- Individuals have the right to access quality education in an equitable manner that maximizes individual potential.
- Learning is a personal, lifelong pursuit that enhances physical, emotional, intellectual and spiritual aspects within the individual.
- All individuals have the right to learn in a welcoming, positive, respectful, secure and healthy environment.
- Education is essential to progress and will provide keys to the future.
- In the importance of communication and engagement with all educational partners and the community at large.
- In linking practice to research and evidence.



Policy 4 – Governance Model

Date Adopted: November 13, 2012

Date Amended: May 12, 2015, March 8, 2016

Date Reviewed: Mar 28, 2018

The School District Board will be characterized by the following principles.

- 4.1 The Board will focus its energy and dedication on effective governance.
- 4.2 The focus of the Board will be high level decisions, rather than the details of daily activities and operations of the School District.
- 4.3 In response to its community connections and advice acquired from educational and pedagogical experts, the Board will reassess its defined vision of the future and realign Board policies as necessary.
- 4.4 All managerial and administrative authority is delegated to the Superintendent(s), excluding those exemptions defined in Board policy.
- 4.5 Annually, the Board will approve a District operating budget consistent with the priorities defined in Board policies and the District's Strategic Plan.
- 4.6 The Board will establish procedures for evaluating Board policy compliance, and tie this to the performance evaluation of the Superintendent(s).

See Policy 7 – Role of the Board

Policy 10 – Board Operations

Policy 11 – Annual Board Planning Cycle

Policy 12 – Board and Superintendent(s) Relationship

Policy 13 – Decision-Making Matrix



Policy 5 – System Goals and Indicators of Success

Date Adopted: November 13, 2012

Date Amended: May 12, 2015

Date Reviewed: Mar 28, 2018

The Board of Trustees intends that the School District of Mystery Lake:

- shall prepare students for meaningful adult citizenship
- shall be attentive to the needs of all students
- shall provide all students with relevant and engaging learning experiences
- shall provide inclusive, safe, respectful and caring environments for students and staff
- shall foster the development of positive relationships between students, staff and community
- shall provide for the personal, social and physical well being of all students
- shall provide clean, well-maintained and aesthetically pleasing physical environments

The Board will consider the following key indicators when measuring the success of its System Goals:

- attendance rates
- maximized student achievement within the abilities of each student as measured through a variety of assessment indicators
- student participation in citizenship initiatives and activities
- high school completion rates
- level of student, parent and staff satisfaction
- level of student and staff engagement

Organization of Instruction

The Board of Trustees of the School District of Mystery Lake are responsible for public education, in Grades 1 through 12, throughout the District according to provincial guidelines. Other instructional opportunities are provided where possible including technology education, vocational education and arts education. The district also provides a half time Kindergarten program.

Legal Reference: *The Public Schools Act*

Policy 2 – Mission and Vision

Policy 3 – Values and Beliefs

Policy 6 – Community Engagement

Policy 15 – Learning Environments/Programs and Services

Policy 16 – Safe Schools



Policy 6 – Community Engagement

Date Adopted: November 13, 2012

Date Amended: April 26, 2016

Date Reviewed: Mar 28, 2018

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

- community presentations during regular board meetings
- comprehensive and current School District of Mystery Lake website
- District annual report to the community
- community invitation to and participation in annual district planning session
- community invitation to and participation in public budget consultation
- newsletters, notices and bulletins
- board participation in school and community-school functions, (e.g. assemblies, open houses, graduation and award ceremonies, concerts, Parent Advisory Council meetings, special events)
- dialogue with other levels of government, agencies and service groups to explore options for potential collaboration & partnership
- consultation with all stakeholders regarding important issues in education, (e.g. parent surveys, grad surveys, and new program initiatives)
- participation in various community committees, initiatives, events, etc.

Policy 1 – Mandate and Legal Status

Policy 2 – Mission Statement

Policy 3 – Values and Beliefs

Policy 5 – Indicators of Success

Policy 7 – Role of the Board

Policy 8 – Board Statement of Integrity

Policy 10 – Board Operations

Policy 11 – Annual Board Planning Cycle



Policy 7 – Role of the Board

Date Adopted: November 13, 2012

Date Amended: April 26, 2016

Date Reviewed: Mar 28, 2018

The Board is entrusted to ensure that the values, aspirations and economic resource capacities of the jurisdiction are reflected within the actions of the District:

Areas of Responsibility of the Board:

7.1 Community Leadership

- a. The Board is visible within the community.
- b. The Board makes decisions that reflect the values and anticipated educational needs of the communities of School District of Mystery Lake.
- c. Board members show their support of school and district activities through physical attendance at school concerts, championships, etc.

7.2 Accountability to the Provincial Government

- a. The Board is responsible for adherence to governing legislation and regulation throughout School District of Mystery Lake.

7.3 Accountability to the Community

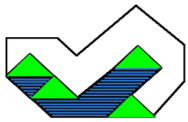
- a. The Board makes decisions that respect community values and human rights, and are rooted in sound educational research.
- b. The Board reports District results to the community, as mandated by the provincial government.
- c. The Board has developed appeal policies regarding decisions of the administration.
- d. Board members are active within the School District of Mystery Lake communities, building support for the District and public education.
- e. The Board approves the annual school calendar and length of the school day.
- f. The Board grants final approval of newly constructed school and other District owned buildings.
- g. The Board retains insurance to protect the public assets of the District.

7.4 District Strategic Plan

- a. The Board provides overall direction for the District's strategic plan through the identification of Board priorities.

7.5 Policy

- a. All policy is written, and adhered to within the policy governance model.
- b. Governance policy statements define Board expectations.



- c. The Board monitors district progress toward the achievement of student outcomes and other stated desired results through the regular assessment of policy compliance.
- d. Policy which is deemed by the Board to be no longer relevant toward the achievement of Board outcomes is evaluated and amended appropriately.

7.6 Board Development

- a. All Trustees engage in the pursuit of Board excellence through board development and trustee development training and education.
- b. The Board evaluates board effectiveness by adhering to the policy monitoring schedule and the annual Board self-evaluation process.

7.7 Fiscal Responsibility

- a. The Board approves the District's budget annually and establishes the amount of the local property tax levy.
- b. The Board shall annually appoint an auditor for School District of Mystery Lake.
- c. The Board receives the audit report and ensures that quality indicators are met.
- d. The Board ratifies and ensures the administration of collective agreements with employee groups.
- e. The Board approves the District's annual 5 year capital plan for submission to the province's Public Schools Finance Board.

