

Policy Committee of the Whole Agenda
November 16, 2020
1:00 PM Via Zoom

Join Zoom Meeting
<https://sd69-bc-ca.zoom.us/j/7703011399>
Meeting ID: 770 301 1399

Mandate: To Discuss and make Recommendations to the Board on all matters related to Policy and By-laws.

Acknowledgment: We live, play and work on the unceded lands of the Coast Salish Peoples. We thank the Snaw-Naw-As and Qualicum Bands for sharing their territory with us.

1. Introductions of Those Present at the Meeting:
2. Items Potentially Going to First Reading (Intent and philosophy and edits)
 - **New Policy 602** and Administrative Procedure– Exempt Staff Supplementary Employment Benefits
3. Items Potentially Going to Second Reading (Line by Line content and edits)
 - 606 Respectful Workplace Policy and Administrative Procedure
 - 106 Financial Reporting and Operating Surpluses (*replaces 4005 Financial Reporting and 4006 Accumulated Operating Surplus*)
 - 108 School Generated Funds (*replaces 4008, and also incorporates AP Fundraising*)
4. Items potentially Going to Third Reading (Final review)
 - 509 Educational Change Due to Emergencies
5. Future Topics – January Meeting
 - Communicating Student Learning
 - Student Promotion/Placement
 - Conduct of Coaches
6. Next Meeting Date
Monday, January 18, 2020 at 1:00 PM via ZOOM until further notice



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Context:

For employees moving from teaching into exempt positions (principals, vice-principals, district management staff) supplemental employment benefits (SEB) are lost. This means that even when responsibility is increased, benefits are decreased. This situation causes an unjust inequity, most notably in the area of maternity or parental leave top-up.

Policy Statement:

All exempt staff will receive supplemental employment maternity/parental benefits (SEB) matching the language of the board/MATA collective agreement.

Guiding Principles:

1. The board believes that a respectful, fair and equitable climate must be created, nurtured and maintained in all working and learning spaces.
2. The board believes that benefits should not be subtracted when moving to a position of greater responsibility.

References:

- Administrative Procedures to Board Policy 602: Exempt Staff Supplementary Employment Benefits
- Board of Education MATA Collective Agreement Article G.21.2 (Maternity SEB), G.21.8 (Parental SEB) and G.21.10 (Eligibility)

Dates of Adoption/Amendments:

Adopted:

Amended:



Purpose

These administrative procedures are designed to support Policy 602: Exempt Staff Supplementary Employment Benefits, and build from the Board's support for employees in exempt positions receiving supplementary employment maternity/parental benefits matching the language of the Board/MATA collective agreement.

District Procedures

1. Senior staff will ensure that the Board is enrolled in a Supplementary Employment Benefit (SEB) Plan agreement with the Employment Insurance Commission in respect of maternity and parental payments.
2. All School District 69 exempt staff are eligible to access benefits under this policy, including any on EI-supported maternity or parental leaves at the time of adoption of this policy.
3. The school district will abide by the requirements of the Employment Standards Act in regard to any employee who applies for, is on, or is returning from maternity or parental leave.

Expectations of Exempt Staff

4. For an exempt staff member to qualify for SEB under this policy, they will be required to:
 - a. Apply for and receive a leave of absence for maternity or parental reasons;
 - b. apply for and receive EI benefits for at least the period of time contemplated by SEB; and,
 - c. apply to the school district for SEB under the terms of this policy and administrative procedures.
5. SEB provisions will apply to the exempt staff member in keeping with Articles G.21.2 (maternity), G.21.8 (parental) and G.21.10 (eligibility).
6. Any exempt staff member in receipt of SEB may only access maternity or parental SEB, not both.

References:

- Board Policy 602: Exempt Staff Supplementary Employment Benefits
- Board of Education MATA Collective Agreement Article G.21.2 (Maternity SEB), G.21.8 (Parental SEB) and G.21.10 (Eligibility)

Dates of Adoption/Amendments:

Adopted:

Amended:



Purpose:

This policy is intended to provide a safe and effective procedure for resolving interpersonal conflicts and reporting inappropriate conduct in the workplace.

