



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, May 8, 2024
School Board Office

AGENDA

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** "THAT the Committee of the Whole Meeting Agenda of May 8, 2024, be adopted as circulated."

2. STANDING COMMITTEES

- 2.a) Education & Strategic Planning Committee
2.a.i) N/A
- 2.b) Finance & Facilities Committee
2.b.i) 2024/2025 Budget Information – Draft
2.b.ii) Community Forest Grant – Final Report
2.b.iii) Capital Planning Initiatives (oral)
- 2.c) Policy Committee
2.c.i) Administrative Procedure 363 – British Columbia Evergreen Certificate

3. COMMITTEE REPORTS

- 3.a) Environmental Stewardship and Sustainability in SD47 Schools – Survey Data
3.b) Environmental Stewardship and Sustainability Plan (Draft)
3.c) Environmental Stewardship and Sustainability Committee Resourcing Recommendations
3.d) BCPSEA Representative Appointment (discussion)

4. OTHER INFORMATION

- 4.a) BCSTA Annual General Meeting Lead Strong Report (oral)
4.b) Upcoming Events:
4.b.i) May Day – May 17, 2024
4.b.ii) Track & Field – May 31, 2024
4.b.iii) Retirement Dinner – TBD (*June 12, 2024*)
4.b.iv) CSBA Annual General Meeting, National Trustee Gathering on Indigenous Education & CSBA Congress – July 6-8, 2024
4.c) Board Work Plan – For Information

ADJOURNMENT

SH/attachments

Budget Report

Powell River School District No. 47
2024/2025 Preliminary Budget

Powell River School District No. 47

Revenue and Allocations to Budget Center

Provincial Grants - Ministry of Education	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Operating Grant - Ministry of Education	\$41,885,919	\$40,300,516
Miscellaneous Ministry of Education Funding	\$101,260	\$795,676
Pay Equity	\$243,304	\$243,304
Reduction for Local Education Agreement	(\$1,032,389)	(\$1,032,389)
Total Provincial Grants - Ministry of Education	\$41,198,094	\$40,307,107
% of Revenue and Allocations to Budget Center	89%	87%

Provincial Grants - Other	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Grants - Other Ministries	\$75,000	\$75,000
Total Provincial Grants - Other	\$75,000	\$75,000
% of Revenue and Allocations to Budget Center	0%	0%

Other Revenue	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Other School District/Education Authorities	\$110,000	\$120,008
Summer School Fees	\$7,500	\$8,120
International Student Fees	\$600,000	\$600,000
First Nations Funding - LEA	\$1,032,389	\$1,032,389
Miscellaneous Revenue	\$80,000	\$80,000
Total Other Revenue	\$1,829,889	\$1,840,517
% of Revenue and Allocations to Budget Center	4%	4%

Rentals And Leases	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Facility Rentals	\$138,900	\$138,900
Total Rentals And Leases	\$138,900	\$138,900
% of Revenue and Allocations to Budget Center	0%	0%

Investment Income	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Interest on Investments	\$150,000	\$150,000
Total Investment Income	\$150,000	\$150,000
% of Revenue and Allocations to Budget Center	0%	0%

Other Transfers	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Prior Year Surplus	\$0	\$835,065
Special Purpose Funds	\$2,971,520	\$3,068,445
Total Other Transfers	\$2,971,520	\$3,903,510
% of Revenue and Allocations to Budget Center	6%	8%

Total Revenue and Allocations to Budget Center	\$46,363,403	\$46,415,034
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Expenditures

Educators	2024/2025 Preliminary Budget	2023/2024 Amended Budget
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Educators	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Principal/Vice-Principal	\$3,076,157	\$3,443,328
Principal/Vice-Principal FTE	17.000 FTE	19.600 FTE
Principal/Vice-Principal Salary	\$2,521,440	\$2,822,400
Principal/Vice-Principal Benefits	\$554,717	\$620,928
Principal/Vice-Principal Total Salary and Benefits	\$3,076,157	\$3,443,328
Teacher	\$20,431,389	\$20,240,743
Teacher FTE	174.125 FTE	177.675 FTE
Teacher Salary	\$16,476,926	\$16,323,180
Teacher Benefits	\$3,954,462	\$3,917,563
Teacher Total Salary and Benefits	\$20,431,389	\$20,240,743
Total Educators	\$23,507,546	\$23,684,071
% of Expenditures	51%	51%

Support Staff	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Accounting	\$257,303	\$252,252
Accounting Hours Per Week	105.00 Hrs	105.00 Hrs
Accounting Salaries	\$205,842	\$201,802
Accounting Benefits	\$51,461	\$50,450
Accounting Total Salary & Benefits	\$257,303	\$252,252
Bussing	\$504,494	\$494,540
Bussing Hours Per Week	316.00 Hrs	316.00 Hrs
Bussing Salaries	\$403,595	\$395,632
Bussing Benefits	\$100,899	\$98,908
Bussing Total Salary & Benefits	\$504,494	\$494,540
Custodial	\$976,466	\$957,385
Custodial Hours Per Week	515.00 Hrs	515.00 Hrs
Custodial Salaries	\$781,173	\$765,908
Custodial Benefits	\$195,293	\$191,477
Custodial Total Salary & Benefits	\$976,466	\$957,385
Secretarial	\$1,220,818	\$1,205,845
Secretarial Hours Per Week	649.00 Hrs	654.00 Hrs
Secretarial Salaries	\$976,654	\$964,676
Secretarial Benefits	\$244,164	\$241,169
Secretarial Total Salary & Benefits	\$1,220,818	\$1,205,845
Support Service Assistant	\$5,359,375	\$5,258,891
Support Service Assistant Hours Per Week	3,125.00 Hrs	3,127.50 Hrs
Support Service Assistant Salaries	\$4,287,500	\$4,207,113
Support Service Assistant Benefits	\$1,071,875	\$1,051,778
Support Service Assistant Total Salary & Benefits	\$5,359,375	\$5,258,891
Trades	\$1,245,512	\$1,122,456
Trades Hours Per Week	495.00 Hrs	455.00 Hrs
Trades Salaries	\$1,012,612	\$912,566
Trades Benefits	\$232,901	\$209,890
Trades Total Salary & Benefits	\$1,245,512	\$1,122,456
Total Support Staff	\$9,563,967	\$9,291,370
% of Expenditures	21%	20%

Other Professionals	2024/2025 Preliminary Budget	2023/2024 Amended Budget
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Other Professionals	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Exempt Staff	\$2,548,395	\$2,473,228
Exempt Staff FTE	20.300 FTE	20.900 FTE
Exempt Staff Salary	\$2,088,848	\$2,027,236
Exempt Staff Benefits	\$459,547	\$445,992
Exempt Staff Total Salary and Benefits	\$2,548,395	\$2,473,228
School Trustees	\$96,418	\$93,041
School Trustees FTE	5.000 FTE	5.000 FTE
School Trustees Indemnity	\$91,827	\$88,610
School Trustees Benefits	\$4,591	\$4,431
School Trustees Total Salary & Benefits	\$96,418	\$93,041
Total Other Professionals	\$2,644,813	\$2,566,268
% of Expenditures	6%	6%

Other Salaries & Benefits	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Teacher Salaries - Other	\$171,093	\$0
Retirement Allowance	\$120,546	\$120,546
Total Other Salaries & Benefits	\$291,639	\$120,546
% of Expenditures	1%	0%

Replacement Staff	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Substitute Teacher	\$1,277,000	\$1,455,641
Substitute Support Staff - Maintenance	\$100,000	\$100,000
Substitute Support Staff - Secretarial	\$50,500	\$55,500
Substitute Support Staff - Transportation	\$50,000	\$50,000
Substitute Support Staff - SSA	\$186,000	\$192,500
Total Replacement Staff	\$1,663,500	\$1,853,641
% of Expenditures	4%	4%