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

Policy 1 – Mandate and Legal Status

Policy 2 – Mission Statement

Policy 3 – Values and Principles

Policy 6 – Community Engagement

Policy 11 – Annual Board Planning Cycle

Policy 12 – Policy Development and Amendment

Policy 19 – Audits

Policy 20 – Assets



Policy 8 – Board Statement of Integrity

Date Adopted: November 13, 2012

Date Amended: April 26, 2016

Date Reviewed: Mar 28, 2018

In fulfilling its governing role, the School Board will emphasize policy, strategy, and consultative decision-making to:

- improve student engagement, success and achievement in learning;
- improve communication and engagement with all educational partners and the community, and strengthen the public profile of the School District of Mystery Lake through the development of a comprehensive public relations plan;
- model a commitment to and promote a professional learning community founded in cultural proficiency, social justice and excellence in education;
- strengthen the capacity and leadership development of staff providing quality professional growth opportunities and succession planning: and
- effectively link policy, procedures and practice to research and evidence.



Policy 9 – Code of Conduct/Sanctions

Date Adopted: November 13, 2012

Date Amended: May 25, 2021

A school board must establish a code of conduct that applies to trustees as per Public Schools Act sections [35.1\(1\)](#) and [35.1\(2\)](#). The position of school trustee is one of responsibility and trust, and individuals holding that position must conduct themselves accordingly. Therefore, the school trustees of the School District of Mystery Lake will:

- a. Abide by the provisions of all federal, provincial and local legislation, including but not limited to human rights statutes, and The Public Schools Act, as well as school district by-laws and policies;
- b. 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;
- c. Uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission may be brought by a Trustee.
- d. 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 and not use it for either personal gain or to the detriment of the Board;
- e. 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 designated individuals of their pending absence;
- f. 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.
- g. 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.
- h. Treat Board colleagues, district 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.
- i. Refrain from expressing opinions and/or sharing information through social media that would discredit, undermine or compromise the integrity of the Board.
- j. Refrain from accepting a gift from any person or entity that has dealings with the Board if it could be perceived that the gift could influence the Trustee when performing his or her duties to the Board. Exchanges of gifts and tokens shall be permitted in association with cultural ceremonies and customary traditions.



Pecuniary Interest

Refer to Policy #10 in SDML Board Policy Manual.

Relationship Bias

Trustees are to place the public interest first in carrying out their duties. Part of protecting the public interest involves avoiding or effectively resolving relationship bias situations where private or personal interests influence, or may appear to influence, the performance of their duties and responsibilities. Above all, Trustees must fulfill their responsibilities and obligations as elected public officials in a fashion that inspires confidence and trust in the integrity, objectivity and impartiality of the school board.

1. Definition

A relationship bias exists when an individual trustee's personal interests, or those of family members, business partners, or close personal associates, financial or otherwise, interfere with or compromise the trustee's ability to act in the best interests of the school division and the constituents whom it serves. Such relationship bias may be real or perceived.

Trustees are also considered to have a relationship bias in these circumstances:

- When they, their dependents, business partners or close personal associates may benefit financially or professionally, either directly or indirectly, from the trustee's position on the Board.
- When circumstances arise that compromise, or appear to compromise, independence and impartiality to make fair and unbiased decisions (i.e. employment or professional status, political affiliations, community affiliation that may conflict with trustee responsibilities).
- When they appropriate district financial or other resources for personal use. (i.e. Information, equipment, supplies); and
- When they are involved in staffing and student issues involving dependents, business associates or personal friends (i.e. contracting for services, hiring, promotions, evaluations, disciplinary actions).

2. Disclosure

- A trustee must openly disclose a real or perceived relationship bias as soon as the issue arises and before the Board or its committees deal with the matter.
- Full disclosure does not remove or eliminate a relationship bias. If a relationship bias is declared a trustee will recuse themselves from any discussion and voting on that item. This shall be duly recorded in the official minutes of the meeting.



- Where uncertain about whether or not the issue constitutes a relationship bias, the trustee may consult with the Board Chair or the Secretary-Treasurer for advice and guidance.
- Where any trustee is aware of a real or perceived conflict of interest not declared by any other trustee, he/she has a responsibility to raise the issue of clarification with the individual, and if unresolved, then with the Board.

3. Decision-Making Process

- Where there is a question or uncertainty about a relationship bias, the Board by vote shall make a final determination. The trustee so affected will be present during the discussion of the issue but will not vote upon it.

Enforcement of the Code of Conduct

1. Identifying a Breach of the Code

- A Trustee, employee or member of the public who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chair of the Board.
- Any allegation of a breach of the Code must be brought to the attention of the Chair in a timely manner.
- Any allegation of a breach of the Code of Conduct shall be investigated following the Informal or Formal Complaint Procedures below, as the case may be.
- It is expected that whenever possible, allegations of a breach of the Code of Conduct by a Trustee shall be investigated following the informal process. It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment. The first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding his/her obligations under the Code.

Only serious and/or recurring breaches of the Code by a Trustee should be investigated following the Formal Complaint Procedure.

2. Chair/Presiding Officer

- The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair.



3. Informal Complaint Procedure

- The Chair of the Board on his/her own initiative, or at the request of a Trustee of the Board may review the complaint and may, along with a designate, meet informally, with a Trustee of the Board who is alleged to have breached the Code, to discuss the breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private. If the informal complaint was at the request of a trustee. The Chair will inform said Trustee that a remedy has been agreed upon.
- If the Chair of Board and the Trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint will be brought against the Trustee.

4. Formal Complaint Procedure

- A Trustee, employee or member of the public who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may bring the breach to the attention of the Board by providing to the Chair of the Board with a written detailed complaint. The complaint shall include the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
- The Chair of the Board shall share with all Trustees of the Board an oral report of the complaint within in a timely manner.
- The Chair shall appoint a Committee of three (3) consisting of the Chair and two (2) other Trustees (one selected by the trustee alleged to have breached the code).

5. Steps of Inquiry

- Procedural fairness and the rules of natural justice shall govern the formal inquiry. The formal inquiry will be conducted in private.
- If the accused Trustee refuses to participate in the formal inquiry, the formal inquiry will continue in his/her absence.

6. Decision

- The final report containing the recommendations going forward or dismissing all points shall be delivered to the Board of Trustees, and a decision by the Board of Trustees as to whether or not the Code of Conduct has been breached and the sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board.



