



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 06 12 at 12:00 p.m.

A G E N D A

1. ADOPTION OF AGENDA

2. APPROVAL OF MINUTES

- (a) Minutes of the Regular Meeting, Public Session held 2019 05 08 (attachment)
- (b) Minutes of the Special Meeting, Public Session held 2019 05 13 (attachment)
- (c) Minutes of the Special Meeting, Public Session held 2019 05 22 (attachment)

3. IN-CAMERA SUMMARY

- (a) Summary of In-camera Meeting held 2019 05 08 (attachment)

4. BUSINESS ARISING

5. CORRESPONDENCE

- (a) CRD - 2019 Walk & Wheel to School Week (attachment)
- (b) Retired Teachers of Ontario (Vancouver Island District No. 47) (attachment)

6. DELEGATIONS

- (a) Fernwood Elementary School Learning Celebration
- (b) International Program – Sheri Wakefield
- (c) Salt Spring Island Youth Soccer Association (attachments)
- (d) SIMS/GISS Music Programs – Kim Thompson

7. CHAIRPERSON REPORT

- (a) 2019 Walk & Wheel to School Week
Motion: *that the Board proclaims October 7-11, 2019 as 'Walk & Wheel Week'*
- (b) Salt Spring Island Youth Soccer Association
Motion: *that the Board agrees in principle to partner with the SSIYSA on the improvements to the GISS lower field to a synthetic turf field with lights, on the condition that funding for the project is coordinated and sourced by SSIYSA and a shared use agreement is approved by the District and SSIYSA.*

8. SUPERINTENDENT OF SCHOOLS REPORT

- (a) Learning in SD64
- (b) Staffing Update
- (c) Bargaining Update
- (d) BAA Courses for Approval
Motion: *that the Board of Education approves the BAA courses as presented.*

- (e) School Fees, 2019/2020
Motion: *that the Board of Education approves the School Fees schedule for the 2019/2020 school year as presented.*

9. SECRETARY TREASURER REPORT

- (a) Monthly Expenditures Report
- (b) 2020/2021 Five Year Capital Plan Bylaw – 3 Reading (attachments)
- (c) 2019/2020 Budget Bylaw - 3 Readings
- (d) Excluded Staff Benefit Plans
Motion: *that the Board of Education approves the normalization of benefits plans for excluded staff as approved by BCPSEA.*
- (e) Water Taxi Bid Process (<https://www.bcbid.gov.bc.ca/open.dll/welcome?language=En>)
Motion: *that the Board of Education directs staff to find a provider for water taxi transportation services as per the BC Bid process.*
- (f) MCFD Child Care Spaces: Project Selection Criteria (attachment)
Motion: *that the Board of Education approves the selection process for MCFD Child Care Space proposals.*

10. COMMITTEE REPORTS

- (a) Committee of the Whole (attachment)
- (b) Human Resources Committee (attachment)
- (c) Finance, Audit and Facilities Committee (attachment)
- (d) Education Committee (attachment)

11. TRUSTEE SCHOOL REPORTS

Celebrate by highlighting the greatest success/achievement(s) at your school this year.

- *Fernwood Elementary School*
- *Fulford Community Elementary School*
- *Galiano Community School*
- *Gulf Islands Secondary School*
- *Mayne Island Elementary/Jr. Secondary School*
- *Pender Islands Elementary Secondary School*
- *Phoenix Elementary School*
- *Saltspring Island Middle School*
- *Salt Spring Elementary School*
- *Saturna Elementary School/SEEC*
- *Windsor House School*

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – September 11, 2019 at School Board Office
- (b) Committee Day – September 25 at the School Board Office

15. ADJOURNMENT



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SATURNA ELEMENTARY SCHOOL/SEEC
2019 05 08

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Linda Underwood	Acting Assistant Superintendent
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
Regrets:	Larry Melious	CUPE President
	Deb Nostdal	GITA President
	Jude Shugar	Acting Pender/Saturna/SEEC School Principal
	Martin Anevich	Saturna/SEEC School Vice Principal
	Mark Kitteringham	Driftwood Representative
	Bettianne Hayward	Public
	Shoshona Freedman	Windsor House parent (via ZOOM)
	Doug Livingston	Director of Instruction, Learning Services
	Stefanie Denz	Trustee

The meeting was called to order at 1:00 p.m. by Chair Pingle. Trustee Katrensky acknowledged that this meeting is taking place on the traditional territory of the Tsawout and Tseycum First Peoples – huy ch q'u.

1. ADOPTION OF AGENDA

Amendment to next committee date.

Addition to the agenda:

6(a) Windsor House presentation, Shoshona Freedman

Table item 8(d) BAA courses

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 05 08 be adopted as amended.

CARRIED 55/19

2. APPROVAL OF MINUTES

Amend minutes to include specific traditional territory acknowledgment.

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 04 10 be approved as amended.

CARRIED 56/19

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 04 10 as presented.

CARRIED 57/19



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SATURNA ELEMENTARY SCHOOL/SEEC
2019 05 08

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2019 04 24 as presented.

CARRIED 58/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

(a) **Island Health 2018 Annual Report**

Shared weblink to the 2018 Island Health annual report.

6. **DELEGATIONS**

(a) **Shoshona Freedman, Windsor House Parent (via ZOOM)**

Ms. Freedman thanked the Board for the opportunity to present and for taking on Windsor House years ago. She shared a heart-felt presentation of her family's experience as members of the Windsor House community. Windsor House provides an inclusive, supportive and caring environment. Ms. Freedman stated her believe that there is not another school that can provide the same for her children. She shared a brief video of primary students performing a song about their school (*This is the Best School Ever*). She asked the Board to provide more time so that she and other families can find alternate solutions for their children's education.

Trustees were informed that the media is taking an audio recording of the public proceedings.

(b) **Saturna/SEEC School Learning Celebration**

Acting Principal Jude Shugar and Vice Principal Martin Anevich introduced themselves to the Board and described the context of Saturna School. The vision for the school is founded in placed-based learning, shared responsibility, and professional practice grounded in high expectations. They emphasized the importance of focusing on foundational skills, and the use of numeracy and literacy assessment data to ensure efficacy and targeted interventions. Assessment is ongoing and daily, helping determine where a child is at and what is needed for supports to ensure success.

SEEC is an outdoor education and integrated credit program (grade 10/11) designed to foster creativity, critical thinking, social responsibility, and personal growth. Work continues in the areas of program reinvigoration and forging stronger connections with the community at large.

7. **CHAIRPERSON'S REPORT**

(a) **BCSTA AGM Update**

Report on the BCSTA AGM that was attended by five trustees and two senior staff.

(b) **GISS Grad**

GISS grad will take place June 15. Trustees are welcome to attend and present island-based and district scholarships. Trustees are to let Trustee Pingle know if they plan to attend.

(c) **Board Meeting Schedule 2019-2020**

Schedule presented for the 2019-2020 school year. Committee meetings have also been scheduled for the year and will be circulated to partner groups.



8. **CHIEF EXECUTIVE OFFICER'S REPORT**

(a) **Learning in School District No. 64**

Superintendent Benwell presented on the Board's commitment to consider district reconfiguration. He outlined strategies for consultation designed to ensure all partner groups and stakeholders are engaged in the conversation. He asked the question: "How do we organize learning in our District to best serve students?"

(b) **Staffing**

Senior staff are currently in the process of determining surplus to need in advance of the May 15 deadline for layoff. EA selection takes place in June followed by bus driver selection.

(c) **Windsor House Update**

The Board will be holding a Special Public Meeting at 9:00 a.m. on May 13. The Board has received 63 feedback email responses. There is currently a petition being circulated with nearly 2,000 signatures. Ms. Underwood explained that support and supervision for Windsor House will continue, regardless of the Board's decision.

(d) **BAA Course Approvals**

Tabled to the June 12 meeting.

(e) **International Program Fees**

Request for Board approval to increase Gulf Islands International Program fee schedule for the 2020-21 school year.

Tuition: \$13,200 per year \$6,750 per semester

Application fee: \$400

Homestay Placement and Monitoring fee: \$500.

Homestay: \$950 per month.

Medical: \$100 per month.

School Fee: \$300 (Full Year) \$150 (Semester)

Total for Full Year: \$25000 CAD

Total for One Semester: \$13100 CAD

Validation Fee (if required): Additional charge of \$200

Move and seconded that the Board approved the increase in Gulf Islands International Program fees for the 2020/2021 school year as proposed.

CARRIED 59/19

9. **CORPORATE FINANCIAL OFFICER'S REPORT**

(a) **Monthly Expenditure Report**

Ms. Guy shared the monthly expenditure report for April. The district currently sits at approximately 2% under budget.

Ms. Nostdal asked for clarification regarding replacement staff. Ms. Guy stated that it is the intension of the District to return to previous practice regarding replacement staff, if the budget allows.



(b) MCFD Childcare BC New Spaces Fund

MCFD is offering a provincial capital budget initiative to build new childcare spaces and is looking to partner with school districts as landowners. There is an opportunity for the District to apply for up to \$1M in funding per location.

10. COMMITTEE REPORTS

(a) Committee of the Whole

Moved by consensus that the Committee of the Whole summary 2019 04 24 be received.

CARRIED 60/19

(b) Education Committee

Moved by consensus that the Education Committee summary 2019 04 24 be received.

CARRIED 61/19

(c) Finance, Audit and Facilities Committee

Moved by consensus that the Finance, Audit and Facilities Committee summary 2019 04 24 be received.

CARRIED 62/19

(d) Policy Committee (attachment)

- i. Draft amendments to Policy and Procedure 212 Violence and Harassment-free District were circulated for feedback. Further amendments were proposed to address feedback received by including acknowledgment of SOGI as per the Human Rights Code and as required by the Ministry.

Moved and seconded that Policy and Procedure 212 be amended to include gender neutral language, to remove redundant references to legislation, and to acknowledge SOGI as per the Human Rights Code.

CARRIED 63/19

- ii. Draft amendments to Policy 215 Diversity were circulated for feedback. Further amendments were made to include acknowledgment of SOGI as per the Human Rights Code and required by the Ministry.

Moved and seconded that Policy 215 Diversity be amended to include gender neutral language and acknowledgment of SOGI as per the Human Rights Code and required by the Ministry.

CARRIED 64/19

- iii. Draft amendments to Policy and Procedure 410 Student Transportation were circulated for feedback. No feedback was received.

Moved and seconded that Policy and Procedure 410 Student Transportation be amended to include inclement weather procedures in the event of student water taxi cancellations and to include the word student in referencing the water taxi.

CARRIED 65/19

- iv. Draft amendments to Procedure 120 Board Committees were circulated for feedback. No feedback was received.



Moved and seconded that Procedure 120 Board Committees be amended to reflect three trustees per committee and to update the Other Liaison and Representative Committees list.

CARRIED 66/19

11. **TRUSTEES' SCHOOL REPORTS**

Trustee School Reports were received. Topic: In what ways is equity being brought to the forefront in your school?

Fernwood Elementary School

We view equity as equalizing the playing field of opportunity for all. This year at Fernwood School intentional structures have been built to create equity, the boost needed to allow all to have access to optimal learning whether it be; access to food for those needing it (Hungry Kids program); an intentional connection/care by an adult ("Reach Out" program); additional boosts for our self identified Indigenous students (using "Indigenous Learning Profile", reach out to families, lunch Gatherings, scheduled interviews and surveys to determine needs); classroom/school based accommodations for our complex kids; additional support structures for struggling readers (Community "One to One Readers", School Based "Peer Readers" program, LIST groupings). Using data and student/parent voice we determined areas of need and built structures to address those needs.

Fulford Community Elementary School

Fulford School attempts to embed equity into everything they do. Their goal is to educate everyone that the purpose of education is not to provide the same thing to everyone but to help everyone reach the same level of achievement by the time they leave the school. Staff work together on common goals in learning so they can provide extra support to whoever needs it whenever it is needed. Examples of how the school provides equity for all students includes field trip support, additional food at lunch, and a non-gendered bathroom. The school works hard to create an equitable learning space to help students achieve their greatest success in a safe and welcoming environment.

Galiano Community School

We have made special efforts to connect with families of Aboriginal students to ensure strong working relationships and a programming that is reflective of the aspirations each family has for their child. We have also worked on ensuring our educational approaches make visible the inclusion of Aboriginal Worldviews/Perspectives and Indigenous Pedagogies in what we do.

Staff has been exploring the concept of implicit bias to help identify areas where our language and practice may reflect situations where expectations are contextually lowered or adjusted. Recognizing our own bias helps prevent scenarios where we artificially create barriers or roadblocks to student success.

Ensuring that students can identify multiple adults who believe they will be successful is key to our approach.