Services	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Audit Services	\$40,000	\$40,000
Legal Services	\$45,000	\$45,000
Technical Services	\$50,000	\$75,500
Receptions, Meetings, Etc.	\$51,999	\$55,497
Medical Services	\$34,000	\$34,000
Permits	\$10,000	\$10,000
Other Services	\$3,139,125	\$3,063,912
Lease Costs	\$86,100	\$85,100
Software Maintenance	\$262,501	\$242,500
Hardware Maintenance	\$5,000	\$0
Telephone Service	\$157,096	\$176,596
Postage Service	\$21,300	\$23,550
Advertising	\$47,500	\$48,500
Photocopying	\$30,000	\$30,000
Other Telecommunications Costs	\$18,250	\$20,500
Student Transportation	\$4,000	\$4,000
Transportation Assistance	\$2,000	\$2,000
Professional Development & Travel	\$182,817	\$173,967
Travel	\$34,600	\$30,850
Professional Development	\$179,530	\$174,530
Bursaries	\$2,000	\$2,000
Rental, Buildings	\$203,000	\$203,000

Services	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Rental, Equipment	\$15,000	\$15,000
Rental, Vehicle	\$3,000	\$3,000
Dues & Fees	\$250,000	\$250,000
Membership Fees	\$38,500	\$38,500
Insurance	\$108,500	\$108,500
Total Services	\$5,020,818	\$4,956,002
% of Expenditures	11%	11%

Supplies	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Homestay Fees	\$31,792	\$40,000
Supplies	\$97,358	\$170,224
Instructional Supplies	\$1,190,703	\$1,228,867
Office Supplies	\$56,300	\$52,800
Copying & Printing(Paper)	\$55,100	\$54,600
Janitorial Supplies	\$132,501	\$132,501
Gas, Oil, & Propane (Vehicle)	\$187,500	\$188,000
Electrical Supplies	\$15,000	\$15,000
Maintenance Supplies	\$328,000	\$330,000
Grounds Supplies	\$35,000	\$35,000
Other Supplies	\$71,524	\$64,702
Books & Guides	\$81,508	\$86,008
LRF - Other	\$5,000	\$5,000
Teacher Supplies	\$321,200	\$306,000
PAC Purchases	\$600	\$600
Student Supplies	\$40,384	\$167,684
Tire Supplies	\$7,500	\$7,500
Lube & Oil Supplies	\$7,500	\$7,500
Plumbing Supplies	\$50,000	\$50,000
Vehicle Maintenance	\$10,000	\$10,000
Electricity	\$307,500	\$307,500
Gas Heat	\$85,000	\$87,000
Propane Heat	\$117,500	\$115,000
Water & Sewage	\$65,000	\$65,000
Garbage & Recycling	\$55,000	\$55,000
Furniture & Equip Replacement	\$83,350	\$83,350
Computer Equipment Replacement	\$233,300	\$278,300
Total Supplies	\$3,671,120	\$3,943,136
% of Expenditures	8%	8%

Total Expenditures	\$46,363,403	\$46,415,034
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Summary

	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Total Revenues and Allocations To Budget	\$46,363,403	\$46,415,034
Total Expenditures	\$46,363,403	\$46,415,034
Variance	\$0	\$0



City of Powell River

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www.powellriver.ca • info@cdpr.bc.ca

File No. 2240-20-2157

June 29, 2021

School District #47
4351 Ontario Ave.
Powell River, BC
V8A 1V3

Dear Sir/Madam:

Re: 2021 Spring Community Forest Fund Grant Award – First Payment

Please find enclosed for your records, a duplicate copy of your Community Forest Grant Funding Servicing Agreement, and a cheque in the amount of \$269,150.00 representing 70% of the funding amount.

Once the project is complete, please provide a summary of all expenses related to the project, and a copy of all receipts to the Financial Services Department at City Hall for review and final installment.

On behalf of Council, I would like to thank you for your efforts and the important contributions you make to our community.

If you have any questions, please feel free to contact us at 604-485-8620.

Yours truly,
CITY OF POWELL RIVER

Adam Langenmaier, BBA, CPA, CA
Chief Financial Officer

AL/cl

Enclosures (2)



PRCF Grants: Invoice Summary Worksheet

Invoice #	Date	Vendor/Service Provider Name	Purchase Description	Total Invoice Amount
67411	7/31/2021	Binnie	Professional Fees	7,336.08
67621	8/31/2021	Binnie	Professional Fees	1,209.04
68369	9/30/2021	Binnie	Professional Fees	1,606.50
69380	11/30/2021	Binnie	Professional Fees	1,425.31
4308	11/29/2021	River City Mini Excavating	Site Preparation	5,570.73
6482	12/14/2021	AstroTurf West Distributors	Turf Construction & Installation	495,808.00
6509	6/28/2022	AstroTurf West Distributors	Turf Construction & Installation	40,640.00
22465	12/28/2021	Hanitat Systems	Purchase of four mini soccer nets	11,081.35
5071	7/25/2022	River City Mini Excavating	Site Prep. for concrete slab & new fence line	15,262.20
173576	8/31/2022	Rona	Spray nozzle for concrete slab	47.09
9143	7/28/2022	Lang Bay Aggregate	Concrete for new fence line & player benches	4,247.60
2782	8/16/2022	Powell River Equipment Rentals	Installation of new fence	22,154.12
2827	9/27/2022	Powell River Equipment Rentals	Installation of new fence	12,664.73
2852	10/25/2022	Powell River Equipment Rentals	Installation of netting above fence line	10,238.34
5565	1/16/2023	River City Mini Excavating	Site prep for storage sheds	3,457.59
9576	1/3/2023	Lang Bay Aggregate	Concrete for storage sheds	469.58
50612	1/24/2023	Adams Concrete	Concrete for storage sheds	3,412.08
50625	1/26/2023	Adams Concrete	Concrete for storage sheds	1,202.08
67892	1/30/2023	Flatline Concrete Finishing	Concrete Finishing	7,213.60
AAA618	2/28/2023	Assured Asbestos	Prepainting of hardi siding for storage sheds	896.42
239	5/30/2023	Jantz Construction	Siding of storage sheds	13,008.80
31232	4/25/2023	Centaur Products	Purchase of player bench seating	32,525.70
3103	8/9/2023	Powell River Equipment Rentals	Installation of additional netting	16,400.79
			Total	707,877.73
			Grant awarded (50% of project cost)	384,500.00
			Lesser of expenses and grant award	353,938.87
			First Payment - June 2021 -	269,150.00
			Balance owing \$	84,788.86

BRITISH COLUMBIA EVERGREEN CERTIFICATE

Background

The District is required by the Ministry of Education [and Child Care](#) to develop and make available to parents an Administrative Procedure setting out the requirements a student must meet for the District to recommend ~~to the Minister that they be awarded the a~~ School [Completion \("Evergreen"\)](#) ~~Evergreen~~ Certificate. [The Evergreen Certificate is intended to celebrate success in learning that is not recognized in a Certificate of Graduation \(Dogwood Diploma\).](#)

A student enrolled in an educational program other than ~~the the~~ graduation program will be eligible for an ~~an~~ [British Columbia School Completion](#) ~~Evergreen~~ Certificate. When a student has met the requirements of the ~~S~~school ~~C~~ompletion ~~portfolio~~ [Learning Plan](#), the District will recommend to the Ministry of Education [and Child Care](#) that they receive this certificate.

Definitions

[School Completion Certificate](#) is a document, distinct from the British Columbia Certificate of Graduation ([Evergreen-Dogwood](#) Diploma), awarded by the Ministry of Education to students who meet the goals of an educational program other than the graduation program.

[School Completion](#) ~~Portfolio~~ [Learning Plan](#) is a locally developed document designed to record the completion of individualized education program goals and demonstrate the experiences, achievements, qualifications, and skills of a student.

Procedures

1. Principals of schools with grade 10, 11 or 12 students are responsible for making this Administrative Procedure available to parents.
- ~~2.~~ A student enrolled in an educational program other than the graduation program will be provided with a School Completion [Portfolio-Learning Plan](#) in which to document the completion of requirements.
- ~~2.~~
 - 2.1 The Principal, in consultation with teachers, is to ensure that a student in an educational program other than the graduation program has met the School Completion [Portfolio Learning Plan](#) requirements.