- In accordance with subsection [35.2\(2\)](#) of the Public Schools Act, the motion may be debated at a board meeting that is closed to the public, but as noted below, must be voted on in public.
- ▪ The Trustee who is alleged to have breached the Code of Conduct may be present and can participate in deliberations, but shall not vote on a resolution to determine whether or not there is a breach, or the imposition of a sanction.
- The trustee who brought the complaint to the attention of the Board may vote on those resolutions.
- The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Complaint Procedure must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public.
- Whether the complaint is found to be valid or unfounded, a record of the decision, any action taken and all written documentation of the complaint shall be maintained in confidence by the Secretary-Treasurer.

7. Sanctions

- If the Board determines that the Trustee has breached the Board's Code of Conduct, the Board will take action. The Board may choose to impose remedies as outlined in the Informal Complaint Procedure above, or may impose one or more of the following sanctions as stated in subsection [35.2\(1\)](#) of the Public Schools Act:
 - Censuring the trustee.
 - Barring the trustee from attending all or part of a meeting of the school board or a committee of the school board.
 - Suspending the trustee from the school board, including suspending all the trustee's rights, duties and privileges as a member of the school board, for up to three months.
- The Board shall not impose a sanction, which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.



8. Appeal to Adjudicator

- Refer to 35.3 in the PSA.

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 10 – Conflict of Interest

Date Adopted: November 13, 2012

Date Amended: May 25, 2021

The position of School Trustee is one of responsibility and trust, and individuals holding that position must conduct themselves accordingly. 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 School District of Mystery Lake, he or she must resign from the Board prior to start of employment.

The provision of Sections [37](#), [38](#), and [39](#) of the Publics Schools Act, Province of Manitoba, shall govern the board.

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 11 – Board Operations

Date Adopted: November 13, 2012

Date Amended: May 12, 2015; May 2019; May 2021

One Voice Commitment

According to provincially legislated authority and accountability, the Board is a corporate body established to provide governance leadership for the School District of Mystery Lake. As members of a democratically elected body, it is important and necessary for individual Trustees to be in active attendance at Board meetings, and to encourage and represent a diversity of viewpoints. Individual trustees are ultimately accountable to the public for bringing forward the voice and views of the people within the School District jurisdiction. This One Voice Commitment does not demand unanimous decisions, but does require that all Trustees shall respect the decisions of the Board.

According to this One Voice Commitment, Trustees Shall;

a. 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 must support the decision of the Board and be prepared to explain the decision of the Board to the public.

b. never attempt to exercise individual authority over the organization or the Superintendent(s).

While the Board expects individual Trustees to be given common courtesy, it does not require the Superintendent(s) or any other staff member to heed any individual Trustee's opinions or instructions. Individual Trustees have no authority over staff and no authority to assert themselves into staff operations.

c. Focus on what needs to be accomplished for effective governance as members of a strategic governance board.

d. state the policy when issues are raised by community members, staff or Trustees. 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.

e. recognize that the Chairperson is the official spokesperson of the Board, unless that responsibility has been delegated by the Board.

Legal Reference: *The Public Schools Act, Manitoba Human Rights Code*

Policy 1 – Mandate and Legal Status

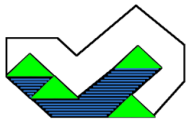
Policy 2 – Mission Statement

Policy 4 – Governance Model

Policy 6 – Community Engagement

Policy 8 – Board Statement of Integrity

Policy 15 – Learning Environment/Programs and Services



Policy 12 – Annual Board Planning Cycle

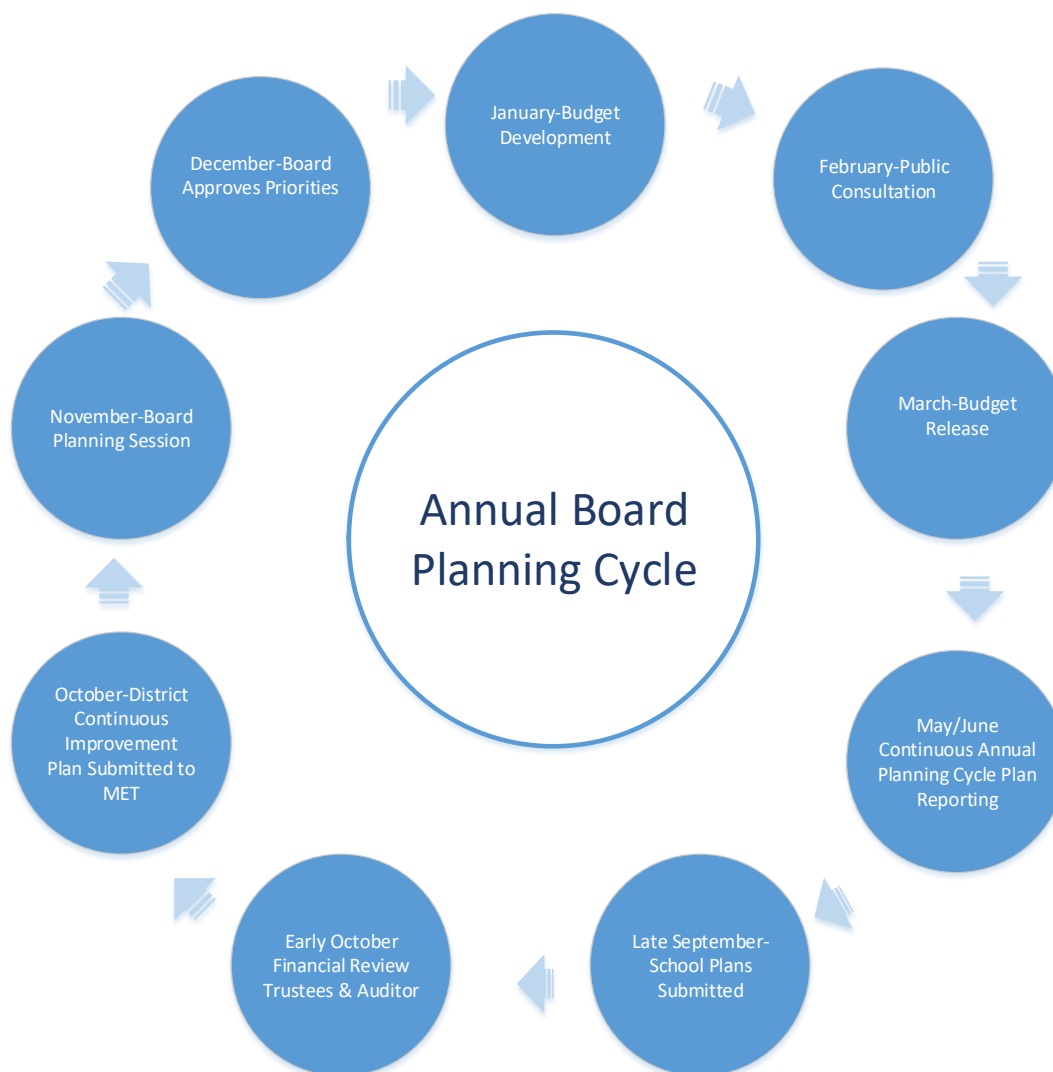
Date Adopted: November 13, 2012

Date Amended: November 30, 2023

Date Reviewed: May 2021

The following diagram summarizes the planning cycle:

The School District of Mystery Lake follows an annual planning cycle. This cycle represents key activities and processes regarding planning, consultation and reporting for the District's strategic direction. Board agendas reflect the planning cycle.