Gulf Islands Secondary School

Equity is part of the culture and make up of the school. The staff are individualizing students needs as much as possible, not just averaging out. School based Team are in place to capture students at risk of falling behind. The school operates a strong Aboriginal Education and ELL programs. The school culture is supportive the LGBTQ+ population and has a staff representative on the "Youth Creating Inclusion" club.

Mayne Elementary/Jr. Secondary School

Mayne School is always working hard to ensure all students are treated fairly with equal opportunity. Detailed learning profiles, which include students' academic as well as socio emotional progress have been created and are frequently updated to ensure all students have access to what they need to be successful. Pedagogy representing Indigenous students and incorporating the First Peoples way of learning is an integral part of the new curriculum as well as woven through daily classroom activities such as Gratitude Circle. Ongoing professional development



has been taking place around implicit bias to prevent predetermined or lowered expectations. Teachers and staff are continually working to incorporate a sense of belonging to everyone at all times.

Pender Islands Elementary Secondary School

Equity is being brought to the forefront in our school to enable all students to experience rich learning opportunities. We have identified the obstacles that students might face:

Indigenous Education: We have focused on enhancing awareness by providing opportunities for indigenous perspectives in order to enable all of our students to access the curriculum. Quentin Harris is our district aboriginal artist and cultural advisor who works alongside teachers to support our self declared students as well as the rest of our school population with rich and meaningful learning experiences based on First Nation education and ways of knowing.

English Language Learning: We focus on supporting students with language barriers as early as primary grades through programs such as “strong start”, so they develop the social and curricular language skills necessary for learning without incurring additional challenges.

Special Education: We strive to identify and provide the necessary supports our students and parents need to have equal access to curriculum regardless of learning, physical or social/emotional needs.

BC Fruit and Veggie Program: We have traditionally accessed this program throughout the year to support all of our students, while additionally providing without stigma, for those who would not otherwise have access to adequate dietary needs

Salt Spring Elementary School

Salt Spring Elementary is working hard to level the playing field so all students receive education with no stigma. There is food available at both the start and middle of the day that is open to everyone. The school community supports financial equity by providing additional funds so all students can participate in field trips, organizing a Christmas gift event so all students can give a gift to anyone they want and holding social events that are by donation only. Staff work to present resources that are inclusive of all sexual, ethnic and family types. This includes supplying the library with diverse reading choices and being mindful of language the staff use. There is always room for growth and staff are always accepting of challenges to equity from students. A recent challenge is the idea of team sports often being segregated by the binary genders. This is a complex topic, but students, staff and parents are willing to work together to find solutions that promote growth and inclusivity.

Saltspring Island Middle School

SIMS focus on equity is weaved into every fabric of school activities. Creating a safe community of inclusivity and diversity is paramount. Actions of this are seen at assemblies with the leadership teams themes of social justice through videos and dialog. These opportunities offer a Segway for staff to illustrate SIMS values and what’s important. SIMS proudly display the Rainbow and Indigenous-Canadian Flags at the entrance to the school. They have been trailblazers in making Gender Neutral Bathrooms and Change room accessible. They utilize the Aboriginal Education tracking and Class reviews to ensure equity for all learners and bring in supports as needed. Education at SIMS bases its practices around the individual student. The school counsellor leads a Social Justice group. Creating and maintaining a safe inclusive feel is so important, especially during this particular age groups life.

Saturna Elementary School/SEEC

At Saturna School equity is being brought to the forefront by providing every student with what they need to be successful. All of our students are unique and finding the key for each individual to ignite a passion for their own learning is at the core of our focus. The student’s voice is the roadmap to finding meaning in their educational process. Passion-based interests lead to engaging projects that in turn allow for self-assessment and growth.



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SATURNA ELEMENTARY SCHOOL/SEEC
2019 05 08

Our SEEC program is a wonderful example of equity in our district. There is equal opportunity for students from all over our province to attend this dynamic, unique learning experience and environment. This year we have two aboriginal students from reserves on Vancouver Island attending the program. They are growing in their own educational journey as well as enriching the experiences of their peers in the program. We hope to build on this milestone year and continue to engage students from all different regional areas, backgrounds and walks of life.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Special Board Meeting – May 13, 2019
- (c) Regular Board Meeting – June 12, 2019 at the School Board Office
- (c) Committee Day – May 22, 2019 at the School Board Office

15. ADJOURNMENT

It was moved and seconded that the meeting be adjourned at 3:00 p.m.

CARRIED 67/19

Date: _____
Chairperson

Certified Correct: _____
Secretary Treasurer



Present:

Rob Pingle	Chairperson
Shelley Lawson	Vice Chairperson (via teleconference)
Tisha Boulter	Trustee
Stefanie Denz	Trustee (via teleconference)
Janelle Lawson	Trustee (via teleconference)
Greg Lucas	Trustee
Chaya Katrensky	Trustee (via teleconference)
Scott Benwell	Superintendent of Schools
Jesse Guy	Secretary Treasurer
Linda Underwood	Acting Assistant Superintendent
Doug Livingston	Director of Instruction, Learning Services
Lori Deacon	Executive Assistant
Deb Nostdal	GITA President
Mark Kitteringham	Driftwood Representative

Regrets:

The meeting was called to order at 9:00 a.m. by Chairperson Rob Pingle. He acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u.

1. ADOPTION OF AGENDA

It was moved and seconded that the agenda for the Special Board Meeting, Public Session held 2019 05 13 be adopted as presented.

CARRIED 68/19

2. BUSINESS ARISING

(a) Notice of Motion: Windsor House Closure

Superintendent Benwell stated that, in agreement with the Secretary Treasurer, it is not viable for SD64 (Gulf Islands) to continue to take responsibility for a school outside our geographic boundaries and in the Metro Vancouver area.

It is the recommendation to the Board of Education for SD64 (Gulf Islands) that it approve the motion to close Windsor House School at the end of the 2018/2019 school year.

Chair Pingle asked trustees if anything new had been brought forward to address. He acknowledged the impact on parents and families, the feedback received to date, and the petition to keep Windsor House open that is being circulated. He stated the district's responsibility to serve students in the Gulf Islands.

Moved and seconded that, due to ongoing financial challenges of supporting and supervising Windsor House in the Metro Vancouver area, the Board of Education for School District No. 64 will close Windsor House School at the end of the 2018/2019 school year.

CARRIED 69/19

Unanimous

Staff will be following collective language during the school closure process and working with partner groups for the best transition and solution to reduce impact as best as possible.



3. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 9:25 a.m.

CARRIED 70/19

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

DRAFT



MINUTES OF SPECIAL MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 05 22

Present:

Rob Pingle	Chairperson
Shelley Lawson	Vice Chairperson
Tisha Boulter	Trustee
Janelle Lawson	Trustee
Greg Lucas	Trustee
Chaya Katrensky	Trustee

Jesse Guy	Secretary Treasurer
Linda Underwood	Acting Assistant Superintendent
Lori Deacon	Executive Assistant

Regrets:

Stefanie Denz	Trustee
Scott Benwell	Superintendent of Schools
Doug Livingston	Director of Instruction, Learning Services

The meeting was called to order at 9:03 a.m.

1. **SPECIAL MEETING**

It was moved and seconded that the Board of Education agrees to hold a Special Public meeting, waiving the required 48-hour notice and to adopt the agenda as circulated.

CARRIED 71/19

2. **GISS SPROTS TRIP APPROVAL**

Four GISS students have qualified for the National Rowing Championships to St. Catharines.

Moved and seconded that the Board approve the Gulf Islands Secondary School sports trip to St. Catharines Ontario for four students, grades ten to twelve to attend the Canadian Secondary School Rowing Championships May 28, 2019 to June 2, 2019.

CARRIED 72/19

The vetting of accommodations will be brought to the Policy Committee for further discussion.

3. **ADJOURNMENT**

Moved and seconded that the meeting be adjourned at 9:10 a.m.

CARRIED 73/19

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

**Record of Proceedings of the Regular In-Camera meeting held at
Saturna Elementary School/SEEC
2019 05 08**

Present:	Rob Pingle	Board Chair
	Shelley Lawson	Vice-chair
	Tisha Boulter	Trustee
	Janelle Lawson	Trustee
	Gregory Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Linda Underwood	Acting Assistant Superintendent
	Lori Deacon	Executive Assistant
Regrets:	Doug Livingston	Director of Instruction, Learning Services
	Stefanie Denz	Trustee

The meeting was called to order at 8:26 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2019 05 08 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2019 04 10 were approved as presented.

The minutes of the Regular Board meeting, In-Camera session held 2019 04 24 were approved as presented.

Items:

1. Staffing Update
2. P/VP Staffing
3. Windsor House Update
4. Bargaining Update
5. School Calendar
6. Water Taxi Contract

The meeting adjourned at 11:41 a.m.



Making a difference...together

Parks & Environmental Services T: 250 360-3000
625 Fisgard Street F: 250.360-3047
Victoria, BC, V8W 1R7

May 29, 2019

File: 5220-20
Walk & Wheel to School

Ms. Lisa Halstead, Superintendent
Gulf Islands School District
112 Rainbow Road
Salt Spring Island, BC V8K 2K3
Via email: lhalstead@sd64.bc.ca

Dear Ms. Halstead:

RE: 2019 WALK & WHEEL TO SCHOOL WEEK

The Capital Regional District (CRD) is hosting their 3rd annual **'Walk & Wheel to School Week' campaign from October 7-11, 2019**, in partnership with Island Health and the CRD Traffic Safety Commission. This free campaign works with schools across the capital region to encourage and motivate students and their families to walk or wheel (bike, rollerblade, scooter or skateboard) to school.

For each day a student walks or wheels all or part way to school, they receive a shoe or wheel sticker to put on a large trip-tracking poster. This provides valuable information to the school and the region, as well as celebrates and promotes active travel.

Registered schools receive promotional materials, a trip-tracking poster and stickers, celebration activity ideas and are eligible for school grand prizes.

New in 2019, participating schools may apply for funding (up to \$500) to support their active transportation education and encouragement activities for Walk & Wheel to School Week. Further information is available through the web link below.

There are a number of ways you can help support this campaign:

- **Encourage schools to register at www.crd.bc.ca/walkwheel**
- Proclaim October 7-11 as 'Walk & Wheel to School Week' and save the date in District and school calendars
- Promote the campaign through your social media channels #CRDWalkWheel
- Use web banners, e-blast images and other materials that we will provide
- Provide additional prizes for students who arrive using active transportation

If you would like to support this campaign or require additional information, please contact Nikki Elliott, CRD Climate Action Program Coordinator at 250.360.3048 or nelliott@crd.bc.ca.

Sincerely,

Larisa Hutcherson, P.Eng.
General Manager, Parks & Environmental Services

LH:ne

cc: Glenn Harris, Senior Manager, Environmental Protection
Nikki Elliott, Climate Action Program Coordinator



Lori Deacon

From: ken lee <kennethivorlee@gmail.com>
Sent: Monday, June 3, 2019 3:42 PM
To: Lori Deacon
Subject: CLASSROOM TEACHING KITS

Hi Lori

I just discussed with you the possibility of getting a LETTER OF SUPPORT for this Application from the School District. I have to get this in by June 15th . Sorry about the short deadline. I was a Trustee on the Board when we opened the new GISS.

Regards

Ken Lee

250-537-2149

I am on the Executive of District 47 RTO (Vancouver Island) which represents 600 retired Ontario teachers who have deserted the other 70,000 members in Ontario and retired to La La Land.

RTO sponsors a program called Service to Others which will donate \$4,000 to Districts which can provide them with a completed Application Form which meets the goals of the program.

RTO proudly operates a grant program for its 48 Districts, providing \$100,000 to sponsor local community projects. Through Project – Service to Others (STO), Districts apply for individual projects that support local, national and international programs that often involve children and/or disadvantaged groups, to a maximum of \$4,000 per project.

A provincial committee of RTO assesses the merit of each Project – STO submission according to established criteria, including level of member and District participation in the project. Examples of types of projects receiving funding include local heritage and culture projects, special arts and education programs for children, support for initiatives in developing countries, literacy and numeracy programs, and school day care for the children of single teenage mothers.

Our wonderful Salt Spring Public Library has suggested that the Classroom Teaching Kits described below would be an excellent community project.

Classroom Teaching Kits

Salt Spring Island Public Library is seeking funds to establish two new book kit collections to be used to support learning in local schools: a collection of Home Reading Kits to support early literacy, and collection of kits to support learning about Truth and Reconciliation in classrooms.

Home Reading Kits

The leveled reader kits will be available in our Library for teachers to borrow for classroom and home reading use. Each kit will contain 30 leveled readers at appropriate grade level; teachers will be able to check out a kit with their library card and can then lend individual books out to students so that they can practice reading at home.

