



Trustees	P. Craig, S. Leslie, J. Bennie, L. Ransom, R. Buchanan, C. Washington, C. Watts
Administration:	G. Smyth, B. Witte, L. Cheetham, J. Messenger
P&VP:	S. Manson

Call to Order – 5:00 pm Trustee Craig in the Chair.

Trustee Craig acknowledged the Tseshaht and Hupacasath people on whose unceded traditional territory we live, work and learn.

Questions/Approval of Agenda

Moved by Trustee Watts and seconded by Trustee Washington that the Agenda for January 11, 2022, be approved.

CARRIED

Conflict of Interest Declaration – Nil

1.0 Adoption of Minutes

Moved by Trustee Ransom seconded by Trustee Leslie that the minutes of December 14, 2021 be approved.

CARRIED

2.0 Announcements of the Chair

Trustee Craig commented on the upcoming retirement of Superintendent Smyth and introduced Dr. Keven Elder who the Board has contracted to help with the search for a new Superintendent.

Dr. Elder provided details on the process.

3.0 Good News from the Schools - Nil

4.0 Trustee Statements

- Trustee Craig commented on the success of the ADSS Food Drive in December.
- Trustee Craig attended the Grade 9/10 Band Concert on December 14th, the NTC/Indigenous Ed Cultural event on December 16th and reminded Trustees to submit to the Indigenous Ed Newsletter.

5.0 Petitions/Delegations/Presentations - Nil

6.0 Staff Reports

6.1 Superintendents Report

The Superintendent will provide his monthly report – *attached*.

6.2 COVID-19 Restart

The Superintendent provided an update on the COVID-19 January restart and planning in the event of a functional closure – *attached*.

6.3 Expenditures for December 2021

Moved by Trustee Watts and seconded by Trustee Buchanan that the expenditures for the month of December 2021 be approved as follows:

Description	December
Supplies and Services	\$2,300,621.44
Salaries and Benefits	\$4,120,838.84
	\$6,421,460.28

CARRIED

6.4 Budget Update

The Assistant Secretary-Treasurer provide an update on the 2021-22 Budget – *attached*.

7.0 Executive Committee Reports

7.1 January 5, 2022.

8.0 Unfinished Business/New Business - Nil

9.0 Policy Development - Nil

10.0 Correspondence – Action Required - Nil

11.0 Correspondence – For Information

11.1 copy of the Ha-Shilth-Sa dated November 4 and 18, 2021.

12.0 Board Committees - Nil

13.0 Internal District Committees - Nil

14.0 External or Community Committees

14.1 Port Alberni Museum & Heritage Commission - *Trustee Craig*

Audience Question Period

The Chairperson adjourned the meeting at 5:55 pm. The next regular meeting of the Board of Education will be held on February 8, 2022 at 5:00pm in the Administration Office.

Pam Craig
Trustee Craig, Chair

L. Cheetham
L. Cheetham, Secretary-Treasurer



Superintendent's Report January 11, 2022

Thanks to parents and community partners for their understanding and patience as school districts responded to the PHO's Winter Break Extension Order and planned for a phased resumption of in-person learning January 10th. The challenges of operating schools in uncertain times are significant and we are grateful for the support from parents and community partners as we develop plans for continuity of learning in the face of COVID-19.

We are also very pleased that Ms. Barb Ross has joined the Pacific Rim School District as Assistant Secretary-Treasurer. Ms. Ross returns to her hometown after serving most recently as Secretary-Treasurer in SD58 Nicola-Similkameen, and we are extremely pleased and excited that she has decided to join the district leadership team.

I also want to acknowledge Ucluelet Secondary School Interim Principal, Mr. Greg Kitchen, will be completing his extended stay at USS on Friday, January 14. Mr. Kitchen has stepped in at an important, challenging time for USS and done an outstanding job since his arrival in early November. I am grateful for the additional time Mr. Kitchen gave SD70 to facilitate a smooth transition to incoming principal, Drew Ryan, and wish Mr. Kitchen all the best as he resumes his retirement on Okanagan ski slopes and fishing in BC/Yukon rivers and lakes.