Administrative Procedure 363



3. When a student has met the requirements of the [School Completion portfolio Learning Plan](#), the District will recommend to the Ministry of Education ~~that~~ [and Child Care](#) that they receive this certificate.
4. A student with [special needs disabilities or diverse abilities](#) will be judged to have met the requirements of their [School Completion portfolio Learning Plan](#) if:
 - 4.1 The student has an Individual Education Plan (IEP) and is enrolled in an educational program not designed to meet the graduation program requirements.
 - 4.2 The student meets the [individual learning goals learning outcomes](#) contained in the IEP, or, where not all learning outcomes of the student's educational program are included in the IEP, the student has successfully completed the educational program provided.
5. [In addition to receiving an Evergreen Certificate, students on an Evergreen path are also entitled to a Ministry transcript of successfully completed Grades 10-12 courses, both for-credit and non-credit, including Ministry-authorized, Board/Authority Authorized \(BAA\), and Locally Developed \(LD\) courses \(e.g. IEP courses\).](#)
- ~~5-6.~~ Principals are responsible for sending to the Ministry of Education [and Child Care](#) their students' demographic data, including the educational program completion dates.
7. Principals will distribute School Evergreen Certificates to students when the certificates are received from the Ministry of Education [and Child Care](#).
- ~~6-8.~~

Reference: Sections 20, 22, 65, 85, 177 *School Act*
Ministerial Order 164/96 Student Credentials Order
Human Rights Code
Workers' Compensation Act
Occupational Health and Safety Regulation
Canadian Human Rights Act

Adopted: May 18, 2022
Revised: May 18, 2022

BRITISH COLUMBIA EVERGREEN CERTIFICATE

Background

The District is required by the Ministry of Education and Child Care to develop and make available to parents an Administrative Procedure setting out the requirements a student must meet for the District to recommend the School Completion (“Evergreen”) Certificate. The Evergreen Certificate is intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma).

A student enrolled in an educational program other than the graduation program will be eligible for an Evergreen Certificate. When a student has met the requirements of the School Completion Learning Plan, the District will recommend to the Ministry of Education and Child Care that they receive this certificate.

Definitions

School Completion Certificate is a document, distinct from the British Columbia Certificate of Graduation (Dogwood Diploma), awarded by the Ministry of Education to students who meet the goals of an educational program other than the graduation program.

School Completion Learning Plan is a locally developed document designed to record the completion of individualized education program goals and demonstrate the experiences, achievements, qualifications, and skills of a student.

Procedures

1. Principals of schools with grade 10, 11 or 12 students are responsible for making this Administrative Procedure available to parents.
2. A student enrolled in an educational program other than the graduation program will be provided with a School Completion Learning Plan in which to document the completion of requirements.
 - 2.1 The Principal, in consultation with teachers, is to ensure that a student in an educational program other than the graduation program has met the School Completion Learning Plan requirements.
3. When a student has met the requirements of the School Completion Learning Plan, the District will recommend to the Ministry of Education and Child Care that they receive this certificate.
4. A student with disabilities or diverse abilities will be judged to have met the requirements of their School Completion Learning Plan if:

- 4.1 The student has an Individual Education Plan (IEP) and is enrolled in an educational program not designed to meet the graduation program requirements.
- 4.2 The student meets the individual learning goals contained in the IEP, or, where not all learning outcomes of the student's educational program are included in the IEP, the student has successfully completed the educational program provided.
5. In addition to receiving an Evergreen Certificate, students on an Evergreen path are also entitled to a Ministry transcript of successfully completed Grades 10-12 courses, both for-credit and non-credit, including Ministry-authorized, Board/Authority Authorized (BAA), and Locally Developed (LD) courses (e.g. IEP courses).
6. Principals are responsible for sending to the Ministry of Education and Child Care their students' demographic data, including the educational program completion dates.
7. Principals will distribute School Evergreen Certificates to students when the certificates are received from the Ministry of Education and Child Care.

Reference: Sections 20, 22, 65, 85, 177 *School Act*
Ministerial Order 164/96 Student Credentials Order
Human Rights Code
Workers' Compensation Act
Occupational Health and Safety Regulation
Canadian Human Rights Act

Adopted: May 18, 2022

Revised: May 8, 2024

Executive Summary – Qualitative Survey

Title: Environmental Stewardship and Sustainability in SD47 Schools

The report captures a comprehensive district-wide survey assessing sustainability efforts within individual schools across SD47. The focus lies on the integration of sustainability into school goals, physical demonstrations of sustainability initiatives, educational approaches, facility-based actions, existing barriers, and suggestions for improvement. The gathered data underscores both achievements and opportunities for growth in fostering sustainable practices within school communities.



Findings and Observations:

Leadership & Vision:

- Little integration of sustainability within school goals and leadership structures.
- Presence of individual and student champions, albeit inconsistent support on a systems / administrative level.

Learning Environments:

- Some schools have visible sustainability initiatives such as waste stations, green spaces, renewable energy sources, and outdoor learning spaces.
- Challenges exist to effectively utilize existing infrastructure and engage stakeholders.

Learning Opportunities:

- Inconsistent integration of sustainability into curriculum, primarily driven by individual teachers.
- Some engagement in environmental clubs and events, but a lack of system-wide approaches.

Facilities:

- Varied waste reduction programs in place, including recycling and composting efforts, but with notable gaps in effectiveness and education.
- Limited energy conservation programs across schools, with opportunities to leverage existing infrastructure for educational purposes.

Bridges & Barriers:

- Identified opportunities include broad stakeholder engagement, increased educational initiatives, and better utilization of existing resources.
- Challenges revolve around time, financial constraints, lack of system prioritization, and inadequate support structures.



Actionable Items:

1. **Establishing System Norms:** Introduce sustainability as a systemic norm rather than relying solely on individual champions.
2. **Enhanced Education and Engagement:** Develop comprehensive educational programs and engage all stakeholders for broader participation.
3. **Infrastructure Optimization:** Utilize existing facilities, like solar panels, for educational purposes, and streamline waste management systems.
4. **Stakeholder Engagement:** Facilitate broader stakeholder involvement through district-wide events, assemblies, and themed initiatives.
5. **Resource Allocation:** Allocate resources, time, and support to integrate sustainability seamlessly into school operations.

Recommendations and Conclusion:

The report underscores the need for a holistic and systematic approach to embed sustainability within SD47 schools. Recommendations include formulating comprehensive sustainability guidelines, fostering collaborations among stakeholders, and leveraging existing resources for educational purposes. Prioritizing sustainability through inclusive and collaborative efforts is key to achieving long-term success in fostering environmentally conscious school communities.

The executive summary encapsulates key findings, actionable insights, and recommendations derived from the detailed survey, providing a roadmap for advancing sustainability initiatives within qSD47 schools.

Executive Summary – Quantitative Survey

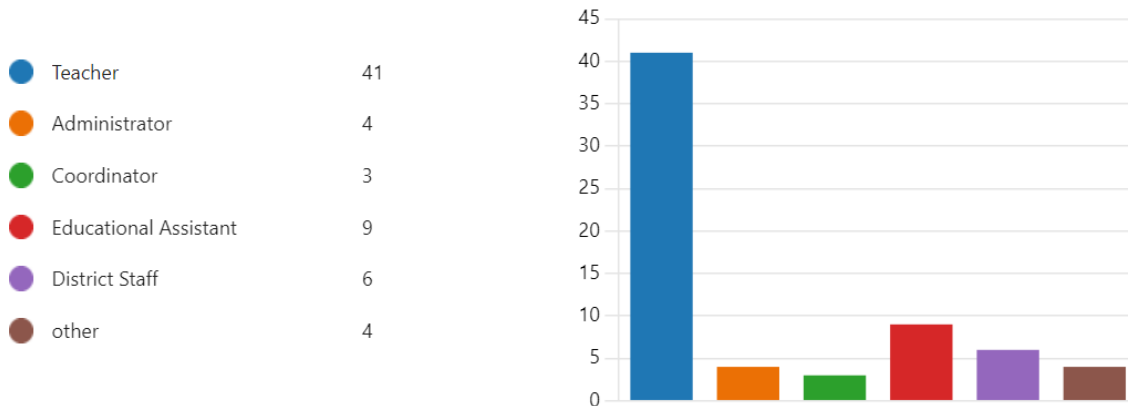
Title: Environmental Stewardship and Sustainability in qSD47 Schools

Environmental stewardship and sustainability have been outlined as key priorities for our school district in the latest strategic plan. To inform the process of developing a comprehensive sustainability plan several surveys were conducted. The results below illustrate a question-by-question summary of findings.



Findings by Question

Q1: What is your role within qathet School District?



Q2: What level do you most frequently teach or work within?