The intended audience for these kits is kindergarten-grade two teachers who work in Salt Spring Island's four public elementary schools and one private school, and kits will also be able to be borrowed by other library users including home learning families. Kits will be particularly useful to practicum students and new teachers who have not yet had an opportunity to develop their own collections of books.

Truth and Reconciliation Kits

The Truth and Reconciliation kits will help to support classroom learning around Truth and Reconciliation, Residential Schools, and First Nations Cultures. Each kit will include a variety of books including memoirs, novels, and non-fiction books. These materials are meant to supplement current collections available in schools.

Our Application would be greatly enhanced by a Letter of Support from community Stakeholders (I hate that word!).

If the Board can support this project, it would greatly enhance our Application. Our Application must be sent in to the Service to Others selection committee by June 15th 2019.

Yours sincerely

Ken Lee

Vice President

RTO District 47 (Vancouver Island)

385 Woodland Drive

Salt Spring Island

BC V8K 1J6

May 31, 2019

Mr. Rob Pingle

Chair, SD64 School Board
112 Rainbow Rd.
Salt Spring Island BC,
V8K 2K3

Dear Mr. Pingle,

cc: Mr. Scott Benwell, Superintendent; Ms. Jesse Guy, Secretary-Treasurer

Please find attached a document entitled ***"All Weather Field Feasibility Study of GISS and SIMS Fields"***

As a follow up to our original proposal which was approved by SD64 at the board meeting in December 2018, the Salt Spring Island Youth Soccer Association (SSIYSA) is pleased to present an evaluation of the feasibility of installing a synthetic turf field at the GISS and SIMS fields. The field improvement committee of the SSIYSA would also like to provide a presentation to the Board at its June meeting, to go over our findings and answer any questions.

We look forward to a decision from the district at this meeting, as to whether the board approves of us moving forward with our new proposal, which is to partner with the school district in a project to upgrade the Lower GISS field to a synthetic turf field with lights.

As partners with the District to provide healthy activities to the children and adults of the Salt Spring Island community, the SSIYSA, believes this project will be of great benefit to the community and the school district.

With the support of the school district, the SSIYSA is committed to launching a fundraising campaign to raise funds for this project. We would aim to capitalize on the strong community support that exists for our organization and for community projects that support youth and adult sport activities on our island. We would also propose to take the next steps in partnership with the school district in planning and preparing for such a project.

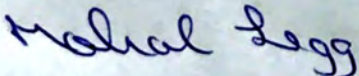
The SSIYSA would like to thank the school district staff for their support and contributions in making this feasibility study possible.

Sean Norgard



Treasurer and Chair of Field Improvement Committee
Salt Spring Island Youth Soccer Association

Malcolm Legg



President
Salt Spring Youth Soccer Association

All Weather Field Feasibility Study of GISS and SIMS Fields

Prepared by the Salt Spring
Island Youth Soccer Association
for School District 64

May 31, 2019

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1. Executive Summary

The Salt Spring Island Youth Soccer Association (SSIYSA) is pleased to present our field upgrade feasibility study, which was proposed to and approved by School District 64 (SD64) at the December 5, 2018 board meeting. Please note that, although our original proposal was focussed on the SIMS field, it became apparent during this process that the GISS lower field may actually be a better candidate for upgrade. As a result a decision was made, and communicated to SD64, that the feasibility study would be expanded to include a full evaluation of both fields. SD64 staff and field maintenance personnel were supportive of this change in scope.

The main goals of our study were to:

- Create and evaluate concept designs and cost estimates for the upgrade of both fields.
- Develop an economic analysis of maintenance costs for SD64 and SSIYSA, after the initial construction and installation of a synthetic turf field.
- Identify any provincial, school district, trust, or other regulations that could impact this project.
- Create a letter of understanding between SD64 and SSIYSA regarding shared development and operation of a synthetic turf field that was amenable to both groups.
- Identify which field would be the best candidate for upgrade and outline why.

As was outlined in our original proposal, the SSIYSA is not looking for SD64 to contribute funds to the construction of this project, if approved. Upon SD64 approval of this proposal, the SSIYSA is committed to launching a fundraising campaign that would aim to capitalize on the strong community support that exists for the largest sports organization on the island. This would include grass roots fundraising from individuals, local corporations and businesses, and applying for provincial/federal government funds and grants.

After a review of all the findings of the feasibility study, the SSIYSA recommends to SD64 that they approve in principle the key components of the proposed plan to upgrade the GISS lower field to a synthetic turf field with lights. Key Components:

- Initial Field Concept Design for GISS Lower as presented in the Architect's Report.
- Letter of Understanding between SD64 and SSIYSA Regarding the Shared Development and Operation of an All Weather Soccer Pitch with Lights at GISS Lower Field

The many details regarding this recommendation are outlined in the rest of this study, which includes a full copy of the Architect's Report by Doug Wournell, who has designed and overseen the construction of many synthetic turf fields, in BC, Canada, and the US. In summary, the main reasons for recommending the upgrade of GISS Lower are the following:

- Very significant reduction in water use needs of SD64.
- GISS Lower is currently unusable for most of the year, and for none of the main soccer seasons, for both school and community soccer programs.
- Substantial construction cost savings due to high quality sand base and existing drainage system.
- Nearby existing change room facilities and adequate parking at GISS.
- Substantial annual/maintenance costs savings to SD64.

2. Discussion

The main purpose of this study has been to demonstrate to SD64 that the construction and operation of a synthetic soccer field with lights at one of the school fields is feasible, and that the operation of such a facility will not cost more than SD64 is currently spending to maintain their grass fields.

As the benefits of this project to the community and school district were outlined thoroughly in our first proposal, and recognized by the SD64's approval to go ahead with a feasibility study, they will not be the focus of this report. For reference they are summarized in Appendix C.

a) Overview of Feasibility Study

The field improvement committee of the SSIYSA initiated this feasibility study in Jan of this year, following the go-ahead from SD64 at the December 2018 board meeting. Key committee members included, Sean Norgard, Ciaran Ayton, and Colin Walde.

January to February mainly involved information gathering, which involved reviewing and talking to other organizations that had completed similar projects on Vancouver Island. Also a process was started to identify an experienced consultant who could produce concept designs, cost analysis and overall expertise in evaluating the feasibility of this project. Sport Architect, Doug Wournell, was contracted in early March, and with his guidance the study was expanded to include GISS lower. At his recommendation a geotechnical engineering study and detailed topographic surveys were also conducted at both fields in April. SSIYSA would like to acknowledge the cooperation and support of the SD64 plant services staff in enabling us to carry out these surveys successfully.

b) Letter of Understanding Regarding Shared Development and Operation

With all the new data gathered and concept designs and costing underway, SSIYSA put together a draft letter of understanding outlining what the shared development and operation of this type of project would look like. This draft was discussed with key staff in the plant services office and at GISS, and numerous improvements were made to address concerns on all sides. The document outlines an equitable joint vision for how this project would be constructed, and how it would be operated and shared if completed. This document is presented in Appendix B.

c) Feasibility Study Expenses

This feasibility study was funded by \$10,000 of SSIYSA restricted funds set aside for this purpose, along with a \$5000 donation from the May Long Soccer Tournament Association. Approximately \$12,000 has been spent so far to fund the following aspects of the study.

- Geotechnical Engineering study of both GISS and SIMS fields (included 12 test holes dug to bearing ground) - \$4336.50
- Detailed Topographic surveys of both fields - \$2600
- Sport Architect's Study/Report including Concept Designs and Costs Analysis - \$5200

The Geotechnical Engineering Report and Topographic surveys have already been provided to SD64 for their records, and may be useful for future work. The Architects Report is included here.

d) Architect's Concept Design and Costing Report Highlights

The Concept Design and Costing Report outlines in great detail the advantages of a synthetic turf field with lights over grass fields. It addresses hours of use comparisons, health and safety, and details maintenance requirements. It also provides an economic analysis of synthetic turf fields versus grass fields which utilizes maintenance expense numbers provided by SD64 for the lower GISS field. This analysis shows that synthetic turf fields are a much better value than grass fields when looked at on an hourly usage basis.

Of great importance, is Table 3 on page 9 which provides a comparison annual maintenance costs between a grass and synthetic turf field at Lower GISS. **It shows that SD64 could reasonably expect to save on the order of \$13,000/year in maintenance costs.** One of the key components of annual costs will be putting aside funds for the eventual replacement of the synthetic turf which has an expected life span of 12 years. Table 3 estimates those costs, and how they would be shared equally between SD64 and SSIYSA. It also estimates shared costs for lighting and infill replacement material. **Note that even while saving for a replacement field in the future, SD64 will still make savings on the order of \$13,000/year.**

The report also outlines site plans and costing analysis for both GISS Lower and SIMS fields. Followed by the rationale for why GISS Lower is the recommended site. Also included is a project time line, which indicates that it would take approximately 7 months to complete the project, from design to final installation. Actual construction work would take 3-4 months, timed ideally from May – August. The Geotechnical Engineers report is also included at the end.

The costing tables in the report are very detailed and include numerous optional items. Due to the fact that GISS Lower already has an existing high quality sand base with a drainage system in place, it is substantially less expensive than the SIMS field, where an equivalent base would need to be built in order to support a synthetic turf field.

Basic building costs for a synthetic turf field with lights at GISS lower are estimated at \$2.1 million. SSIYSA recommends including several key optional items in the costing including; maintenance equipment, all goal posts, one covered spectator structure, and upgraded TPE infill material. These items along with consulting fees would bring the total to \$2.45 million.

TPE (Thermoplastic Elastomer) is a specially designed plastic infill material that has many benefits over the traditional recycled black tire crumb infill that is put on many synthetic turf fields. It does not have a static cling like rubber, which gets stuck to players' clothing and dragged off the field. It also does not heat up like black rubber, keeping the field much cooler on a hot day.

e) Development Considerations and Regulations

SSIYSA had several discussions and communications with Islands Trust planners regarding the upgrade of both the SIMS and GISS fields to synthetic turf fields with lights. Both sites are zoned for this type of use and it appears this type of development/upgrade is allowed.

The SIMS field has a culverted creek that runs under the middle of it, which would require special permits, and likely extra costs if development were to proceed there.

The GISS field appears to have less development issues than SIMS. The GISS field does have a mapped stream around the edge of the field, but would likely not be an issue as we would not be building on it. The GISS field is in the ALR, but the ALC gave permission for this type of use in 1991. The SSIYSA plans to re-confirm this with the ALC if the project is approved.

The SSIYSA will continue to research all potential development issues and considerations and address and communicate them with SD64 as needed.

f) Environment and Community

The SSIYSA sees this project as net benefit to both the environment and the community. It will result in a massive water use savings for our island, while providing a more accessible and much safer field for not only the soccer community but school district youth, and other potential user groups.

Synthetic turf fields have been shown over many years of use, to be an environmentally friendly choice, and have been installed at over 20 community locations on Vancouver Island alone. (See map in Appendix D). SSIYSA believes it is time for Salt Spring to take this step forward.

The SSIYSA will continue to research and pursue the environmental aspects of this project as we go forward. This includes our recommendation to use TPE infill instead of recycled black tire rubber in this project, which will result in a \$100,000 cost increase to the project.

APPENDIX A: Architects Report

CONCEPT DESIGN and COSTING REPORT

for a

Synthetic Turf Playing Field

Prepared for the Salt Spring Island Youth Soccer Association

Prepared by Doug Wournell, Architect AIBC, AAA, IAKS

May 30, 2019

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INTRODUCTION AND EXECUTIVE SUMMARY

The Salt Spring Island Youth Soccer Association (hereafter SSIYSA) commissioned this concept design and costing report for a synthetic turf playing field with the expressed intent of the report achieving the following goals:

- Determining if there was a good rationale to construct a synthetic turf surfaced playing field in lieu of an existing natural grass field.
- Comparing the maintenance/operation costs of a synthetic turf field to that of a natural grass field.
- Determining what size of synthetic turf field could fit on the lower field at the Gulf Island Secondary School (hereafter GISS) and the large field site at Salt Spring Island Middle School (hereafter SIMS).
- Calculating the costs of constructing a synthetic turf field on either of the two sites.
- Determining which site best suited the construction of a synthetic turf field.
- Estimating the Design-Tender-Construction time line for a synthetic turf field project.

As part of this report the SSIYSA commissioned a geotechnical report to examine the existing soil conditions and make recommendations on the most appropriate design for a synthetic turf field base (these recommendations factored into the costing of the two sites). The soils report is contained in Appendix A.

Both sites could support a full-sized soccer pitch, that being 105m x 65m with 5m safety zones past the end lines and 4m safety zones past the sidelines (see the site plans contained in this report). The SIMS site had greater potential for future amenities such as a synthetic turf warm-up area and adjacent parking. Both sites had minor grade change issues that required retaining walls to correct, with the SIMS field having a requirement for significantly more retaining walls. The GISS field having a geothermal field below it and being constructed as a sand based grass field gave it a major advantage over the SIMS field because very little excavation, backfill, and drainage work was required to create the field base at the GISS site. With all things considered, the cost differential between constructing on the SIMS field vs. the GISS field was significant enough to make the GISS field the best choice for a future synthetic turf field (see the costing spreadsheets contained in this report).

