



Plan:	Institute for Global Solutions and Claremont
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Health and happiness



Outcomes

Name	Detail
Happily Engaged, Healthy & Life-Long Student Learning	Comment: Health and the continued understanding of happiness and an indicator of the health of societies is woven into all four offerings of the IGS program as well as in the Social Justice, Psychology and Philosophy courses. Physical and mental health is also increasingly part of the the larger school's focus. We enjoy a very strong team of counsellors, a physical education and sports institute with a remarkable variety of offerings including in the wilderness and larger community. Recently, our foods program has also taken a leadership role in "farm to table" principles and health, sustainable food choices.
Deeper connections to nature through time spent outdoors	Allow students more opportunities to go outside through programs that contribute to students educations. Through programs with organisations such as Haliburton farm, and The Gardens at HCP students will be able to spend more time outdoors, and have it count towards graduation. Students will gain a better understanding of how they can contribute to preserving nature. At the same time, the increased amount of time spent out will contribute to the wellness of students.



Actions

Name	Detail
Active collaboration with school counsellors and (food/phys ed) programs	Highlights: Continued collaboration between IGS, our foods program, counsellors and physical activity programs.
Non-academic classes	Require students to take at least on non-academic class per semester to promote less stress.
Formative assesments	Encourage teachers to assess students in ways other than giving tests.



Equity and local economy



Outcomes

Name	Detail
Social Equity & a Strong Local Economy	Comment: Engagement with sustainable businesses is encouraged both by the district and our school. Our students work directly with Haliburton Community Organic Farm and many students work in the various businesses with a strong focus on sustainability. We are increasingly adding sustainable economies as a offering in our IGS program with a focus on partnerships and local leaders. Examples: Social Plastic, Level Ground.



Actions

Name	Detail
Partnering with under-served community members	Opportunities: Further partnerships with under-served communities including members of our own community.
Coordinating IGS efforts with the sustainable economy program	Highlights: Continued work with our sustainable economy program [and with leaders in social equity.]
Coordinating work between IGS & leaders in social equity	Highlights: Continued work [with our sustainable economy program] and with leaders in social equity.

Culture and community

Outcomes

Name	Detail
Active Youth Involvement in Cordova Bay Community Planning	Comment: In partnership with Haliburton Farms and the Municipality of Saanich, there are extensive opportunities to create [community?] here on “the hill”, in Cordova Bay and into Elk and Beaver Lake areas. [Tremendous effort recently through our Enhancement Agreement to recognize leadership and tradition of our WSÁNEĆ community.] Our kids have also had considerable input into Cordova Bay’s Community Planning process.
WSANEC First Nation Embedded in School Culture	Comment: In partnership with Haliburton Farms and the Municipality of Saanich, there are extensive opportunities to create here on “the hill”, in Cordova Bay and into Elk and Beaver Lake areas. Tremendous effort recently through our Enhancement Agreement to recognize leadership and tradition of our WSÁNEĆ community. [Our kids have also had considerable input into Cordova Bay’s Community Planning process.]

Actions

Name	Detail
Climate change 350 (part 2?)	Highlights: Our school has specifically run a full day “cc350” (climate change 350) event to raise money for climate change initiatives with huge support from community and local schools. In fact, many of our advances have been funded by this event.
Integrating with 'community' (a "One Planet" building)	Opportunities: The school itself is poorly designed for community interaction and there are big challenges given the distance of the school from anything, other than houses. Discussions have begun on the potential for a “One Planet” building in partnership with the municipality that could remedy many of these challenges.
Students volunteer for school credit	Students should volunteer a certain number of hours each year to give them a sense of belonging in the community.
Host one planet workshops	After schools once a month invite parents and students to school and have a speaker come and educate them on specific topics such as: waste reduction, oceans, energy usage, trees, etc.

Land and nature

Outcomes

Name	Detail
Restored Local Wetland & Watershed	Comment: Considerable work has been done by our IGS program in partnering with Saanich Parks, Haliburton and, in particular, conservation biologists in restoring the wetlands beside the farm and watershed that leads down the Beaver and Elk lakes in removing invasive species, introducing salmon and developing habitat for amphibian and reptile species.
Maintaining a healthy ecosystem for all species	Through actions which support native species, we can maintain the natural ecosystem and prevent species from going extinct. Things such as eradicating invasive plants, gardening with native plants and building homes for birds are some examples.

Actions

Name	Detail
Weekly work on wetland & watershed in curriculum	Removing invasive species, introducing salmon and developing habitat for amphibian and reptile species.
Elementary & middle school outreach	Opportunities: We have had wonderful experiences in reaching out elementary and middle schools in our community around watersheds, plastics in the ocean and on beaches and invasive species. This could continue to be more extensive.
Have science classes plant trees	Rotate through the science classes so each one plants trees once a month. Possibly work with The Gardens at HCP.
Have woodshop classes make bird houses/bat boxes	Having bird houses and bat boxes at the school will give animals a place to safely live in.
Prevent Bee extinction	Plant a "bee garden" to give bees a source of pollen. Put up bee houses so they have a place for their hives.



Sustainable water



Outcomes

Name	Detail
Water Sustainability Consciousness at Claremont and in Feeder Schools	Comment: As a public school, this is perhaps one of the most challenging indicators of the One Planet principles to take on as we have less capacity to make changes. We were one of the first public schools to attempt to replace plastic water bottles with a water filling station. We were successful in replacing hundreds of thousands of plastic water bottles (before the counter broke!) And now there are very few students without permanent water bottles in our entire school.