COVID-19 Return to School Planning for January 2022

LOTS of conversation about planning for a phased return and for 'functional closures' in the event of increased COVID-19 cases. More will be covered in item 6.2, but it is important to reinforce the importance of following health's recommendations relating to personal health and hygiene practices, and the value of participating, where possible, in a COVID-19 vaccination program that attempts to reduce and/or minimize the impact of COVID-19.

Learning Services

Kindergarten teachers are gathering January 12th Sandra McAulay, District Resource Teacher, to explore CORE Competencies in kindergarten classes. Teachers will have the chance to reflect, share, and plan for how they might highlight CORE competencies and report on student progress.

Pacific Rim School District and Pacific Rim Children and Families are also hosting a January 19th evening learning session for Early Care and Learning professionals with Physiotherapist Stephanie Linning. The virtual learning session will focus on gross motor skills in young children and is particularly relevant given EDI trends that show increased vulnerability in the area of physical development.

A reminder that the January 28th Non-Instructional Day is focused on Respect and Anti-Racism and is being jointly planned by the district, PVPA, ADTU and Indigenous partners. We are looking forward to a great non-instructional day.

Capital Projects

We are extremely pleased that the Ucluelet Secondary and Ucluelet Elementary school projects remain on time and on budget. In spite of the massive disruption caused by extreme flooding and road damage and general supply chain challenges, Make Projects and Unitech have kept the project at a pace to meet scheduled commitments. Things are progressing nicely, and we can't wait for the finished products.

Mighty Learners Child Care at Tsuma-as Elementary School has seen some critical shipping delays, and this has pushed back the completion date from end of January to end of February. We are aware of commitments to MCFD about start dates and the contractor is doing its best to expedite the project so *Mighty Learners* can start providing the support to children and families that is so desperately needed.



FUNCTIONAL CLOSURE

Overview of the processes and timelines of a temporary school closure due to COVID-19

Abstract

This document outlines the process by which a school is functionally closed to students and for how long, how school communities are notified, and what at-home learning looks like during a functional school closure due to COVID-19.

Potential School Closures Due to COVID19

COVID19 continues to present challenges in our communities and in our schools. Most notable is the impact of student and staff absence due to COVID19 which might limit the ability of schools to function as usual. To this end, school districts have been required to develop plans for continuity of learning in the event a school must undergo a 'functional closure' for a period of time. To be clear, even though we are developing plans in the event a school must be functionally closed to students, the last thing we want is to temporarily close a school building and we will do everything we can to keep schools open for in-person learning.

Closures may be for health reasons relating to excessive student absence, for transportation reasons where a school can no longer transport students to school, or for operational reasons relating to school staff absences that make it impossible to operate safely and effectively. Regardless of the reason, **during a functional closure in-person learning shifts to at-home learning until such time a school can resume normal operation.** District planning for a functional closure, then, attempts to outline the process by which a school is functionally closed to students and for how long, how school communities are notified, and what at-home learning looks like during a functional closure.

Potential School Closures Due to COVID19

Types of functional closure, length of closure, and who decides

(1) Health Closure

A health closure may be determined for a school **by the local health authority in consultation with the school district** due to an unusually high student absence rate.

How long will the closure last?

The length of the closure will be determined by Island Health in consultation with the School District. Based on current expectations of five days of self-isolation and self-monitoring for fully vaccinated individuals, we are planning for approximately seven (7) calendar days; however, this *may vary* depending on the direction from Island Health. For example, once a school is functionally closed due to student absence, it is no longer able to provide student attendance information to health authorities, meaning that health and school officials will need to make a judgment call regarding functional closure dates and any possible extension.