Maintenance costs for a synthetic turf field are estimated at \$19,000 per year and operation costs are estimated at \$40,000 per year. The work associated with the maintenance costs are 1) general maintenance for turf grooming and cleaning (\$14,000) and 2) infill replacement (\$5,000). The operating cost components are for lighting the field (to 8:00 pm) which are estimated at \$2,000 per year and a sinking fund estimated at \$38,000 per year for the cost to replace the field in 12 years (the expected service life for a synthetic turf surface). The total cost to maintain and operate a synthetic turf field (\$59,000) compares favourably to the cost to maintain four natural grass fields (\$113,408). Four grass fields is the number of grass fields required to achieve the same number of hours of play on a single synthetic turf field.

If the design work can be completed in the months of February and March and the tendering completed in the months of March through April, then construction can commence in May and be completed by the middle of August.

Including a 10% construction contingency, it is estimated that the synthetic turf field described herein can be built on the GISS lower field for \$2,118,516.68, taxes not included. If consulting costs, maintenance equipment, TPE infill, specialized soccer goals (with wheels), and one covered seating unit are added to the budget the total project costs rise to \$2,446,816.68, taxes not included.

RATIONAL FOR SYNTHETIC TURF OVER NATURAL GRASS

Hours of Use

The advantages of a synthetic turf playing field are that they can provide a surface that can withstand almost unlimited amount of play under any weather condition and that they can withstand a virtually unlimited amount of use. These advantages make synthetic turf the ideal surface for play through the winter and for high-use situations such as tournaments or weekend game days. **A synthetic turf playing field with lights can provide 4 times more hours of use over a well-maintained sand-based natural grass playing field and it will never have to be closed due to wet weather.**

A grass field could be considered to have unlimited hours of use if it could be played on well past its ability to provide a healthy grass surface. However, hours of use for a grass field must be based on the standard of "grass under foot" in order to provide a safe playing surface and a surface that performs to the requirements of sport. A sand-based natural grass playing field, with its non-compactible and fast-draining characteristics, provides the highest number of hours of "grass under foot" use of any kind of natural grass field. The number of hours of use for a sand-based natural grass playing field varies depending on the design and age of the field, however, the maximum number of days per week that such a field should be programmed for is five to allow for recovery on the other two days. The amount of field down time varies from the 6 summer months (April to through September) to the 6 winter months October through March), with more down time being required in the winter months.

As a rule of thumb, in the summer months there can be up to 19 hours per five-day period under good weather conditions, with that being reduced to 12 hours per five-day period for the hottest days of summer when the grass goes dormant (estimated at 7 days) and 12 hours per five-day period for the approximately 21 days lost to wet weather. The field also must be closed at some point each summer for at least 4 weeks to provide for root regeneration. Winter hours are generally 40% less than summer (12 hours per week) due to the grass being dormant. Grass is slow to regenerate or does not regenerate in cold weather and periods of shortened daylight hours. In addition, the field should not be played on in wettest weather and thus an additional 4 weeks are lost due to very inclement weather. The field surface can be badly damaged if played on in very wet weather and if this happens it must be closed until it can regenerate in spring. Field lighting does not extend playing time on natural grass fields. The hours that can be played on a natural grass field are finite, so lighting a grass field only shifts those playing hours into the evening resulting in no additional hours of use being gained. Sand-based natural grass playing field thus provide approximately 390 hours of playing time in the 6-month summer period and 264 hours in the 6-month winter period. A study completed by Washington State University looking at sand-based natural grass fields verified this, concluded that sand-based natural grass playing fields can withstand approximately 650 hours of play per year.

A synthetic turf field, on the other hand, can provide unlimited programming time. However, with potential users at school or work during the day it is reasonable to assume that the actual use period would be from 4:30 pm to 9:30 pm on weekdays and from 8:30 am to 9:30 pm on weekends. This provides for approximately 2,652 hours in a year or 4 times more than a sand-based natural grass field. This difference is even more pronounced when winter hours of play are examined. Through the winter a synthetic turf field can provide 1,326 hours of use, or 5 times more than a sand-based natural grass field. Actual comparative studies between high-use sand based natural grass fields and synthetic turf fields by municipalities in Greater Vancouver (that have both field types) have shown the actual ratios to be between five to one and six to one. For the purposes of this report, and for either site being considered, the number of hours of use noted (2,652) should be thought of as a conservative number. More than 2,652 hours could be booked if advantage was taken of other use opportunities. Most notably are the hours that could be used by both adjacent schools if the field was used for daytime PE programs and for intramural and varsity sport games and practices. Due to the durability and all-weather nature of the synthetic turf, the adjacent schools would enjoy unlimited weekday daytime hours of use under almost any weather condition.

Health & Safety

Other factors are to be considered when comparing synthetic turf to natural grass. These include rates of injury, lead content in turf fibres, Staph infection, cancer, and concussions.

In regard to injuries, Several American studies, including the 1998-99 NCAA Injury Surveillance System, reported no significant differences in injury prevalence. Many of these studies were comparing the older carpet style turf that is no longer used except for field hockey. The older carpet style turf produced many more minor injuries such as skin abrasions and “turf toe” (a stress fracture of the toe caused by the toe jamming into the end of the shoe due to the extremely high traction found on carpet style turfs). However, with both carpet style and infill style synthetic turf it was found that serious injuries were lower on synthetic turf when compared to natural grass. Serious injuries are defined as an injury causing a player to miss up to two subsequent games. A recent National Football League study concluded fewer serious injuries occurred on synthetic surfaces. Unofficial studies do indicate lower rates of injury on synthetic fields, which is often attributed to the even and stable surface (grass fields get rutted and uneven). For example, college football at the University of Nebraska went from 40 injuries in 1998 to zero injuries in 1999 following the installation of an infill synthetic field. Similarly, at Amarillo ISD, after two years with 76 football games and 100+ soccer matches no significant injuries of any kind were reported. In 2004, the NCAA did a follow up review of the injury data to see how the new infilled synthetic turf fared. The injury rate for all injury types (minor and serious) on synthetic turf was now found to be slightly lower than grass, with serious injuries still notably lower. It was believed that this was due to the better field conditions found on synthetic turf (i.e., no ruts or worn areas). The latest generation of synthetic turf fields are designed to meet FIFA Quality standards for safety; thus it is likely we can expect that synthetic turf surfaces will continue to be safer than natural grass.

A concern over lead content in synthetic turf (lead is used to hold colour pigment in the fibre) was raised a number of years ago, however, it was noted that a person would have to consume and digest several large bags of synthetic turf fibre in order to get lead poisoning. While the US Federal Consumer Protection Agency did not find any health risks, the synthetic turf industry voluntarily lowered the lead content in turf fibres to below the California Toy Standard. Lead testing was also conducted by Alberta Health Services on synthetic turf fields in the Edmonton area. Their testing found lead in turf fibres to be lower than 10 ppm. The general guidelines are to have levels lower than 400 ppm. Thus, it can be concluded that lead poisoning is not a risk with synthetic turf surfaces.

Concerns were also raised with Staph infections. Some companies attempted to make this an issue as they promoted disinfecting spray equipment and product (at great cost) to protect users from Staph infection. An NCAA study found no Staph related infections related to synthetic turf use. The study's #1 location to contract staph infection was damp areas in the locker room.

In 2015 NBC television's Nightly News “Investigates” segment reported on a possible link between cancer and recycled tire crumb rubber infill used in synthetic turf (SBR). It was based on a soccer goalie who got cancer conducting a non-scientific cancer survey of other goalies and players she knew, from which she found that several players were being treated for cancer. However, statistical analysis showed that the numbers were actually lower for these goalies than the general population (as expected for healthy athletes) and no studies, including those by the American Environmental Protection Agency, could find a link between playing on synthetic turf fields with recycled crumb rubber infill and cancer.

Although more costly, Thermoplastic Elastomer (TPE) infill is proposed for use as infill on this project in lieu of SBR infill. TPE is a food safe, flexible plastic used in the medical industry and for items such as pen grips, toothbrushes, etc. TPE infill is already in use in BC, including the field at Mulgrave Private School in West Vancouver and the Oak Meadows and Kerrisdale fields in the City of Vancouver. TPE is significantly cooler in hot weather, it has no rubber smell, low spray (infill flying up when hit with the ball), and it has no static charge (so it does not collect into shoes and bags, etc).

Concussions are a major safety issue in field sports, however, with the advent of shock pads being installed under synthetic turf fields, these surfaces can greatly reduce or eliminate concussions. The G-Max test result, a measure of shock absorbency, for a well-maintained sand-based natural grass field is approximately 120. For a synthetic turf surface on a shock pad the measure is approximately 90. The lower the measure the safer the field, therefore, synthetic turf surfaces are safer than natural grass surfaces.

Further information on the safety of playing on synthetic turf, covering all topics and studies noted herein, can be found on the Synthetic Turf Council website under the tabs “Resource Centre” then “Independent Research”.

Maintenance

Sand-based natural grass fields require the following maintenance:

• grass cutting	• aeration (shallow and deep)
• top-dressing	• watering
• fertilizing	• herbicide and insecticide application
• grass repair	• regeneration

Grass cutting can be as frequent as once a week for an irrigated grass field in the summer. In the winter the grass is dormant and does not require grass cutting.

Aeration is required to allow the grass roots to maintain a source of air and water from the surface. Shallow aeration is required after heavy use (like tournaments) or after a predetermined amount of regular play (possibly every two months). Deep aeration should be completed once a year.

Top dressing is required once a year to repair worn areas and to combat the build-up of thatch (the zone between the roots and the blades). Top dressing is carried-out using a sand that is almost completely free of fine particles (like silt).

Watering is essential to keep the grass alive and healthy. A field will go dormant and even die if it does not receive regular watering. A dormant field cannot resist the damage caused by field use as it is not growing and regenerating. Watering must occur approximately twice a week during the summer (depending on if it rains or not).

Fertilizing is very important to sand-based grass fields as the sand does not contain nutrients. Regular fertilizing is required throughout the growing season to keep the grass healthy and resilient enough to withstand play.

Herbicide and insecticide applications are necessary to keep the field in a safe and playable condition. Ecologically friendly herbicide and insecticide treatments are generally ineffective or too labour intensive to be used for sport fields. Without herbicide and insecticide treatments the field can become lumpy with weeds or unable to support play due to insect damage, and either of these conditions make the field unsafe to play on.

Grass repair is required when unintentional over-use or play during wet weather causes damage to the grass surface. Generally, sod is bought from a sod farm and placed into the damaged area. It can take several weeks for the sod to knit into the overall field surface. As such, grass repairs usually take place during the regeneration period for a grass field.

Regeneration can only take place during the growing season (March through September) and when there is no field use. Without regeneration periods the grass roots become too weak to resist play.

The cost for the above maintenance for sand-based natural grass fields in the Lower Mainland is approximately \$32,000. In the Construction and Maintenance Costs section later in this document a comparison is made between the cost to maintain grass fields (using cost data on maintenance costs for the Lower Field at Salt Spring Secondary School) and typical synthetic turf fields.

Synthetic turf fields require the following maintenance:

Weekly work

Twice a week the penalty spot, corner kick areas, football kick-off mark, and the football field goal placement areas should be checked to see if the rubber infill has been kicked out. If the fibre show more than 13mm of blade, then infill needs to be added to the area until only 13mm of blade is showing. During this time the field edges should be inspected for any growth of organics such as weeds. If found they should either be removed by hand or have a herbicide applied. Estimated time for task = 1 hour.

Twice a week, or more frequently as required by events, the field area needs to have large size garbage (tape, cups, cans, etc.) collected off of the field. Estimated time for task = 1 hour.

Monthly work

Once a month the turf needs to be brushed so that the fibres are standing up. This also should be done before any major events. This work must be done when the field is reasonably dry, and thus throughout the rainy winter season it is unlikely that this work can be scheduled for a set day. Estimated time for task = 3 hours on the field, plus 1 hour for set-up and wrap-up.

Once a month the field needs to have a vacuum sweeper run over the turf to pick up small debris on and within the turf fibres. This work must be done when the field is reasonably dry, and thus throughout the rainy winter season it is unlikely that this work can be scheduled for a set day. Estimated time for task = 5 hours on the field per field, plus 1 hour for set-up and wrap-up. This may also be required after major events.

