



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
MAYNE ISLAND SCHOOL
2019 11 13 at 1:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ELECTIONS**
2. **ADOPTION OF AGENDA**
3. **APPROVAL OF MINUTES**
 - (a) Minutes of the Regular Meeting, Public Session held 2019 10 09 (attachment)
4. **IN-CAMERA SUMMARY**
 - (a) Summary of In-Camera meeting held 2019 10 09 (attachment)
 - (b) Summary of Special In-Camera held 2019 10 23 (attachment)
5. **BUSINESS ARISING**
6. **CORRESPONDENCE**
 - (a) Letters of Support for Soccer Field (attachment)
 - (b) Letter from MLA Todd Stone – Vaping (attachment)
7. **DELEGATIONS**
 - (a) Climate Change – Julie Johnson (attachment)
 - (b) Mayne Island 2010-2020 School Plan Presentation
8. **CHAIRPERSON’S REPORT**
 - (a) Coastal Ferry Vision Forum (attachment)
 - (b) CRD – SSI Climate Action Plan Update (attachment)
9. **CHIEF EXECUTIVE OFFICER’S REPORT**
 - (a) Learning in School District No. 64 (FESL)
 - (b) Staffing Update
 - (c) 2019-2020 School Plan Approvals
 - (d) SIMS Field Trip – Quebec Exchange (attachment)
 - (e) Student Reporting Policy
10. **CORPORATE FINANCIAL OFFICER’S REPORT**
 - (a) Financial Report
 - (b) SSIYSA ALC Application Request (attachments)
11. **COMMITTEE REPORTS**
 - (a) Committee of the Whole Report (attachment)
 - (b) Education Committee Report (attachment)
 - (c) HR Committee Report (attachment)

- (d) Policy Committee Report (attachment)
 - i. Draft Policy: Menstrual Products in Schools (attachment)
Motion: The Board of Education adopt POLICY 4270 Provision of Menstrual Products to Students.
 - ii. Policy Amendments: Procedure 407 Student Supervision (attachments)

12. TRUSTEE'S SCHOOL REPORTS

Topic: How is your school partnering with other schools, Islands, and local agencies? (Engagement with Community Partners, Objective 3.1)

- *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*
- *Salt Spring Island Middle School*
- *Salt Spring Elementary School*
- *Saturna Elementary School/SEEC*

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Committee Day – November 27, 2019 at the School Board Office
- (b) Regular Board Meeting – December 11, 2019 at the School Board Office

15. ADJOURNMENT

LOCAL SCHOOL CALENDAR CONSULTATION FOR 2020/21



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
PENDER ISLANDS SCHOOL
2019 10 09

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Linda Underwood	Acting Assistant Superintendent
	Doug Livingston	Director of Instruction, Learning Services
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
	Richard Frost	Director of Facilities and Transportation
	Adrian Pendergast	Principal, Pender and Saturna Schools
Margot Landahl	Vice Principal, Pender School	

Clare Nuyens
CUPE Representative
Deb Nostdal
GITA President
Mark Kitteringham
Driftwood Representative

Regrets:

The meeting was called to order at 1:00 p.m. by Chair 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**

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2019 10 09 be adopted as presented.

CARRIED 118/19

2. **APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2019 09 11 be approved as presented.

CARRIED 119/19

3. **IN-CAMERA SUMMARY**

Moved and seconded that the Board of Education adopt the In-Camera Summary of 2019 09 11 as presented.

CARRIED 120/19

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

6. **DELEGATIONS**

(a) **Island Pathways**

Bob MacKie and Elisa Rathje presented on active transportation and cycling as a popular and healthy mode of transportation. Island Pathways and Cycling Salt Spring are working to develop cycling infrastructure on the Gulf Islands aimed at improving safety for students. Studies support findings that cycling can improve academic achievement and focus. Other benefits of cycling see



the implementation of slower speed zones, reduction in emissions, cost savings directly associated with student transportation, and increased autonomy. Island Pathways is requesting the Board write a letter of support, to the Minister of Transportation, and advocate for safe cycling routes to schools on Salt Spring.

Moved and seconded that the Board write a letter to the Minister of Transportation advocating for safer routes to schools in the Gulf Islands School District in alignment with the BC Active Transportation Guide.

CARRIED 121/19

(b) Pender Islands School Plan Presentation

Principal Adrian Pendergast and Vice Principal Margot Landahl presented their shared vision for student success based on the Ministry's Policy for Student Success and the Educated Citizen model. Learning at Pender Islands School is student-centered and supported with high-quality teaching and leadership. Assessment practice and collaborative process are central to programming and learning opportunities. Ensuring students are rooted in the place they live and learn is central to them growing in appreciation for and understanding of Indigenous ways of learning, scientific exploration, and environmental ethics.

Ensuring students at Pender receive the highest level of education is the focus of the school plan. High and measurable standard of programs delivery are key with expectations in literacy made visible to students and to families.

There is still lots of work to be done, but the team is excited to get there. Trends in FSA results show that currently, few students are extending their learning, but most are emerging or meeting expectations. Recent satisfaction surveys identify student engagement as an area for growth. Staff are using learning sprints to target specific areas of need/concern and provide a shortened time frame that can be targeted and measured to support larger learning goals and ensure efficacy.

7. CHAIRPERSON'S REPORT

(a) DRAFT Instructional Calendar 2020-2021

Chair Pingle explained that next year is a unique situation where the bookends of a typical school year do not allow for a two-week Spring Break. The draft 2020-21 calendar sees the addition of two extra instructional Fridays, one per semester, and extends to the end of June in order to meet minimum required instructional hours. The adoption of this calendar would necessitate a letter of understanding with GITA. The draft 2020-21 calendar will be circulated for feedback.

Deb Nostdal informed trustees that GITA members had been surveyed. She stated that the group did not identify a clear preference, but were less inclined to favour adding minutes to the school day as a possible option.

(b) Bargaining Update

Since circulating the board package, the statement from BCPSEA Board Chair has been rescinded. The next update from BCPSEA will be released November 1st. Chair Pringle expresses his hope that bargaining will conclude as soon as possible in everyone's best interest.



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

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

Doug Livingston continued his presentation from last month regarding the link between student success and wellbeing. He correlated graduation rates and employment rates. He explained that students who participate in the FSA are more likely to graduate and those who demonstrate proficiency in grade 4 FSA reading and writing are more than twice as likely to graduate than their peers. He showcased the district dashboard designed to organize assessment information, identify gaps in learning, and inform practice for early and effective targeted interventions. The dashboard provides educators with access to current and comprehensive information about our learners to guide instruction and supports.

(b) **Staffing and Enrolment Update**

Assistant Superintendent Underwood reported that enrolment across the district is currently at 1462 FTE students and an additional 61.5 FTE international students. She reported that staffing is stable and that the Director of Instruction (HR) posting closes on Friday.

(c) **Emergency Preparedness**

Richard Frost explained that, following last year's windstorm, the district has begun to address areas of concern in emergency preparedness and planning. A district team met with emergency services and partners to problem solve and clarify expectations and responsibilities. Emergency procedure flipcharts at every school will be updated to include contact information and protocols. Generators and emergency packages, including propane tanks and flood lights, have been ordered and will be provided for each school.

A draft document was shared regarding the chain of communication for inclement weather leading to school closures or student transportation cancellations.

(d) **Delegation of Transportation Responsibilities**

With the hiring of a Director of Transportation, the administration and supervision of all student transportation services, including water taxis, is being consolidated with the transportation department and plant services. Transition of the student water taxi portfolio will take place in the coming weeks. This puts an additional layer of responsibility in place before concerns or appeals are brought to the Superintendent or the Board of Education for consideration.

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

(a) **Financial Report**

Secretary Treasurer Guy explained that the first quarterly reporting was successfully submitted to the Ministry. She shared the monthly expenditures for September and reported that District spending is on track as budgeted for.

10. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

The draft Committee of the Whole Summary 2019 09 25 was received:

- BC Housing is interested in developing units now that water has been found on the Drake Road property. The District will sit on the advisory committee if the project moves forward.
- Discussion around code of conduct for staff and trustees.

An amendment was made to the summary to reflect supportive housing.



(b) Education Committee Report

The draft Education Committee Summary 2019 09 25 was received:

- A letter from DPAC to parents regarding the configuration process was shared and is now posted on the website. The letter provides concrete examples of possible configuration options. The committee set meeting dates for public consultation as well as the agenda.

i. Configuration Review

The first public consultation meeting takes place this evening at Pender Islands School. The Thoughtexchange will be launched at the meeting.

(c) HR Committee Report

The draft HR Committee Summary 2019 09 25 was received:

- The committee discussed the Director of Instruction (HR) position. The posting closes on Friday.

(d) Policy Committee Report

The draft Policy Committee Summary 2019 09 25 was received:

- The committee met and committed to drafting a *Menstrual Products in Schools* policy as required by the School Act.
- Discussions regarding facilities use request processes and use of AirBnB for field trips.

i. Draft Policy: Menstrual Products in Schools

The Ministry requires school district to adopt policy around the provision of menstrual products for students. A notice of motion was presented:

Notice of Motion: The Board of Education adopt POLICY 4270 Provision of Menstrual Products to Students. The motion will be tabled at the regular Public Board meeting on November 13, 2019.

The draft policy will be circulated for feedback and brought to the next committee day and November Board Meeting for consideration.

(e) Aboriginal Education Advisory Committee Report

Shelley Lawson stated how privileged she feels to sit on this committee and that the committee's official name is now Indigenous Education Advisory Committee. The committee met last week. Planning has begun for a district-wide Indigenous Education Day for grade 4 and 5 students. Ms. Lawson reported that the welcome pole at Galiano is finished and that many students and staff embraced Orange Shirt Day (Every Child Matters) on September 30th. She explained that the Draft Enhancement Agreement is ready for final design and publication. This renewal sees a shift in responsibility from students to educators and will be in place from 2020 to 2025. A signing ceremony is being proposed for December or January. The committee will be seeking Board approval for the Enhancement Agreement at the November meeting.

11. TRUSTEES' SCHOOL REPORTS

Trustee School Reports were received. Topic: What is your school doing to incorporate Indigenous education into the school ear?