Elementary (K-3)	41
Elementary (4-7)	27
Secondary	18
District	4
Other	3

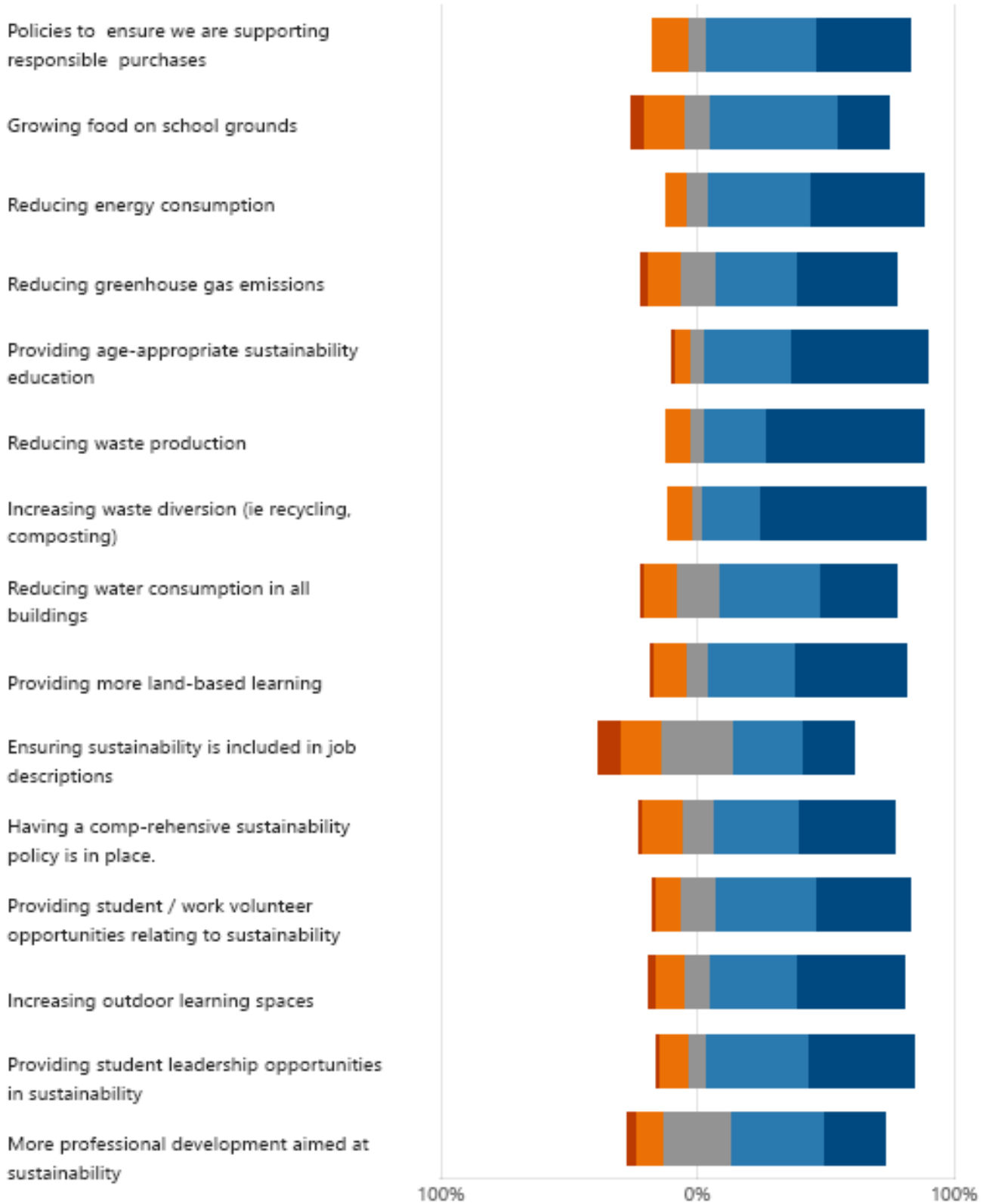


Q3: How would you rate our school district overall in terms of sustainability?



Q4: Sustainability is a key goal in qathet School District's Strategic Plan. What related activities do you think we should focus on to achieve a higher level of sustainability?

■ Not Important
 ■ Somewhat Important
 ■ No Opinion
 ■ Important
 ■ Very Important



Interpretation and Summary

Key Areas of Focus:

- **Responsible Purchases:** Policies ensuring responsible procurement are highly valued.
- **On-Site Food Production:** Growing food within school premises is seen as important.
- **Energy Conservation:** Reducing energy consumption and greenhouse gas emissions are top priorities.
- **Education:** Providing age-appropriate sustainability education and land-based learning opportunities.
- **Waste Management:** Emphasis on reducing waste production, increasing waste diversion (recycling, composting), and reducing water consumption across buildings.
- **Incorporating Sustainability:** Participants emphasize including sustainability in job descriptions and having a comprehensive sustainability policy in place.
- **Student Engagement:** Providing volunteer and leadership opportunities related to sustainability for students.
- **Infrastructure:** Increasing outdoor learning spaces is considered important.
- **Professional Development:** More training and professional development focused on sustainability is also recommended.

The data strongly advocates for a multifaceted approach to sustainability, emphasizing education, practical initiatives, policy changes, and student involvement as crucial components for advancing sustainability goals.

Q5: Do you have any other suggestions? Please describe.

Below is a summary of written responses (27 in total)

1. **Curriculum Development:**

- **Scope and Sequence:** Develop a comprehensive K-7 sustainability curriculum framework.
- **Green Leadership Program:** Establish a program for grades 5-7 to promote sustainability education as essential before high school.
- **French and Ayajuthem Materials:** Ensure availability of resources in these languages.

2. **Operational Improvements:**

- **Resource Allocation:** Hire dedicated outdoor educators, provide necessary outdoor gear, and enhance partnerships with community groups for authentic sustainability experiences.
- **Energy Audit and Sustainability Plan:** Conduct an energy audit and establish a strategic sustainability plan with clear benchmarks for 1-year, 3-year, and 5-year goals.
- **Maintenance Collaboration:** Establish a joint committee involving school staff and maintenance for outdoor education projects to ensure alignment and avoid conflicts.

- **Better Waste Management:** Implement better composting systems and advocate for proper waste diversion and diversion and disposal strategies.

3. **Teacher and Staff Engagement:**

- **Professional Development:** Provide training for teachers and Educational Assistants (EAs) in outdoor leadership, First Aid, and sustainability education.
- **Teacher Leads in Each School:** Appoint teacher leads in each school to drive sustainability initiatives.

4. **Community Engagement:**

- **Parental Involvement:** Engage parents through the Parent Advisory Council (PAC) to support initiatives and raise awareness.
- **Local Partnerships:** Collaborate with local organizations to promote sustainability and integrate community learning opportunities.
- **District-Level Policies:** Advocate for district-level policies supporting sustainability to drive systemic change.