Scope:

1. This administrative procedure and associated policy covers all adults involved in the learning or working environment regardless of their role. This includes school district employees, contractors, parents, school trustees, volunteers, third parties doing business, and members of the general public who interface with the school district.
2. Students are not covered under this policy. Standards for student behavior are addressed under each school's code of conduct.
3. Inappropriate behavior by an adult toward a student is not covered by this policy. The School Act, School District Policy, the Teachers' Regulation Branch, the District's Collective Agreements along with the BC Human Rights Code and employment laws/statutes will define and govern the standard of behavior required by adults when dealing with students.
4. For District employees, this policy does not supersede any provision of an applicable Collective Agreement.
5. The conduct of the Board of Education is addressed in Board Bylaw 1 under Trustee Code of Ethics.
6. The following matters are not subject to the above principles
 - a. Student suspensions of more than five days (See Board Policy: Suspension of students)
 - b. Decisions of the District Discipline Committee
 - c. Investigations/resolutions through employment contracts, collective agreements, or codes of ethics.
 - d. Matters subject to legal proceedings
 - e. Matters involving serious misconduct which warrant an independent investigation and response by the district.
 - f. Malicious, frivolous, or bad faith complaints where the complainant refuses to participate in a respectful resolution process.

Responsibilities

7. School and district administration will ensure that provisions of this policy and administrative procedure are used to support the creation and continuation of respectful workplaces, and for providing support and intervention as needed to that end.
8. Employees will be expected to, in accordance with WorksafeBC requirements, report an incident of violence to their supervisor in accordance with the procedure for the handling of a violent incident.
9. School and district administration will work with anyone alleging an incident of bullying and harassment in accordance with Policy 6190 Workplace Bullying and Harassment.
10. School and district administration will ensure that matters are referred to the processes described in collective agreements as situations dictate.



Definitions:

11. Inappropriate workplace conduct is that which is objectionable and/or unwelcome to an individual. Examples of such conduct include, but are not limited to:
 - a. an action or comment by any person which insults, or degrades another person;
 - b. verbal abuse in any form, such as swearing at or displaying anger toward another person;
 - c. written or verbal comments, actions or gestures or other behaviors;
 - d. "jokes" which are offensive or belittling;
 - e. abusing authority;
 - f. yelling or shouting (except where intended to alert another to danger);
 - g. deliberately excluding an employee from relevant work activities or decision making;
 - h. decision making which is influenced by factors which have no work related purpose;
 - i. attempting to discredit an employee by spreading false information about them.

Resolution Process

12. Any allegation of behavior that is inconsistent with the expectations of this policy and administrative procedure should be referred to the provisions of a collective agreement or board policy where possible. If those referrals are not appropriate, the steps listed below may be undertaken.
13. For context, not all unpleasant or inappropriate conduct amounts to bullying and harassment. Employees might disagree on issues, they might not like what they are asked to do, or they might not be friends with all of their co-workers. However, all employees are expected to do what they can to interact respectfully with others.
14. Given that most reasonable people will change their behavior when they discover it is creating issues for others, a complainant should attempt to resolve concerns informally at the earliest possible stage without unnecessary escalation. The complainant may select an advocate for support through the following process:
 - a. the complainant should attempt to find a suitable resolution directly with the other person involved;
 - b. in the event that a satisfactory resolution was not achieved, the complainant should address the matter with a union or association representative and, as possible, with the other individual's supervisor;
 - c. If the issue remains unresolved, the complainant may refer the matter to the Director of Human Resources for consideration of further mediation or investigation, or directly to the Superintendent of Schools;
 - d. If the issue has not been concluded through the processes of 14 a through c, it shall be referred to the Superintendent (or designate).

Reporting an Incident:

15. In the event that someone uninvolved is a witness to inappropriate conduct (i.e., damage to property, an offense toward another individual, etc.) that individual must report the incident to the supervisor most responsible for that area immediately.

References:



- WorkSafeBC – [Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- Board Bylaw 1
- Policy 6190: Workplace Bullying and Harassment
- Policy 6240: Resolution of Complaints

Dates of Adoption/Amendments:

Adopted:

Amended:

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Context:

1. The Board of Education is responsible for creating and maintaining a respectful, healthy and productive learning and working place. A high standard of conduct is therefore expected, encouraged and maintained. The Board expects everyone involved in the school district to follow the highest standards of conduct in all aspects of their roles and believes that these standards are essential in providing the best learning environment for students. This policy is intended to cover school district employees, contractors, parents, school trustees, volunteers, third parties doing business, and members of the general public who interface with the school district. Students are not covered by this policy as those expectations are covered in the Board's Safe, Caring and Inclusive Schools Policy and by school codes of conduct.

Policy Statement:

The Board is committed to creating and maintaining a learning and working environment where all adults are treated and treat each other in a courteous and respectful manner.

