

CHATHAM-KENT LAMBTON ADMINISTRATIVE SCHOOL SERVICES

Policy:	Energy and Environment
Reference:	EES-PO-001-2016
Adopted:	April 12, 2016
Revised:	



Policy Goal:

Environmental stewardship is a whole system responsibility and it is the goal of the Boards to promote changes that will result in reducing our ecological footprint. The board's commitment to sound environmental principles will be demonstrated in its energy management activities, decision-making and future planning.

Policy Statement:

Energy & Environmental Services is operated under the umbrella of Chatham-Kent Lambton Administrative School Services (CLASS). CLASS is equally owned by the Lambton Kent District and the St Clair Catholic District School Boards who mutually benefit in the provision of shared services.

The Boards believe that all learners, leaders and community members have a shared responsibility for minimizing their impact on the environment and for taking an active role in protecting it. The Boards respect and acknowledge the interdependence of the environment, the economy, society, and the challenge of balancing all three in building a healthy, sustainable future.

It is the policy of the Boards to model and promote responsible energy conservation and sound environmental practices within all operational, teaching, learning and community connections within the Boards. To achieve this directive, the Boards shall implement programs, procedures, strategies and practices to reflect the directions of this policy and to protect and conserve the environment while ensuring that schools and workplace environments are safe and healthy.

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Preamble:

In support of Environmental Leadership, the Boards will integrate sustainable environmental practices into relevant policies and procedures as well as academic and operational services, and recognize this policy with respect to the implementation of existing policies and procedures.

The importance of sustainable environmental education and environmental protection will be embedded into the Boards' planning processes, and operations as required, including capital initiatives and maintenance / operational practices. This approach aligns with the mandate and philosophy of the Green Energy Act, 2009.

In order to enhance the extent to which environmental education is integrated into the Boards policies, procedures, and strategic plan; the Boards will support community-based, system based and school-based programs, projects, and special events designed to promote environmental awareness and conservation.

Policy Guidelines:

All departments will develop and implement strategies which will be environmentally friendly, while considering fiscal constraints, quality, price and service. Examples may include but are not limited to:

1.0 Energy and Environmental Education:

- a. Promote teaching and learning about environmental issues and solutions;
- b. Engage students, faculty and staff to participate actively in practicing and promoting environmental stewardship both in the school and in the community;
- c. Provide, as required curricular resources to support environmental awareness and environmental studies;
- d. Students, at all grade levels will be regularly introduced to environmental values;
- e. Embrace where appropriate outdoor education experiences, and

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- f. Schools will be encouraged to make environmental awareness a significant component of the school culture; leverage technologies and energy consumption data to raise awareness within the school community.

2.0 Building Design, Construction, Maintenance & Operations:

- a. Base the design and construction of new facilities and renovations / additions to existing facilities on environmental principles, including sustainability and environmental impact;
- b. As a practice, purchase and install energy-efficient equipment, wherever feasible based upon business case assessments, and
- c. Utilize environmentally and socially-friendly products wherever feasible.

3.0 Energy Conservation:

- a. Consider renewable energy options, when economically feasible, as a way to minimize the building's environmental impact;
- b. Conduct facility energy audits, which will highlight trends of inefficiency. Based on audit results, a reduction plan may be developed to identify energy saving initiatives, and retro-commissioning opportunities;
- c. Ongoing accountability and optimization of building energy performance and identify opportunities for additional energy-saving investments through Building Automation Systems (BAS);
- d. Energy consumption oversight through reviews of existing and forthcoming data tools such as Provincial Utility Consumption Database, local distribution company invoicing, real time energy monitoring, etc., and
- e. Leverage system wide energy conservation practices through initiatives that address key consumption patterns (i.e. lighting levels during non-use times, set point temperatures for facilities, scheduling of mechanical / electrical equipment etc.).

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4.0 Water Conservation:

- a. Recognize the importance of water conservation from a financial and stewardship perspective and seek to identify opportunities to reduce water consumption while promoting efficient use of water among staff, students and school community.

5.0 Greenhouse Gas Emission:

- a. Recognize the local effect of greenhouse gas emissions from the Boards' carbon footprint and its effect on the global biosphere. Ensure the appropriate focus and stewardship perspective on greenhouse gas emissions through measurement and reporting, and
- b. Validate the effectiveness of energy conservation initiative efforts through long term impacts demonstrated in the greenhouse gas emission levels.

6.0 Waste Management:

- a. Wherever possible, aim to reduce, reuse and recycle waste materials in all departments, schools and facilities through consistent recycling.