Yearly work

Once a year the turf needs to have a seasonal overall maintenance regime, usually at the end of the season. The regime program should include the following:

- 1) A thorough vacuum sweep of the field surface is to be completed to remove all debris.
- 2) A thorough brushing should be completed to ensure the infill is even throughout the field.
- 3) A review of all seams and lines should be made to determine if any turf joints are loose and require gluing (either by staff or under warranty by the installer).
- 4) The field infill depth should be reviewed. Any areas that have more than 13mm of fibre showing should have additional infill installed and the area brushed.

Estimated time for the above tasks = 14 hours on the field per field, plus 2 hours for set-up and wrap-up.

Seasonal and Miscellaneous work

Leaf removal will have to be carried out. Estimated time for task = 1 hour on the field, depending on the amount of leaves, including time for set-up and wrap-up. Because wet leaves generally stick to the turf, this work must be done by hand and not by machine. The number of times leaf removal is required is dependent on the site, however, for a site with a moderate number of trees located nearby will require leaf removal once a week for 8 weeks.

If ever required, remove snow can be done either by blading or by snow blowing and blading. Estimated time for task = 4 to 8 hours on the field per field, depending on the amount of snow fall, plus 1 hour for set-up and wrap-up.

Miscellaneous work will generally only amount to approximately 14 hours a year.

Notes:

- The time for maintenance staff to travel to and from the field site is not included in the task time estimates.
- The maintenance time is for labour only. Machine maintenance, parts/equipment replacement, fuel, and to and from the site transportation are not factored in.
- With down time between seasons and with holiday seasons it is assumed that maintenance will only be carried out 11 months (48 weeks) a year.

Maintenance Equipment

Synthetic turf maintenance requires two essential machines.

The first machine is a pull behind brush. Its purpose is to brush the field so that the infill remains level throughout. It also pulls up any fibres that might get trapped within the infill due to play. The recommended product is the Redexim Speed Brush. It is in the \$10,000 price range. This brush can also be used for working top dressing sand into grass fields, so it can be used for more than just synthetic turf fields.

The second machine is a pull behind vacuum sweeper with a magnet bar attachment. Its purpose is to remove debris, like tape, sunflower seeds, loose fibre, and other types small debris from the field surface. The magnet bar collects metal such as hair pins off of the surface. It also acts as a sweeper (although much slower) and evens out the infill. The recommended product is the Redexim power operated Verti-Top 1800 with the magnet bar attachment. It is in the \$20,000 range.

Redexim is the recommended brand because of its favourable operator reviews and because it has a wide network of distributors. There are, however, several suppliers of similar products. Both types of equipment can be pulled by small tractor or Gator that has a hydraulic hitch. If the equipment is not stored at the field, a small flatbed trailer is required to transport the equipment to site. A trailer will be in the \$6,000 range. Generally, except for the once a year seasonal maintenance, only one piece of equipment is required at the site at any one time.

Construction and Maintenance Costs

A synthetic turf playing field is more cost efficient to construct and to operate. In the Lower Mainland the cost to construct a full-sized sand-based playing field (115m x 73m) with drainage and irrigation is approximately \$650,000. A synthetic turf field with field lighting costs approximately \$2,100,000, or slightly more than 3 times the cost of a natural grass field. It provides, though, 4 times the hours of use and the cost to construct 4 natural grass fields would be \$2,600,000 or more than a single synthetic turf field.

Synthetic turf fields cost approximately \$14,000 per year for general maintenance (based on a labour rate of \$40/hour). LED lighting costs, including maintenance, are estimated at \$2,000 per year (to 8:00 pm). Replacement of the rubber infill lost by being trapped in shoes or sprayed off the field from use or maintenance will cost approximately \$5,000 per year. The field eventually will wear out, mainly due to UV exposure, and thus at the end of its maximum lifespan (twelve years) the synthetic surface must be removed, disposed of, and replaced at a cost of approximately \$456,000, which amortized over twelve years is approximately \$38,000 per year. Thus, the total maintenance (general maintenance and infill replacement) and operations (lights and sinking fund) costs for a synthetic turf field are \$59,000 per year (\$14K+\$2K+\$5K+\$38K).

Thermoplastic Elastomer (TPE) infill, as noted earlier, can be used in lieu of the standard recycled rubber tire infill (SBR). While it has many advantages of the standard SBR infill material, it is much more costly, adding approximately \$100,000 to the cost of the field. However, it can be recycled for use on the replacement surface in 12 years' time, and that will save on the replacement costs.

A sand-based natural grass field requires cutting, aeration (shallow and deep), top-dressing, watering, fertilizing, and herbicide and insecticide application. Herbicide and insecticide applications are necessary to keep the field in a safe and playable condition. The Lower Field at GISS is a sand-based field. The table below of actual maintenance costs show that it costs \$28,352 per year to maintain/operate the field. This is comparable to the Lower Mainland where the cost to complete those maintenance activities is approximately \$32,000 per year (approximately 14% higher). As a sand-based field eventually reverts to a standard soil-based field due to thatch build-up (thus losing its non-compaction and excellent drainage characteristics), it also requires reconstruction approximately every twelve years at a cost of approximately \$180,000, which amortized over twelve years is approximately \$15,000 per year. Thus, the total cost of maintaining the sand-based field at the High School is \$43,352 per year (\$28.352K+\$15K). Multiply that number by 4 fields and the comparison of maintenance costs are \$59,000 per year for the synthetic turf field vs. \$173,408 per year for the natural grass fields. These are not theoretical costs; they are the actual costs required to achieve the same number of hours of play on four natural grass fields (as per the costs in the table 1 below) as would be achieved on a single synthetic turf field.

Maintenance Cost for the Lower Field at GISS (table 1)

ITEM	UNIT	COST PER	TOTAL
Wetting Agent	4	\$465	\$1,860
Ryegrass Champion (small repairs)		\$600	\$600
Fertilizer		\$1,642	\$1,642
Tractor, Top Dresser, Aerator – service/parts		\$1,000	\$1,000
Lawnmower maintenance and fuel		\$500	\$500
Labour – Cutting, Weed Eating, Managing Irrigation	100 hrs	\$40/hr	\$4,000
Sub-Total			\$9,602
Watering Costs (estimated)	750,000 gallons/yr	\$0.025/gallon	\$18,750
Total			\$28,352

If only the year to year maintenance/operations costs are considered, a synthetic turf field would be \$3,352 per year less expensive to maintain and operate than the Lower Field at GISS.

Over 12 years the synthetic turf field will cost \$2,556,000 to construct and replace once. Over the same time period the costs to construct and reconstruct once 4 sand-based natural grass fields similar to that at GISS would be \$3,320,000, or 30% more than a single synthetic turf field. If land costs are factored in the grass fields become even more costly as 4 sites must be bought compared to one site for a synthetic turf field. Accumulated maintenance/operation costs (less the replacement/reconstruction costs already accounted for) for the 4 grass fields over 12 years would be \$1,360,896 vs. \$252,000 for the single synthetic turf field or more than 500% greater, which is an even more significant difference than the construction cost difference. Thus, the economic argument is greatly in favour of constructing and maintaining a synthetic turf field over a natural grass field, and over a longer time period the cost advantage grows.

12 Year Cost Comparison Period - Synthetic Turf Field vs. Natural Grass Playing Fields (table 2)
Number of fields required to achieve 2,652 hours of use

ITEM	1 x Synthetic Turf Playing Field (costs)	4 x Sand-Based Natural Grass Playing Fields (costs)
Land requirements (@ \$30,000 per acre)	2.5 acres - \$75,000	10 acres - \$300,000
Construction Costs	\$2,100,000	\$2,600,000
Yearly Sinking Fund Costs	\$38,000 x 12 = \$456,000	\$60,000 x 12 = \$720,000
Yearly Maintenance Costs (including replacement infill)	\$21,000 x 12 = 252,000	\$113,408 x 12 = \$1,360,896
Yearly Lighting Costs	\$2,000 x 12 = \$24,000	n/a
Total Costs over 12 years (without land costs)	\$2,832,000	\$4,680,896
Total Costs over 12 years (with land costs)	\$2,907,000	\$4,980,896

It can be reasonably assumed that the School District's maintenance costs for the lower field at GISS will be lower with a synthetic turf field, as demonstrated in table 3 below.

Analysis of Predicted Potential Annual Costs at the GISS Field (table 3)

ITEM	GRASS FIELD	SYNTHETIC TURF
SD64 Costs Annual Costs		
Maintenance Costs	\$9,602.00	\$14,000.00
Watering Costs (estimated)	\$18,750.00	\$0.00
Sub-Total	\$28,352.00	\$14,000.00
SD64 Annual Grass Surface Replacement Costs	\$15,000.00	
Sub-Total	\$15,000.00	N/A
SD64 / SSIYSA Proposed Shared Annual Costs		
Lighting*		\$2,000.00
Infill Material Replacement	N/A	\$5,000.00
Sinking Fund for Surface Replacement**		\$25,000.00
Sub-Total		\$32,000.00
TOTAL	\$43,352.00	\$46,000.00
Total Costs if above noted \$32,000 Shared Costs are Split Equally between SD64 and SSIYSA		
SD64 Costs	\$43,352.00	\$30,000.00
SSIYSA Costs	\$0.00	\$16,000.00
Sub-Total	\$43,352.00	\$46,000.00
Estimated Annual Savings to SD64	\$43,252.00 - \$30,000.00 = \$13,352.00	

* Assumes lighting to 8:00 pm, after which lighting costs would be charged to rental users.

** Assumes 2/3 of the \$450,000 required to replace the synthetic surface in 12 years and fund-raising for the remaining 1/3 (\$150K). note: grass field replacement costs are \$180,000 every 12 years (equivalent to replanting expenses every fall at GISS).

Although not part of the economic argument, an added benefit that the synthetic turf field brings is reliability. There is no need to cancel games or practices due to wet weather. School PE, intramural, and varsity sport programs would similarly benefit through increased outdoor field use in winter, as unlike a grass field the synthetic turf field can be used in all weather conditions. Additionally, there is no need to delay the start of the season or curtail the end of a season due to either a late spring or an early winter. This improves the ability to organize schedules for both the sport groups and municipal/school staff members. Lastly, the land that is saved by going with one synthetic turf field rather than four natural grass fields can be used for more passive parks and natural areas.

OPTION A – GULF ISLAND SECONDARY SCHOOL LOWER FIELD

The following presents a concept design for a synthetic turf field at the GISS lower field as well as the estimated construction costs.

OPTION B – SALT SPRING ISLAND MIDDLE SCHOOL LARGE FIELD

The following presents a concept design for a synthetic turf field at the SIMS large field as well as the estimated construction costs.

RECOMMENDED OPTION RATIONAL

Option A, using the GISS lower field site has a significant cost advantage. The reasons for this are as follows:

- By replacing the sand-based natural grass field at GISS with a synthetic turf field, the use of water and the associated costs are eliminated.
- The existence of a geothermal field below the existing field provides a manufactured field base that is stable and does not require modification.
- The grass field was constructed as a sand-based natural grass field, thus the sand has a high permeability and it has a perforated drainage system below the sand that can be re-used for the synthetic turf field.
- The field is large enough to fit the full-sized field with only minimum retaining wall needs in the SW corner.
- The GISS field already has access to parking and change rooms, which the SIMS field does not.
- There is a thriving soccer program at GISS which will be enhanced with the construction of an all-weather, high-use, synthetic turf field. SIMS currently does not have a school soccer program.

Option B, using the SIMS field is at a cost disadvantage due to poor soil conditions below and grade changes that require significantly more retaining walls, but the site itself offers other advantages that the GISS site does not. These include (at additional cost):

- Room to provide for a synthetic turf warm-up area.
- Room to provide for additional parking right adjacent to the field.

There are more positives associated with locating the new field at GISS, however, costs are likely the single most important factor in deciding which site is the most suitable. Given that the largest hurdle is funding the initial construction, and given that the cost differential between Option A and Option B is \$376,256.66 in favour of Option A, it is recommended to select Option A, the GISS site.

PROJECT TIME LINE

The project time line for a synthetic turf field is not a complicated one, however, it needs to be configured such that the installation of the synthetic turf takes place during the driest months (June, July, and August). The design work and tender package production can be completed in 6 weeks. The tender period and selection/award can also be completed in 6 weeks. The civil construction period requires 11 weeks to complete. The synthetic turf installation takes 5 weeks to complete. The overall time required for the project is thus 26 weeks.

The schedule in any given year would thus look like the following:

- Design – beginning of February to the middle of March
- Tender – middle of March to the end of April
- Civil Work – Beginning of May to the middle of July
- Synthetic Surfacing Work – middle of July to the middle of August

APPENDIX

Geotechnical Report completed by Brimmell Engineering of Victoria, BC.