The Board commits to the ideals of:

- a. A consistent understanding regarding proper and appropriate behavior in dealing with others, including speaking and acting without offending others;
- b. Interactions between people being fair, professional and respectful;
- c. Appropriate conduct being demonstrated with respect to school district property; and,
- d. Concerns being resolved in a timely and effective manner.
- e. Concerns being addressed in their appropriate place, whether within the provisions of a collective agreement, in Board policy or in other regulatory or restorative processes.

Guiding Principles:

1. The Board believes that a respectful, fair and equitable climate must be created, nurtured and actively maintained in all working and learning spaces.
2. The Board believes all members of the learning/working community must be able to easily voice and resolve complaints.
3. All people engaged in school district activities are expected to conduct themselves in a manner which is courteous, respectful of and responsive to the needs of others and which also treats school district property appropriately.
4. All people can expect to be free from objectionable or abusive behavior and comments.
5. Individuals involved in the learning and working environment are responsible and accountable for their actions.
6. The following are examples of behaviours that will not be tolerated by the board:
 - a. Bullying and harassment including gender based sexual harassment
 - b. Discrimination as outlined in the B.C. Human Rights code.
 - c. Any form of unfair or inequitable treatment based on gender, social class, sexual orientation, gender identity, country of origin, spiritual or religious beliefs.
7. Individuals are responsible for ensuring that their actions and communication with others (including electronic communication) adhere to the spirit and intent of this policy.
8. People in positions of authority are also entitled to a safe working and learning environment free from objectionable and abusive behavior.



9. People in positions of authority are held to a higher standard of performance and are expected to exercise their authority in a fair and consistent manner. As well, people in positions of authority have difficult tasks to perform including assigning work, setting performance expectations, providing feedback and taking corrective or disciplinary action when necessary. These activities can create tension, but the legitimate exercise of this authority is expected.

References:

- WorkSafeBC – [Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- Board Bylaw 1
- Policy 6190: Workplace Bullying and Harassment
- Policy 6240: Resolution of Complaints

Dates of Adoption/Amendments:

Adopted:

Amended:

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FINANCIAL REPORTING AND OPERATING SURPLUSES

Context:

The Board of Education has a mandated obligation to care for and effectively use public funds to provide an educational program for all School District 69 (Qualicum) students. In order to ensure the financial integrity of the public accounts in its care, the Board of Education requires the Secretary-Treasurer to develop and present to the Board of Education quarterly financial reports at a Regular Public Board Meeting which outline the financial position of School District. The Board also has a responsibility to effectively manage any accumulated surpluses. An accumulated operating surplus allows a School District to budget for expenditures in excess of revenues in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.

Policy Statement:

1. The Board expects management of current and future finances will be wise and prudent.
2. In all financial decision making, the interests of providing a quality educational program to students will be central.
3. Wherever possible, financial plans will consider environmental sustainability as an important short-term and long-term factor.
4. The Board expects (and is mandated) to prepare a balanced budget.
5. The Board will establish a restricted portion of its accumulated operating surplus and/or its annual operating budget as a contingency reserve to be used to mitigate future budget shortfalls. If possible, the targeted amount of contingency reserve will be up to 2.5% of total operating budget for that year.

Guiding Principles:

1. All business will conform with generally accepted best business management practices
2. To maintain an open and honest climate in School District 69, all financial documentation will be explained and clearly understood by trustees and the public.
3. Budget preparation will include planning, reviewing and decision-making phases. At each phase consultation with stakeholders and public will be arranged and encouraged.
4. Budget planning will recognize needs of the students, the system and new programs identified by all those involved in consultations.
5. Newly budgeted projects and programs will be fully reviewed and evaluated on an ongoing basis.
6. Financial reports will be presented quarterly at a public meeting of the Board.
7. At the end of each fiscal year, up to 2.5% of the accumulated operating surplus will be placed in contingency reserve to protect the district from unforeseen future risks.

Definitions:

1. Accumulated operating surplus: The extent to which operating revenues from all previous years exceeds operating expenditures from all previous years.
2. Accumulated Operating Deficit: The extent to which operating expenditures from all previous years exceeds operating revenues from all previous years.
3. Contingency reserve – Amounts transferred to an operating or capital account which can be used to protect the district from unforeseen future risks.