Fernwood Elementary School



Besides the district implemented Student and School Service Plan for indigenous Education, Fernwood school is adding activities; on Orange shirt day the three R's of the school were discussed and that little respect was shown to children at residential schools. Principal Logan read 'When we are alone' to whole school, about small resistances shown. In other areas, the 9 indigenous learners (mainly in grade 5) gather for lunch with Shannon, Quentin, Cheryl or Kelda and talk about their cultural heritage. In October Ms. Ruff is teaching hulq'uminim words. Dream catchers, making bannock and nettle pizzas are future lessons.

The Indigenous support workers are Integrating knowledge into regular classes. For instance, the grade 2/3 math lesson on 2d shapes, have indigenous music in background, and a video of artist making the 2d shapes from the First Nations of the west coast.

The staff room has a bin of indigenous resources that teachers can use in their lessons. Funding has been put into books with indigenous themes, for all students to use and build their knowledge of local First Nations culture and practices throughout the year.

Fernwood has a unique territory acknowledgement, written by kids, and recited every Monday. A drum is beaten during the recitation originally made by the firebirds with Cowichan Elder Tsouhilum 5 years ago. Every year when firebirds graduate they ceremonially pass on the drum to the grade 4's. The school entrance is graced with a First Nations print gifted from Victoria's Salish Weave, which gets changed every two months. Classes do reading and writing projects around it the content of the print, often depicting a story.

Ms, Logan will be actively tracking support of 9 indigenous learners throughout the year.

Fulford Community Elementary School

The school's value guidelines includes First Peoples Ways of Knowing. At each whole school meeting a territorial acknowledgement is made. The version of Oh Canada sung at the school is by the band Asani, an Aboriginal women's a cappella group from Edmonton who have re-imagined it to reflect the myriad peoples who call Canada their homeland.

All classes engage in nature based learning to ground them in a strong sense of place. Classes that have circle routines incorporate indigenous culture into them. While other classes are using learning resources like the Six Cedars Trees and Fatty Legs to delve further into the connections and experiences of indigenous people to this land. The school continues to seek resources that provide literacy training through an indigenous lens. It is still a stretch to find numeracy resources that do this.

The school greatly appreciates the visits made by the district's indigenous education team. Students are engaging directly with indigenous culture through this program.

Galiano Community School

With continuous efforts to embed Indigenous worldviews and perspectives in all we do the GCS School Plan is being re-considered through a lens of the Enhancement Agreement, embracing belonging, community, culture and success. There are plans to bring more local hul'qu menim language into the school and classrooms, and to build a closer relationship with our First Nation neighbours on Peneluket Island. Classroom teachers continue bringing daily circle gatherings into the classroom, spending time recognizing ancestors and engaging in deep listening. All Education Assistants also have access to the newly implemented Tracking Tool, bringing a new level of accountability to our indigenous learners.

For several years, Quinten has been working with our community, carving a Welcome Pole for the school grounds. We are very excited to be planning a ceremonial pole raising later this year and will be working with local knowledge keepers and elders to ensure this project is completed in harmony with the land and the people.



Gulf Islands Secondary School

GISS is taking a two-pronged approach: engaging with students and supporting teachers. Cheryl Ruff and Shannon Johnston are spending the beginning month building relationships with all the identified Aboriginal students. They are setting up plans for support throughout the year and informing these students of all the allocated resources they can utilize if they so choose. The hope is that there will be many opportunities through the year for these Indigenous students to participate in leadership roles with whole school events. A safe space has been created as a resource room for students to sign in for extra support.

Teachers will be supported by the creation of a new resource library. One library block has been reserved to offer Indigenous materials that can be utilized in all subjects. A consented effort is being made to help transition the new curriculum with regards to Aboriginal Education for all teachers.

Mayne Elementary/Jr. Secondary School

Indigenous Education is incorporated throughout daily life at Mayne Island School. World views and pedagogies are woven into everything that is done and are guided by the First Peoples Principles of Learning.

The talking circle is an important element of classroom routine. Each morning, the classes gather in a circle for a morning greeting and each day is finished with a gratitude circle.

The students have also named every room in the school guided by the teachings of the book, 6 Cedars, by Margot Landahl, enabling an authentic connection to the spiritual embodiment of the First People's Principles of Learning.

As well, every year the school is host to the Mayne Island community's National Indigenous People's Day celebration, where the students welcome elders and other community members for a meal of salmon and bannock prepared by the students. The whole school will also participate again this year with the community's recognition of Indigenous Veterans Day at the community Welcoming Figure.

Pender Islands Elementary Secondary School

As a school wide initiative we continue to examine new ways we can imbed indigenous perspectives and ways of knowing into the daily practice at our school. Most recently our staff met over the question on how best to approach the topics of residential schools and reconciliation in their classrooms leading up to orange shirt day and beyond.

Themes and topics discussed included:

- healing, courage, inclusivity and belonging linked to identity
- recognizing the importance of music in culture and with permission, learning First Nations songs
- storytelling with the idea of celebrating how everything is connected through first voice
- discovering how to define reconciliation, how it fits into political platforms
- exploring diversity, prejudice, stereotypes
- Tellers of the Tale; loss, family connections, symbolism
- reading books available on residential schools, focus on language as spoken thought

We also continue to seek outside expertise to bring in greater knowledge from our community. Specifically, we had John-Bradley Williams visit from the WASA'NEC' nation to discuss stories and help students to gain a better understanding of local indigenous history and how we can improve our work towards reconciliation.



We are also keen to continue to pursue our partnerships in education with BC parks, Saanich indigenous students and local island representatives. We will continue to engage in opportunities such as visiting significant archaeology sites with appropriate permission and holding more events like our salmon pit cook while continuing to expand cultural exchange opportunities through student led group projects.

Further, we are exploring ways to incorporate local language into our school. Our staff group has discussed for example how we might more appropriately recognize place upon entering our school with one idea being a Pender map showing traditional place names.

Finally, above all else, we are placing an additional focus to ensure the academic success of our self-identified indigenous students. Where needed, additional support will be provided to ensure our Indigenous learners thrive at Pender Islands School and beyond.

Phoenix Elementary School

Our approach is very intentional this year and we have divided our efforts into activities geared for the whole school population and targeted support for our Indigenous students. Based on our assessments we have identified that the indigenous learners are needing intervention in their foundational skills and social-emotional learning. Their classroom teachers have been freed up with LIST support to work directly with these learners implementing indigenous culturally grounded lessons up to 4 hours/week

Whole School Activities: Indigenous learning and exposure to Indigenous culture is present and alive at Phoenix School. Our walls are plastered with indigenous art and student's work hanging from the walls often incorporates Indigenous Principles of Learning and our recent, "Project of Heart", commemorating Orange Shirt Day is an example of this. We have just received our first bin of Indigenous resources and our teachers will be utilizing these within numeracy and literacy lessons on a regular basis in the class through the coming year.

Salt Spring Elementary School

All classes in the school use the district resources available to integrate aboriginal ways of knowing into the education of the students. Nature based learning is seen as a good way to address this by connecting students to the place. Finding patterns in nature is a first peoples way of knowing that includes numeracy learning.

Indigenous language is being explored at the whole school meetings through the district's indigenous education team. A display wall outside the gym has been created to reinforce these learnings.

Roy Henry Vickers and Robert "Lucky" Budd are visiting the school to talk about their project Voices from the Skeena. Called Xsien ("water of the clouds") by the Tsimshian and Gitksan, the Skeena has always played a vital role in the lives of Indigenous people of the region. Vickers has created forty illustrations to accompany the text selected by Budd from the pioneer interviews CBC radio producer Imbert Orchard recorded in the 1960s. All students in the school will be creating art inspired by Vickers.

Saltspring Island Middle School

The whole school assemblies at the middle school this year have adopted the big house practice of holding the meeting in a circle. All the students and staff sit together on the floor of the Gym facing each other with a relevant artifact on a blanket at the centre of the circle. This has been a change that has brought more equity and groundedness. The school learns a new Hulq'uminum word at each assembly. Lots of connecting conversations are occurring between teachers as they share ideas and resources on how to embed indigenous teachings into the classroom setting. Cheryl Ruff comes to the school twice a week to work with the school community. A cultural leadership group has started up on Wednesday's.

Quentin comes to the school all day on Thursdays to teach cultural art stories, and games.



Saturna Elementary School/SEEC

We are so fortunate as a district to work, learn and live on the sacred lands of the Coast Salish Peoples. As I reflect on my meeting with the Principle and Vice-Principle of Saturna School I feel encouraged and humbled to be part of this time of change through Truth and Reconciliation. To foster and be part of an environment that includes the First Peoples Principles of Learning. Connecting to self, family, community, land, spirit and ancestors; sharing in this process as we move forward on this healing and engaging journey.

Orange Shirt day was recognized on Saturna at a special morning gathering. Our elementary class had a hike planned to head up through the waterfall trail and join the SEEC students at Haggis Hollow. Once the groups came together our educators shared the history of Orange Shirt day and Phyllis Webstad's story. The students were also read the 2008 government's official apology letter to the Indigenous People of Canada. This group learning lead to discussions on culture and family values.

It is recognized by our educational team on Saturna that our island and program designs are inherent to place based learning in our rich natural environments. SEEC students have been orienting to the island through visiting different locations and exploring the land. This has led to some understanding of modern-day Indigenous practices and policies. When heading to Fiddlers Cove the group discussed the Douglas Treaties sign, access on reserve land and the recent clear-cutting initiatives. On Sept. 16th the SEEC students worked with SeaChange in an effort to restore Eelgrass, enriching the shallow water marine ecosystem. This opportunity connected to stewardship of land and agricultural studies. 1,045 Ealgrass were transplanted that day. These modern learning opportunities have been tied in with the focus on oral history and storytelling passed down generationally. SEEC has been studying maps of BC identifying 31 different First Nations across the province and leaning as well that there are upwards of 200 Indigenous languages used by these different nations.