Policy 13 – Board and Superintendent(s) Relationship

Date Adopted: November 13, 2012

Date Amended: May 12, 2015, June 21, 2016

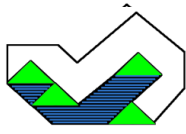
The sole official connection between the Board and the school district operations, its achievements, and conduct shall be through the Superintendent(s).

The Superintendent(s) will not allow the Board to be uninformed, unsupported, or unprotected in its work.

Only official decisions of the Board are binding on the Superintendent(s).

- 13.1 The Board is a body corporate, and all directions to the Superintendent(s) shall be given through written policy.
- 13.2 The Superintendent(s) is authorized to establish further administrative procedures, make all decisions, and take all actions within the policy parameters established by the Board.
- 13.3 Decisions and instructions from individual Trustees are not binding on the Superintendent(s). In the case of Board members or Committees requesting information or assistance without Board authorization, the Superintendent(s) may refuse requests that, in the opinion of the Superintendent(s), require significant amounts of staff time or funds, or are disruptive to the goals of the District.
- 13.4 The Superintendent(s) is responsible for the actions of the staff of the School District of Mystery Lake, therefore the Board or individual Trustees will never give instructions to people who report directly or indirectly to the Superintendent(s).
- 13.5 The Board and any individual Trustee shall refrain from evaluating, either formally or informally, any staff other than the Superintendent(s). Evaluation of the Superintendent(s) shall be through established processes and procedures.

Policy 4 – Governance Model
Policy 7 – Role of the Board
Policy 14 – Decision Making Matrix



Policy 14 - Decision Making Matrix

Date Adopted: November 13, 2012

Date Amended: March 11, 2015, May 12, 2015, March 8, 2016, Nov 14, 2017
April 2019, Dec 12, 2023, February 15, 2024

Superintendent(s) has complete authority to act	Superintendent(s) has authority but must inform Board	Superintendent(s) must get prior Board approval
<ul style="list-style-type: none"> ♦ Evaluate Staff ♦ Evaluate Programs ♦ Administer collective agreements ♦ Professional development ♦ Implementation of Board Policy ♦ Staff Leaves up to 10 days ♦ Overnight Field Trips within Manitoba ♦ Extension of Medical Leave ♦ Maternity/Paternity Leaves ♦ Transfer of teachers ♦ Research for internal use only ♦ Administrative Procedures ♦ Expenditures with in Budget 	<ul style="list-style-type: none"> ♦ Evaluate principals ♦ Staff Hiring (non-administrative) ♦ Student suspensions (up to 6 weeks) ♦ Grant applications ♦ Staff hiring of grant-funded positions ♦ Crisis situation (e-mail) e.g. Lockdown ♦ Corporate sponsorship ♦ Emergency School closures ♦ Administrative Procedures which are new or significantly amended ♦ Setting staffing levels ♦ Appoint Attendance Officer ♦ Acceptance of Resignations & Retirements ♦ Internal Research/District Personnel ♦ Transfers of administration (principals/vice-principals) 	<ul style="list-style-type: none"> ♦ Board Policy development and approval ♦ Appeals to the Board ♦ Hiring additional staff outside of formula ♦ New Programming ♦ Staff extended leaves beyond what is allocated in the provisions outlined in their respective collective bargaining agreements ♦ Expenditures/ Benefits that were not allocated in original budget ♦ Student and staff out of province extra-curricular travel ♦ School calendar ♦ Hiring of Principals and/or Senior Administration ♦ Change the administrative organizational chart ♦ Approved tendered contracts or contractors ♦ Superintendent(s) Professional Development (out of Province) ♦ Special Levies ♦ External research for external publication ♦ Student Expulsion ♦ Employee Termination



Policy 15 – Role Description – Superintendent(s)

Date Adopted: November 13, 2012

Date Amended: May 12, 2015, June 21, 2016

Superintendent of Educational Services and Programming

Major Emphasis of Position

The Superintendent of Educational Services and Programming will support the development of a community of learners based on shared values and commitment to excellence in education by providing leadership in the implementation of educational services and programs.

The Superintendent of Educational Services and Programming will further be responsible to ensure the financial accountability of the projects, programs and services for which they are responsible and to maintain the integrity of the district and its programs.

The Superintendent plays a critical collaborative role to support the leadership of the Board of Trustees and therefore advises the Board on all aspects of the school district, adheres to the Board governance model, and all policies and limitations thereof, as developed by the Board of Trustees.

I. General Duties, Authorities and Responsibilities

1. Plans, organizes and guides meetings with district support staff, and coordinators to promote consistency in the direction of schools as it relates to the implementation of educational services.
2. Provides leadership in the area of curriculum, program development, best instructional practices and policy development to support the realization of district goals, priorities and plans.
3. Ensures that all duties are performed and all curriculum and programs are implemented in a manner consistent with provincial statutes, regulations, by-laws and policies of the Board of Trustees.
4. Acts in a consultative capacity and attends meetings and required committees of the Board of Trustees as directed.
5. Deals with inquiries by parents and the community with respect to the areas of responsibility of the Superintendent of Educational Services and Programming.
6. Models lifelong learning through a commitment to personal professional development.
7. Liaises with Manitoba Education and Training, community based educational and non-educational institutions, agencies and/or organizations as appropriate and as it relates to educational services.
8. Prepares, facilitates and/or supervises the preparation of reports as prescribed by the Province of Manitoba, and the Board of Trustees.
9. Supervises and evaluates school principals in collaboration with the Superintendent of Human Resources and Policy.

10. May delegate portions of responsibility and authority to subordinate personnel but may not delegate overall responsibility or any portion of accountability.