FINANCIAL REPORTING AND OPERATING SURPLUSES

References:

- School Act Part 6 – Boards of Education

Dates of Adoption/Amendments:

Adopted: 79.11.21

Amended: 84.06.06: 87.10.28: 89.02.22: 94.02.22: 00.11.28: 16.04.26:

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**BOARD POLICY 106 - ADMINISTRATIVE PROCEDURES
FINANCIAL REPORTING AND OPERATING SURPLUSES**

Financial Reporting

1. In order to ensure the financial integrity of the public accounts in its care, the Board of Education will be provided with quarterly financial reports showing the current financial status of the School District. These reports will include year-to-date summations of revenues and expenditures and will compare to the current budget and to prior year results.

Accumulated Operating Surpluses

1. The Accumulated Operating Surplus will be comprised of the following three components:
 - a. Contingency Reserve
 - b. Appropriated Operating Surplus
 - c. Unrestricted Operating Surplus
2. In conjunction with the Board's review and approval of the annual financial statements, the Board will restrict a portion of the accumulated operating surplus (if one exists) for the purpose of forming a contingency reserve.
3. The contingency reserve will be sufficient to reduce, to an appropriate level, financial risk that results from financial forecasting risk and/or unforeseen circumstances.
4. Effective multi-year funding of projects and programs requires the allocation of prior year revenues to fund future expenditures and is achieved through budgetary appropriation of accumulated operating surplus.
5. The balance of the accumulated operating surplus will be held as unrestricted operating surplus.
6. The contingency reserve is to be used only to fund additional cost pressures that result from circumstances beyond the School District's control or, with the Board's approval, in response to unforeseen circumstances.
7. Examples for use of the Contingency Reserve may include
 - a. Elimination of any deficit arising at the end of the fiscal year
 - b. Incurring of new cost pressures in a fiscal year that were not known at the time of budget development
 - c. Settlement of legal action that is not covered by the School Protection Program
 - d. Initial one-time cost outlays for new educational programs
 - e. Coverage for disaster recovery expenditures
 - f. Extraordinary unknown utilities cost pressures
 - g. To appropriate to balance the next year's budget
8. When use of the Contingency Reserve reduces the balance below what is determined to be sufficient, the Board of Education will adopt strategies for replenishing the Contingency Reserve within an appropriate timeframe.



**BOARD POLICY 106 - ADMINISTRATIVE PROCEDURES
FINANCIAL REPORTING AND OPERATING SURPLUSES**

Process

1. In conjunction with the Board of Education's review and approval of the financial statements, the Secretary Treasurer will present for the Board of Education's review and approval the internal restriction of accumulated operating surplus for:
 - a. Contingency Reserve; and,
 - b. Multi-year funding of projects and programs.
2. Prior to adoption of each annual budget and amended budget, the Secretary Treasurer will present for the Board of Education's review and approval, allocation of budget for the purpose of contingency reserve, and when applicable, strategies for replenishing the contingency reserve, or opportunities for allocation of accumulated surplus to support annual program expenditures.

References:

- Board Policy 105: Financial Reporting and Operating Surpluses

Dates of Adoption/Amendments:

Adopted:

Amended:



SCHOOL-GENERATED FUNDS

Context:

Funds may be collected at the school level through fees, events, field trips and other fundraising. Careful accounting of those school-generated funds is an important aspect of school management and leadership. Because fundraising events may involve cash, funds are not easily tracked, giving rise to the need for clear protocols and procedures. Other entities, most notably Parent Advisory Councils, may generate funds in connection with the school as well. While those accounts are not managed by the school or district, protocols for how that fundraising occurs need to be in place.

Policy Statement:

The Board of Education recognizes its responsibility and accountability for all funds raised and dispersed in the name of any school or program in School District 69 (Qualicum), and for the proper handling and managing of those funds. The Board understands that this stewardship role does not extend to funds raised and dispersed by Parent Advisory Councils in the school district, but that protocols for such fundraising should be in place.

Guiding Principles:

1. The Board expects the Secretary Treasurer to ensure that procedures, systems, and controls are in place to effectively manage the receipt, care, and expenditure of school-generated funds.
2. Fundraising at the school level will be appropriately conducted and managed.
3. The Board expects that all money collected will be properly secured immediately after the event is over.
4. Proper handling of cash receipts is expected.
5. Inactive accounts should be closed in timely manner.

Dates of Adoption/Amendments:

Adopted: 96.05.28
Amended: 05.11.22: 16.04.26



Purpose:

The purpose of this administrative procedure is to reinforce the importance of the control of cash generated by school activities, and to provide guidance in relation to PAC fundraising, knowing that PACs have responsibility for administration of PAC funds.