Saturna Elementary students have the opportunity to learn from our district Indigenous Educator, Quentin Harris. Quentin will be visiting the classroom monthly and has tied Indigenous drawing in with storytelling. Our Elementary group size naturally allows small group and one on one learning opportunities. We are all encouraged to walk this path together learning and growing as we go.

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Committee Day – October 23 2019 at the School Board Office
- (b) Regular Board Meeting – November 13, 2019 at Mayne Island School

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:49 p.m.

CARRIED 122/19



MINUTES OF REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
PENDER ISLANDS SCHOOL
2019 10 09

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

DRAFT

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
the School Board Office
2019 10 09**

Present:	Rob Pingle	Board Chair
	Shelley Lawson	Vice-chair
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Gregory Lucas	Trustee
	Chaya Katrensky	Trustee
	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

The meeting was called to order at 9:00 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2019 10 09 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2019 09 11 were approved as presented.

Items:

1. Enrolment and Staffing Update
2. Farming Operation
3. Access to Right of Way
4. Exempt Compensation
5. Drake Road Housing Update

The meeting adjourned at 10:48 a.m.

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

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

**Record of Proceedings of the Special In-Camera meeting held at
the School Board Office
2019 10 23**

Present:	Rob Pingle	Board Chair
	Shelley Lawson	Vice-chair
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Chaya Katrensky	Trustee
	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
Regrets:	Greg Lucas	Trustee

The meeting was called to order at 2:25 p.m.

Agreement to hold a Special In-Camera meeting, waiving the required 48-hour notice and adoption of agenda.

Items:

1. VITRA
2. Staffing

The meeting adjourned at 3:33 p.m.

Begin forwarded message:

From: anne may <annemay.rmt@gmail.com>

Subject: turf field support

Date: November 1, 2019 at 11:54:11 AM PDT

To: rpingle@sd64.org

I am writing to let the school district board know that I am strongly in support of the turf field on school property. There is very little infrastructure of any kind for kids in sport especially in the winter. The turf field allows for much needed guaranteed outdoor play for kids. The field also eliminates extra off island trips for families due to field closures which occur increasingly every year.

We are one of the only communities with out a year round sports field, and maybe the only one without both a turf field and ice rink limiting our youths options for year round recreation. I support the turf field for its positive environmental impact: water conservation, labour and fertilizer free, using a sustainable product.

Having the turf field on school board property increases its use for our most valuable community members, our kids. the current lower high school field is currently unusable 90 % of the time.

i support the school district in applying for non farm use on this project

Anne May RMT
Saltspring Healing Center
130 McPhillips Ave
SAltspring Island, BC
V8K 2T5

Begin forwarded message:

From: Callum Crawford <callum@wcsons.com>

Subject: turf field support

Date: November 1, 2019 at 11:23:38 AM PDT

To: rpingle@sd64.org, anne may <annemay.rmt@gmail.com>

Writing this letter in support of the synthetic turf solution at the high school field.

Island families and players are consistently being shut down due to saturated field conditions in the wet season and dead grass in the dry. These closure are deeply affecting the caliber of play by restricting training times and preventing SSI from hosting off island teams.

If the opposing view is one of environmental preferences, then decisions need to be made upon evidence based metrics. One does not need to dig too deep to realize turf has many advantages to real grass on this front for the type of programming currently in use. Turf fields represent terminal life cycle re-use from former rubber, sustainable and synthetic products. Recycled material is reconstituted to yield the turf surface kickstarting a new robust life cycle that is estimated to be 20 years of pesticide free use!....the end of service field can then be recycled again.

The fossil fuels used for mowing, maintenance, fertilizers, pesticides and aeration are outrageous and toxic, and we should move to a more durable and sustainable solution that supports our local talented players, and one that provides an annual cost savings in maintenance.

callum crawford

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Callum Crawford
Owner, Director
WC+S Architecture

604.802.2519_cell
604.259.5889_office

Begin forwarded message:

From: Markus Wenzel <mclllwenzel@yahoo.ca>
Subject: Soccer Field
Date: October 31, 2019 at 4:22:02 PM PDT
To: rpingle@sd64.org
Cc: ssufield@gmail.com

Hi Rob,

I hope you and your family are well. I am writing to voice my support for the new community amenity, the all-weather playing field proposed for the GISS location, that will enhance the athletic offerings on the island. If I understand correctly, not only will this provide a new facility for the schools to use to extend their season and increase their offerings to keep kids active and outside, and do so at no cost to the School Board, but it will also provide a year-round evening and weekend playing surface for the community at large.

I have been a coach, board member, and treasurer for the Salt Spring Island Youth Soccer Association, with three sons who played many years on and off Salt Spring. My least favorite part of coaching was having to change the practice structure and timing for the teams, once the fields would close every autumn. I was also worried about the increased risk of injury in running large practices a gymnasium, and of dirty shoes compromising the wooden floors. Having an all weather field outdoors would eliminate these concerns, as well as providing a world class playing surface for games.

I have also been involved with successfully bringing a new community sports facility to Salt Spring, the squash club. Not unlike what the soccer club is trying to do in conjunction with SD64, both our organization and the Indoor Tennis Club found a suitable and willing "landlord" to host our facility without us having to purchase land. These have been very successful collaborations in increasing physical activity and benefitting the health of the community. SS United and SD64 are already sharing many facilities for their programs, and having an all weather facility for use by either party would be a win-win. Moreover, other sports groups could use the field and extend their season, and perhaps even bring new sports like 'ultimate frisbee" to the island.

There are going to be many obstacles in place that will make it challenging for this group to succeed with the construction of this facility on the island, and they are well aware of this. ALR, Islands Trust are among them, and then there is the fundraising to contend with. Still, there is a group of passionate parents and community members who selflessly want this to succeed for this generation and many to come. It would be a shame if this baby would not be given a chance to get out of the incubator, and your group has the power to push it ahead.

Thank you for your time and consideration.

Markus Wenzel
President, Salt Spring Squash Club
President, Fulford Community Hall
Certified Financial Planner, IG Wealth

Begin forwarded message:

From: Sonja Collombin <scollombin@gmail.com>
Subject: Letter of support for turf field proposal
Date: October 30, 2019 at 2:52:35 PM PDT
To: rpingle@sd64.org

Cc: ssufield@gmail.com

To Rob Pingle, School district 64.

I am writing to strongly support the proposal for the turf field on the GISS field.

An increase of outdoor space for athletics on Saltspring will greatly help the overcrowding of fields at Portlock park.

I believe that this proposal is environmentally friendly, with careful consideration going into all the materials used and will save an enormous amount of water.

A turf field at GISS will open up more opportunity to reconsider re configuration of portlock part to offer full size baseball fields or more junior sized fields.

The need for more sports fields on Saltspring has been recognized by the PARC as a number one priority of our 10 year strategic plan.

I believe this project would be extremely positive for both adult and youth programs on Saltspring Island.

As climate change continues, drought conditions closing fields in the summer and heavy rain flooding fields in the winter will continue to impede outdoor sports year round. This is a safe, smart option to increase the value of our sport community for everyone.

I fully support the Gulf Island School district board applying for non farm status for this project.

Sincerely,
Sonja Collombin
Manager, North End Fitness
PARC Commissioner

Begin forwarded message:

From: Karen Brown <kbrown@sd64.org>
Subject: Support the turf field
Date: October 30, 2019 at 10:59:22 AM PDT
To: Rob Pingle <rpingle@sd64.org>
Cc: "ssufield@gmail.com" <ssufield@gmail.com>

We are writing to let the board of School District 64, know of our opinion on the proposed turf field.

We strongly support the school district's commitment to this project. We have lived on Salt Spring Island for over 40 years. Our 3 children were born and raised here. They were very involved in community athletics, as well as playing sports throughout their GISS years.

The benefits to their physical and mental wellbeing are immeasurable. Not only have they continued to play sports in their adult years. They are also healthy, well rounded, and team players in their chosen occupations. Enough cannot be said about the benefits of sport.

Building a turf field on the GISS site would benefit our community. Salt Spring has an opportunity to bring a much needed infrastructure upgrade to our athletic fields, and have a positive impact for youth and adult sports on our island.

The current lower high school field is usually closed for many months of the year. A turf field can be used consistently throughout the year by the school district and community.

We want to thank the SSU Turf Field Committee and Board members for the amount of research and commitment to this project. We hope that the school board can see the benefits this project brings to the community.

Board members lets move forward and support this project.

Sincerely

Don Brown-Old Boys Soccer team
Karen Brown-teacher/GISS

111 Webster Dr
Salt Spring Island BC
V8K1Y4
250-653-9559

Begin forwarded message:

From: Daria Zovi <dariazovi@gmail.com>
Subject: letter of support for the turf field project
Date: October 28, 2019 at 7:48:35 PM PDT
To: rpingle@sd64.org
Cc: ssufield@gmail.com

I am writing to let the school district board members know that I support an application to the ALC for Non-Farm Use for this project.

I believe it is important to create better opportunities for youth to be outside and active year round and youth team sports provide many health social and developmental benefits.

I find the current Lower GISS field management practices unsustainable in light of our dryer climate and summer water restrictions and it makes sense for this field to be built in the school district, so students can benefit from it also (my understanding is that PE programs can't use the current fields in the winter, as most students don't have cleats, and they would tear up the wet fields). A turf field would support year-round outdoor PE programs in normal running shoes.

My understanding is that the project will result in better water conservation, the field infill will be made of a natural fibre and the plastic material will be able to be recycled at the end of its life.

Thank you for your consideration, best regards, Daria Zovi

--

Daria Zovi (parent, farmer, board member of the Ag Alliance, organic inspector)
190 Jasper Rd.
Salt Spring BC V8K 2X8
250 537 6380

Begin forwarded message:

From: Carole Eyles <ceyles@telus.net>
Subject: Turf Field
Date: October 28, 2019 at 4:27:05 PM PDT
To: Rob Pingle <rpingle@sd64.org>
Cc: "ssufield@gmail.com" <ssufield@gmail.com>

I am writing in support of the proposed turf field at GISS. I am a retired teacher, community volunteer, and a grandmother. I have accompanied one of my grandsons to his soccer practices in Maple Ridge on the turf field at the local secondary school. He plays there all year even during the winter. My other grandchildren, here on Salt Spring, are not so lucky. They either do not play in the winter or have to practice in the gym. None of this prepares them to be truly competitive. My granddaughter now competes

off-island regularly. Those games are almost always on turf fields. The feel underfoot is different on a turf field and the ball reacts differently. This creates a real disadvantage for our island youngsters.

