

# STRATEGIC PRIORITY

## ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP

### Goals

Optimize infrastructure to support learning

### Actions

Ensure long range facilities plans are aligned with 21<sup>st</sup> Century practices

Maximize the use of school and community facilities to support learning

### Goals

Foster environmental stewardship

### Actions

Align outdoor and environment learning opportunities for long-term sustainability

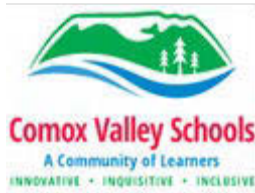
Reduce carbon emission and environmental footprint

Support the establishment and augmentation of school garden projects

Reduce the use of single-use plastics throughout district

Implement strategies for zero waste by increasing recycling and composting efforts in all facilities

Augment the Active Travel Program and public transit commute initiatives



## **ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP**

### **GOAL: OPTIMIZE INFRASTRUCTURE TO SUPPORT LEARNING**

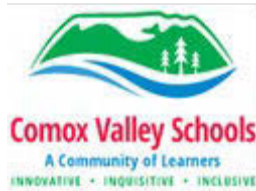
#### **Actions:**

- **Ensure long-range facility plans are aligned with 21st Century practices**
  - The Carbon Neutral Action Report is done every year in SD71 and can be viewed on the school district webpage by choosing the "Our District" drop down menu followed by "Reports and Publications". Reports for 2019 and 2018 are archived there for information. The new report for the 2020 school year will be completed in the spring of 2020.
  - The school district has been updating school boilers for many years now. 16 school sites have now had their boilers fully updated and we are currently working on the five remaining sites.
- **Maximize the use of school and community facilities to support learning**
  - FAe (Fine Arts e-cademy) is full and has a waiting list every year. We currently have approximately 132 students registered in the program in grades K-8. It is a face-to-face program 3 days per week with 2 days done at home.
  - Enter 1 is located at Aspen Park Elementary and is a program with 3 face to face days focusing on robotics.
  - Enter 2 is located at Highland Secondary school.
  - Each secondary school has blended learning programs in place. Highland Secondary is especially well advanced in blended learning.

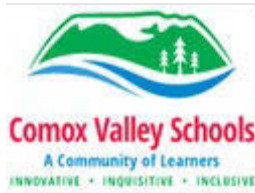
### **GOAL: FOSTER ENVIRONMENTAL STEWARDSHIP**

#### **Actions:**

- **Align outdoor and environment learning opportunities for long-term sustainability**
  - A full time Environmental Outdoor Learning Lead Teacher was created for this year. This teacher works with all our district schools. Each school has an Outdoor Lead Teacher.
  - Continuing meeting with our sustainability lead teachers.
  - There is an ongoing relationship/partnership with the Courtenay Fish and Game Club.
  - There is the ability to use Tribune Bay Outdoor Society as an outdoor camping/activity site for our district schools.



- **Reduce carbon emissions and environmental footprint.**
  - The school district has been updating school boilers for many years now. 16 school sites have now had their boilers fully updated and we are currently working on the five remaining sites.
  - The Carbon Neutral Action Report is done yearly and can be viewed on the school district webpage by choosing the "Our District" drop down menu followed by "Reports and Publications". Reports for 2019 and 2018 are archived there for information.
  
- **Support the establishment and augmentation of the school garden projects**
  - Several schools in the district have a salad bar program. Covid-19 has resulted in challenges in this program. However, with Covid-19 protocols, several schools have implemented them once again.
  
- **Reduce the use of single-use plastics throughout the district**
  - Our schools will follow the BC ban on plastic bags.
  - Eliminating single use plastics and garbage.
  - Schools have stopped giving out water bottles at events and only have small quantities of water bottles on site for emergency purposes.
  
- **Implement strategies for zero waste by increasing recycling and composting efforts in all facilities**
  - All schools have been provided with recycle boxes for pens, mechanical pencils, felts and markers.
  - Recommendations that the board investigate implementing a district wide composting program to begin in the 2021-22 school year.
  - All schools have a sustainability lead teacher who is responsible for reporting on school sustainability actions to the staff and district. At the conclusion of the school year a sustainability report will be generated to look at what schools across the district have done to address the strategic priority regarding sustainability.
  - Many schools have "pack in-pack out" programs, that students take home any uneaten lunch or lunch waste instead of throwing it in school garbage cans. The hope is that parents see what their children are eating and can send an appropriate size lunch therefore avoiding food waste.
  