Brimmell Engineering Ltd
971 Bank Street
Victoria, BC
V8S 4B1
rbrimmell@shaw.ca

Salt Spring Youth Soccer Association

April 11/19
File No. 19-44

Att: Sean Norgard

Re: Proposed Artificial Turf Field in Ganges, BC
Report of Geotechnical Investigation

This report is further to a test pit investigation of April 5. The logs of seven test pits done in the Gulf Islands Senior Secondary lower playing field are presented on Table 1 (Pg 4). The logs of five test pits done in the Salt Spring Middle School playing field are presented on Table 2 (Pg 5). Photos taken on April 5 are presented on Pages 6 to 9. The approximate locations of the test holes are shown on the appended drawing. Two sample gradations are also appended.

Observations and Subsurface Findings:

Gulf Islands Senior Secondary School

The long axis of the lower field is oriented east-west. The original grade sloped southeastward resulting in cut slopes to the west and north of the field.

Ground-penetrating radar confirmed the spacing/orientation of perforated drains as per the original drawings. There are many geothermal pipes buried at 1.5 m depth (according to the drawings). These didn't show up on the ground-penetrating radar screen. There are several underground services just east of the field.

Test Holes 1, 2, 5 & 6 were dug within the field. As per Table 1 the results were fairly consistent comprising sod/topsoil, overlying about 0.5 m thickness of sand fill, overlying native soil. The native soil under the lower field includes: glacial till, silty sand, clay (TH 2). Free water wasn't evident during the brief time that these test holes were open.

Test Holes 3 & 4 were excavated into the steep slope just west of the field. Both holes encountered sod/topsoil over dense, silty/gravelly sand till. Free water wasn't evident during the brief time that they were open.

Test Hole 7 was dug just east of the field, as shown on Dwg 1. Underground pipes were exposed during the digging but fortunately not damaged. Loose sand fill underlay the sod/topsoil, continuing to the 2.2 m limit of investigation. The sand was moist to 0.8 m depth and then saturated. Seepage occurred as described in Table 1.

Several samples were taken during the course of the digging. Two representative sand fill samples were sieve tested; the resulting gradations are appended to this report. The sand is of good quality, almost meeting the gradational requirements for C-33 sand as used for concrete production and for built-up septic fields.

Salt Spring Middle School

This playing field is to the SW of the school, situated in relatively low-lying ground. To the NE of the field there is a steep slope up to the school. There is a NW-SE oriented culvert under it, which is evident on Google Earth.

This field is much more natural than GISS. The holes typically encountered sod over a well-developed topsoil zone, overlying native ground. The native soil proved variable including till, clay, and sand. Seepage occurred during the digging of TH B but was not evident in the other holes.

For the purpose of constructing an artificial field the estimated depths to bearing are as follows:

<u>Test Hole</u>	<u>Depth to Bearing (m)</u>
A	0.6
B	0.4
C	0.2
D	0.3
E	<u>0.9</u>
Average:	0.5 m

Discussion and Recommendations

Gulf Islands Senior Secondary School

This field was carefully prepared during construction which will help considerably in an upgrade to artificial turf. It has a deep layer of good-quality sand and an existing drainage system. Installing light poles at the west end shouldn't be a problem; however the east end could be challenging due to deep fills and numerous underground services.

Salt Spring Middle School

This field is more-or-less natural. Upgrading to an artificial turf field would require full reconstruction, including drainage. The existing culvert oriented NW-SE beneath the field could be problematic. Installation of light poles shouldn't be difficult.

I trust that this information meets your present requirements. Please do not hesitate to contact the writer if there are questions.

Yours truly

04/12/2019



Richard Brimmell, P. Eng.
for Brimmell Engineering Ltd.



Project: Proposed Artificial Turf Playing Field, Ganges, BC	DRAWING 1	Locations of April 5/19 Test Holes
Client: Salt Spring Youth Soccer Association	Job No. 19-44	Brimmell Engineering Ltd.

TABLE 1
GISS
Logs of Test Holes Excavated on April 5 '19

<u>Test Hole</u>	<u>Depth Range (m)</u>	<u>Soil Description</u>
1	0 to 0.1 m	Topsoil/Sod
	0.1 to 0.6	SAND- Loose to compact, grey, medium to coarse grained, fill
	0.6 to 1.0	SAND- compact, brown to 0.7 m then grey, silty, occasional gravel, moist
2	0 to 0.1 m	Topsoil/Sod
	0.1 to 0.55	SAND- Loose to compact, grey, medium to coarse grained, fill
	0.55 to 0.6	SAND- compact, brown, silty, some gravel, moist
	0.6 to 0.9	CLAY- silty, mottled grey/brown, moist
3	0 to 0.2 m	Topsoil/Sod
	0.2 to 0.6	TILL- compact to dense, grey/brown, silty/gravelly sand, moist
4	0 to 0.15 m	Topsoil/Sod
	0.15 to 0.5	TILL- compact to dense, grey/brown, silty/gravelly sand, moist
5	0 to 0.1 m	Topsoil/Sod
	0.1 to 0.5	SAND- Loose to compact, grey, medium to coarse grained, fill
	0.5 to 0.8	TILL- dense, grey, silty/gravelly sand, moist
6	0 to 0.1 m	Topsoil/Sod
	0.1 to 0.65	SAND- Loose to compact, grey, medium to coarse grained, fill
	0.65 to 0.9	SAND- Compact to dense, brown, silty, some gravel, moist
7	0 to 0.1 m	Topsoil/Sod
	0.1 to 2.2	SAND- Loose, grey/brown, moist to 0.8 m then saturated, fill -seepage at and below 0.8 m

TABLE 2
Salt Spring Middle School
Logs of Test Holes Excavated on April 5 '19

<u>Test Hole</u>	<u>Depth Range (m)</u>	<u>Soil Description</u>
A	0 to 0.15 m	Topsoil/Sod
	0.15 to 0.3	SAND & GRAVEL- brown, trace silt, damp, fill
	0.3 to 0.5	TOPSOIL- black, highly organic, moist
	0.5 to 0.8	CLAY- Stiff, mottled grey/brown
B	0 to 0.3 m	Sod over dark brown, silty topsoil
	0.3 to 1.1	SAND- compact, fine grained, silty, moist, mottled grey/brown, moist -seepage at and below 0.6 m
C	0 to 0.2 m	Sod over dark brown, silty topsoil
	0.2 to 0.8	TILL- dense, brown, silty/gravelly sand, damp
D	0 to 0.2 m	Sod over dark brown, silty topsoil
	0.2 to 0.8	TILL- compact, brown, silty/gravelly sand, moist, becoming dense at 0.6 m
E	0 to 0.8 m	Sod over dark brown, silty topsoil (partly topsoil fill)
	0.8 to 1.1	SAND- compact, fine grained, mottled grey/brown, clayey, moist

APPENDIX B - Letter of Understanding Regarding Shared Development, Operation, and Use

LETTER OF UNDERSTANDING BETWEEN SCHOOL DISTRICT 64 (SD64) & SALT SPRING ISLAND YOUTH SOCCER ASSOCIATION (SSIYSA) REGARDING THE DEVELOPMENT AND OPERATION OF AN ALL WEATHER SYNTHETIC TURF PITCH WITH LIGHTS AT GISS LOWER FIELD

This document, which was created in consultation between key SD64 staff and SSIYSA representatives, will guide the process going forward if SD64 agrees to and approves the project which is recommended in the All Weather Field feasibility study undertaken by SSIYSA. It is an agreement on the key principles of a joint user partnership regarding the development and operation of a synthetic turf field facility with lights at the lower GISS field.

Construction and Funding

- The SSIYSA will take on the responsibility of planning, funding, and overseeing the construction of a synthetic turf soccer field on the lower GISS field.
- The project will consist of a full size synthetic turf soccer field, perimeter fencing, paved spectator and player areas, 4 field light fixtures, and associated goals and soccer related equipment.
- The timing and construction phase of the project will be such that there is minimal disruption of the school district use of the lower GISS field.

Maintenance and Annual Costs

- The school district will accept responsibility for regular maintenance and associated costs of the field once it is completed.
- The SSIYSA and SD64 will contribute to a co-managed fund that will put aside capital annually to save for eventual replacement and upgrade of the field surface. SSIYSA proposes that each group agree to contribute 1/3 of the costs towards eventual replacement and jointly fundraise the final 1/3.
- SSIYSA will share costs with SD64 based on percentage of hours used for: electricity for field lighting, and turf infill material purchased annually.
- SSIYSA will share costs with the SD64 related to after-hours access of bathrooms / change rooms.
- In the event of damage or vandalism to the field, the SSIYSA agrees to share insurance deductible costs, or contribute within its financial capabilities for non-insurance claim repair costs.
- Income collected from field rentals to outside sport training programs will be paid to SSIYSA and allocated to the field replacement fund, and electrical lighting costs.

Shared Use

- The primary purpose and design of the field is for soccer programs, which will be given priority access over other sport programs.
- SD64 schools will have full use of the field during regular school district hours on days that schools are in session. (currently 8:30am-4:10pm)
- SSIYSA will have priority use of the field for soccer training, games, and tournaments outside of regular school district hours.
- SSIYSA will provide scheduling for all activities outside of school district hours.
- During school soccer seasons SD64 will get equal access to times after school hours for school soccer programs (team practices & games). The SSIYSA will endeavor to create a schedule that accommodates school soccer needs and also ensures balanced joint use of the field between SD64 and SSIYSA on school days during the school soccer seasons. In the event of scheduling disagreements, high priority times between 4:10pm and 6:30pm on school days will be allocated equally each week during school soccer seasons.
- SD64 will have priority access to the field when hosting major school league related soccer tournaments such as Islands and North Islands.
- If SD64 wishes to utilize the field for sporting programs and training other than soccer outside of school hours, they must submit their request in writing to the SSIYSA for approval and scheduling.
- If outside groups wish to utilize the field for any type of sporting programs, they must submit their request in writing to the SD64 and SSIYSA for approval and scheduling.
- SD64 will be given priority over outside groups for all after hours sporting programs that are agreed to by SSIYSA.
- Outside groups who are granted permission to use the field for sport training programs, will be required to pay a rental fee plus lighting costs to SSIYSA.
- Use of the field for non-sport related activities outside of regular school hours will need to be agreed upon in advance by both SD64 and the SSIYSA.
- The school district will allow SSIYSA access to GISS bathroom and change room facilities for soccer related activities at the field. This will include access after school hours on school days (4:10pm-10pm) and 8:00am-10:00pm on non-school days and weekends.
- SSIYSA will have the use of the GISS parking lot on a first come basis after school hours.

APPENDIX C – Background and Benefits to Community

Background:

Salt Spring Island Youth Soccer Association (SSIYSA) would like to start by acknowledging how important School District 64 is to our soccer community on Salt Spring and that we value your continuous support. For many years SSYSA and School District 64 have worked together and our relationship is strong. Many of the School District 64 employees volunteer and give their time to our community soccer club, and much of the coaching staff are teachers who not only volunteer, but play with the club as well. And of course nearly all of the youth players of SSYSA are also School District 64 students.

First a quick overview of our club:

- SSIYSA has been providing organized soccer to youth and adults on Salt Spring for over 35 years.
- Our youth program is the largest sports program on the island and it consists of nearly 300 players of all ages (K-12), most of whom attend school in School District 64. Over 60 adult players are also affiliated with the club.
- Our teams play in a Lower Vancouver Island Soccer League, with games played against visiting teams here on Salt Spring and away in Victoria, Sooke, Langford and Cowichan.
- Our season runs officially from September until April, providing a huge fitness and social benefit to many youth and adults on the island during the winter.
- Unofficially, soccer continues year round on Salt Spring for youth and adults alike in the form of tournaments, pick up soccer games, academy training, and summer camps.
- The club is run almost entirely on volunteer power, with approximately 40 volunteers (mostly parents) registered from the community who act as directors, coaches, and managers. We do however employ a technical director, Josip Bratanovic, on a part time contract time basis to ensure the integrity of our program and alignment with BC Soccer.

The Situation:

Salt Spring United is lucky to be home to some of the best grass soccer fields in the Lower Vancouver Island area. However, from about mid October to late February, the wet weather often forces us to take our soccer training programs inside, and we are very thankful to School District 64 for allowing us the use of the gym facilities through these winter months. Unfortunately though, practicing in the gym is a poor substitute for training outside on a field, and our overall soccer program suffers inevitably over the winter months. All the opposing teams we play against have access to outdoor facilities and often run two practices from ages U12 upwards. As well, rained out games due to muddy fields are frequent during these months causing many more lost opportunities to get youth outside running around. With winter sporting activities for youth on Salt Spring already relatively limited compared to other communities, the whole situation is really a lost opportunity.

The Solution:

The ideal solution to this situation is to build an all weather (synthetic turf) soccer field, as has been done in nearly all our neighboring communities: Victoria, Nanaimo, Cowichan, Ladysmith, and most recently Sooke (see Appendix D). For the last few years SSYSA has considered many places to build a turf field, but we believe the

spot the makes the most sense and offers the most potential benefit to the whole community, especially our youth, is the Lower GISS field.