From what I have read, it seems that the Turf Field Committee is doing their best to provide an environmentally sensitive, economically viable year-round recreation facility for both youth and adults. It will provide an amenity to the school district for minimal effort on your part and will be an asset to the wider community.

The volunteers are to be commended for their vision and commitment. If they are willing to put in all the effort, it would behoove the School District to take advantage of this opportunity.

Sincerely,
Carole Eyles ceyles@telus.net 250-653-4558

Begin forwarded message:

From: ahaigh@uniserve.com
Subject: My position on the proposed turf field
Date: October 28, 2019 at 12:29:53 PM PDT
To: <rpingle@sd64.org>
Cc: <ssufield@gmail.com>

Dear Rob,

I have a few thoughts on the proposed turf field.

I believe it is very important to our youth to have a turf field on Salt Spring Island. There are now more than 20 turfs on Vancouver Island and 90 in Vancouver and environs. Turf fields are the future in both soccer and field hockey. We owe it to our youth to keep them competitive with the rest of BC.

At present, most of our best players are having to go off-island to play for teams that have turf fields. The hours and hours that are spent travelling via ferries 3-4 times a week, month after month, finally leads many of these players to give up the sport. It is frustrating for both players and parents.

Another result of this sport drain is that the rest of the Salt Spring players are left to play on teams that are much weaker than they should be. In certain cases, like that of my daughter Chloe, there are not enough players left in an age group so they don't even have a Salt Spring team this year.

Meanwhile, the boys high school team has had to play elsewhere the last couple of years as the school board has to regrow the field each fall after it is killed off by hot weather and a watering ban. A turf field will save the school board precious money each year that is currently wasted seeding or turfing the field each fall.

As for environmental concerns the ones I have seen in the paper appear to be written by people with no kids and no idea about sport or the environment. The project will conserve huge amounts of water. The plastic is not single use - it will last for many years before it is recycled.

I believe this is a big win for the school district. It will get a great turf field at virtually no cost that will be a benefit to all physical education classes and save the school board significant operating expenses each year.

This project is a big win for Salt Spring Island.

Andrew Haigh

Salt Spring Books
Environmentalist

Begin forwarded message:

From: RICHARD ELWELL <r.elwell@shaw.ca>
Subject: TURF FIELD
Date: October 27, 2019 at 4:57:40 PM PDT
To: rpingle@sd64.org

Hi Rob,

With respect to the turf field being considered by the school board I would like to offer my support and encouragement that this project go ahead.

I am a longtime soccer parent, and I have seen first hand the benefits that a turf field can have for year round play in all types of weather conditions. But even more than that, a turf field will save in maintenance, especially in water use.

Please continue to support this very worthwhile project.

Best wishes and regards,

Richard Elwell

Salt Spring Home Design Centre
250-537-2111
r.elwell@shaw.ca
www.saltspringhomedesign.com

Begin forwarded message:

From: "salish.bruce" <salish.bruce@gmail.com>
Subject: Turf Field Letter of Support
Date: October 27, 2019 at 10:13:12 AM PDT
To: rpingle@sd64.org, ssufield@gmail.com
Cc: dhingrak2002@yahoo.com, Ciaran Ayton <ciaranayton@gmail.com>

October 26, 2019

Dear School District 64 Board;

We are writing to share our support for the proposed Salt Spring United and SD 64 partnership to build a soccer turf field to replace the lower GISS field. As a family of four, who have lived on Salt Spring Island for 10 years now, we are thrilled at the prospect of having a soccer turf field at the high school. Both of our children have been involved and playing soccer from a young age, and our whole family has benefited tremendously for this involvement. It has taught us all the value of community, volunteerism and working together toward a common goal. Every game day or practice day, our kids get out there and challenge themselves physically, mentally and spiritually. As a result, they (and we) have made life-long friendships and memories and learned key life lessons. The benefits of positive sport and recreation cannot be underestimated, and we are thrilled at the opportunity that a new turf field at GISS will present.

This project will significantly increase the amount of outdoor recreation playtime available for our children, youth and adults to play soccer as well as other outdoor sports. It makes good sense to have the field built on the high school grounds rather than Portlock Park as it will become a huge asset to SD 64

students, and particularly those at the high school level. We applaud the efforts of the Salt Spring United board members to ensure that this project is environmentally sustainable, by using fill that will not add toxins into our ecosystem and can be recycled at the end of its use. We do not share the concerns that some of our community members have brought forward about the materials that are being chosen, as we believe that they are not harmful to the environment.

Although there has been some vocal opposition to this project, we think it is important for the board to consider that the vast majority of families in the community support the project and that those voices that have come forward represent a minority. Salt Spring Island is a community of 10,000 + residents and yet, we do not have the recreation infrastructure that most communities of our size do. It is time that we put the recreation needs of our children and youth at the forefront by investing in infrastructure that will support and promote healthy and positive lifestyles. The research out there is vast and conclusive in terms of the physical and socio-emotional benefits. We hope that SD 64 will not overlook the clear evidence that exists in this regard, in favour of a few vocal, but out-dated and out-numbered folks. It is also important to consider that the maintenance of the current lower GISS fields are in fact, not environmentally sustainable with the water-shortage issue that occurs on our island every summer.

In conclusion, we are wholly in support of the School District applying to the ALR for non-farm use for the purpose of building a turf soccer field on the lower GISS field. This zoning is already in place for the current field, and so this portion of the high school grounds has clear precedent set for a recreation-use area. We are hopeful and excited for this project to move forward. Thank you for hearing and considering our opinions on this matter.

Sincerely,
Kiran & Bruce Stenstrom

Begin forwarded message:

From: Sue Kernaghan <sue.kernaghan@gmail.com>
Subject: Turf Field
Date: October 26, 2019 at 8:45:01 AM PDT
To: rpingle@sd64.org

Hi Rob,

I really appreciate the board's support for the turf field and I'm sorry to hear that the process has hit a snag.

I realize that board members are busy with reconfiguration, etc., but I would like to urge you to continue your support for the field.

Yes, I am a soccer parent, but not for much longer. My interest in the turf field is more about the long term, particularly water savings and enabling young families to stay on the island.

If you could help see this through the community will be better for it.

Thank you so much,

Sue

Begin forwarded message:

From: "Mark Aston" <lfc-treble2001@shaw.ca>
Subject: School Turf Field
Date: October 23, 2019 at 8:14:59 PM PDT

To: <rpingle@sd64.org>
Cc: <ssufield@gmail.com>

Hi Rob

I am writing to you as Chair of the School District to state my whole hearted support for the turf field project that you are moving forward.

There are many benefits to this project, as I am sure you are aware. These include the increased opportunities for school participants in sport (including year round PE programs), as well as outside sports participants for year round activities. Supporting team based sports are increasingly important in our society where kids are more isolated than ever. In addition to creating opportunities for our youth to interact more, it will provide both physical and mental health benefits to increased numbers who will be able to use the facilities.

Not only is the project of benefit to youth and adults on island who participate in sports, but it is also environmentally friendly. Not only will it conserve a huge amount of water which could be redirected to other important projects, but it is also not a single use plastic field, as it is able to be recycled at the end of its life. In addition the infill will be made of natural materials. This type of turf field will be a vast improvement on the unsustainable so called 'grass' (for 4 weeks a year) field which with our dryer climate and water restrictions currently makes a mockery of being called a sports field.

A project with community benefits, health benefits, with no negative health factors, and one which supports our islands environmental stewardship is extremely laudable. Not only that but it is a true community partnership.

I whole heartedly support the school district in taking this project forward and in applying to the ALC for non farm use.

Sincerely,

Mark Aston



LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

Todd G. Stone, MLA
Kamloops – South Thompson

October 4, 2019

Gulf Islands
School District No 064 (Gulf Islands)
112 Rainbow Rd
Salt Spring Island BC V8K 2K3
Delivered via email: rpingle@sd64.org
ATTN: Chairperson Benwell and the Board of Education

Dear Chairperson and the Board of Education:

I am writing to you today to ask for your support in demanding action from the B.C. Government to address surging youth vaping rates.

A new school year has begun and teen vaping is on the rise at an alarming rate. Earlier this summer, an article published by the British Medical Journal indicated that vaping among youth in Canada aged 16 to 19 is up 74 per cent since last year, and it's estimated that 30 per cent of B.C. teens in grades 10 to 12 are vaping on a regular basis.

Almost daily, we're hearing stories about people getting sick, and in some cases, even dying, as a result of vaping. There now appears to be an indisputable link between this practice and several dangerous and harmful acute health impacts, not to mention the potential long-term health implications that are not yet known.

Our kids are being drawn in and hooked to this unhealthy practice in increasing numbers as a direct result of the efforts vape companies have made to deliberately target youth with kid-friendly e-cigarette flavours like fruit medley, gummy bear, and mango. These companies – and the tobacco companies which own substantial interests in most of them – have also targeted our kids with savvy marketing and advertising. This is especially prevalent on social media, where sleek, modern, compact drug delivery devices are promoted in alluring packaging.

On April 11, 2019, I introduced a Private Member's Bill in the B.C. Legislature focused on taking action to combat rising levels of youth vaping here in our province. At the time, B.C.'s Minister of Health, Adrian Dix, and many other members of the government indicated that they shared my concerns about this public health issue and that they were committed to working with me to implement tough action to protect our kids from the harmful effects of vaping.

Unfortunately, nearly six months later, no action has yet been taken by the B.C. government, though Mr. Dix has suggested in recent media reports that government does intend to announce their intentions soon.

Kamloops – South Thompson
Constituency Office
446 Victoria Street
Kamloops, B.C. V2C 2A7
T 250.374.2880 | F 250.377.3448

Numerous jurisdictions across North America have already said enough is enough and have taken action to curb youth vaping. Just last week, Washington State became the latest U.S. state to ban flavoured e-cigarettes via an emergency order of the governor, joining Michigan, New York, Massachusetts, and Rhode Island, which have also taken this step. Numerous other U.S. states and jurisdictions – not to mention the U.S. federal government – are moving in the same direction. I believe that the B.C. government should do the same.