- **Augment the Active Travel Program and public transit commute initiatives**
  - The Environmental Outdoor Learning Lead Teacher is working with public transit and has developed procedures and protocols for using public transit with school groups.



## **AT THE SCHOOLS:**

### **Airport Elementary**

Replaced the raised beds in the school garden. Next steps are to remove the existing beds, level the area, mulch, and replace the raised beds with new ones. Parents, students, and staff are participating in the project.

### **Arden Elementary**

Teacher team engaged in Collaborative Inquiry on Sustainable practices and share initiatives school wide:

1. Where does it go?
2. Pack-in, pack-out
3. Waste Jar challenge
4. Recycling triangle

The teachers engaged in this collaborative inquiry supported a school-wide waste jar challenge that was a huge success. Students reflected on their learning and a video was created and shared with our community.

The composting program continued and was organized by teachers with student involvement.

Minimized the use of paper on bulletin boards with the use of fabrics instead.

### **Aspen Park Elementary**

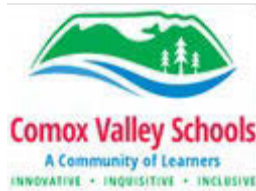
Environmental stewardship strategies at the school included:

- Water bottle filling stations
- Pack It In, Pack It Out lunch
- Bulk order school supplies
- Composting program
- Classroom Gardens
- The Learning Circle, our forested areas or to nearby parks (Condor Park) for outdoor learning opportunities.
- Bike Racks were purchased, with PAC help, to encourage students to find alternate means of travel to school.

### **Brooklyn Elementary**

Enjoyed the newly acquired outdoor classroom space. Great opportunity to teach and practice respectful behaviour within the natural environment.

Continued to encourage active travel to / from school. More bike racks added.



Worked toward zero percent waste included regular recycling and now composting (salad scraps) in the garden and new composters.

Enclosed garden was increased in size, and more beds added.

### **Courtenay Elementary**

Supported outdoor play and learning activities through:

- Studied the ecosystems, river and forest & pond study and forest.
- Studied the beach environment.
- Used test tubes to collect water samples, magnifying glasses to see things up closer.
- Explored and learned about the different species of trees & plants, especially berry producing ones.
- Learned different Indigenous stories/legends and how they treat and appreciate the land.
- Many of primary classes went on walking fieldtrips.
- Nine out of 11 classes worked in the garden, planting, watering and weeding.
- Many teachers used the outdoor spaces for learning: morning circle, gym, science, art, garden work, story time, walks etc.
- Planted four additional garden beds on our primary side.
- In the process of getting two more beds built, a sandbox, two picnics tables and a partial fence.

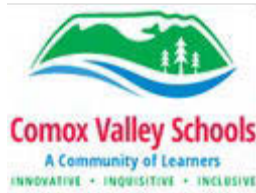
### **Denman Island Elementary**

The School Team supported the use of school facilities to support a variety of programs for the entire student body after school. Programs included: Maker, Drama, Gardening, Soccer, Basketball, Floor Hockey and Baseball.

### **Ecole Puntledge Park**

Students developed Social Emotional Skills to be successful through outdoors and environmental learning:

- Completed the construction of our outdoor learning circle.
- Earth Week: students and staff were offered a variety of activities to promote environmental stewardship. The activities included: Recycle bingo + trivia, Bee dance game, Andy Goldsworthy site specific art challenge, Plant identification, Recycled Art Contest.
- Bird identification: Six decks of bird identification cards in Kwak'wala/French/English.
- Plant walk with Kwak'wala/French/English names.
- Poetry for the Earth: 500 French words (magnets) to create French poems or stories.
- Laminated cards of pictures of garden vegetables that need to be matched with the name as well as matched with the seed and a fun fact about the plant.
- Ecological Handprint activity.



### **Ecole Robb Road**

Teachers created many opportunities for active field trips. Walking field trips included forest and beaches within a 1.5 km radius of the school. Sailing, clean-ups, nature studies, active games based in curriculum.

Bike to school event - tallies of walking / scootering / biking per class - prizes awarded as incentives.