The field is centrally ideally located close to all the schools in Ganges, but due to summer watering restrictions it dies every summer and is basically unusable for most if not all of the school and community soccer seasons. Re-seeding costs each year lead to increased maintenance costs for SD64, and really provides very little value to the students or community, as the field is not usable until April or later most years. During this fall and spring season (2018-19), the GISS soccer program saw at most one game played on the field and no practices. The field was used the adult challenge cup soccer tournament on the May Long weekend. The GISS PE program has been able to make some use of it in May and June. The current situation with the GISS lower field is not ideal.

As a club of volunteers that are very involved with the community, we are always striving to do the best we can to help our youth and are working hard on making our Island a better place for everyone. We strongly believe the construction of an all-weather playing surface could also have a major positive impact on the whole community, and especially the students of School District 64.

Imagine a fully lit, all season, all weather outdoor athletic field in the heart of our school district and community. What better way to make the most of our existing infrastructure and create something of significant value to the whole community.

Benefits to SD 64, SSIYSA, and the community:

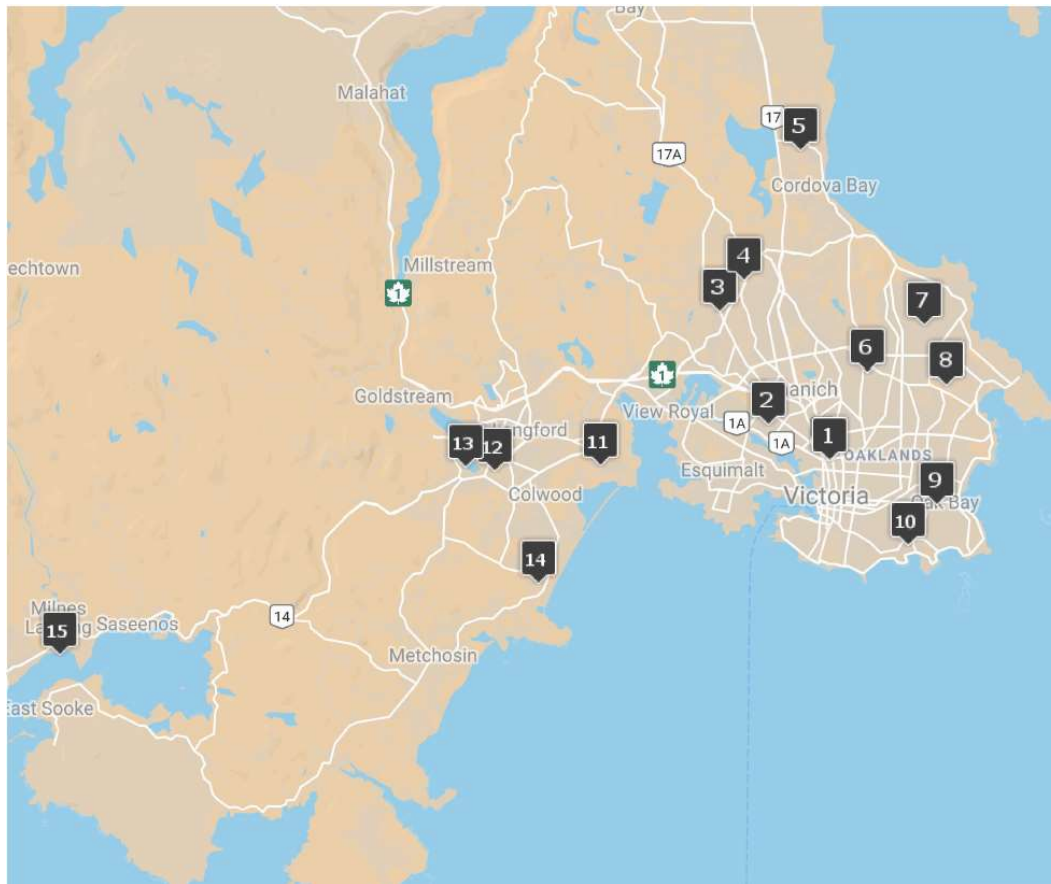
The many benefits of installing an all-weather field at Lower GISS funded by SSIYSA include the following:

- **Benefits to the Environment:** The GISS Lower field was originally built as a high quality sand based field, but to keep it going requires significant watering. Converting this field to synthetic turf would effectively conserve a massive amount of our precious Island water resource.
- **Benefits to School District Students:** GISS (and other schools of School District 64) would gain year round access to an all-weather outdoor field that can be used for PE and other purposes. Students therefore have more opportunities to be healthy, stay fit, and to engage in sporting activities that build self-esteem and team work.
- **Benefit to School District Staff and Trustees:** By partnering with the SSIYSA, the School District harnesses the expertise, enthusiasm, and energy of SSIYSA, the larger on-island soccer community, and the community as a whole in changing a field that is poor to an all-weather field that can be used year round.
- **Financial Benefits to the School District:** The School District gains an all-weather field with purchase and installation costs covered by SSIYSA and its fundraising efforts.
- **Benefits to Island Youth:** Our Island sports facilities are aging. A new all-weather field sends a signal to our youth that their continued activity in sports is valued. Good sports facilities allow the youth of Salt Spring and School District 64 to strive to achieve their potential on island. This will help attract and maintain more players playing sports, thus boosting youth involvement in sport.
- **Benefits to the SSIYSA:** The SSIYSA would utilize an all-weather field for soccer practices and games throughout the winter months, on weeknight evenings and weekends. Winter soccer training activities (for all ages) could be tripled from what is now available with current indoor gym times. Frequent game cancelations due to rain related field closures would be eliminated.

- **Benefits to the community:** A synthetic turf facility and lights would also provide year round opportunities to other sport training programs that could utilize the field outside of soccer program hours.
- **Benefit to Community and School District:** Indoor Gym Use Winter Months: School District after hours indoor gym use is over-subscribed during the winter months, especially in the Ganges area school gyms. The SSIYSA is the largest community user of the indoor gym space during this time. An all-weather outdoor field would free up more evening gym times for other community activities. This could also become another source of income for the school district, if it can offer consistent gym times to user groups able to pay for the space.

APPENDIX D: Map of Synthetic Turf Fields on Vancouver Island

Synthetic Turf Fields of Victoria



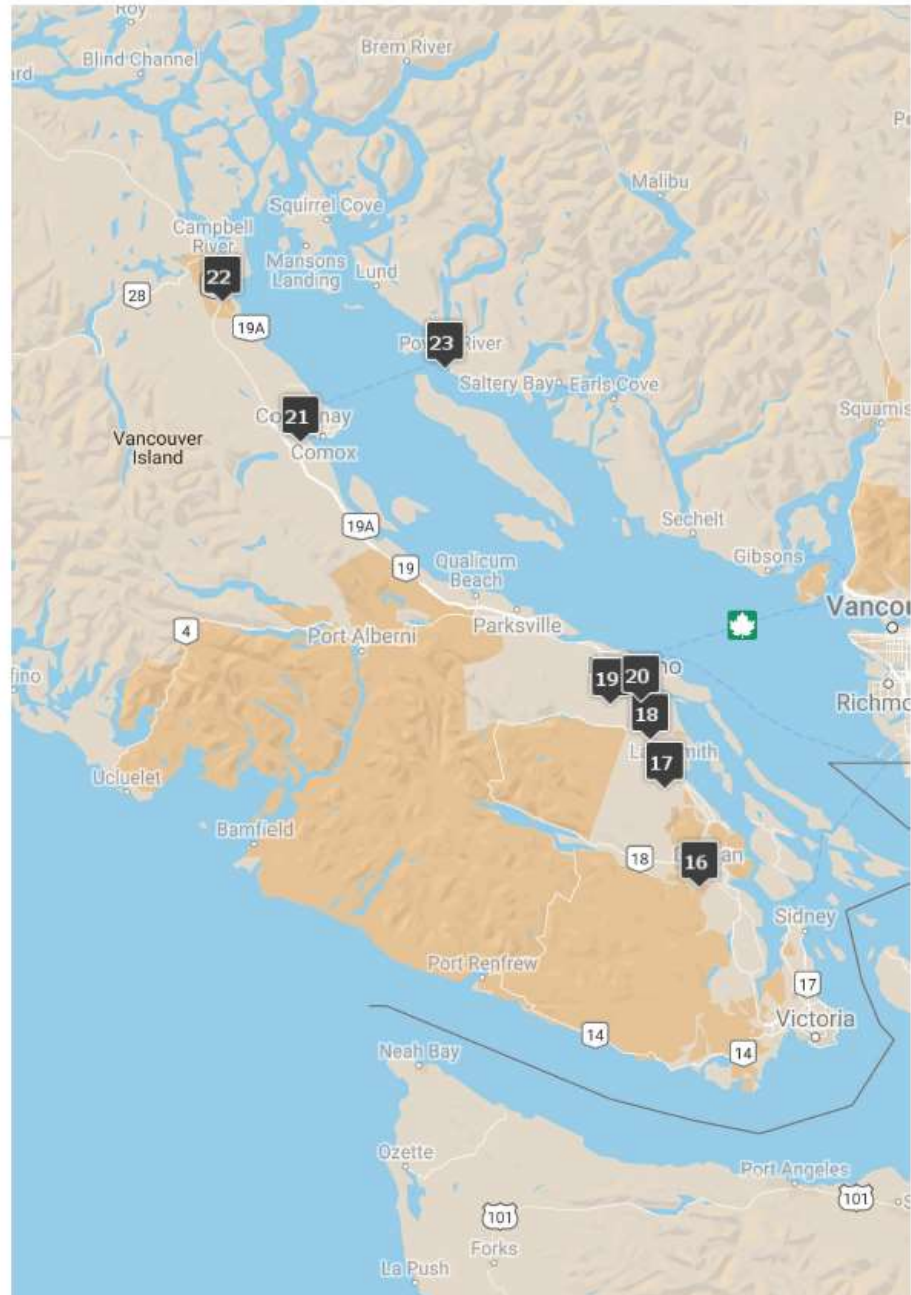
The Fields:

- 1 Finlayson Artificial Turf Field
- 2 Hampton Park
- 3 PISE Artificial Soccer Field
- 4 Layritz Park
- 5 Lochside Park (Cordova Bay)
- 6 Braefoot Park
- 7 Tyndall Turf Soccer Field
- 8 UVic Artificial Turf Fields
- 9 Oak Bay Artificial Field
- 10 Glenlyon Artificial Field
- 11 JDF Rec Artificial Field
- 12 Goudy Field Langford
- 13 Westhills Stadium
- 14 Royal Bay Secondary School
- 15 Fred Milne Artificial Field

Synthetic Turf Fields North of Victoria

The Fields:

- 16 Sherman Road Duncan
- 17 Forrest Field Ladysmith
- 18 NDSS Turf Field Nanaimo
- 19 Merle Logan Field Nanaimo
- 20 Merle Logan Field #2
- 21 Vanier Artificial Field Comox
- 22 Robron Park Campbell River
- 23 Brooks Field Powell River



CP-2 Five Year Capital Plan Summary

School District: 64 (Gulf Islands)