While I understand the B.C. government has recently indicated its desire to await further action from Health Canada, it is impractical to assume any immediate follow-up from Ottawa until the current federal election is over, a federal government has been sworn in, and federal cabinet priorities have been established. All of the above will take many months, which would mean losing almost the entire school year. We simply cannot allow that to happen.

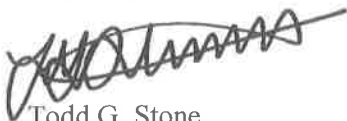
My Private Member's Bill would legislate the banning of flavoured vapour products, the implementation of tighter retail controls (restricting sales to vape shops, tobacco shops and pharmacies), and would ensure tougher penalties for non-compliance. I've also called for the B.C. government to provide the resources necessary to fund evidence-based awareness, prevention and support programs – delivered by youth for youth – in every middle and high school across B.C. There are existing programs – such as Preventure – which have been piloted in various schools to date and have demonstrated promising results as students in schools with this program were less likely to use illicit drugs, cannabis and tobacco. And finally, there needs to be tougher online retail controls implemented for the sale of vape products (including age-verification), a complete ban on all marketing and advertising of vape products (exactly as is the case today for all tobacco products), reduced nicotine concentrations and enhanced enforcement.

I thank you and all professionals in B.C.'s education system for the efforts being made on the ground in classrooms today to combat youth vaping, and I would be very interested to learn from you as to any successful strategies and best practices to combat youth vaping that you've implemented or are aware of. That said, more needs to be done which is why I ask you to join me in urging the B.C. government to take immediate action on this important issue to prevent an entire generation of our youth from becoming addicted to nicotine and suffering potential acute and long-term negative health effects due to vaping.

It would be appreciated if wrote a letter to Minister Adrian Dix urging him to take action on this issue. Please copy me on your letter and e-mail it to me at t.stone@leg.bc.ca. As well, if you would like to discuss this matter further, I would be happy to take your call at 250-374-2880.

We need to work together to keep our kids safe and healthy. As one parent said to me recently in the context of no action having yet been taken in B.C. to combat youth vaping, "Our kids deserve better from us." I couldn't agree more.

Regards,



Todd G. Stone
MLA Kamloops – South Thompson

cc. Superintendent of Schools Benwell
Dan Davis, MLA Official Opposition Education Critic

**Kamloops – South Thompson
Constituency Office**
446 Victoria Street
Kamloops, B.C. V2C 2A7
T 250.374.2880 | F 250.377.3448

**A Request to the Board of Trustees of
School District 64 (Gulf Islands)
to Declare the Climate Change Emergency**

Presented by Julie Johnston
Retired Spring Leaves Family Learning Teacher
Sustainability Education Consultant, GreenHeart Education
Founding Member, Pender Earth

1. History of the Climate Emergency Movement

- Al Gore: “The Planetary Emergency of Global Warming” (2006)
- Climate Change Emergency Medical Response (Canada – 2007)
- Dr. James Hansen: “We are now at the point of a planetary emergency” (public statement in U.S. Congress – 2008)
- Climate Emergency Institute (Canada – 2011)
- The Climate Mobilization (U.S. – 2014)
- The Climate Emergency Declaration (Australia – 2016)
- David Boyd (UN Special Rapporteur on Human Rights and the Environment): “We are in the midst of an unprecedented environmental crisis” (2019)

- Intergovernmental Panel on Climate Change (IPCC) Special Report on 1.5°C (2018)
- Greta Thunberg (2018) + Fridays for Future
- Extinction Rebellion (2018)

“People are waking up to climate truth. We face a climate emergency. Only World War II-scale climate mobilization can protect humanity and the natural world.”

– The Climate Mobilization

As of 1st November 2019

- 1,177 governments, representing 290 million people around the world, have declared the climate emergency.
- National governments (Wales, Scotland, Gibraltar, Republic of Ireland, Isle of Man, Portugal, Canada, France and Argentina)
- Local governments representing 6.6% of the U.S. population
- Municipalities (Vancouver, Victoria, Islands Trust, Capital Regional District)
- SD61 (Victoria) (Parents4Climate, June 2019)

2. Rationale for Declaring the Emergency

- The science of climate disruption is unequivocal
 - global average surface temperature is on an accelerating trend
 - fossil fuel production and burning are still increasing
 - global CO₂ + other GHG emissions are still rising
 - atmospheric CO₂ concentration is still accelerating

- No political will to intervene
 - fossil fuel corruption and subsidies
- Acknowledging the emergency is the first step to action
- What do we owe young people?
 - What use is an education without a future?

3. Request to the Board

That the board of trustees of School District 64 (Gulf Islands) declare the climate change emergency and develop a plan of bold climate action commensurate with the call to limit warming to 1.5 degrees Celsius and the imperative to reach virtually zero carbon emissions by 2050 (as per the IPCC 1.5°C best-case scenario P1).

- Engineers, doctors and lawyers have declared the climate change emergency. Why not those responsible for education?

4. Ramifications of Declaring the Climate Change Emergency

- Provides an opportunity to highlight and further operationalize the board's value of sustainability (in Policy 100):
 - Sustainability – we honour interdependence with each other, our communities and our environment; we foster understanding of sustainability concepts and sustainable ways of life; and we promote and facilitate sustainability at personal, school and district levels
- Adds to Objective 2.1 of Strategic Plan:
 - Help students develop the knowledge, skills and habits of mind and heart needed for creating their best possible future in light of the climate change emergency.
- Underscores and supports plans already in place for reducing GHG emissions
 - Electric school buses
 - Pedal or electric water taxis?
- Possible ramifications for facilities
 - Hotter and/or colder weather (increased costs of making facilities comfortable)
 - Stronger storms (potential for damage)
 - Planning for drought / drinking water shortages / water for septic systems (need for grey water systems?)
 - Need for full move to zero-carbon, non-combustion renewable energy technologies
 - Can't count on offsets to "reduce" our emissions
 - Lower enrolments due to families seeking more resilient places to live

Thank you for your consideration,
Julie Johnston

Lori Deacon

From: Rob Pingle
Sent: Thursday, November 7, 2019 12:34 PM
To: Lori Deacon
Subject: Fwd: Invitation: Coastal Ferry Vision Forum

Hi Lori,
Can you just put this email into the package?
Thanks, rob

Begin forwarded message:

From: "Transportation, Minister TRAN:EX" <Minister.Transportation@gov.bc.ca>
Subject: Invitation: Coastal Ferry Vision Forum
Date: October 25, 2019 at 11:16:48 AM PDT
To: Undisclosed recipients;;

Greetings,

Our government understands the importance of coastal ferry services in the lives of many British Columbians. Ferries connect people with their family and friends, jobs and appointments. The system also supports the provincial economy. Effective ferry service helps to meet our government's three key commitments to British Columbians: to make life more affordable, to deliver the services people count on, and to build a strong, sustainable economy. Our government has worked hard over the past two years to make BC's ferry system work for people by amending legislation, restoring 2,700 ferry sailings and reducing and freezing ferry fares.

Over the next few months, we will be developing a vision for coastal ferry services to ensure we have the right services in place in the future. I will be hosting regional forums across coastal British Columbia to collect input and ideas from stakeholders like you. What we learn from you will help inform our next phase of broader engagement, which will include community meetings and online feedback.

I invite you to participate in the forum in **Salt Spring Island** on **November 15**. Please come prepared for an interactive and engaging exchange of ideas.

Your feedback will shape the vision for the future of ferry services in British Columbia.

Salt Spring Island
November 15
1:00 PM to 3:30 PM
Harbour House Hotel – Crofton Room
121 Upper Ganges Road, Salt Spring Island, B.C.

Light refreshments will be provided.

Three key themes will be explored during the forum – Services, Travellers and Communities. We'll be considering questions like:

1. Thinking of the next generation of ferry users, what does a trip of the future look like?
2. How could your ferry journey be improved?
3. What is the importance of the ferry service to your community?

To register for the forum, please email coastalferryvision@contextresearch.ca with subject line "Salt Spring Island Forum" and with your name and organization in the body of the email. Please **do not reply to this email**, as this inbox will not be monitored for RSVPs.

If you are unable to attend, or would like to designate a representative, please forward this invitation internally to an alternate. We want to make sure we hear from your group or organization. Alternatively, we will be hosting four other forums across BC. If you would prefer to attend one of these other forums, please indicate this in your RSVP.

Vancouver
November 7
9:30 AM to 12:00 PM
Vancouver Public Library – Peter Kaye Room
350 West Georgia Street, Vancouver, B.C.

Comox
November 8
10:00 AM to 12:30 PM
Genoa Sail Building at Marina Park
121 Port Augusta Street, Comox, B.C.

Nanaimo
November 12
9:00 AM to 11:30 AM
Coast Bastion Hotel – Douglas Room
11 Bastion Street, Nanaimo, B.C.

Victoria
November 14
1:00 PM to 3:30 PM
Victoria Conference Centre – Saanich Room
720 Douglas Street, Victoria, B.C.

If you have any questions about these forums, please email coastalferryvision@contextresearch.ca.

Sincerely,

Honourable Claire Trevena
Minister of Transportation and Infrastructure
MLA, North Island



Making a difference...together

Salt Spring Island Electoral Area

108 121 McPhillips Ave

Salt Spring Island, BC, V8K 2T6

T: 250.537.4448

www.crd.bc.ca

October 22, 2019

Dear Islanders,

Re: Salt Spring Island Climate Action Plan Update- (CAP 2.0)

Transition Salt Spring Society, with financial support from the Capital Regional District (CRD) and in cooperation with the Islands Trust, is undertaking an update of our island's Climate Action Plan that was originally published in April, 2011. <https://climateactionsaltspring.org/the-climate-action-plan/> The climate crisis is already having impacts in BC, and both the CRD and the Islands Trust—along with other governments in BC and throughout the world—have declared a climate emergency.