II. Operational Duties, Authorities and Responsibilities

Mission and Vision

1. In partnership with the Board of Trustees, develops a process to ensure the regular articulation and review of the vision and mission with stakeholder groups.
2. Articulates and applies the mission, vision and value statements of the district to the development and implementation of all decisions, practices and programs.
3. Ensures that structures exist to support the involvement of stakeholders in the development of the vision, mission and policies
4. Promotes the involvement of students, parents, community and staff in school based and district decision making where possible and appropriate.
5. Develops structures for the adaptation and implementation of programs to meet the needs of diverse communities.

Educational Leadership

1. Leads, directs, manages and controls all aspects of the organization and operation of the school district through a district senior leadership team and includes: educational services, budget management, financial expenditures and accountability, assignment of pupils to schools, maintenance and construction of school facilities, public relations and building equity and consistency into the system to support excellence, innovation and collaboration.
2. Keeps up to date on general developments in the fields of education, and brings such information to the attention of the Trustees and school personnel as necessary.
3. Encourages the investigation of new ideas, provides the opportunity for innovative program development and ensures the implementation of research based best practices.

Curriculum and Programming

1. Provides leadership in the planning, development and implementation of educational programming, consistent with the goals and objectives of the district.
2. Provides leadership and assistance to school administrators, teachers and support personnel on matters related to curriculum and curriculum projects within the district.
3. Ensures that Manitoba Education and Training curriculum and program directives are implemented and assessed in accordance with prescribed guidelines.
4. Initiates professional development training.
5. Supervises, coordinates and directs the implementation of information technology across the curriculum.
6. Coordinates the development, revision, enhancement and assessment of provincially initiated and district initiated programs designed to meet the needs of our student population.
7. Coordinates the development, implementation and assessment of new programs.
8. Researches, administers and assesses the development and implementation of specialized education programs and services.

9. Conducts reviews of student assessment results to support informed instructional and program planning decisions.
10. Initiates, coordinates and develops student assessment, evaluation and reporting policies and practices to ensure they are in keeping with Manitoba Education and Training and District priorities and directions.

Policy Development and Implementation

1. Collaborates with the Board of Trustees to provide leadership that recognizes the rights of all students to an education within a policy framework that is lawful, respectful of individuals and understood by the divisional community.
2. Assists the Board of Trustees in decision making and policy development by providing all relevant information and research.
3. Performs all duties in accordance with Provincial statutes and regulations and the by-laws and policies of the Board of Trustees.
4. Interprets and ensures compliance with relevant legislation, statutes and provincial policies governing education and public schools.
5. Keeps informed of legislative changes or new legislation which affects the operation of the school district. Provides interpretation to the Board of Trustees and relevant stakeholders and facilitates the development of proactive strategies to support the implementation of same.
6. Develops structures which support the regular and ongoing review, revision and development of district policies to ensure alignment with legislated obligations and district mandates as a foundation for planning and decision making.
7. Promotes effective and thoughtful planning and policy development through a commitment to research driven decision making and data collection.

Operational Structure and Planning

1. Directs strategic planning to support priorities identified by the Board and in a manner which demonstrates a commitment to excellence in teaching, learning and innovation.
2. Regularly reports to the Board of Trustees on the progress of the district in meeting the outcomes of the annual district plan and/or long term strategic plans.
3. Assists in establishing short and long term objectives for the school district and the Board of Trustees and ensures that program and service delivery planning supports the attainment of intended outcomes.
4. Recommends to the Board of Trustees changes in the structure and function of the district administrative organization to meet the needs of the district and to support excellence in programming and service delivery.

Professional Practice

1. Establishes a supportive structure for teaching and learning for all students in the district.
2. Establishes an appropriate system of assessment to monitor student performance, and to ensure the educational provision is meeting the needs of all students.
3. Promotes democratic practices and structures that involve school community members in broad-based, skillful participation in the work of district leadership.

4. Ensures collaboration amongst multiple partners (e.g. government departments, community agencies, universities and other provincial organizations).

Research and Development

1. Leads research on current developments in education and makes recommendations for change as they relate to the needs of the school district.
2. Builds equity, consistency and excellence in programming, teaching and learning by developing and enhancing programs based on the district vision and mission, engaging staff, building teams and highlighting successful strategies.
3. Builds a community of learners based on shared values by using a variety of data collection tools with students, graduates, parents, staff and stakeholders and using those results to inform planning and to formulate recommendations to the Board.
4. Directs district staff in data collection, coordinating data collection and using data to facilitate continuous improvement in education service delivery.

Community Building and Public Relations

1. Develops and maintains adequate internal and external communication systems with respect to the functions of the school district.

Finance

1. Advises and assists the Secretary-Treasurer with the development of the annual operating and capital budget for the programs and activities which fall within the scope of responsibilities of the Superintendent of Educational Services and Programming.
2. Administers funds as allocated in the approved budget for the programs and activities which fall within the scope of responsibility of the Superintendent of Educational Services and Programming.

III. Additional Duties, Authorities and Responsibilities

Personnel

1. Supervises and directs all personnel directly responsible to the Superintendent of Educational Services and Programming.
2. Conducts regular assessments of staff who report directly to the Superintendent of Educational Services and Programming.
3. Prepares reviews and revises for the approval of the Board of Trustees job descriptions of personnel who report directly to the Superintendent of Programming.
4. Recommends to the Board the selection, tenure and termination of district personnel as per board policy.

Organization

1. Makes recommendations to the Board of Trustees with respect to changes to the structure and function of teams which fall under the direction of the Superintendent of Educational Services and Programming.

2. Supervises and evaluates all personnel which report directly to the Superintendent of Programs.
3. Supervises and provides support and guidance to school based administrators as it relates to educational services programming.

Relationships

1. Reports directly to the Board of Trustees.
2. Maintains relationships and consults with personnel and/or representatives within and outside of the school district as are necessary to accomplish the functions of this position.
3. Acts a liaison person with the Thompson Teachers Association.
4. Represents the district on committees.
5. Works collaboratively with governmental, non-governmental departments and agencies on special projects and/or to establish beneficial partnerships.
6. Works as an integral member of the district senior administrative team.
7. Directs, advises and assists the Administrative Assistant to the Superintendent, Facilities Manager and Secretary-Treasurer in the fulfillment of their functions.
8. Maintains membership in the Manitoba Association of School Superintendents, participates in the activities and work of the Association so as to further professional development and thereby benefit the school district.

General

1. Perform other duties consistent with the position as may be assigned from time to time by the Board of Trustees.

Superintendent of Human Resources and Policy

Major Emphasis of Position

The Superintendent of Human Resources and Policy will support the development of a community of learners based on shared values and commitment to excellence in education by providing leadership in the implementation of human resource management strategies and policies.