(2) School District Closure – Transportation

While there are provisions to consider a school closure where school bus services are no longer able to bring students to school, **it is highly unlikely that schools in Pacific Rim School District would be functionally closed for this reason.** Instead, bus driver absence might result in the adjustment or cancellation of some bus runs, and it is expected that parents would find alternate methods to take their child to/from school on these days. **Should a school be closed due to school staff absences, however, school bus services for the affected school will be cancelled for the duration of the school closure.**

(3) School District Closure – School Staff Absence

A school closure may be determined for a school **by the school district in consultation with the local health authority** due to an unusually high number of school staff absences. Of the three possible reasons for a functional closure, this is the most likely to happen in the school district since it pertains to not only teachers but also support staff (Education Assistants, secretaries, and custodians) and the operational threshold for employee absence is the lowest. The school district will work with individual schools to do its best to minimize discretionary staff absences, maximize on-call and casual lists, reorganize students, and redeploy staff to prevent school closures, but there might be a time when the safety and effectiveness of a school is compromised, and it must temporarily move to at-home learning.

How long will the closure last?

The length of the closure will be determined by the school district in consultation with Island Health. Based on current expectations of five days of self-isolation and self-monitoring for fully vaccinated individuals, we are planning for approximately seven (7) calendar days; however,

Potential School Closures Due to COVID19

this *may vary* depending on the operational challenges facing the school district. For example, it is possible that a school closure might be extended based on new or ongoing staff absences that continue to compromise the school's ability to operate safely and effectively.

Who makes the determination of functional closure?

The determination of a functional closure will include close collaboration between the Superintendent of Schools and Island Health officials. Health is the prevailing authority when it comes to a functional closure for student health reasons, while the Superintendent of Schools will make the decision on operational challenges associated with staff absences due to illness.

Neither Island Health nor the Superintendent of Schools want to prematurely determine a functional closure. To this end, we will explore a variety of options and strategies to reduce the need to functionally close a school and/or minimize the impact of COVID19 on entire school populations.

Potential School Closures Due to COVID19

Notification of a functional closure

Student and employee attendance is monitored daily by the school district, Ministry of Education, and health authorities. Should it be deemed necessary to functionally close a school, the following guides our notification process:

1. Should it be determined to functionally close a school **prior to the start of a school day**
 - a. School administration will notify school staff, parents, and community partners as soon as possible
 - b. School closure information will be posted to district and school websites and pushed to parents through the Pacific Rim Schools app and social media
 - c. School bussing **to the affected school** will be cancelled for that day and for the duration of the functional closure
 - d. The school will not receive students, and this day will be considered "Day 1" for the purpose of transitioning to at-home learning.

2. Should it be determined to functionally close a school **after students have arrived for the start of the school day**
 - a. School administration will notify school staff, parents, and community partners
 - b. Students will be sent home according to early dismissal procedures outlined in Section 3.0 of AP 3000: School Closure [3000schoolclosure-adverseweatherpoweroutage.f1d290971.pdf \(windows.net\)](#)
 - c. School closure information will be posted to district and school websites and pushed to parents through the Pacific Rim Schools app and social media.
 - d. Once school buses have returned students home, school bussing **to the closed school** will be cancelled immediately and for the duration of the closure
 - e. The **following school day** will be considered "Day 1" for the purpose of transitioning to at-home learning.

Parents and community partners are strongly encouraged to download the Pacific Rim Schools app at <https://sd70storage.blob.core.windows.net/media/Default/medialib/how-to-download-our-app-final.c3d1972756.png> This app is free and offers parents and community members one of the fastest ways to be notified of issues affecting their child's school, including notification of a functional closure or the adjustment and/or cancellation of school bus routes.

Social media feeds also include <https://www.facebook.com/PacificRimSD70/>
<https://twitter.com/PacificRimSD70>

Potential School Closures Due to COVID19

Transitioning to Temporary At-Home Learning

Because schools cannot predict which staffing shortage may result in a functional closure, **Day 1** of a functional closure will be spent planning and preparing for a transition to at-home learning based on known staffing shortages and available staff. It is expected that students will receive at-home learning materials starting on the next school day, but students will not physically attend Days 1-7 of the closure.