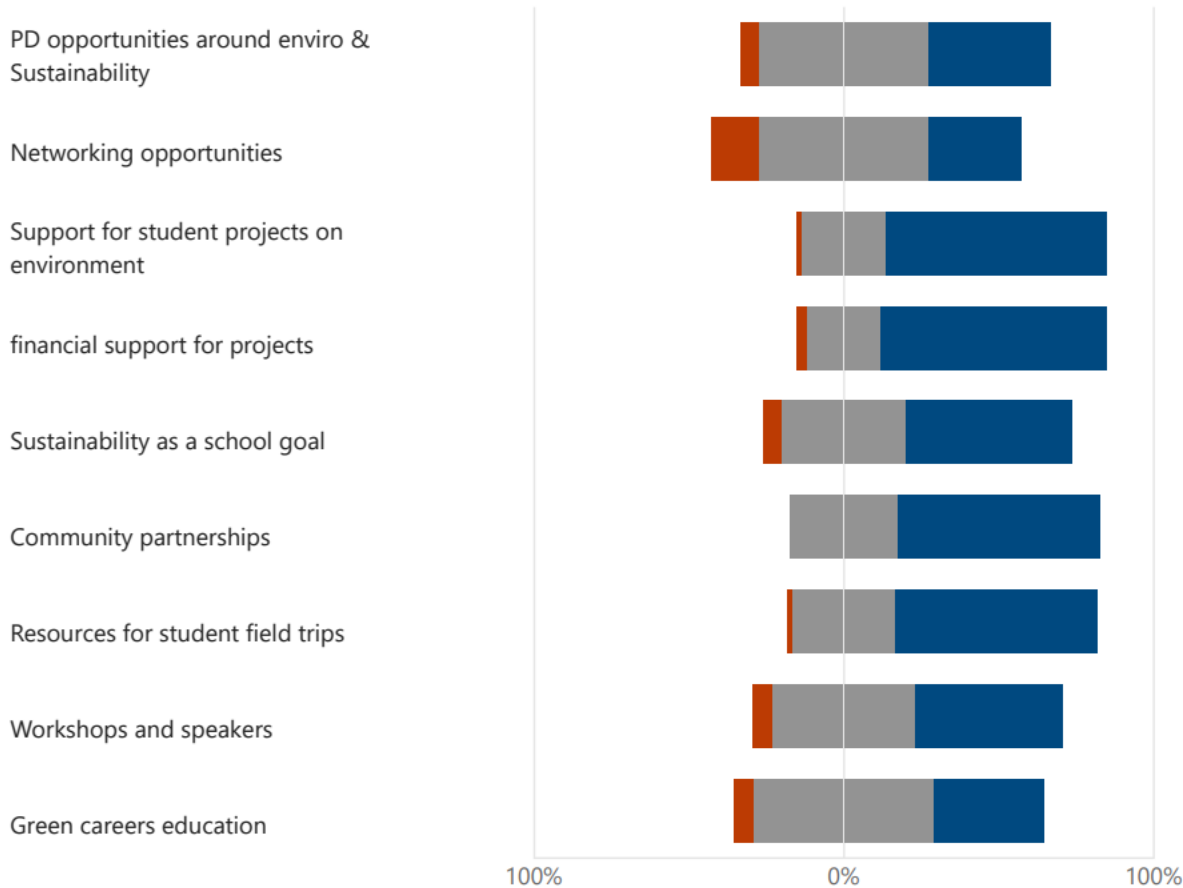
5. **Student Involvement:**

- **Student-Led Committees:** Establish sustainability committees led by students in each school to drive initiatives and create awareness.
- **Workshops and Speakers:** Arrange workshops and speakers focusing on sustainability for both students and staff.
- **Cross-Grade Collaboration:** Facilitate interactions between elementary and secondary students for knowledge exchange and mentorship.

These suggestions highlight the need for a comprehensive approach encompassing curriculum development, operational enhancements, staff engagement, community involvement, resource allocation, and student empowerment to foster a culture of sustainability within the qathet School District.

Q6: How useful would the following resources be for incorporating environmental & sustainability into your teaching / learning / daily practices?

■ not useful ■ somewhat useful ■ very useful



The survey indicates a strong consensus among respondents regarding the usefulness of resources for integrating environmental and sustainability themes into education and daily practices.

The data overall demonstrates a collective recognition of the importance of these resources in promoting environmental and sustainability education. It highlights a consensus on key areas where support and emphasis could significantly enhance the incorporation of these themes into educational practices.

Q7: Do you have any other suggestions? Please describe.

Below is a summary of written responses (21 in total)

Infrastructure and Resources:

- Suggestions involve hiring separate teachers or outdoor educators for better implementation.
- Updating textbooks, providing reusable materials, and reducing reliance on photocopying.
- Conducting an energy audit and creating sustainability plans with benchmarks.

Collaboration and Communication:

- Advocacy for cross-grade collaboration, staff meetings, and training to involve everyone.
- Encouraging collaboration between schools, involving students in sustainability initiatives.
- Encouraging partnerships with community groups and local organizations for better alignment.

Leadership and Policy:

- Urgency in incorporating sustainability into school goals and district policies.
- Emphasizing the importance of modeling sustainability from district and school leadership.
- Pushing for government recognition of climate change as a crisis and aligning policies accordingly.

Educational Initiatives:

- Educational efforts involving curriculum development, informative resources, and workshops.
- Establishing student sustainability committees within each school for active involvement.

Community Engagement:

- Engaging parents, PAC (Parent Advisory Committee), and local organizations in promoting sustainability.
- Partnering with community entities such as city recycling departments, Let's Talk Trash etc to support waste diversion.

Mindset and Awareness:

- Promoting a shift in mindset towards local action and understanding the lifecycle of common products.
- Emphasizing the importance of workshops and speakers for students and staff.

Challenges and Barriers:

- Addressing challenges such as resistance from maintenance staff, lack of resources, and the need for custodial support.

The responses collectively highlight the multifaceted approach needed to promote sustainability in education, emphasizing resource allocation, collaborative efforts, policy integration, educational initiatives, community engagement, mindset shifts, and addressing barriers for effective implementation.

Q8: Are you aware of any ongoing Environmental or Sustainability improvements to your facility? Please describe (37 respondents)

Below is a summary of written responses (37 in total)

Solar Energy Initiatives:

- Several mentioned the installation of solar panels.

- Some individuals highlighted doubts or reservations about the effectiveness or priority of this method.

Energy Efficiency Improvements:

- Upgrades to lighting systems (e.g., LEDs) and windows (single to double pane) for better efficiency.
- Heating and cooling system updates for increased efficiency and reduced energy consumption.

Waste Management and Recycling:

- Recycling programs and initiatives (composting, recycling bins, waste diversion/recycling stations).
- Efforts toward waste reduction in lunches and classrooms.

Garden and Outdoor Initiatives:

- Various mentions of garden improvements, outdoor classrooms, and outdoor learning spaces.
- Involvement of students in gardening activities and outdoor education programs.

Sustainability Committees and Educational Efforts:

- Formation or involvement in sustainability-focused committees (ie EEPSA LSA)
- Calls for more education and promotion on sustainability practices.

Mixed or Limited Awareness:

- Responses indicating limited or no awareness of ongoing sustainability initiatives or improvements.
- Some expressed uncertainty about the effectiveness or direction of certain initiatives.

These findings highlight a mix of initiatives, some of which are not directly related to facilities but are worthy of consideration. Broadly, the responses focused on energy efficiency, waste management, educational programs, and outdoor sustainability projects.

Q9: What Environmental or Sustainability related initiatives are you most proud of in your workplace? Please describe.

Below is a summary of written responses (35 in total)

Outdoor Education & Infrastructure:

- Outdoor classrooms
- Development of outdoor learning spaces
- Utilizing gardens and school lands for education
- Creating forest trails
- Tree planting and care

Food Sustainability & Waste Reduction:

- Local produce utilization
- Minimizing food waste
- Sustainable food programs
- Composting initiatives
- Reducing plastic usage
- Reusable lunch programs

Energy & Resource Conservation:

- Solar energy initiatives
- Natural light utilization to reduce electricity usage
- Efforts to reduce printing and paper waste
- Recycling programs for paper, plastic, cardboard

Community Engagement & Education:

- Student involvement in sustainability projects
- Environmental education courses and clubs
- Teaching sustainability practices to young students
- Engaging community representatives for waste management and sustainability

Indigenous Education & Sustainability:

- Integrating Indigenous knowledge for sustainability
- Land reclamation and restoration projects
- Collaboration with Indigenous communities for land stewardship

Challenges & Aspirations:

- Challenges with inconsistent efforts and lack of awareness
- Aspiring for more initiatives like community gardens, composting, and expanded outdoor activities.
- Desire for increased involvement in school gardens and environmental initiatives

These responses showcase a range of efforts, from infrastructure development to educational programs, waste reduction, energy conservation, and community engagement, along with aspirations for further sustainability initiatives.

Q10: It can be confining to limit our thinking to our current state. Instead, think about a time in the future when we have made great progress towards becoming a sustainable system. How does this look different from today?