The Superintendent of Human Resources and Policy will further be responsible to ensure the financial accountability of the projects, programs and services for which they are responsible and to maintain the integrity of the district and its programs.

The Superintendent plays a critical collaborative role to support the leadership of the Board of Trustees and therefore advises the Board on all aspects of the school district, adheres to the Board governance model, and all policies and limitations thereof, as developed by the Board of Trustees.

I. General Duties, Authorities and Responsibilities

1. Plans, organizes and guides meetings with district support staff, administrators, coordinators and non-teaching personnel to promote consistency in the implementation of human resource policies.
2. Reports regularly to the Board of Trustees on salient Human Resources and personnel issues.
3. Ensures that all duties are performed in a manner consistent with provincial statutes, regulations, by-laws and policies of the Board of Trustees.
4. Acts in a consultative capacity and attends meetings and required committees of the Board of Trustees.
5. Models lifelong learning through a commitment to personal professional development.
6. Liaises with Manitoba Education and Training, community based educational and non-educational institutions, agencies and/or organizations as appropriate and as it relates to the position.
7. Prepares, facilitates and/or supervises the preparation of documents for reporting data as prescribed by the Province of Manitoba and the Board of Trustees.
8. Supervises and evaluates school administrators in collaboration with the Superintendent of Educational Services and Programming.
9. May delegate portions of responsibility and authority to subordinate personnel but may not delegate overall responsibility or any portion of accountability.

Mission and Vision

1. In partnership with the Board of Trustees, develops a process to ensure the regular articulation and review of the vision and mission with stakeholder groups.
2. Articulates and applies the mission, vision and value statements of the district to the development and implementation of all decisions, practices and programs.
3. Ensures that structures exist to support the involvement of stakeholders in the development of the vision, mission and policies

4. Promotes the involvement of students, parents, community and staff in school based and District decision making where possible and appropriate.
5. Develops structures for the adaptation and implementation of programs to meet the needs of diverse communities.

Educational Leadership

1. Leads, directs, manages and controls all aspects of the organization and operation of the school district through a district senior leadership team and includes: developing and supervising human resource management, budget management, financial expenditures and accountability, assignment of pupils to schools, maintenance and construction of school facilities, public relations and building equity and consistency into the system to support excellence, innovation and collaboration.
2. Keeps up to date on general developments in the fields of education, and brings such information to the attention of the Trustees and school personnel as necessary.
3. Encourages the investigation of new ideas, provides the opportunity for innovative program development and ensures the implementation of research based best practices.

Human Resources

1. Provides leadership and directs all human resource management functions which fall within the scope of responsibility of the Superintendent of Human Resources and Policy including administering and negotiating contracts, grievances, recruitment, hiring and retention of teachers, substitute teachers, coordinators and school administrators.
2. Ensures that all human resources procedures and practices comply with Provincial statutes, the Labour Relations Act and contractual obligations within the District.
3. Supervises the maintenance of teacher personnel records including compliance with FIPPA laws and staff evaluation systems.
4. Determines the Human Resource needs of the District in conjunction with the Board of Trustees and the Secretary-Treasurer.
5. Initiates, directs and coordinates professional development training for staff and programs in consultation with the Superintendent of Educational Services & Programming.
6. Provides leadership and direction with respect to models of supervision and staff evaluation.
7. Assists principals and vice principals in maintaining a consistent and effective teacher evaluation program and initiates probationary procedures when required.

Policy Development and Implementation

1. Collaborates with the Board of Trustees to provide leadership that recognizes the rights of all students to an education within a policy framework that is lawful, respectful of individuals and understood by the divisional community.
2. Assists the Board of Trustees in decision making and policy development by providing all relevant information and research.
3. Performs all duties in accordance with Provincial statutes and regulations and the by-laws and policies of the Board of Trustees.
4. Interprets and ensures compliance with relevant legislation, statutes and provincial policies governing education and public schools.
5. Keeps informed of legislative changes or new legislation which affects the operation of the school district. Provides interpretation to the Board of Trustees and relevant stakeholders

and facilitates the development of proactive strategies to support the implementation of same.

6. Develops structures which support the regular and ongoing review, revision and development of district policies to ensure alignment with legislated obligations, district mandates as a foundation for planning and decision making.
7. Promotes effective and thoughtful planning and policy development through a commitment to research driven decision making and data collection.

Operational Structure and Planning

1. Directs strategic planning to support priorities identified by the Board and in a manner which demonstrates a commitment to excellence in teaching, learning and innovation.
2. Regularly reports to the Board of Trustees on the progress of the district in meeting the goals and objectives of the annual district plan and/or long term strategic plans.
3. Assists in establishing short and long term objectives for the school district and the Board of Trustees and ensures that program and service delivery planning supports the attainment of approved objectives.
4. Recommends to the Board of Trustees changes in the structure and function of the district administrative organization to meet the needs of the district and to support excellence in programming and service delivery.

Professional Practice

1. Establishes a framework for teaching and learning for all students in the district.
2. Establishes an appropriate system of assessment to monitor student performance and to ensure the educational provision is meeting the needs of all students.
3. Establishes an infrastructure of democratic practices and structures that involve school community members in broad-based, skillful participation in the work of district leadership.
4. Ensures collaboration amongst multiple partners (e.g. government departments, community agencies, universities and other provincial organizations).

Research and Development

1. Leads research on current developments in education and makes recommendations for change as they relate to the needs of the school district.
2. Builds equity, consistency and excellence in programming, teaching and learning by developing and enhancing programs based on the district vision and mission, engaging staff, building teams and highlighting successful strategies.
3. Builds a community of learners based on shared values by using a variety of data collection tools with students, graduates, parents, staff and stakeholders and using those results to inform planning and to formulate recommendations to the Board.
4. Directs district staff in data collection, coordinating data collection and using data to facilitate continuous improvement in education service delivery.

8. Community Building and Public Relations

1. Develops and maintains adequate internal and external communication systems with respect to the functions of the School District.

Finance

1. Advises and assists the Secretary-Treasurer with the development of the annual operating and capital budget for the programs and activities which fall within the scope of responsibilities of the Superintendent of Human Resources and Policy.
2. Administers funds as allocated in the approved budget for the programs and activities which fall within the scope of responsibility of the Superintendent of Human Resources and Policy.

II. Additional Duties, Authorities and Responsibilities

Personnel

1. Supervises and directs all personnel directly responsible to the Superintendent of Human Resources and Policy.
2. Recommends to the Board the selection, promotion, tenure and termination of district personnel as per board policy.
3. Conducts regular assessments of staff who report directly to the Superintendent of Human Resources and Policy.
4. Prepares reviews and revises for the approval of the Board of Trustees job descriptions of senior administrative personnel who report directly to the Co-Superintendents.