Similarly, because **staffing shortages might also increase during a functional closure**, the anticipated end of a closure and the return to in-person learning - **Day 8** - may need to be extended. District and school leadership will continue to monitor employee attendance daily and will notify parents as soon as possible of any extension to published closure timelines. **Regrettably, parents are advised to anticipate and to plan for the possibility of extended functional closures.**

A summary of the seven-day functional closure is as follows:

Day 0	Day 1	Days 2-7	Day 8
<ul style="list-style-type: none">• Confirm and Communicate• District and school staff continuously monitor staff attendance to confirm ability to operate as usual• Should a school need to functionally close to students, parents and community members will be notified• Notification may come prior to the start of a school day or, more likely, once a school day has started. If after the start of a school day, students will return home following processes used for emergency school closures.	<ul style="list-style-type: none">• Plan and Prepare• Schools will spend the day planning and preparing for the transition to at-home learning based on available staff• Students do not attend and no direct instruction will be provided on this day• Children of ESW's and learners with special complex needs will be supervised based on available staff, and according to priority order including health care, emergency services, and educators required by school operations	<ul style="list-style-type: none">• Transition to At-Home Learning• Instruction shifts to at-home learning and students do not physically attend• Instructional time matches regular school days and regular school hours• At-home learning is likely to be different according to grade level or subject area, and teachers will communicate with students/parents• Children of ESW's and learners with special complex needs will be supervised based on available staff, and according to priority order including health care, emergency services, and educators required by school operations	<ul style="list-style-type: none">• Return to in-person learning• in-person learning resumes based on the successful resolution of staffing shortages• should staffing shortages persist, a functional closure may be extended and a new timeline will be established and communicated

YOY Funding Analysis

	2021/22 Interim Budget December 2021		2021/22 Preliminary Budget March 2021		Increase (Decrease)		Attributable to change in enrollment	Attributable to rate change	% Increase (Decrease) due to rate change
	FTE	Funding Amount	FTE	Funding Amount	FTE	Funding Amount			
Standard (Regular) Schools	3,591.563	\$ 28,319,470	3,551.000	\$ 27,999,635	40.563	\$ 319,835	\$ 319,835	\$ -	0.0%
Continuing Education	1.000	\$ 7,885	0.625	\$ 4,928	0.375	\$ 2,957	\$ 2,957	\$ -	0.0%
Alternate Schools	242.000	\$ 1,908,170	250.000	\$ 1,971,250	(8.000)	\$ (63,080)	\$ (63,080)	\$ -	0.0%
Distributed Learning	60.313	\$ 383,588	50.000	\$ 318,000	10.313	\$ 65,588	\$ 65,588	\$ -	0.0%
Home Schooling	11.000	\$ 2,750	14.000	\$ 3,500	(3.000)	\$ (750)	\$ (750)	\$ -	0.0%
Course Challenges	15.000	\$ 3,690	16.000	\$ 3,936	(1.000)	\$ (246)	\$ (246)	\$ -	0.0%
Basic Enrollment-Based Funding	3,920.875	\$ 30,625,553	3,881.625	\$ 30,301,249	39.250	\$ 324,304	\$ 324,304	\$ -	0.0%
Special Needs - Level 1	1.000	\$ 44,850	1.000	\$ 44,850	-	\$ -	\$ -	\$ -	0.0%
Special Needs - Level 2	138.000	\$ 2,936,640	129.000	\$ 2,745,120	9.000	\$ 191,520	\$ 191,520	\$ -	0.0%
Special Needs - Level 3	21.000	\$ 225,750	35.000	\$ 376,250	(14.000)	\$ (150,500)	\$ (150,500)	\$ -	0.0%
ELL/FLL	62.000	\$ 98,270	87.000	\$ 137,895	(25.000)	\$ (39,625)	\$ (39,625)	\$ -	0.0%
Indigenous Education	1,271.000	\$ 1,989,115	1,181.000	\$ 1,848,265	90.000	\$ 140,850	\$ 140,850	\$ -	0.0%
Adult Education	11.250	\$ 56,588	19.375	\$ 97,456	(8.125)	\$ (40,869)	\$ (40,869)	\$ -	0.0%
Equity of Opportunity Supplement		\$ 326,202		\$ 328,104		\$ (1,902)	\$ (1,902)	\$ -	-0.6%
Unique Student Needs	1,504.250	\$ 5,677,415	1,452.375	\$ 5,577,940	51.875	\$ 99,475	\$ 101,376	\$ (1,902)	0.0%
Small Community Supplement		\$ 1,121,870		\$ 1,121,870		\$ -	\$ -	\$ -	0.0%
Low Enrollment Factor		\$ 1,502,169		\$ 1,502,169		\$ -	\$ -	\$ -	0.0%
Rural Factor		\$ 311,378		\$ 311,378		\$ -	\$ -	\$ -	0.0%
Climate Factor		\$ 64,735		\$ 64,735		\$ -	\$ -	\$ -	0.0%
Sparseness Factor		\$ 538,804		\$ 538,804		\$ -	\$ -	\$ -	0.0%
Student Location Factor		\$ 451,332		\$ 451,332		\$ -	\$ -	\$ -	0.0%
Supplemental Student Location Factor		\$ 134,000		\$ 134,000		\$ -	\$ -	\$ -	0.0%
Unique Geographic Factors	6	\$ 4,124,288		\$ 4,124,288		\$ -	\$ -	\$ -	0.0%
Salary Differential	5b	\$ 734,122		\$ 649,454		\$ 84,668	\$ 84,668	\$ -	13.0%
Curriculum & Learning Support Fund	8	\$ 33,540		\$ 33,540		\$ -	\$ -	\$ -	0.0%
September Enrollment Count	2a	\$ 41,194,917	3,851.625	\$ 40,686,471	43.250	\$ 508,446	\$ 425,680	\$ 82,766	0.2%
February Enrollment Count		\$ 20,000		\$ 140,671		\$ -	\$ -	\$ -	0.0%
May Enrollment Count		\$ 30,000		\$ 183,770		\$ -	\$ -	\$ -	0.0%
Full Year	1a	\$ 41,519,358		\$ 41,010,912		\$ 508,446	\$ 425,680	\$ 82,766	0.2%