Actions

Name	Detail
On-site school water collection & conservation	Opportunities: There has been some discussion of rain water collection and even a couple of designs proposed starting with our community permaculture garden and potentially washing stations.



Local and sustainable food



Outcomes

Name	Detail
A Vital, Community-Interactive Agriculture Curriculum OR Strong engagement in local sustainable agriculture	Comment: we have been working with Haliburton Community Organic Farm which means that we've built sustainable agriculture and soil use into curriculum going on eight years. Increasingly we are growing food in our courtyard using permaculture principles and principles of sustainable design. Highlights: Ongoing relationship with Haliburton for sure, one of our student projects was collecting coffee grounds from local coffee shops and returning the grounds as nitrogen-fixers to farmers...by bike.



Actions

Name	Detail
Working with Reynolds to increase local sustainable food consumption	Opportunities: With new leadership in our foods program and a recent meeting with the leaders of Reynolds Secondary food/sustainability program, there is real potential for increasing the amount of sustainable food our students eat, dropping transportation emissions and creating learners with lifelong habits.
Maintaining "farm to table" leadership role	Recently, our foods program has also taken a leadership role in "farm to table" principles and health, sustainable food choices.
Continue to collaborate with Haliburton Farm	Continue to have students participate in programs at Haliburton farms, and encourage them to shop local produce.



Travel and transport



Outcomes

Name	Detail
Sustainable Travel To, From and Within School Time	<p>Comment: This is perhaps one of our biggest challenges our school is on top of a hill with very steep hills from three out of four directions. As such, cycling is a real challenge. We have had a considerable increase in cyclists with better (and more secure) bike storage. The district bus system is very comprehensive and, although they are not electric, our district has super-efficient diesel engines. Many kids walk to school as the majority of our kids are from our community but many still are dropped off by parents or old students drive themselves, although fewer. As an aside there are an increasing number of electric cars being driven by staff, students and used by parents for drop off.</p>



Actions

Name	Detail
Supporting students switching to public transport or electric-based transportation	<p>Highlights: More and more kids are taking public transit (or driving electric transports including at least one skateboard)! Comment: Free public transportation could increase interest in taking the bus.</p>
Lobbying to increase BC Transit service to Claremont	<p>Opportunities: More and more kids are taking public transit ... it's gotten to the point, where kids can't get on the bus at peak times and we've begun conversations with B.C. Transit to work on this challenge as we're convinced we could increase ridership.</p>
Increased active transportation	<p>Develop an "active transport" map, specially for Claremont, we hope to increase cycling to school.</p>
Rent electric bikes to students	<p>As a school buy a fleet of electric bikes and rent them to students each week.</p>
Encourage electric cars at schools	<p>Have a discount off the parking fee at school for electric cars and have charging stations at schools.</p>



Materials and products



Outcomes

Name	Detail
A Vibrant Local Circular Economy	Comment: There's been considerable work through procurement to buy locally and to buy non-toxic cleaning products in particular. That has been a staple of our district's work. We weave circular economy and lifecycle product thinking into all of the curriculum work we do.



Actions

Name	Detail
Recycling or reusing wood & metal	Highlight: In our program, we have desks made of locally wood that was procured from a diseased tree and recycled metal fashioned and designed by one of our students. Although it is a small example, it is one used by students every day.
Expand sustainable design & creation in curriculum	Comment: We weave circular economy and lifecycle product thinking into all of the curriculum work we do. Opportunities: Continued work with our students around sustainable design and creation.
Double sided paper printing	Encourage staff to always try to print on both sides of paper to reduce materials being used.



Zero waste



Outcomes

Name	Detail
Zero Waste Culture	Comment: We did a waste audit a number of years ago with our custodial staff, administration and students. We have been diverting organic waste for a number of years and have, at least anecdotally, doubled the amount of organic waste that is now collected by the CRD and kept out of the waste stream and halved with amount of "garbage".



Actions

Name	Detail
Remove single-use products (esp plastic) from Claremont.	Highlight: A grade 12 student did a semester long study into the best recycling systems in the South Island, researched products and ended up with a system made from recycled products. Our grade 9's are currently taking on a project to remove all single-use products and especially plastic from our school. Opportunities: We a long way to go to achieve zero waste but there is significant momentum.
Engage with Zero Waste Emporium to promote zero waste shopping in the school	Reach out to the Zero Waste Emporium to see if there are any opportunities for collaboration, (Discounts, Programs, Etc.) Spread awareness of the store to students who may influence family members to shop zero waste.
No vending machines	Eliminate vending machines and instead have the foods classes sell healthy food during classes.
Zero waste cafeteria	Have students pay one dollar extra if they do not bring their own container to put meals in.
Recycling in every classroom	Have recycling stations in every classroom to make it easier from students to recycle.



Zero carbon energy



Outcomes

Name	Detail
Zero Carbon Energy	Comment: Despite a real attention to reducing energy costs working with both Fortis and BC Hydro in numerous ways, our school is still heating by natural gas and will be for at least the next few years.



Actions

Name	Detail
Exploring additional renewable energy options	Highlights: Our students fundraised, researched, reached out to partners, wrote and received grants and were successful in creating a solar array that is weaved into our grid a number of years ago.
Exploring GSHP for "One Planet" building	Opportunity: We have a design idea for a "One Planet" building design that could effectively remove any need to use natural gas through a ground source heat pump. More about that separately.
Food trucks at Claremont	Instead of students driving at lunch to get food, bring the food here. Preferably food trucks that source their food locally and do not use plastic cutlery.
Create energy saving program	Install motion sensor light fixtures in bathrooms, encourage turning lights off when not in use, and invest in more solar panels for the school.