Salt Spring has made some progress on climate action since 2011. Ridership on our public transit system has almost doubled. Electric vehicle ownership and public charging infrastructure have grown exponentially. We continue to build pedestrian and cycling pathways in and around Ganges Village. Our local food growing capacity has increased with the completion of an abattoir, establishment of two fully subscribed community gardens, and now the construction of The Root - Farm Centre for Food Security. The Islands Trust, through its development permits and application process encourages energy efficiency and protection of riparian areas, steep slopes and community groundwater wells. The Islands Trust Conservancy continues to protect green space with its property tax exemptions, unique in BC. The CRD at the regional level has reduced emissions by generating power with captured methane from the Hartland landfill and will be increasing methane capture. It has also hired an energy manager, is updating the regional emissions inventory, and mapped sea level rise.

These efforts are a good start, but more must be done if we are to achieve the changes climate scientists are telling us are required to mitigate and adapt to the impending climate crisis.

Transition Salt Spring Society has established a Steering Committee and Working Groups to update Salt Spring's Climate Action Plan. The work will be done between now and April 2020. **This letter is a request for your organization to provide input and feedback.** It is important that the updated plan recognize and integrate the adaptation and mitigation work already being undertaken and/or planned by the various Salt Spring Island agencies and organisations that are directly affected, and that other organisations have input so that synergistic opportunities are not lost.

As a first step, would your group please designate a contact person (with email and phone number) **to whom questions and drafts for review may be directed?** Please respond to Erinanne Harper, Administrator, Transition Salt Spring Society at: transitionsaltspringinfo@gmail.com

Additionally, we would welcome your answers to the following questions:

- 1. What are the top concerns in your group regarding climate change?**
- 2. What is your group doing to address climate change?**
- 3. How is your group tracking the effectiveness of your actions to address climate change?**

There will also be a community engagement process which will include public information meetings and online engagement to present and incorporate broader community input on the draft plan.

Thank you for your assistance in this matter.

Yours sincerely,

Gary Holman, CRD Director
Salt Spring Island Electoral Area



FIELD TRIP APPROVAL FORM
SCHOOL DISTRICT #64 (Gulf Islands)

Approval #

The Leader must read School District Field Trip Policy and Procedure #585 before completing this form. Also review the "Informed Consent Forms" at: <http://sd64.bc.ca/employee-forms/>.

The Leader must take this completed form to the Principal for approval (and, when it is an out of province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).

As per SD64 policy 890, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.

Name of School: Salt Spring Island Middle School

Type of Trip: Curricular: Extra-curricular: Athletic:

Purpose of Trip: a reciprocal exchange with a Quebec grade 7 class to experience French culture and language

Planned Activities & Instruction: Students are billeted with a twin family and participate in school and community based activities

Destination: Warwick, Quebec

If a school bus is required – PLEASE USE TRANSPORTATION REQUEST FORM

Other Transportation: private cars, ferries, buses and planes

Leaving Date: Jan 15th 2020 Time: TBA Substitute Required: No:

Yes:

Returning Date: Jan 22nd 2020 Time: TBA

Accommodation: private home of exchange twin - CRC's required

Number of Pupils Involved: 33 Estimated Pupil Cost: 700.⁰⁰

Grades: 7 Estimated School Cost: 0

Names of Leaders/Adult Supervisors:

Louise Doucet

Christanne Wiigss
Ann Valikoski

Leader's Signature (Planned by)

Date: _____

Principal's Signature (Approved/recommended by)

Date: Oct 28/19

Superintendent's Approval (overnight, 4 days or more, out of province)

Date: _____

Board Approval (4 days or more and out of province)

Date: _____

Quebec Exchange 2020 - Saltspring Island Middle School - Itinerary

We will be traveling to Warwick, QC January 15th- 22nd with 32 Grade 7 French Immersion students and 3 chaperones. Below is our itinerary for our stay in Québec.

We will be departing on Wednesday, January 15th to Victoria airport.
Flight Information: TBD

20h00 - Arrive at Warwick
Welcome and meet the families and twins, head home with host families

Thursday, January 16th - Tour of school and community

Morning - Spend the day at the school learning with students and seeing how their school compares and contrasts with ours on Salt Spring
Afternoon - Go on a guided tour of Warwick and learn about the town and region

Friday, January 17th - Québec City

Morning -Bus to Québec City and tour of Chateau Frontenac and learn about the major landmarks the capital of the province, Québec City
Lunch - poutine, of course
Afternoon - treasure hunt of Vieux Québec

Saturday, January 18th & Sunday, January 19th - Family Day

Family days - activities done with host family

Monday, January 20th - Village Valcartier - Tubing

Tubing at Village Vacances Valcartier

Tuesday, January 21st - Snowshoeing and Sugar Shack

Morning - Snowshoeing
Afternoon - lunch and traditional dancing at Traditional Cabane à Sucre

Wednesday, January 22nd - Departure

Morning - depart for airport
Flights - TBD

Pick up at Fulford

Please let me know if you require any additional information.

Thanks!



SCHOOL DISTRICT #64 (Gulf Islands)
SCHOOL FIELD TRIP CONSENT FORM FOR
MODERATE / HIGH RISK / OVERNIGHT / OUT OF PROVINCE ACTIVITY
<http://sd64.bc.ca/employee-forms/>

Date: October 25th, 2020

Dear parents of students going on the Quebec Exchange trip:

In consideration of School District No. 64 (Gulf Islands) offering my child _____, _____
 an opportunity to participate in a Quebec Exchange trip for Grade 7 students leaving Salt Spring Island on
 Wednesday, January 15th, 2020 and returning on Wednesday, January 22nd, 2020. I waive any and all claims I
 may have against, and release from all liability and agree not to sue the Board of Education of School District #64
 (Gulf Islands) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for
 any personal injury, death, property damage or loss sustained as a result of my child's participation in the
 exchange trip, arising out of any cause whatsoever, including negligence.

Initial

I hereby give my consent, and acknowledge by my signature that:

1. Students will be going to Warwick, Québec and will be away on school days from January 15th to January 22nd, 2020.
 They will be travelling by school bus, ferry, aeroplane and private cars. They will be flying to Québec and staying in
 Warwick, a small town south of Québec City.

Initial

2. On this field trip, up to 33 students will be:
 Tubing, visiting museums and parliament buildings, going to a sugar shack, snowshoeing, as well as other cultural
 activities. We will be "twinning" with Québec students, touring Québec City, and other tourists sites. Students will be
 billeting with students from Warwick.

Initial

3. The students will be supervised by three chaperones - Mme Wiigs, Mme Valikoski, and Mme Doucet (teachers at
 Saltspring Island Middle School) – and teachers from École secondaire Monique-Proulx.

Initial

4. My child has no illnesses, allergies or disabilities that may require special attention, except as described here:

Initial

5. I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip and of
 the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks
 may include, but are not limited to:

Initial

- Travel in big cities by bus or private cars.
- Program locations.
- Rugged terrain.
- Air travel.

6. I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip,
 including: **please refer to Packing List – Ideas for information on what to bring on this trip.**

Initial

- | | |
|--|------------------|
| 7. I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. | _____
Initial |
| 8. My child and I understand that the school's <i>Code of Conduct</i> applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the <i>Code of Conduct</i> , including any costs to send my child home. | _____
Initial |
| 9. Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above is suitable for your child. | _____
Initial |
| 10. In signing this consent and Waiver, I am not relying on any oral or written representation or statements made by the Board of Education and its agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent Form. | _____
Initial |
| 11. I am 19 years of age or more and have read and understand the terms of this Consent Form and understand that it is binding upon me, my heirs, executors and administrators. | _____
Initial |

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

NOTE: This Consent Form must be signed by a custodial parent or legal guardian of a child who is under the age of 19 years.

Oct 31, 2019

Jesse Guy
Secretary Treasurer, SD64

Dear Jesse

cc: Rob Pingle: Chair of SD64 School Board, Scott Benwell: Superintendent of SD64

RE: ALC Confirmation Letter Response and Non-Farm Use Application

As a follow up to our recent communication regarding the ALC's response to our confirmation letter, the SSIYSA has reviewed the matter and has the following comments and request.

Please recall that in our feasibility study that we presented last June we outlined that the ALC would need to be consulted on this upgrade. We hoped this would be a formality, since the ALC had already given permission for playing fields on this land in the 1990's. As well, this request was similar to their recent approval of the proposed PARC plan to upgrade the fields at Fernwood Elementary. Unfortunately, they did not approve our plan.

Their response to our request is copied here:

"Thank you for contacting the ALC. I reviewed all previous ALC decisions on the subject property and noted that no approval was granted for future upgrades to the playing fields or to construct light poles, sidewalks, spectator seating, etc. If you wish to proceed with the playing field upgrades as proposed in your letter, you will be required to submit a Non-Farm Use application to the ALC for Commission consideration"

We have reviewed ALC concerns and their mandate, and we believe this application will have a high chance of being successful.

We have spoken informally with individuals at the Islands Trust and PARC who are familiar with this application process and have a realistic understanding of what it will look like. While, it will require more effort and expense, we believe this process has the added benefit that it will help fulfill our commitment to the school district to conduct a fulsome community consultation.

What does the process look like? It will likely take 4+ months.

1. As the landowners, the school district must initiate the application online at the ALC website. (They may choose an agent to help facilitate this process). There is a \$1500 application fee that needs to be paid to the local government (Island Trust)
2. The ALC will forward the application to the Islands Trust. They will review the application at a monthly meeting, and likely forward it to their staff for review and a recommendation.
3. The Islands Trust staff will come back with a recommendation that will be voted upon. If successful, they will forward the application back to the ALC.
4. The ALC will review the application in full and come back with their decision.

We will have several opportunities to address the Trust Staff and Council regarding our proposal, and these occasions will also provide another avenue for our community to express their support and concerns regarding the project.

As well, we are still committed to our community consultation process and plan to hold an information session for school parents and the whole community in the next few months.

Our request:

The SSIYSA requests that the SD64 proceed with the Non-Farm Use Application. The SSIYSA is willing to do all the work related to the application and pay the application fee.