Below is a summary of the written responses (42 in total)

1. **Carbon Neutrality & Closed-Loop Systems:** Aim to become carbon neutral, establish closed-loop systems, and shift towards sustainability in the community and economy.
2. **Sustainable Practices in Education:** Implement waste-free schools, organically grown food served on-site, efficient technologies, and a curriculum focused on skills for a sustainable future.
3. **Efficient Infrastructure:** Utilize HVAC systems for energy efficiency, optimize energy use by avoiding wasteful practices like opening windows when heating/cooling is on.
4. **Waste Reduction & Local Purchases:** Implement waste diversion, prioritize local food procurement, focus on quality purchases rather than quantity.
5. **Expanded Recycling:** Extend recycling efforts beyond paper and move towards garbage free schools.
6. **Expanding Outdoor & Sustainability Education** promote outdoor learning and exploration of sustainable practices.
7. **Celebrating Sustainability Milestones:** Encourage students to engage in sustainability activities throughout their schooling. Celebrate school and district achievements.
8. **Composting & Environmental Education:** Teach composting, promote gardening, and integrate it into the curriculum.
9. **Energy and Water Sustainability:** Implement energy generation and water catchment systems.
10. **Off-Grid Greenhouse & On-Site Food Production:** Establish year-round on-site greenhouse systems for food production.
11. **Outdoor Learning Spaces & Sustainability Goals:** Create outdoor learning spaces, promote gardening, and track school sustainability goals.
12. **Teacher Support for Sustainability Initiatives:** Support teachers with sustainability initiatives and projects within their regular work hours.
13. **Integration of Ecology & Bioregionalism Education:** Focus on outdoor learning, ecological understanding, and local ecosystem education.
14. **Community Engagement & Sustainable Education:** Engage the community in sustainable practices and embed sustainability into education.
15. **Normalizing Sustainable Mindsets:** Normalize sustainable behaviors, educate on green careers, and prioritize conscientious resource consumption.
16. **Zero Waste & Outdoor Learning Emphasis:** Strive for zero waste, promote outdoor learning, and engage in community-based learning initiatives.

17. **Education on Reducing Environmental Impact:** Provide workshops, speakers, and education on reducing environmental impacts.
18. **Individual Responsibility & Easy Sustainable Practices:** Foster a culture where individuals take responsibility and where sustainable practices are made easy.
19. **Digital Transition & Reduced Paper Use:** Transition to digital systems to reduce paper waste.
20. **Responsible Consumption & Indigenous Respect:** Encourage responsible consumption, respect for indigenous cultures, and inclusion of diverse perspectives.
21. **Local Agriculture & Survival Skills Education:** Integrate local agriculture education and survival skills into the curriculum.

These visions collectively highlight a shift towards sustainable practices, emphasizing education, waste reduction, community engagement, and a conscious effort to reduce environmental impact across various aspects of school life.

Q11: Do you have any other comments to add? Did we miss anything?

Below is a summary of the written responses (17)

1. **Gratitude, Support and Encouragement:**

- Expressing excitement, support, and gladness about the initiative.
- Encouraging active participation and acknowledging the importance of the endeavor.

Expressions of gratitude for asking for input, pursuing the issue, and taking the time to conduct the survey.

2. **Practical Challenges and Concerns:**

- Highlighting practical barriers such as time constraints, logistical issues with composting/recycling, and the need for support during implementation.
- Concerns about who will be responsible for the implementation and the need for broader support beyond teachers.

3. **Action and Implementation Urgency:**

- Urging immediate action and expressing frustration over delays in similar initiatives.
- Advocating for a hands-on approach to sustainability and emphasizing the need for action over purchasing new items.

4. **Policy-Driven Change:**

- Advocating for policy-driven mandates prioritizing environmental sustainability over convenience, emphasizing the need for mandated change.

5. Continuous Improvement and Challenge:

- Encouraging continuous improvement for both students and educators, challenging them to strive for betterment.

Consolidation of Findings

Priorities Identified:

1. **Responsible Purchases:** Implement policies for responsible procurement.
2. **On-Site Food Production:** Foster growing food within school premises.
3. **Energy Conservation:** Focus on reducing energy consumption and greenhouse gas emissions.
4. **Education:** Provide sustainability education and land-based learning opportunities.
5. **Waste Diversion / Management:** Reduce waste production, increase recycling and composting, and minimize water consumption. Garbage free schools.
6. **Policy Integration:** Embed sustainability in job descriptions and establish comprehensive sustainability policies.
7. **Student Engagement:** Offer volunteer and leadership opportunities related to sustainability.
8. **Infrastructure:** Increase outdoor learning spaces.
9. **Professional Development:** Offer training focused on sustainability for staff.

Recommendations:

1. **Curriculum Development:** Develop a K-7 sustainability curriculum framework and a leadership program for grades 5-7.
2. **Operational Improvements:** Conduct energy audits, enhance outdoor education, and improve waste diversion / management systems.
3. **Teacher and Staff Engagement:** Provide professional development and facilitate cross-grade collaboration.
4. **Community Engagement:** Involve parents, collaborate with local organizations, and advocate for district-level policies supporting sustainability.
5. **Educational Resources:** Incorporate informative resources into the curriculum and emphasize local initiatives.
6. **Student Involvement:** Establish sustainability committees and organize workshops focusing on sustainability.

Useful Resources for Integration:

- **Highly Valued:** Sustainability as a school goal, workshops, networking opportunities, financial support, and community partnerships.
- **Significant Support:** Support for student projects, green careers education, and professional development.
- **Moderate Value:** Professional development around environmental sustainability and networking.

Challenges and Aspirations:

- Highlighted the need for collaborative efforts, policy changes, educational initiatives, community engagement, mindset shifts, and overcoming barriers for effective implementation.

Future Vision:

- Envisions carbon neutrality, waste-free schools, efficient infrastructure, expanded recycling, outdoor education, and a sustainable mindset across the district.

Final Thoughts:

- Expressions of support, gratitude, and encouragement were prevalent.
- Practical challenges, urgency for implementation, and the need for clear definitions and policy-driven change were highlighted.
- Emphasized continuous improvement and challenges for both students and educators.

This data underscores the collective consensus on the multifaceted approach required to embed sustainability within the district. Prioritizing responsible purchases, on-site food production, energy conservation, education, waste management, policy integration, community engagement, and student involvement are key to fostering a sustainable culture within the qathet School District.

DRAFT Environmental Stewardship and Sustainability Plan

Background

The qathet School District 47 (qSD47) is located on the Northern Sunshine Coast in Powell River British Columbia. We are a rural School District of 400 employees serving approximately 3,400 students: five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school.

The qSD47 2023 Strategic Plan is based on our mission, “Learning and Growing, together” and our vision, “Creating Brighter Tomorrow’s for All.” This mission and vision are rooted in our commitment to promoting culture and belonging and understanding where differences are embraced and celebrated. This plan is advanced through the following six strategic priorities:

- Cultivating an Ethic of Learning: Ensure early learners and students have the best possible learning experience.
- Cultivating Curiosity: Transform our learning environments into places of innovation.
- Cultivating Connection: Prioritize mental health, community connections, and social-emotional learning.
- Supporting Self-Determination: Ensure holistic Indigenous student success.
- Cultivating Truth and Reconciliation: Honour truth and reconciliation.
- Cultivating Integrity/Responsibility: Prioritize climate change, organizational health, and sustainability.

Environmental Stewardship and Sustainability Initiatives have been an integral part of qSD47 for many years. From ECO teams, to related credit courses and senior leadership programs, the expansion of our Indigenous Education Department, and technological upgrades and efficiencies, qSD47 has been a champion of environmental, sustainability, and outdoor learning for decades. Though not an exhaustive list, some specific attempts at a reduced carbon footprint have included culture-change campaigns, school gardens, composting infrastructure, and the installation of EV charging stations at District schools. Most recently, the board has formed a committee with the intent purpose to help further their goals relating to this work (Environmental Stewardship and Sustainability Committee). The advent of this Plan enables a coordinated approach to sustainability that will allow our District to move beyond individual teacher champions or siloed operational upgrades, to a broad systems-based approach.

Sustainability Inventory

The qSD47’s Environmental Stewardship and Sustainability Plan is informed by the following to date:

- A scan of leading school districts throughout Canada to determine how they are pursuing sustainability
- A series of Sustainability Surveys (Qualitative and Quantitative) that was open to all staff
- An inventory of Outdoor and Sustainability Learning Opportunities and Educational Initiatives in qSD47
- An ongoing Operational Audit during the 2023 / 2024 school year

Defining a Sustainable School District

There is no singular definition of what it means to be a Sustainable or Sustainability-Minded School District. At its core, the Environmental Stewardship and Sustainability Plan for our District is a framework to guide our staff, teachers, and students to actively contribute (i.e. stewardship) to a positive relationship with the earth, a relationship that considers future generations and the ecological integrity of the natural systems that support all life. This is the definition of sustainability in the context of this Plan.