Procedures:

Cash and cheques (hereinafter referred to as cash) represent one of the greatest risks of asset loss to the "School Generated Funds" environment. It is extremely important to establish and maintain strong internal controls and procedures for the handling of cash to guard against loss and misuse.

1. Control over Cash Receipts

The secretary/accounts clerk must keep track of fees assessed by fee type and by student. A running balance of amounts owed to the school by fee type must be available. All payments shall be receipted providing sufficient detail to confirm who made the payment, for what reason, and in the amount paid. The Principal is responsible to approve ALL reasons for cash being collected. Individual employees are NOT to engage in any form of fund raising without the prior approval of the Principal.

2. Cash Management

Cash collected by teachers and other employees must NOT be kept overnight in a desk drawer, filing cabinet and/or other similar storage facility. Cash must NOT be taken home. All cash, regardless of amount collected, must be turned into the office on a daily basis. At no time should there be more than \$1000.00 (one thousand dollars) in cash held on site. In all circumstances, cash must not remain on the school premises over a weekend and thus must be deposited each Friday. All cash on school premises prior to a deposit must be secured in a locked cabinet/safe. In unique circumstances, the Principal can vary this requirement provided sufficient cash security exists.

Adequate segregation of duties and restricted access to cash handling areas must be implemented, to the extent possible, to ensure the safeguarding of cash. Wherever possible, this should include the separation of the cash handling from the control and reconciliation of bank deposit receipts. Before cash is received by the secretary/accounts clerk or Principal, the funds are to be counted by the coordinator of the activity and recorded.

All cheques must be restrictively endorsed, i.e., "For Deposit Only", immediately upon receipt and the bank account number to be credited should also be entered on the reverse side of the cheque.

3. Control over Payments

All schools must have at least three (3) signing authorities registered at the bank. Signing authorities are NOT to sign blank cheques. Cheques should only be written to pay invoices that have been approved by the Principal (or designate) and have an account code. Do not use physical cash to pay bills, except as authorized through petty-cash. The full amount of cash received should be deposited directly into this bank account. Cash receipts shall not be used for personal loans, cashing of cheques, making purchases, or for salaries, honoraria or travel/Pro-D reimbursements.



4. Out of School Events

If a school event is held outside the regular school days/hours, planning ahead on how/where to safeguard the cash collected for the overnight/weekend should be done in consultation with the Principal. This plan must include accounting for cash received by two individuals at the end of the activity.

5. Ledger Accounts

Cash receipts must be reviewed and reconciled to ledger accounts on a timely basis to ensure they have been correctly recorded. Accounting adjustments to ledgers must also be made on a timely basis.

6. PAC and Non-School Fundraising in Schools

The Board of Education understands that schools often require additional funds that are not provided by the Board or Ministry of Education and, further, the Board of Education recognizes the educational and humanitarian values of fundraising in and by schools and the schools' Parent Advisory Councils (PACs). The Board believes that fundraising is most acceptable when it provides a service or a product in the community, and when it adheres to the following procedures:

- a. Any school club, group or organization, including PACs, must request and receive permission from the principal to engage in a fund-raising activity.
- b. All funds raised by school clubs, groups or organizations shall be administered according to district standard accounting practices, and recorded in school accounts that are under the control of the principal.
- c. All funds raised by Parent Advisory Councils shall remain the responsibility of PACs until donated to the school, at which time the funds shall be recorded in school accounts that are under the control of the principal.
- d. Schools should be sensitive to community reaction regarding fund-raising and thereby keep the number of activities to a minimum.
- e. Principals will advise parents as to the purposes of all fund-raising activities sponsored by the schools and ensure that these funds are expended in accordance with the purposes stated.

Financial Monitoring

The Assistant Secretary-Treasurer shall conduct periodic reviews of school cash handling procedures as provided in this administrative procedure. Reviews may include periodic reviews of account activity, on site reviews of accounting records, or formal review by the School District auditor. Finding of such review will be shared with the Superintendent, Secretary Treasurer, and Principal.

Reference:

- *Board Policy 108: School-Generated Funds*

Dates of Adoption/Amendments:

Adopted:

Amended:



EDUCATIONAL CHANGE DUE TO EMERGENCIES

Context:

Increasing globalization, climate change or other factors such as natural disasters, pandemics or epidemics may from time to time require emergency changes to how education is delivered. An example of this is the world-wide pandemic caused by COVID 19 which occurred in 2020. The Board will need to deal with those situations with as much forethought as possible.