We recognize the school districts resources are limited and are willing to do all necessary presentations and communication with the Trust and ALC throughout this process, while consulting with and keeping the school district staff fully informed.

On a positive note, PARC has informed us that is feasible for them to become financial partners in this project and collect charitable funds for this project, that could then be forwarded to the school district for construction when/if the time comes. But their board will not be making a final decision on this until we have approval from the ALC.

Please recognize that we have been working on this for over a year, have put in hundreds of volunteer hours, and spent more than \$13,000 of youth sports funds to get to this position. All we are asking for is the chance to try and bring an incredible infrastructure upgrade to the school district and do something positive for our youth and our community.

Thanks for your consideration

Sean Norgard

SSIYSA, Treasurer & Turf Field Committee Members:

Ciaran Ayton, Colin Walde, Cheryl Roehlig, Jeff Knutson



SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

112 Rainbow Road, Salt Spring Island, B.C. V8K 2K3

T: (250) 537-5548 F: (250) 537-4200 W: sd64.bc.ca

In Camera Staff Report to the Board of Education School District 64 Gulf Islands

Title: SSIYSA request to SD64 to proceed with a Non-Farm Use Application for the GISS soccer field

Date: November 13, 2019

From: Secretary Treasurer

Subject: SSIYSA has requested that SD64 proceed with a Non-Farm Use application to the ALC, to allow a synthetic turf field and other proposed amenities be constructed on the GISS lower soccer field.

Issue: The current land use designation through the Agricultural Land Commission (ALC), does not allow for the SSIYSA proposed use of the soccer field. SD64, as the landowner, would be the entity that is required to request a change of use to the land.

Background: At the June 12, 2019 Public Board Meeting, the SSIYSA presented a feasibility study they had commissioned on the possible improvements that could be made to SD64 soccer fields. The report concluded that the lower soccer field at GISS, using synthetic tuft, is the recommended approach. The Board agreed in principle to proceed with the concept of a partnership with SSIYSA to change the lower GISS soccer field to synthetic turf and required supporting infrastructure.

SSIYSA has determined, through a search of records and contacting the ALC, that the current proposal to change the type of field and addition of items like light poles and sidewalks is not currently allowed. The ALC would require the submission of a Non-Farm Use application by the owner of the land to consider granting the change of use.

SSIYSA has proposed that they will pay the \$1,500 application fee and prepare the documentation and the district will submit the application.

The Islands Trust and ALC would be involved in the consideration of the application.

References:

1. Letter to SD64 re Non-Farm Use Application, dated Oct 13th, 2019 from SSIYSA to Secretary Treasurer SD64



SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

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T: (250) 537-5548 F: (250) 537-4200 W: sd64.bc.ca

2. Board Motion Carried 80/19: Moved and seconded 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.

Alternatives:

1. The board could deny the request by the SSIYSA or,
2. The board could determine that wish to continue with the agreement in principle to partner with SSIYSA and proceed with the application process

Implications: Alternative one could result in the board determining they no longer wish to proceed with the possibility of the original proposal from SSIYSA.

Alternative two would result in the district submitting the application prepared by SSIYSA and proceeding further along the exploration of the proposed turf field.

Conclusion: The current request would not result in significant staff work; however, staff wish to note that this is a cost and time commitment from SSIYSA.



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), Stefanie Denz (trustee), Chaya Katrensky (trustee)

Staff: Scott Benwell (superintendent), Doug Livingston (director of instruction, learning services), Linda Underwood (assistant superintendent), Jesse Guy (secretary treasurer), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA); Deb Nostdal (GITA)

Regrets: Greg Lucas (trustee)

Called to order 9:00 a.m.

1. Adoption of Agenda

Addition: Meaningful Art (5a)

Agenda adopted by consensus.

2. Adoption of Minutes

Remove reference to families and indicate only supportive housing through subdivision of the property.

Amended Minutes of September 25, 2019 adopted by consensus.

3. Business Arising

4. New Business

a. Update on Ministry Meetings

Jesse Guy, Scott Benwell and Rob Pingle attended association and Ministry meetings in Richmond last week.

On Wednesday Scot Benwell attended the BC Tripartite meeting which focused on students living on reserve. The meeting was relevant to SD64 in reference to the provision of services to our indigenous learners.

On Thursday Jesse Guy attended the Secretary Treasurers' meeting which focused on the timelines for funding review. It is anticipated that districts will not receive the new funding formula until January if not March. Changes will not drastically impact districts although further changes may be implemented later. The prevalence model will likely be applied, and capital funding may be reduced.

On Thursday Rob Pingle attended the BCSTA meeting which featured Dr. Jennifer Charlesworth BC Representative for Children and Youth. Children and Youth will be issuing an update to the *Room to Improve* report. The afternoon session focused on ways to increase conversations with various Ministries and provided an opportunity to network. Rob suggested that MLA Adam Olsen



continues to look for ways to connect with our District. Maybe we could invite him to a schedule Board Meeting along with a Minister from an affiliated field.

On Thursday in addition to the superintendent session with the Ministry Scott, along with several other Superintends, was invited to lunch with the Deputy Minister to discuss our district's low FSA participation rate for the past three years. In accordance with the School Act, there is a clear expectation from the Ministry for this District to improve participation rates.

Discussion around the administration of the FSA, the letters sent home to caregivers, and the responsible use of FSA results.

On Friday Scott, Jesse and Rob attended meetings with all parties that covered the Framework for Enhancing Student Learning as well as the Funding Model Implementation.

Discussion around prevalence model and the benefit of removing designations that may stigmatize students. A definitive model has yet to be shared with districts. Scott expressed concerns regarding the factors that are used to determine prevalence, specifically that community wealth may not reflect the student base.

b. Trustee School Reports Questions

There are eight opportunities remaining this year to receive trustee school reports at Public Board Meetings. Trustees were asked to identify themes that they would like to address and to email Scott and Rob about their ideas and interests.

Discussion regarding linking reports directly to the Strategic Plan, and timing questions to fit with the school year cycle. One benefit to providing questions in a timely manner is that trustees and principals can meet at a time that best suits. Principals may wish to offer feedback regarding the timing of questions.

Rob reminded trustees that Trustee Reports serve as transparent dialogue between trustees and principals and demonstrate accountability by the Board as a whole.

Action: Trustees to send the themes they wish to report on to Rob and Scott.

c. Climate Considerations

i. Provincial Carbon Neutral Regulation

The Board will be hearing a delegation at the November meeting potentially asking the Board to declare a climate emergency. This district is carbon neutral and has been since 2007.

Action: Jesse will investigate and report back on the carbon fund. She will also share the Carbon Report when it is submitted in the spring.



Scott asked the Board to consider their choice of language. If the Board chooses to declare a climate change emergency, there are limited options the district can address (use of paper, heating schools, transportation of students). Climate action empowers staff and students to make small changes in everyday activities that can have a powerful impact.

Linda Underwood reminded trustees that the Board previously committed to going paperless. Striving to hold paperless meetings is one action that can be reasonably implemented.

Shelley Lawson shared North Vancouver School District activities for climate action.

Scott Benwell cautioned that the delegation may see efforts of climate action as insufficient.

ii. *School District Strategic Plan*

Rob shared the district strategic plan to remind trustees of the commitments the district has already made to climate action. He also shared a letter from the CRD that will be also shared at the public meeting.

5. **Other Business**

a. *Meaningful Art*

Tisha Boulter suggested using the Board Room as a sight line to students. She would like to see rotating art displays from classes across the district and the school photos put back up on the walls. Scott Benwell reminded trustees of the imposition on principals. Shelley Lawson suggested that trustees take responsibility for displaying student art on the walls.

Action: Lori will ask P/VPs and Admin. Assistants for updated, high quality/resolution photos of schools and will have them hung on the walls of the Board Room.

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

7. **Adjournment:** 11:17 a.m.



Draft Summary
October 23, 2019, 1:00 p.m.
Education Committee – SD 64 (Gulf Islands)

In attendance

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

Trustees: Shelley Lawson (vice chair), Stefanie Denz

Staff: Jesse Guy (secretary treasurer), Linda Underwood (assistant superintendent), Doug Livingston (director of instruction, learning services), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA)

Regrets: Greg Lucas (trustee)

Called to order 1:05 p.m.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

Minutes of September 25, 2019 meeting adopted by consensus.

3. **Configuration Review**

a. *Review Public Meeting on Pender, October 9th*

A summary of the Pender public consultation meeting, compiled by Greg Lucas, was shared for discussion. Approximately 20 people attended, including one student. Some of the feedback received was unrelated to configuration. The administrative team appreciated the opportunity to hear thoughts and ideas that could be implemented at the school level.

The meeting began with introductions and brief explanation of the process before breaking out for table talk. Lots of ideas were identified in the “add” category and few for “discard”. The meeting format provided opportunity for table discussion, group sharing, and open mike feedback. Overall, the meeting was a positive experience.

Action: Change the term “discard” to “let go” on the feedback sheets for the next public consultation meeting.

b. *Review Thoughtexchange Progress*

Lori Deacon shared an overview of the results, to date, from Thoughtexchange.

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



5. **Adjournment:** 1:47 p.m.

DRAFT



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

In attendance

Committee: Shelley Lawson (chair), Tisha Boulter; Rob Pingle (board chair, ex-officio), Scott Benwell (superintendent, ex-officio)

Trustees: Chaya Katrensky, Janelle Lawson, Stefanie Denz

Staff: Jesse Guy (secretary treasurer), Linda Underwood (assistant superintendent), Doug Livingston (director of instruction, learning services), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA)

Regrets: Greg Lucas (trustee)

Called to order 1:00 p.m.

Recognition of Traditional Territories: We gather on the traditional territories of the Coast Salish and Hulquminum-speaking peoples. As we meet to discuss the people and the processes by which they work in our district, let us remember the first point from the First People's Principals of Learning, as articulated by FNEESC:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Huy c'hi qua.

1. **Adoption of Agenda**

Agenda adopted by consensus.

2. **Adoption of Minutes**

Minutes of September 25, 2019 adopted by consensus.