Organization

1. Supervises and evaluates all personnel which report directly to the Superintendent of Human Resources and Policy
2. Supervises and provides support and guidance to school based administrators as it relates to human resources, contracts and policy.

Relationships

1. Reports directly to the Board of Trustees.
2. Maintains relationships and consults with such personnel and/or representatives within and outside of the School District as are necessary to accomplish the functions of this position.
3. Acts as a liaison person with the Thompson Teachers Association.
4. Represents the district on committees.
5. Works collaboratively with governmental, non-governmental departments and agencies on special projects and/or to establish beneficial partnerships.
6. Works as an integral member of the District Senior Administrative team.
7. Directs, advises and assists the Administrative Assistant to the Superintendent, Facilities Manager and Secretary-Treasurer in the fulfillment of their functions.
8. Maintains membership in the Manitoba Association of School Superintendents, participates in the activities and work of the association so as to further professional development and thereby benefit the School District.

General

1. Perform other such duties consistent with the position and as may be assigned from time to time by the Board of Trustees.



Policy 16 – Learning Environment/Programs and Services

Date Adopted: November 13, 2012

Date Amended: May 12, 2015, June 21, 2016

In response to the stated mission, vision, values and beliefs of the School District of Mystery Lake the Board expects effective, engaging and caring learning environments.

The Superintendent(s) will:

- 15.1 Ensure that programs and services are in compliance with provincial requirements.
- 15.2 Implement assessment and evaluation practices which
 - a) Ensure the achievement of provincial, district and school goals;
 - b) Foster an effective and efficient school system;
 - c) Promote growth and improvement.
- 15.3 Establish and enforce administrative procedures to maintain safe and effective environments for all students and staff.
- 15.4 Establish a dispute resolution process to be followed by the board if there is disagreement about the appropriateness of the educational programming being provided to a student.
- 15.5 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.
- 15.7 Ensure a culture characterized by mutual respect.

The Superintendent(s) shall *not*:

- 15.6 Tolerate practices within the school district that
 - a. Conflict with provincial requirements or Board Policy
 - b. Are not consistent with sound pedagogy
 - c. Jeopardize the safety or well-being of students and staff

Legal Reference: *The Safe Schools Charter, The Public Schools Act*

Policy 2 – Mission Statement

Policy 3 – Values and Beliefs

Policy 5 – Indicators of Success

Policy 12 – Board and Superintendent(s) Relationship



Policy 17 – Safe Schools

Date Adopted: November 13, 2012

Date Amended: February 24, 2015, May 12, 2015, June, 21 2016

In accordance with the legislative changes accompanying the *Safe Schools Charter of Manitoba*, the School District of Mystery Lake is committed to working in effective collaboration with all of its education partners to ensure and enhance the safety of the School District schools and school communities.

The Superintendent(s) must:

- 16.1 Ensure that each Principal, in consultation with the Parent Advisory Council or its equivalent at that school, will establish a code of conduct for pupils and staff.
- 16.2 Ensure that each Principal, in consultation with the Parent Advisory Council or its equivalent at that school, will establish an emergency response plan for the school.
- 16.3 Ensure that each school's code of conduct, emergency response plan and Bullying Reporting Administrative Procedures are reviewed annually by all school staff.
- 16.4 Ensure that the Respecting Human Diversity Administrative Procedure is reviewed annually by all School District personnel.

Legal Reference: *The Public Schools Act, The Safe School's Charter*

Policy 1 – Mandate and Legal Status

Policy 12 – Board and Superintendent(s) Relationship



Policy 18 - Finances/Audit

Date Adopted: November 13, 2012

Date Amended: September 23, 2014, May 12, 2015, November 24, 2015
February 14, 2017,

Date Reviewed: October 4, 2017, February 26, 2019

The Board places responsibility for fiscal prudence and compliance in the office of the Superintendent(s). The School District of Mystery Lake shall not be operated in ways which jeopardize its financial health and stability, nor shall it be operated in ways which jeopardize the effective, efficient use of its financial resources.

The Superintendent(s) and Secretary-Treasurer will ensure that the school district operates its annual financial affairs in accordance with the *Public Schools Act*.

The Superintendent(s) and Secretary-Treasurer will ensure that all accounting practices of the school district are within the generally accepted accounting principles as outlined by the Province of Manitoba.

The Board shall appoint an auditor at the first regular meeting of the Board in September, on an annual basis who shall carry out the duties of an auditor in accordance with the Public Schools Act.

The Secretary-Treasurer will provide the Board with a report of revenue and expenditures on a quarterly basis.

The Board shall appoint a finance committee on an annual basis to monitor the fiscal requirements of the School District.

Legal References: *The Public Schools Act*

Policy 1 – Mandate and Legal Status

Policy 4 – Governance Model

Policy 11 – Annual Board Planning Cycle

Policy 12 – Board and Superintendent(s) Relationship



Policy 19 - Assets

Date Adopted: September, 2006

Date Amended: November 13, 2012, September 23, 2014, May 12, 2015
February 14, 2017

Date Reviewed: Oct 4, 2017

The School District of Mystery Lake shall not be operated in ways which fail to protect and maintain its assets, or which unnecessarily risk its assets.

Consequently, the Superintendent(s) shall:

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

Policy 1 – Mandate and Legal Status

Policy 2 – Mission Statement

Policy 12 – Board and superintendent(s) Relationship

Policy 17 – Finances



Policy 20 – Sustainable Development

Date Adopted: November 13, 2012

Date Amended: May 12, 2015, November 10, 2020

Date Reviewed Oct 04, 2017, February 26, 2019

This policy has been deleted. Refer to Administrative Procedures, Section 9 Education for Sustainable Development.