Garden club initiatives included:

- Use of greenhouses, garden and veggies for soups and salad were a huge success with many classes participating.
- The garden club maintained and prepped spring garden beds.
- Partnership with LUSH Valley for seeds, veggie starts for spring planting enhanced our garden projects.
- Spring cleaning and planting of the beds / greenhouses by garden club.
- Garden projects in classrooms to support Science instruction. (plant, seed, butterfly, frog cycles /roles)
- Harvested fall vegetables and prepared our beds and greenhouses for winter.

### **Hornby Island Community School**

Continued to form relationships with community groups and explored our surrounding natural environment. Highlights were a school-wide trip to Tribune Bay Outdoor Education centre.

Had an Indigenous Cultural Presenter become connected to our school, bringing forth stories and ways of knowing and being to contribute to sustainable ways of life.

Made mindful decisions about our lunch and snack programs to minimize/eliminate single use plastics.

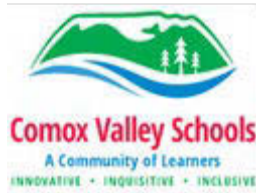
### **Huband Park Elementary**

Every student participated in an outdoor learning/place-based learning programs now and we are working on building it as we go adapting to our place.

Encouraged pack in pack out lunches as well as composting and recycling and reusing in every room.

### **Queneesh Elementary**

Continued to improve how we integrate our school garden into classes.



### **Royston Elementary**

Encouraged and supported outdoor learning opportunities and field trips.

Continued with pack in pack out lunches.

Cleaned up school garden and prepared for spring use.

### **Valley View Elementary**

Established and maintain a 'Weekend Warrior' schedule for families to keep our school grounds clean during the weekend.

Pack it in pack it out lunches and bi-weekly recycling continued.

### **Lake Trail Middle**

Improved environmental awareness, connections, and stewardship through:

- Committed to a robust recycling program for next year and have begun purchasing the necessary receptacles.
- Working as part of a multi-organization group to increase riparian planting and spawning grounds.
- Raised and released Coho fry.
- Reworked the disc golf course, with the community and students, to be more environmentally sensitive of protected areas. We improved the layout and set-up.
- School clean-up – “Adopt-an-area”.

Received grants to support garden redesign that includes a community learning space in the garden.

### **Cumberland Community School**

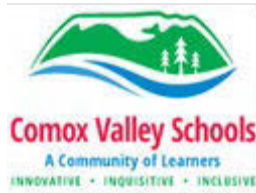
School PAC was awarded a \$10,000 grant to take part in the Active School Travel pilot program with BC Healthy School Communities. Money will be used to take sustainable actions that will support more students to use active modes to travel to and from school. This work will be done by working with the school and the Village of Cumberland.

### **Glacier View Secondary Centre**

Successfully started an Environment Club that secured funding from the school PAC which has paid for the recent installation of a new irrigation system for the school garden.

Received approval for the installation of another set of LED lights in our 4th classroom.

Supported and distributed students and their families with City Transit Bus Passes.



### **Mark R. Isfeld Secondary**

Environmental Club began a composting initiative.

The garden club has doubled in size and new tools, soil, and seeds were purchased. They are now connected with the foods program to utilize the vegetables in a "seed to table" experience.

### **G.P. Vanier Secondary**

Implemented recycling containers and bins for sorting garbage/litter/recyclables.

The Social and Environmental Sciences class has completed active field studies:

- Towhee Creek and Garry Oak ecosystem mapping.
- Riparian zone restoration at the Courtenay Fish and Game Protective Association camp site at Comox Lake.
- Traditional Ecological Knowledge and Indigenous fish traps in the mouth of the Courtenay River Estuary.
- Organic farming and planting garlic at Amara Farm in Merville.
- Quadrat analysis of intertidal zones at Point Holmes.
- Biomass analysis of second growth forests in Seal Bay Regional Park and Kitty Coleman Provincial Park.
- Plankton collection for analysis at Comox Marina and plastic study at Goose Spit Regional Park.
- We would normally head to Deep Bay for a look at the work they're doing on shellfish but we're doing a virtual expedition via Zoom with them this week.
- Our last field study will be an analysis of snow levels, depth, composition and equivalent water volume around Anderson Hill on the Mount Washington Parkway.

Foods teachers were working to improve the kitchen garden behind the school.