Capital Plan Year: 2020/21

Date: June 6, 2019

Priority Number	School Facility #	School Name Name	Project Type	Year One 2020/21	Year Two 2021/22	Year Three 2022/23	Year Four 2023/24	Year Five 2024/25
1	64002	Saltspring Elementary	School Enhancement Program - Mechanical Upgrades - heat pump and propane boiler replacement. Phase 1.	\$335,900	\$0	\$0	\$0	\$0
2	64008	Pender Islands	School Enhancement Program - Mechanical Upgrades - Gym furnace and ventilation upgrade, DDC Upgrade.	\$239,062	\$0	\$0	\$0	\$0
3	64007	Fernwood Elementary	Playground Equipment Program - New Playground	\$110,000	\$0	\$0	\$0	\$0
4	64010	Gulf Islands Secondary	School Enhancement Program - Roof Replacement (Phase 2)	\$286,650	\$0	\$0	\$0	\$0
5	64006	Salt Spring Middle	Replacement Program - Replacement of portable classroom.	\$0	\$300,000	\$0	\$0	\$0
6	64003	Mayne Island	School Enhancement Program - Mechanical Upgrades - Fire sprinkler installation.	\$0	\$394,900	\$0	\$0	\$0
7	64010	Gulf Islands Secondary	School Enhancement Program - Roof Replacement (Phase 3)	\$0	\$300,982	\$0	\$0	\$0
8	64009	Fulford Elementary	School Enhancement Program - Lighting Upgrade	\$0	\$160,000	\$0	\$0	\$0
9	64006	Salt Spring Middle	School Enhancement Program - Lighting Upgrade	\$0	\$210,000	\$0	\$0	\$0
10	64002	Saltspring Elementary	Seismic Mitigation Program - Seismic Upgrade	\$0	\$2,500,000	\$1,000,000	\$0	\$0
11	64002	Saltspring Elementary	School Enhancement & CNCP Programs - Window replacements.	\$0	\$334,000	\$0	\$0	\$0
12	99011	Phoenix Elementary	Seismic Mitigation Program - Seismic Upgrade (Combined project with Saltspring Elementary)	\$0	\$0	\$0	\$0	\$0
13	64002	Saltspring Elementary	School Enhancement Program - Mechanical Upgrades - Replace Air Handling Units. Phase 2.	\$0	\$0	\$300,000	\$0	\$0
14	64005	Galiano Community	School Enhancement Program - Mechanical Upgrades - Fire sprinkler installation.	\$0	\$0	\$421,700	\$0	\$0
15	64010	Gulf Islands Secondary	School Enhancement Program - Roof Replacement (Phase 4)	\$0	\$0	\$316,031	\$0	\$0
16	64009	Fulford Elementary	School Enhancement Program - Roof Replacement	\$0	\$0	\$200,000	\$0	\$0
17	64002	Saltspring Elementary	School Enhancement Program - Lighting Upgrade	\$0	\$0	\$210,000	\$0	\$0
18	64010	Gulf Islands Secondary	School Enhancement Program - Lighting Upgrade	\$0	\$0	\$500,000	\$0	\$0
19	64006	Salt Spring Middle	School Enhancement & CNCP Programs - Window replacements.	\$0	\$0	\$200,000	\$0	\$0
20	64007	Fernwood Elementary	Seismic Mitigation Program - Seismic Upgrade	\$0	\$0	\$2,000,000	\$1,300,000	\$0
21	64009	Fulford Elementary	Seismic Mitigation Program - Seismic Upgrade (Combined project with Fenwood Elementary)	\$0	\$0	\$0	\$0	\$0
22	64003	Mayne Island	Seismic Mitigation Program - Seismic Upgrade	\$0	\$0	\$0	\$700,000	\$1,000,000
23	64005	Galiano Community	Seismic Mitigation Program - Seismic Upgrade (Combined project with Mayne Island)	\$0	\$0	\$0	\$0	\$0
24	64010	Gulf Islands Secondary	School Enhancement Program - Roof Replacement (Phase 5)	\$0	\$0	\$0	\$331,833	\$0
25	64010	Pender Islands	School Enhancement Program - Lighting Upgrade	\$0	\$0	\$0	\$180,000	\$0
26	64005	Galiano Community	School Enhancement Program - Lighting Upgrade	\$0	\$0	\$0	\$160,000	\$0
27	64003	Mayne Island	School Enhancement Program - Lighting Upgrade	\$0	\$0	\$0	\$0	\$160,000
28	64004	Saturna	Seismic Mitigation Program - Seismic Upgrade (Combined project with Pender Islands)	\$0	\$0	\$0	\$0	\$0
29	64008	Pender Islands	Seismic Mitigation Program - Seismic Upgrade	\$0	\$0	\$0	\$0	\$750,000

**CAPITAL BYLAW NO. 2019/20-CPSD64-01
CAPITAL PLAN 2020/21**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 64 (Gulf Islands) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2020/21 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated June 12, 2019, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 64 (Gulf Islands) Capital Bylaw No. 2019/20-CPSD64-01

READ A FIRST TIME THE 12th DAY OF June 2019;
READ A SECOND TIME THE 12th DAY OF June 2019;
READ A THIRD TIME, PASSED THE 12th DAY OF June 2019.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 64 (Gulf Islands Capital Bylaw No. 2019/20-CPSD64-01 adopted by the Board the 12th day of June 2019.

Secretary-Treasurer

MCFD Child Care Spaces Funding Project Consideration Criteria

The Ministry of Children and Family Development, under the Child Care BC Capital Funding Programs, is offering capital funding to create new child care spaces. School District 64 will be accepting proposals from community-based non-profit organization offering to operate new child care facilities in the Gulf Islands.

School District 64 would manage the capital component of any projects approved.

Criteria for project consideration will be made based on the following:

- Community need:
 1. Individual communities do not have existing child care facilities
 2. Existing child care spaces for children under five in the community (ration of need to availability)
- The school district has an appropriate location for the proposed facility that will be a benefit to the District and to the community
- Is the group submitting the operating proposal established? Reputable? Well-organized?

Projects will be selected for further discussion based on the above criteria. The District reserves the right to accept/reject any proposed project.



Draft Summary
Committee of the Whole – SD 64 (Gulf Islands)

In attendance

Committee: Rob Pingle (board chair), Shelley Lawson (vice chair), Tisha Boulter (trustee), Janelle Lawson (trustee), Chaya Katrensky (trustee), Greg Lucas (trustee)

Staff: Linda Underwood (assistant superintendent), Jesse Guy (secretary treasurer), Lori Deacon (executive assistant)

Guests: Judy Smith (GIPVPA)

Regrets: Stefanie Denz (trustee), Scott Benwell (superintendent), Doug Livingston (director of instruction, learning services)

Called to order 9:05 a.m.

1. **Adoption of Agenda**

Additions: Procedure 220 (5a)

Agenda adopted by consensus.

2. **Adoption of Minutes**

Minutes of April 24, 2019 adopted by consensus.

3. **Business Arising**

a. *Draft 2019 Committee Day Schedule*

Shared draft schedule of committee meeting for 2019-20. Inviting partner groups to most committee meetings and reserving in-camera discussions for in-camera meetings demonstrates increased effort for transparency. June's committee day is still scheduled but will most likely be cancelled.

4. **New Business**

a. *Windsor House Process Update*

Linda Underwood reported that Collective Agreements are being followed, and Teacher layoff notices have been issued to Windsor House staff. Working with Union partners around section 54 of the *Labour Code* as it pertains to "significant" numbers of employees.

b. *Trustee Review*

Trustees completed a Board Self-evaluation Questionnaire as an exercise in best governance practices. Discussed results as a group. Student relations and engagement were identified as areas for improvement, as was finding opportunities to publicly share liaison and representative committee work.

Trustees noted a departure from intentional connections of the work of the Board to the strategic plan and expressed a desire to return to that practice.

5. **Other Business**

a. *Procedure 220*



COMMITTEE OF THE WHOLE
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 05 22

Broken links were found in the reference section of Board Procedure 220.

Action: Lori Deacon will make corrections as housekeeping amendments.

6. **Next Meeting:** September 25, 2019. Time to be determined.
7. **Adjournment:** 10:05 a.m.



Draft Summary
Human Resources Committee – SD 64 (Gulf Islands)

In attendance

Committee: Shelley Lawson (chair), Greg Lucas, Tisha Boulter; Rob Pingle (board chair, ex-officio)

Trustees: Chaya Katrensky, Janelle Lawson

Staff: Jesse Guy (secretary treasurer), Linda Underwood (assistant superintendent) Lori Deacon (executive assistant)

Guests: Judy Smith (GIPVPA)

Regrets: Stefanie Denz (trustee), Scott Benwell (Superintendent), Doug Livingston (director of instruction, learning services)

Called to order 10:12 a.m.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

Minutes of October 10, 2018 adopted by consensus.

3. **New Business**

a. *Local CUPE and GITA Bargaining Update*

Linda Underwood reported on the bargaining process to date. Bargaining has concluded locally with GITA. Work is being done at the provincial level to make language in the collective language gender neutral.

Everything in the CUPE Collective Agreement is on the table for bargaining. There is some provincial money on the table with stipulations as to how it can be used. There is positive and rich discussion at the table. Two more meetings have been scheduled.

b. *Staffing 2019/20*

The district has identified over 8 FTE surplus to need teachers. Conversations occurred prior to layoffs being issued. The majority of teachers have chosen recall in lieu of layoff or bumping. Vacancies will be posted soon.

The Joint Layoff and Recall Committee met regarding CUPE EA selection scheduled for June 6. Bus driver selection will follow, allowing bus drivers to select their routes.

Linda clarified that the music position at SIMS will be posted the same as previous years (0.3429 FTE). It was noted that public discussion regarding the music position was initiated prior to the staffing process being set at the school level.

c. *Trustee Education – Local vs provincial language in Collective Agreements*



COMMITTEE DAY
Board of Education, School District No. 64 (Gulf Islands)
SCHOOL BOARD OFFICE
2019 05 22

Linda shared a document from BCPSEA to help explain key concepts related to local vs provincial language in teacher bargaining. She directed trustees to Appendix 1 of the Collective Agreement that identifies which articles can be bargained locally and which have been identified as provincial matters (Appendix 1 – Local Matters).

4. Other Business

5. Next Meeting: September 25, 2019. Time to be determined.

6. Adjournment: 10:45 a.m.



Draft Summary
Finance, Audit, and Facilities Committee – SD 64 (Gulf Islands)

In attendance

Committee: Tisha Boulter (committee chair), Chaya Katrensky, Shelley Lawson, Rob Pingle (board chair, ex-officio),

Trustees: Janelle Lawson, Greg Lucas

Staff: Jesse Guy (secretary treasurer), Linda Underwood (assistant superintendent) Lori Deacon (executive assistant)

Guests: Judy Smith (GIPVPA)

Regrets: Stefanie Denz (trustee), Scott Benwell (Superintendent), Doug Livingston (director of instruction, learning services)

Called to order 10:55 a.m.

Recognition of traditional territories.

1. **Adoption of Agenda**

Agenda adopted by consensus

2. **Adoption of Minutes**

Minutes of April 24, 2019 adopted by consensus

3. **New Business**

a. *Draft Budget 2019/20 – Jesse Guy*

Jesse Guy explained the budgeting process to date and the impact of reduced enrolment. The District can anticipate an approximate \$600,000 deficit and will need to engage funding protection to demonstrate a surplus of less than 3%. She shared a breakdown of operating revenues and expenses.

4. **Other Business**

a. *Long Range Facilities Plan (LRFP) update conversation – Shelley Lawson*

The District's LRFP is posted on the website and is in year two of a five-year cycle. Rob Pingle explained that, for growing districts, the Ministry has announced plans to make long-range planning easier.

Rob suggested that trustees could look at long term planning around the four-year election cycle.

5. **Next Meeting:** November 27, 2019 – Time to be determined.

6. **Adjournment:** 11:50 a.m.



Draft Summary
Education Committee – SD 64 (Gulf Islands)

In attendance

Committee: Chaya Katrensky (committee chair), Tisha Boulter, Janelle Lawson, Rob Pingle (board chair, ex-officio)

Trustees: Shelley Lawson (vice chair), Greg Lucas

Staff: Jesse Guy (secretary treasurer), Linda Underwood (assistant superintendent) Lori Deacon (executive assistant)

Guests: Deborah Nostdal (GITA); Colleen Belliveau (Speech and Language Pathologist)

Regrets: Stefanie Denz (trustee) Scott Benwell (Superintendent), Doug Livingston (director of instruction, learning services)

Called to order 1:00 p.m.

Recognition of traditional territories.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

Amendment to acronym SSE.

Amended minutes of the April 24, 2019 meeting adopted by consensus.

3. **Learning Celebration**

a. *Colleen Belliveau – Speech and Language Pathology*

Ms. Belliveau explained that Speech and Language Pathology means more than just articulation as it entails working with a wide range of communication difficulties across the lifespan. She stressed the importance of early intervention to support learning and behavior challenges associated both with expressive and receptive language difficulties. More children are entering the school system with speech and language deficits than ever before.

It was explained that language is key to how we navigate the social world, with strong connections between oral language and literacy. Kindergarten students work on oral language and speech sound production; oral narratives and phonological awareness are two areas of focus.

Ms. Belliveau shared resources (wordless books and lifecycle felt story kits) used in classrooms to develop all areas of language.

Currently student data and triangulate performance indicators are being used to identify students at risk. Ongoing work in District includes parental



communications to destigmatize, early screening, home programs, Strong Start consultations, work in classrooms, advocacy and public awareness.

Action: Ms. Belliveau to draft a letter for the Board to send to the Ministry and Island Health requesting increased targeting funding for speech and language supports.

4. Business Arising

- a. *Configuration Review – May 8th Updated Reconfiguration Consultation Strategy*
May and June will be used to identify venues and platforms for the consultation process.

Action: Trustees to identify FAQs and Terms of Reference and send to Lori to compile and format.

Action: Lori will send timeline and messaging to trustees and schools for circulation.

5. Old Business

- a. *FSA Participation Discussion*
Discussion regarding participation in FSA and communication with families regarding the assessment. Item tabled for future meeting.

6. Next Meeting: September 25, 2019 – Time to be determined.

7. Adjournment: 2:33 p.m.