Appendix A

Policy Monitoring Record - Revised November 10, 2020

Policy Number	Name of Policy	Monitoring Method	Monitoring Frequency	Date of Next Monitor
1	Mandate and Legal Status	Policy Committee	Annually	April
2	Vision and Mission	Policy Committee	3-5 Years	January 2023
3	Values and Beliefs	Policy Committee	3 - 5 Years	January 2023
4	Governance Model	Policy Committee	Annually	March
5	System Goals and Indicators of Success	Policy Committee	Annually	March
6	Community Engagement	Policy Committee	Annually	April
7	Role of The Board	Policy Committee	Annually	April
8	Board Statement of Integrity	Policy Committee	Annually	April
9	Code of Conduct/Sanctions	Policy Committee	Annually	February
10	Conflict of Interest	Policy Committee	Annually	February
11	Board Operations	Policy Committee	Annually	May
12	Annual Board Planning Cycle	Policy Committee	Annually	May
13	Board – Superintendent(s)- Relationship	Policy Committee	Annually	May
14	Decision Making Matrix	Policy Committee	Annually	March
15	Role Description – Superintendent(s)	Policy Committee	6 Months prior to Contract	N/A
16	Learning Environment/ Programs and Services	Policy Committee	Annually	June
17	Safe Schools	Policy Committee	Annually	June
18	Finances/Audits	Policy Committee	Annually	November
19	Assets	Policy Committee	Annually	November



Appendix B

Terms of Reference – Education & Programming Committee

Terms of Reference:

1. Membership shall consist of chair of the committee plus two (2) trustees. Responsibilities of this committee shall include:
 - a) Review staffing requirements related to educational programming
 - b) Review and provide feedback regarding new education programs (not including regular programming)
 - c) Review student accommodation outside of district programming
 - d) Review and update Board Policy Manual according to the current governance structure of the School District of Mystery Lake (with any policy change/revision going to the Policy Committee for review)
 - e) Review effectiveness of programming to improve student success for all through monitoring of student achievement indicators
 - f) Review priorities for educational staffing, programs, services and corresponding budget
 - g) Other matters as assigned by the Board of Trustees



Appendix B

Terms of Reference – Finance/Property Committee

Terms of Reference:

1. Membership shall consist of chair of the committee plus two (2) trustees. Responsibilities of this committee shall include the following:
 - a) Consider and make recommendations respecting budget guidelines
 - b) Monitor the budget
 - c) Present the budget to the board for final approval
 - d) Act as an audit and advisory committee
 - e) Monitor and control expenditures/purchasing
 - f) New construction and renovations
 - g) Rentals and community use
 - h) Long range planning and site requirements
 - i) Review and approve all banked time for out of scope, district funded positions
 - j) Deals with personnel matters and policies of a non-routine nature consistent with Board Policy 14



Appendix B

Terms of Reference – Policy Committee

Terms of Reference:

1. Membership shall consist of the committee chair plus two (2) trustees supported by a member of senior administration.
2. Responsibilities of this committee shall include the following:
 - a) Review and monitor the board policy manual on a continuing basis for currency and adherence to provincial legislation, regulations and board practice
 - b) Ensure a cyclical review of the board policy manual and procedural by-laws is conducted as per schedule
 - c) Report to the board any suggested referrals to other committees for action
 - d) Forward board policies to the board of trustees for discussion and final approval
 - e) Act as a resource for the development and review of administrative procedures



Appendix B

Terms of Reference – Public Relations and Communications Committee

Terms of Reference:

1. Membership shall consist of chair of the committee plus two (2) trustees. Responsibilities of this committee shall include the following:
 - a) Suggest strategies for effective promotion of the Board's vision and accomplishments
 - b) Review trustees scholarships and awards
 - c) Consider outside requests for sponsorship and support



Appendix C

School District of Mystery Lake Report Monitoring Schedule

The Board of Trustees will monitor the effectiveness of the school division through the following reports:

Superintendent of Human Resources & Policy	Date/Frequency	Reports to: (Mark all that apply)		
		Standing Committee	Committee of the Whole	Board Meeting
Superintendent Board Report	Regular Board meetings			X
Administrative Procedures	As developed/Annual report	X		
Superintendent Self-Evaluation Report	May		X	
District Newsletter	March			X
Class Size Reports	September (all schools) and March (high school only)			X
Professional Staff Report	Regular Board meetings			X
Support Staff Report (EAs)	Regular Board meetings			X
HR Summary Report	September / October			X
Grievance Data	Quarterly		X	

Superintendent of Education and Programming	Date/Frequency	Reports to: (Mark all that apply)		
		Standing Committee	Committee of the Whole	Board Meeting
Superintendent Board Report	Regular Board meetings			X
School Reports on Education Plan (School Plans)	October, Board presentations			X
Education Plan Progress Report (CIP)	November / May	X		
Superintendent Self-Evaluation Report	May		X	
Student Services	June			X
Graduation Rates Report	As received			X
Community Report	November			X
Consultant Reports	June	X		
Grade 12 Standards Test Reports	As received	X		
Grade 3 Assessment	As received / Annually	X		
Grade 7/8 Assessment	As received / Annually	X		
Aboriginal Education Program	Annually – when ??			
Credit Attainment (Grade 9 Math/ELA)	October	X		
Early Literacy Intervention (ELI)	June	X		
Kindergarten Data	June	X		
Early Development Instrument (EDI)	As received	X		
Suspension Report (from Admin mtgs)	Regular Board meetings	X		
Attendance Reports	Regular Board meetings			X
Support Staff Report Grant Funded Positions	Regular Board meetings			X



Appendix C
School District of Mystery Lake
Report Monitoring Schedule

Board of Trustees	Date/Frequency	Reports to: (Mark all that apply)		
		Standing Committee	Committee of the Whole	Board Meeting
Board goal setting session	May / June			X
Committee review/selection	September			X
Board community consultation	As Required			X
Board planning session	Annually			X
Individual Trustee self-reflection	Ongoing and April		X	
Board self-evaluation	April / May		X	
Evaluation of the Superintendent	May/June		X	
Trustee Professional Development Report	As attended			X

Secretary-Treasurer	Date/Frequency	Reports to: (Mark all that apply)		
		Standing Committee	Committee of the Whole	Board Meeting
Board report	Regular Board meetings			X
Cheque List and Summary	Monthly			X
Debenture By-Laws	As required			X
Borrowing By-Laws	May / June			X
School Fund Summaries/Exp VTD	October & May			X
Audited Financial Statement report	October			X
Outstanding Invoice report	As requested	X		
School Insurance Annual Report	As received	X		
Trustee Professional Development report	September (individual)			X
Tender Results	As received	X		
Operating Statement	Quarterly			X
Surplus Review	September			X
Division Capital "D" report	Spring	X		
ICT Reports (District Technology)	September and June	X		
Accessibility Summary	October	X		
Grant Fund Year End Summary	September	X		

Facilities Manager	Date/Frequency	Reports to: (Mark all that apply)		
		Standing Committee	Committee of the Whole	Board Meeting
5 year Capital Plan	April			X
Capital Project Progress Reports	Quarterly – during project	X		
Manager of Operations Report	September & June	X		
Safety Officer Report	Annually	X		