3. **New Business**

a. *HR Wellness Coaching*
No report

b. *Performance-based Evaluation*

Scott Benwell explained that performance-based evaluation is not a common practice in the education sector and, although evaluation exists at most levels, it does not influence rate of pay. There are many ideas on how best to implement language around pay scales based on merit for administrative staff. This district should be able to arrive at a routine practice were the culture of evaluation is applied to excluded staff in an equitable manner for merit-based pay. There is work to be done in consultation with p/vp group.

This district has not been following collective language for the routine evaluation of teachers.

c. *LoU 4 – Employment Equity for Indigenous Staff*



Shelley Lawson recommended employment equity be added to the draft renewed Enhancement Agreement, specifically referencing LoU #4 (Employment Equity for Indigenous Staff).

Senior staff support this direction. Linda Underwood suggested the phrase “recognize the letter of understanding” be used in the renewed Enhancement Agreement.

4. **Other Business**
5. **Next Meeting:** November 27, 2019. Time to be determined.
6. **Adjournment:** 2:15 p.m.

DRAFT



Draft Summary Policy Committee – SD 64 (Gulf Islands)

In attendance

Committee: Janelle Lawson (committee chair), Stefanie Denz, Rob Pingle (board chair, ex-officio), Scott Benwell (superintendent ex-officio)

Trustees: Tisha Boulter, Chaya Katrensky, Shelley Lawson,

Staff: Doug Livingston (director of instruction, learning services), Jesse Guy (secretary-treasurer), Linda Underwood (assistant superintendent), Lori Deacon (executive assistant)

Guests: Shelly Johnson (GIPVPA)

Regrets: Greg Lucas (trustee)

Called to order 11:19 a.m.

1. Adoption of Agenda

Agenda adopted by consensus

2. Adoption of Minutes

Minutes of September 25, 2019 adopted by consensus

3. Business Arising

a. Supervision of Students – Procedure 407

Feedback was received from the GIPVPA. Most concerns relate to section 7 of the procedure, specifically around requirements for a teacher supervisor. Jesse Guy consulted with School Protection Program and recommended changes consistent with other districts. Proposed amendments include use of the term “approved adult supervisor” in place of “teacher supervisor” where appropriate. She proposed additional language regarding low-risk daytrips for grades 4 to 7 that would allow for one adult/teacher supervisor. All trips should be planned in accordance with best practice identified by Youthsafe Outdoors.

Rob Pingle suggested removing section 7 completely and leaving the supervision clause at the discretion of the Principal. Scott Benwell explained that identifying specific requirements provides less room for interpretation and makes decisions less subjective.

Action: proposed amendments will be brought to the November Board meeting for consideration.

b. Student Field Trip Accommodations Procedure 412 Student Travel, Education Field Trips

Jess Guy spoke with School Protection Programs who reaffirmed that a district approved supervisor, not necessarily a teacher, may be appropriate for certain field trips. She confirmed that the current procedure already defines approved



vehicles for student transportation and distinguishes between taxis and ride shares such as Uber and Lift. Students must be accompanied by an approved adult supervisor regardless of the transportation services used.

c. *Provision of Menstrual Products to Students – Draft Policy 4270*

Feedback was received. Concerns were identified around the purchase of supplies. Jesse confirmed that the district would supply menstrual products similar to how bathroom or cleaning supplies are provided to schools.

Chaya Katrensky suggesting looking into single use products as an alternative. Discussions around education and awareness, and the possibility of partnering with local organizations to provide

Some of the feedback received related to emergency supplies in classrooms in event of an emergency.

Action: Janelle Lawson will respond to the questions/concerns regarding emergency supplies in classrooms.

4. **Other Business**

5. **Next Meeting:** February 26, 2020

6. **Adjournment:** 12:11 p.m.



SCHOOL DISTRICT NO. 64

POLICY 4270

Provision of Menstrual Products to Students

*"Inspire learners, Integrate sustainability,
Involve community"*

Section:
Dates of Revisions:
Date of Adoption and
Resolution Number:

Rationale:

The School District No. 64 Board of Education is committed to providing menstrual products to students who may require them.

Policy:

1. The Board will:
 - a. ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
 - b. provide for barrier free, easily accessible menstrual products at no cost to students;
 - c. provide menstrual products in school washrooms; and,
 - d. consider student feedback with respect to the provision of menstrual products.
2. School district staff will develop procedures regarding the provision of menstrual products to students.

References:

- Support Services for Schools Order M149/89 Section 7
- School Act, Sections 88(1) and 168 (2)(t)



*"Inspire learners, Integrate sustainability,
Involve community"*

SCHOOL DISTRICT NO. 64

**PROCEDURE 135-1 (Form)
Policy Development and Implementation**

Please use this form to suggest the development, revision or deletion of a Board policy or procedure.

Name: Jude Shugar **Telephone:** 250.537.9944

Email: jshugar@sd64.org

Address: 112 Rainbow Rd. Salt Spring Island, BC

How are you involved with the district?: Vice-Principal at GISS

Explain why you think there is a need to either develop a new policy or procedure, or revise or delete an existing one: _____

Re: Procedure 407 Supervision of Students (item 7b). Specifically for athletic field trips (volleyball, soccer, basketball etc) we would like a separate line added to include a district employee (eg: CIJPF member) as the legal supervisor, not just a "teacher supervisor". We have teams that are coached by community members/district employees other than teachers who travel off-island for games and tournaments, including weekends. It can be difficult and costly to find a teacher supervisor and enabling other district employees to supervise these trips would be very beneficial for our teams and school.

Additional comments: _____

Date: November 6, 2019 **Signature:** Jude Shugar

**Thank you for your valued input! Further copies of this form may be obtained from the district website, local schools or from the School Board Office, 112 Rainbow Road, Salt Spring Island, B.C., V8K 2K3 (250) 537-5548*



*"Inspire learners, Integrate sustainability,
Involve community"*

SCHOOL DISTRICT NO. 64

PROCEDURE 407 Supervision of Students

Section: Students

Dates of Revisions: May 12, 2004

Date of Adoption and

Resolution Number: June 13, 2018- 76/18

1. Conscientious supervision of students is mandatory at all times, including during all co-curricular and extra-curricular field trips.
2. Parent/guardian and/or community member participation in field trips to augment supervision is generally encouraged and in some cases necessary.
3. Circumstances determined by the principal may warrant increased levels of supervision according to the age, maturity, knowledge and skill of the students, and the nature and inherent risk of the field trip.
4. Volunteer supervisors must:
 - a. be screened by the principal or designate for suitability, and be advised of the expectations of their role as outlined in Board Policies 140, 3100, 407 and 410;
 - b. have passed a vulnerable sectors check
 - c. be aware of behavioural expectations outlined in applicable school codes of conduct;
 - d. have reviewed rules and safety procedures established by the teacher supervisor/sponsor/coach
 - e. be competent to deal with emergencies that might arise;
 - f. not consume alcohol or other mood-altering substances (as identified in Policy 310) while supervising students
5. Student behaviour is governed by the school's code of conduct.
6. Levels of adult to student supervision ratio should range from 1:10 to 1:15 and may vary, at the discretion of the principal, depending on circumstances.

7. Supervision levels, based on the level of risk generally associated with an activity, on the age/grade/developmental levels of student participants are as follows:
- a. **Day Trip Primary K-Grade 3** (activity has minimal inherent risk e.g., walking field trip) -- one (1) teacher supervisor per class and one (1) approved supervisor.
 - b. **Day Trip Grade 4-12** (within catchment area and activity has minimal inherent risk eg. walking field trip, curricular group run) -- one (1) teacher supervisor.
 - c. **Day Trip** (activity has minimal inherent risk, e.g. guided tours, museum, art gallery, public performance) -- one (1) teacher supervisor per class and one (1) approved supervisor.
 - d. **Day Trip** (activity has an increased level of inherent risk, e.g., skiing, kayaking, swimming, canoeing, and wilderness experiences) -- one (1) teacher supervisor and one (1) other employee of the Board and one (1) approved supervisor.
 - e. **Day Trip** (activity related to a Special Education Program) Special Education Assistant may assume sole or primary supervision responsibility to accommodate the out-of-school program needs of a student(s) with special needs -- adult to student ratio to be determined by principal or designate.
 - f. **Overnight Indoor** (activity has a higher level of inherent risk due to extended absence from school and home, e.g., secondary extracurricular activities, athletic, band, or club tours) -- one (1) teacher supervisor and one (1) other approved supervisor.
 - g. **Overnight Outdoor** (activity perceived as having a much higher level of inherent risk due to nature of activity, e.g., wilderness hike, camping) -- one (1) teacher supervisor and one (1) other employee of the Board supervisor and one (1) other approved supervisor.
 - h. **All overnight excursions** must have at least one (1) teacher and one (1) adult supervisor. All overnight co-educational excursions require the supervision of both male and female adult supervisors.
 - i. **Out-of-Province, Out-of-Country** (activity perceived as having a higher level of inherent risk due to increased travel complexity and distance, e.g., cultural exchanges, athletics, band tours) -- one (1) teacher supervisor and one (1) other employee of the Board.

When deemed appropriate by the principal, in consideration of the activity being supervised, the requirement for a teacher supervisor may be replaced by approved adult supervisor.

8. Students participating in overnight co-educational activities must be supervised by adults with corresponding gender assignments.

9. Specialized instructional competence is mandatory for supervision of higher risk activities and may be established by virtue of certification from a governing body (e.g., Red Cross, Canadian Canoeing Association). In areas where certificates are not issued, competency may be recognized by the leader's peers, by virtue of experience and demonstrated expertise in the activity.
10. The principal must be satisfied that the teacher(s) and other supervisors will provide adequate supervision and follow recognized safety procedures for the planned activities to mitigate potential risks and address the safety of students and supervisors.
11. The principal or designate will ensure that he/she is available to the field trip supervisors, if necessary, to attend to emergencies that arise during field trips.
12. All trips will be planned in consideration of standards of practice of Youth Safe Outdoors.

References:

- School Act, Secs. 17, 175(1)(c)
- School Regulation 265/89, Secs. 4(1)(b), 5(7) (g)
- Collective Agreement, School District No. 64 (Gulf Islands), Articles 23 and 25.
- Policies 140, 3100, 407 and 410