Structure and Approach

The qSD47's Environmental Stewardship and Sustainability Plan is not a static document and will evolve throughout the term and presumably beyond. An iterative approach will assist us in adapting to organizational, technological, and behavioural shifts as we move towards establishing a truly sustainable system. To this end, we have sought to build a simple and functional approach understanding that clarity combined with strategic steps forward will yield results.

Organization Structure of the ESSP



Overview of Pillars and Themes

Pillar 1: Leadership for Sustainability

- Theme: Support and Implementation
- Theme: Communication and Celebration

Pillar 2: Education

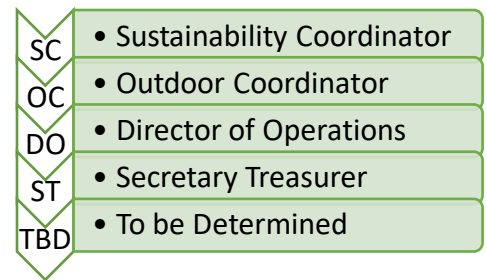
- Theme: Fostering Connections
- Theme: Fostering Stewardship
- Theme: Professional Learning and Resources

Pillar 3: Operations

- Theme: Carbon Neutrality
- Theme: Waste Management
- Theme: Water Conservation
- Theme: Green Building Practices
- Theme: Promoting Alternative Transportation
- Theme: Fleet Efficiency
- Theme: Sustainability Procurement
- Theme: Partnerships and Community Engagement
- Theme: Monitoring and Reporting



The legend below indicates the “point people” associated with Actions.



PILLAR: LEADERSHIP FOR SUSTAINABILITY

Theme – Support and Implementation

		ACTIONS
<p>GOAL: Cultivate Integrity & Responsibility (hays qaymemux^w ?ay?aytawθ) by providing ongoing support and empower implementation of initiatives across all sustainability themes.</p>	1.1	Maintain Sustainability Coordinator position to support Plan implementation
	1.2	Establish a Sustainability Committee to advise and support efforts
	1.3	Develop a clear, comprehensive, and ambitious Environmental Stewardship & Sustainability Plan and periodically review and adapt for improvement (SC)
	1.4	Provide training, leadership opportunities and resources to school leaders and staff which build awareness, improve practices, and empower them to embed these principles into decision-making (SC)
	1.5	Actively seek ways to remove barriers and support systems-based approaches to sustainability (SC)
	1.6	Increase opportunities for Operations to work with schools to implement actions outlined in Plan (SC)
	1.7	Register qSD47 with Eco-Schools Canada and aim to have all schools certified at the gold level by the 2027 (SC)
	1.8	Update / develop Administrative Policies to incorporate Plan (SC)
	1.9	Align District and School Goals with Plan (SC)
<p>EXISTING RESOURCING 1.2 Committee Established 1.3 Plan in Progress by Sustainability Coordinator</p>		<p>RECOMMENDED RESOURCING 1.1 Sustainability Coordinator (FTE TBD) 1.7 Registration with Eco-Schools Canada (\$1500 per year)</p>

Theme – Communication and Celebration

GOAL: To promote a shared understanding of existing and future sustainability and stewardship related initiatives, opportunities, and supports.		ACTIONS
	2.1	Work with qSD47 Communications Team to advance actions and share successes across schools and broader community (SC)
	2.2	Promote opportunities for all stakeholders to build awareness and collaborate (SC)
	2.3	Provide regular updates to qSD47 Board on Plan progress (SC)
	2.4	Ensure there is a Sustainability Lead at every facility (SC)
	2.5	Recognize, and celebrate educator and staff stewardship & sustainability leaders (SC)
EXISTING RESOURCING		RECOMMENDED RESOURCING

PILLAR: EDUCATION

Theme – Fostering Connections

GOAL: Support learning initiatives which develop a sense of connection to nature and place.		ACTIONS
	3.1	Develop and support school-level projects for nature connected learning (place-based, indigenous ways of knowing, healthy lifestyles etc.) (OC)
	3.2	Provide supported outdoor, place-based learning opportunities across the grades (OC)
	3.3	Support outdoor leadership courses and experiences for qSD47 students including LEAP, CMA, Grade 7 Sailing Leadership etc. to introduce students to Experiential Learning and to build capacity in youth leaders. Expand as needed (ie LEAP Grade 6) (SC)
	3.4	Support outdoor learning opportunities that encourage mentorship between older and younger students (SC, OC)
	3.5	Develop ways to track and measure learning opportunities around connections to nature and place (SC, OC)
	3.6	Support learning opportunities in partnership with the Indigenous Education Team and Tla’amin Nation that focus on Traditional Ecological Knowledge, Storytelling, and Ayajuthem (SC, OC)
	3.7	Support learning opportunities in partnership with community groups/individuals that focus on nature and place-based connection (SC, OC)
EXISTING RESOURCING		RECOMMENDED RESOURCING 3.7 Treecycling and Other Community-Based Educator Opportunities

Theme – Fostering Stewardship

<p>GOAL: Support learning initiatives which develop environmentally conscious citizens</p>		ACTIONS
	4.1	Support student networks for dialogue by supporting gatherings and utilizing district communications to share stories around Plan themes (SC)
	4.2	Highlight the sustainable practices of facilities and their operations as learning opportunities through educational models, demonstration projects and core and curricular connections (SC)
	4.3	Establish and support Eco-Teams at every school (SC, OC)
	4.4	Establish an Eco Grants fund to enable school, student, staff led initiatives
	4.5	Review existing awards at the secondary level and identify opportunities to integrate the theme of leadership in environmental stewardship (SC, OC)
	4.6	Re-establish secondary level courses (ie. Sustainability Toolbox, Green Careers Education) as well as identify green economy career pathways and integrate into existing CLE/CLC course work. (SC)
	4.7	Support existing Food Literacy programming; expand support for Food Literacy programming across the grades (TBD)
	4.8	Support existing Environmental Restoration (ER) initiatives; expand support for ER initiatives at every school (SC, OC)
	4.9	Develop ways to track and measure learning opportunities about climate change and sustainability (SC)
<p>EXISTING RESOURCING 4.7 Food Literacy Coordinator</p>		<p>RECOMMENDED RESOURCING 4.4 Recommended Budget of \$10 000 Allocation guidelines + Application process TBD by ESSC 4.5 Subcommittee; Possible Release Time 4.6 Teacher Allocation 4.7 Teacher Allocation; Operations Allocation</p>

Theme – Professional Learning & Resources

<p>GOAL: Support administration, teachers, staff, and students to incorporate sustainability in their professional practice and learning journey.</p>		ACTIONS
	5.1	Provide Professional Development opportunities for educators and staff to learn about sustainability principles and practices (SC)
	5.2	Create mentorship opportunities via Teacher Coordinators to assist educators in integrating sustainability content and outdoor pedagogy into the curriculum (SC, OC)
	5.3	Develop grade-appropriate, curriculum and core competency connected instructional materials on sustainability topics (elementary and secondary) (SC)

	5.4	Support and encourage place-based connection for teachers and students by providing Professional Development around Outdoor Learning and Land-Based Learning (SC, OC)
	5.5	Offer certifications to teachers and CUPE staff that support the provision of safe and meaningful outdoor, land-based, and place-based learning experiences (SC, OC)
	5.6	Nurture and encourage the decolonization of instruction through professional learning opportunities and cross-cultural community building initiatives (SC, OC)
EXISTING RESOURCING		RECOMMENDED RESOURCING 5.1 via PD, JMC, Board (TBD) 5.6 via PD, JMC, Board (TBD)

PILLAR: OPERATIONS

Theme - Carbon Neutrality

GOAL: Reduce overall GHG / Carbon equivalent by 15% within the term.	ACTIONS	
	6.1	Complete energy audit to baselines and identify inefficiencies and track progress. (SC, DO)
	6.2	Implement LED Lighting and motion sensors in every building (SC, DO)
	6.3	Invest in energy efficient HVAC Systems in each remaining school (SC, DO)
	6.4	Increase District solar energy generation by 15% with the term (DO)
	6.5	Promote Awareness Campaigns on energy conservation among students and staff (SC, DO)
EXISTING RESOURCING		RECOMMENDED RESOURCING

Theme - Waste Management

GOAL: Achieve zero waste to landfill by implementing a comprehensive waste-diversion strategy.	ACTIONS	
	7.1	Introduce recycling bins in all classrooms and communal areas. (SC)
	7.2	Educate students and staff on proper waste segregation and composting. (SC)
	7.3	Partner with local waste management companies for efficient waste diversion / disposal (SC, DO)
	7.4	Encourage the use of reusable items (water bottles, lunch containers) to reduce single-use plastic waste
	7.5	Implement a pack in / pack out program (SC)
EXISTING RESOURCING		RECOMMENDED RESOURCING

Enhanced weekly or bi-weekly collection services.	Standardized receptacle units at all facilities Staffing allocation
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Theme - Water Conservation

GOAL: Reduce water usage through conservation measures and review capacity for water metering at each site.	ACTIONS	
	8.1	Install low-flow faucets, toilets, and water-efficient landscaping (DO)
	8.2	Conduct regular inspections for leaks and repair promptly (DO)
	8.3	Review each site for water metering eligibility to track water use and allow for measurable conservation/education efforts (DO)
	8.4	Educate students on the importance of water conservation through workshops and educational programs (SC)
EXISTING RESOURCING		RECOMMENDED RESOURCING

Theme - Green Building Practices

GOAL: Incorporate sustainable design principles in new construction and renovations.	ACTIONS	
	9.1	Implement LEED and Energy Step Code Requirements- Leadership in Energy and Environmental Design standards for new buildings (DO)
	9.2	Use eco-friendly building materials and designs (solar panels, green roofs, natural lighting) (DO)
	9.3	Integrate indoor air quality measures to promote a healthier environment for students and staff by installing MERV 13 filters in all facilities (DO)
	9.4	Install carbon filter capability in all District daycare facilities for summer operations during fire smoke air quality advisories (DO)
EXISTING RESOURCING		RECOMMENDED RESOURCING

Theme - Promoting Alternative Transportation

Goal: Reduce carbon emissions by promoting / engaging alternative transportation methods.	ACTIONS	
	10.1	Promote programs to encourage active transportation to schools, e.g. 'Bike to Work Week' and 'Walk and Roll to School' campaigns (SC)
	10.2	Provide safe and convenient bicycle infrastructure and end-of-trip-facilities at schools and district offices (SC, DO)
	10.3	Implement a carpooling program for students and staff (SC)

	10.4	Increase number of EV charging stations at District facilities for personal vehicles (DO)
EXISTING RESOURCING		RECOMMENDED RESOURCING

Theme - Fleet Efficiency

Goal: Transition 10% of the district fleet to electric or low emission by 2027 and 70% by 2030.	ACTIONS	
	11.1	Conduct electrical infrastructure feasibility study for school bus electrification program (SC, DO)
	11.2	Install phased electrical charging infrastructure at the bus garage for new electric bus fleet (DO)
	11.3	Seek grants and funding for purchasing eco-friendly vehicles (SC, DO)
	11.4	Regularly maintain existing vehicles to ensure optimal fuel efficiency (DO)
EXISTING RESOURCING		RECOMMENDED RESOURCING

Theme -Sustainable Procurement

Goal: Source 80% of school supplies from sustainable and eco-friendly sources within term.	ACTIONS	
	12.1	Establish procurement policy with a focus on triple bottom line guidelines (SC)
	12.2	Ensure Total Cost of Ownership & Life Cycle Analysis is considered for purchases (SC)
	12.3	Update all district tendering documents / renewals in accordance to triple bottom line guidelines (SC, ST)
	12.4	Establish a Preferred Vender List to support triple bottom line procurement across ALL themes (SC, ST)
	12.5	Educate supply chain on qSD47 procurement goals and encourage participation (perhaps through Federal Net Zero Challenge) (SC, ST)
	12.6	Identify and implement educational opportunities relating to sustainable purchasing for all staff and students (SC)
	12.6	Register / Certify with Buy Social Canada (or equivalent) (TBD)
EXISTING RESOURCING		RECOMMENDED RESOURCING Register for Engage Package with Buy Social Canada \$3000. Note: qRD, City of PR & FCU have already done so.

Theme -Partnerships and Community Engagement

Goal: Collaborate with local organizations and authorities to improve transportation sustainability.		ACTIONS
	13.1	Partner with transportation agencies to improve public transit options for students and staff (SC)
	13.2	Engage with the local community stakeholders to support initiatives like bike lanes and pedestrian-friendly infrastructure (SC)
	13.3	Organize events or initiatives focused on sustainable transportation practices (SC)
EXISTING RESOURCING		RECOMMENDED RESOURCING

Theme - Monitoring and Reporting

Goal: Regularly track and report progress towards sustainability goals.		ACTIONS
	14.1	Establish key performance indicators (KPIs) for each goal and monitor them periodically (DO)
	14.2	Establish dashboarding of metrics at each school (via RET screen) (SC, DO)
	14.3	Publish annual sustainability reports to showcase achievements and areas for improvement (SC, DO)
EXISTING RESOURCING		RECOMMENDED RESOURCING Allocations for RET Screen and associated technological infrastructure.

Environmental Stewardship & Sustainability Action Plan – RESOURCING

	Item	Related Action Item	Amount	Notes / Discussion
1	Registration with Eco-Schools Canada	1.7 +	\$1400	
2	Head Teacher allocation for Sustainability Leads as schools	4.3 +	\$264 per month	Description of duties to be established
3	Baseline funding for Eco-Teams	4.3 +	\$500 per team (x7)	Perhaps schools match funding?
4	Environmental Restoration Fund	4.8	\$2500 (BMFF seed funding)	See CARES prototype. To be merged with Sustainability Initiatives Fund
5	Sustainability Initiatives Fund	4.4 +	\$10,000	Application form to be developed
6	Standardized waste diversion units at all facilities	7.1	\$1600 per unit	Brooks received 8 units How many per elementary school? Other facilities?
7	Additional custodial time	7.1	½ day per week per school	Operational cost to be established in consult with JF
8	Waste Diversion - Establish appropriate pathway(s) for processing of materials	7.3		Cost to be determined in partnership with city or contractor
9	Register for Engage Package with Buy Social Canada	12.6 +	\$3000	Will create pathway for 12.1 – 12.5 Arrange for meeting with org and include Jarred.
10	RET Screen (software)s and associated technological infrastructure	14.2	\$1000	Also, must consider how to display data in real time and associated costs. Operational cost and not required to go to board
11				
12				
13				



ANNUAL BOARD WORK PLAN 2023-2024

JULY

- CSBA Conference

SEPTEMBER

- Receive Enhancing Student Learning Report
- Review School Growth Plans
- Review Audit Findings Report
- Adopt Annual Financial Statements
- Adopt Minor Capital Projects
- Review Executive Compensation Disclosure
- Recognize Orange Shirt Day – Every Child Matters

OCTOBER

- Recognize World Teachers' Day

NOVEMBER

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives

DECEMBER

- Receive Statement of Financial Information
- Approve Trustee Appointments to Committees and Community Liaison Groups
- Attend BCSTA Trustee Academy

JANUARY

- Receive Strategic & School Growth Plan Interim Report
- Review Trustee Remuneration
- Submit Financial Disclosure Forms by January 15th
- Recognize Literacy Week

FEBRUARY

- Adopt Amended Annual Budget
- Review School Calendar Consultation Information
- Chairperson – Represent Board at Ministry of Education Annual Partner Liaison Meeting
- Represent Board at BCSTA Provincial Council
- Recognize Pink Shirt Day – Anti Bullying

MARCH

- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Approve Budget Process

APRIL

- Review Government Grant Information
- Attend BCSTA AGM
- Recognize Anniversary of Tla'amin Treaty

MAY

- Review Annual Facility Grant Plans
- Recognize Mental Health Week
- Attend May Day Celebration
- Attend District Track and Field Event

JUNE

- Adopt Annual Budget
- Adopt Major Capital Projects
- Receive Carbon Neutral Action Report
- Review Strategic Plan
- Review Board Meeting Calendar
- Review Board Work Plan
- Recognize National Indigenous Peoples Day
- Recognize Children and Youth in Care Week
- Attend Graduation Ceremony

OTHER ITEMS SCHEDULED AS NEEDED

- Review Board Policies and Bylaws
- Review and Approve Capital Project Bylaws
- Trustee & Superintendent Evaluations
- Hear Appeals as needed
- Represent Board at BCSTA Branch Meetings
- Represent Board at Provincial Council and BCPSEA Meetings and Events
- Attend School Functions
- Attend Employee Recognition Events