

barriers build carbon change clean climate
community composting courses create cupe difficult district
emissions facilities free gardens grants heating help
improve initiatives issue job learning lot maintain money
municipalities neutral pack partners person
plan power program recycling school staff
students support transit vehicles work

CLIMATE

At the student symposium, climate was one of the topics. On the same day, student voice/self-advocacy was also a topic.

Students were passionate about a project as seemingly simple as recycling. Why is it different school to school? Where did the soft plastics go? Why does it seem to rest on students inside the school? What is an effective strategy to not contaminate the bins by student and staff misuse or disregard? Can we get some help or coordination from the district?

Gardens and composting: students wondered why this wasn't happening at all schools. They were connecting to the outdoors and learning real life skills and found value in this.

Recent climate strikes came up in many of the comments. Students were frustrated they were unable to attend something so important to them, even though they had written permission notes from parents. Frustration about how signing a student out was not a viable option for working parents. They struggled with their own desire and need to attend, at the same time recognizing some students 'just wanted to skip' and how that might have impacted decisions made by staff.

From what students said, recent presentations to the Board by GVTA and parents, and with the infancy of the board's climate emergency resolution, what can we ALL do to understand current initiatives (what are we already doing?) and remove perceived or real barriers to promote the importance of what students said they needed around climate change? What added supports should we consider during budget time? What priority in the long list of important budget items should we place on climate and how should we decide? How can we partner with community agencies in this work?

Recycling costs money – how do we keep it clean so it's not rejected?
Pack in/out – costs nothing; not all schools do it!
Need passion person but without them it falls apart
Logistics issue – not custodian's job
Can reach out to experts to help address barriers
Carbon emissions are report out – why wasn't it as high a priority at student symposium?
Sometimes there's not enough electric power in the building
How could SD61 work with municipal partners?
EV – electric vehicles, fleet of 60 gas/diesel vehicles in SD61
Heating/powering buildings is biggest contributor
Climate as part of curriculum
Standardizing recycling – should look the same everywhere
Would be worth consulting with external experts to build a plan and create priorities
Do we ask our suppliers to be green?

Feels like a lot of talk around climate and not a lot of action
We are doing a lot but not everyone knows
Can we support students to get to protests?
Can we bring the protest to students?
Can we bring in speakers? Is that feasible?
Training for staff re climate
Partner with community agencies to provide district-wide recycling processes etc.
Recycling and gardens: not cultural – person dependent – keen staff, not sustainable when/if they leave
There isn't a common framework and it isn't anyone's job
How does this fit into learning? Connect to life – going to the dump (restrictions); going to the mall (modelling)
Paying employees – CUPE 947/382? – supporting community connections and gardens
Consistent messaging and approach
How do help move past reacting to the issues (e.g. recycling) and get to learning-focused innovative solutions for larger climate considerations?
Need to stay focused on LEARNING and social/global awareness and citizenship – not getting lost in managing recycling, gardens etc.
Pack in/pack out but when things go home do they just go in the trash?
Whose job is it to deal with recycling/coordination?
Recycling is not the solution to climate change!
Recycling is the least important part of climate change; should not be a focus of climate
Free transit for students and staff (pro-pass \$12/month)
“Drive to 5”, have students walk the last five minutes to schools; safer on the school site as well
Students can transit
Boundary change may help if catchment school enrolment
GVTA presenting on free youth pass at regional transit meeting
Free transit for students on field trips; teaching a skill to take transit
Sending students to advocacy role – more powerful role. How do we remove barriers to their participation?
Seismic question – if the project is funded for gas heat pumps and solar is \$1m more, what do we choose?
Trustees taking infrastructure advocacy motions to BCSTA
Question: community partners? Does gardening, composting, become part of composting?
Sequestering carbon – more important to plant a community garden vs native plant gardens and re-wilding.
Not a huge uptake in the course Environmental Science 11 (new this year) – how do we encourage this?
So big – where do you start?
Turn heat down; but some heating systems so old can't control even if we wanted to
Money accessible to students for a climate action plan
Money is the real barrier since 2012
Facilities – compostable bags too expensive
CUPE partners left cleaning
Students: get rid of single use plastics
Pack in /pack out seems to be effective
Recycling is a huge issue: contamination issues CUPE/custodial isn't paid to do and so much time used washing containers
Shared responsibility

Some classrooms don't have Rubbermaid towers
Budget neutral issue: pack in/pack out teaches responsibility
Special issues/fundraisers
Healthy food program creates issues – e.g. apple core
We are way past recycling....
Free transit: beyond just Victoria; can the school district advocate together with GVTA on this?
Locking bike facilities need to be more plentiful; further develop bike storage for parents to drop off and pick up
Even little kids can ride the budget to prevent drop-off
Secondary: create courses toward climate change, not as a grant application but courses designed for this
Pro-Pass: BC Transit – yearly passes with auto withdrawal
Student forum was great to create focus and ideas for improvement
Create ways to show younger students so they can grasp concepts
Other: Carbon neutral efforts from facilities: Shift energy sources, reducing emissions
New schools being very conscious of carbon neutral emissions, new standards
School gardens are good but its extra work as it is
Solar power: Rafel Sunshine has met with Associate Superintendent: can more be investigated? Can a business case be developed for new builds?
Reduce paper that comes home with students daily...more hands on activities – samples in portfolio and use technology to archive student work
Recycling – documentary “Broken” – watch
Plastic bags vs rights of industry
Bi-products or not value
Dumped the recycling bins on the floor – to discuss what it really is
Demand for resources to learn about it
Lots of grants – but who has the time to do this?
Recycle – too difficult to manage; washing station
Pack in/pack out
Garden programs – again needs to be maintained – who is in charge
Compost bins – again not clean and very difficult to maintain
Create partner with municipalities
Create the plan from start to finish. Create the systemic change
For certain populations difficult to maintain
Concern for certain children and what they have or not
What it takes to create re-usable products
Separate recycling issue from climate change issue
Initiate an entrepreneurial program for students so the district can lead the municipalities
Small grants available at each level of school to support student (tied to Enhanced Learning Grants?)
clubs focused on climate change
Need to find ways to work with municipalities/influence municipalities to improve transportation and other initiatives to improve transportation and other initiatives
Personal vehicle use is the biggest problem related to climate change – how can we influence /improve municipal infrastructure to build sidewalks, add lighting, public buses with routes and stops servicing schools
Greatest use of energy in our district is heating – how can we improve this? Facilities upgrades!