Increase
Decrease

**Budget Status Report
SD 70 (Pacific Rim)
at January 7, 2022**

	BUDGET				ACTUALS	
	Operating Fund Schedule 2	Special Purpose Funds Schedule 3	Local Capital Funds Schedule 4	Consolidation	YTD	Variance
Revenue						
Provincial Grants						
- Ministry of Education - Operating	37,608,555			37,608,555	15,500,560	22,107,995
- Ministry of Education - Other	1,347,961	3,757,346		5,105,307	1,404,947	3,700,360
- Other Provincial Grants					270,283	(270,283)
Tuition	250,000			250,000	534,760	(284,760)
Other Revenue	3,422,356	1,270,000		4,692,356	769,858	3,922,498
Rentals and Leases	58,400			58,400	45,895	12,505
Investment Income	20,000			20,000	13,429	6,571
Total Revenue	42,707,272	5,027,346	-	47,734,618	18,539,732	29,194,886
Expenditures						
Teachers	18,286,129	1,504,971		19,791,100	8,089,210	11,701,890
Principals and Vice Principals	3,232,204	109,261		3,341,465	1,698,379	1,643,086
Support Staff	6,853,210	777,778		7,630,988	3,422,114	4,208,874
Other Professionals	1,253,355	116,035		1,369,390	626,486	742,904
Substitutes	1,530,000			1,530,000	566,014	963,986
Employee Benefits	7,153,956	696,634		7,850,590	2,710,723	5,139,867
Services and Supplies	4,852,352	1,822,667		6,675,019	2,550,373	4,124,646
Debt Interest			5,676	5,676	5,240	436
Debt Principal			33,998	33,998	34,577	(579)
Total Expenditures	43,161,206	5,027,346	39,674	48,228,226	19,703,117	28,525,109
Net Revenue (Expense)	(453,934)	-	(39,674)	(493,608)	(1,163,385)	669,777
Transfer to Local Capital	(39,674)	-	39,674	-		-
Budgeted Prior Year Surplus Appropriation	493,608	-		493,608		493,608
Budgeted Surplus (Deficit), for the year	-	-	-	-	(1,163,385)	1,163,385

23%

19%