Policy Statement:

1. In responding to educational changes related to any emergency, the Board will use an evidence-based approach that follows the advice or direction of experts and is responsive to requirements established by government or emergency response authorities.
2. The Board's priority in such an emergency, whether short term or of extended duration, is to ensure the health and safety of learners and employees.

Guidelines:

1. The Board is committed to ensuring clear, calm and honest communication in as much detail and in as timely a way as possible.
2. The Board will ensure all activities and interactions are as kind, calm and considerate as possible.
3. The Board will focus on continuity of authentic education as much as possible.
4. The Board will give high priority to equity and support for vulnerable learners.
5. Agile decision-making may be required, therefore all members of management and the Board will be ready for timely and effective decision-making.
6. The Board will act together and in a supportive way throughout the emergency.
7. Where there are challenges related to language in collective agreements the Board is committed to thorough consultation with union representatives.

Definitions:

1. World-wide, federal and provincial emergencies are those announced by United Nations bodies, such as the World Health Organization, and the federal and provincial governments. This policy is limited to said emergencies that cause disruption to the normal provision of education.
2. Experts are those sources, who are most likely to understand and have full knowledge of the emergency situation, for example in the case of a health emergency the World Health Organization, the Public Health Agency of Canada, the Provincial Health Officer and the regional Medical Health Officer.
3. Emergency response authorities from whom direction will be taken in the event of an emergency include Emergency Management BC and local or regional police, fire and emergency response agencies.

References:

B.C. Government_(2020) [Next Steps to Move B.C. Through the Pandemic.](#)

Dates of Adoption/Amendments:

Adopted:

Amended:



Purpose

Once an emergency situation that will have impact on the educational operations of School District 69 is declared, a planning and coordination task force will be established with membership from senior management, the Board and other staff as deemed important to effectively respond to the situation and ensure health, safety and the continuation of educational services.

This planning and coordination task force will meet as frequently as necessary to establish:

- a. Emergency control procedures and protocols
- b. Education of and communication with staff/student/families
- c. Effective maintenance of core operations and facilities
- d. Continuity of authentic student learning
- e. Communication planning, including possible reporting of elevated absenteeism
- f. Consultation with unions in relation to any employment related challenges
- g. Other emerging topics related to the emergency situation

1. Role of the School Trustees:

- a. To stay fully informed of the progress of the emergency, and to be informed as to the full impact of the emergency on all aspects of the District.
- b. To make any decisions regarding legal, policy and labour relations matters.
- c. To make decisions with regard to non-voluntary placements of employees.
- d. To maintain all practices of good governance during the emergency.

2. Role of the Board Chair:

- a. To liaise regularly with the BCSTA and with other Boards Chairs to understand how Boards are coping with the emergency.
- b. To liaise regularly with the Superintendent of Schools (or designate) to support and assist in scenario planning, agenda setting, planning of special public or in camera meetings and other similar governance duties.
- c. To chair meetings of the planning and coordination team.
- d. To work with the Superintendent (or designate) to speak for the Board of Education and for School District 69.
- e. To update and ensure that School Trustees are well informed.

3. Role of Superintendent of Schools (or designate)

- a. To serve as the planning and coordination team's leader.
- b. To ensure that decisions made by the planning and coordination team are carried out or to report why this did not happen.
- c. To direct school closures or changes as per directives of the Ministry of Education and/or other experts.
- d. To lead in the planning related to altered school operation including suspension of instruction and provision of services to limited numbers of students.
- e. To serve with the Board Chair, as the key spokesperson for school and district related issues.
- f. To provide ongoing clear, calm and honest communication to representatives of union locals, employee groups, DPAC and others.



8. Role of the Secretary Treasurer

- a. To develop and implement key financial functions.
- b. To provide support to the Board in matters of governance and operations.
- c. To track changes in expenditures because of the emergency.

9. Role of Director of Human Resources

- a. To coordinate employment arrangements for all teachers, support staff and administrators including in relation to leaves or absences related to the emergency.
- b. To assist departments with the development and implementation of cross training strategies.
- c. To develop and implement specific employee work practices for use during the emergency.
- d. To work with unions to consult and react consistently with decisions of the planning and coordination team.

References:

- BC's Restart Plan (2020) [Next Steps to Move B.C. Through the Pandemic.](#)

Dates of Adoption/Amendments:

Adopted:

Amended: