

CHATHAM-KENT LAMBTON ADMINISTRATIVE SCHOOL SERVICES

Policy:	Energy and Environment
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Policy Goal

Environmental stewardship is a whole-system responsibility, and it is the goal of the Lambton-Kent District and the St. Clair Catholic District School Boards to promote actions that will reduce the environmental impact of their operations and facilities. The Boards' commitment to sound environmental principles will be demonstrated in their resource management, decision making, and future planning.

The Boards are committed to sustainable operations, as defined by the United Nations World Commission on Environment and Development as "meeting the needs of the present generations without compromising the ability of future generations to meet their own needs." The Boards acknowledge that the future will pose new challenges for their students, and in alignment with the Ministry of Education, believe in educating "about, for, and in" a sustainable world.

Policy Statement

The Boards believe that all learners, leaders, and community members have a shared responsibility for the wise management of the earth's natural resources for the benefit of all, including future generations.

It is the policy of the Boards to model and promote responsible resource management and sound environmental practices within all operational, teaching, learning, and community settings. To achieve this directive, the Boards shall implement programs, procedures, strategies, and practices to protect the environment and conserve resources, while ensuring that schools and workplaces are safe and healthy.

The Boards will set high expectations for staff and students, and will monitor, measure, and reflect on their outcomes.

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Preamble

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.

In the spirit of environmental leadership, the Boards will integrate sustainable environmental practices into relevant policies, procedures, and strategic plans, as well as academic and operational services.

The importance of environmental protection will be embedded into the Boards' planning processes, including capital initiatives and maintenance/operational practices.

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 for sustainable operations, while considering fiscal constraints. Opportunities may include, but are not limited to:

1.0 Environmental Education

- a. Promote and increase the delivery of educational material that addresses environmental issues and modern mitigation strategies.
- 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 education.
- d. Introduce students in all grade levels to environmental values and conservation behaviours and encourage them to use this knowledge to become discerning, active citizens.

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- e. Embrace, where appropriate, outdoor education experiences.
- f. Make environmental commitment and action a significant component of school culture, and leverage resource consumption data to raise environmental performance awareness within the school community.
- g. Encourage secondary students to consider their community service requirements in ways that involve addressing environmental issues in their communities.

2.0 Building Design, Construction, Maintenance & Operations

- a. Incorporate principles of sustainability into the design and construction of new facilities, and renovations/additions to existing facilities.
- b. Purchase and install energy-efficient equipment wherever feasible.
- c. Procure and utilize environmentally friendly products whenever possible.

3.0 Electricity and Natural Gas Conservation

- a. Recognize the importance of electricity and natural gas conservation from a financial and stewardship perspective and seek to identify opportunities to reduce energy consumption while promoting efficient use of resources among staff, students, and the school community.
- b. Consider renewable energy options to minimize the environmental impact of Board facilities.
- c. Conduct facility energy audits, which will identify areas of inefficiency. Based on audit results, a reduction plan may be developed to implement energy-saving initiatives.
- d. Monitor electricity and natural gas consumption through reviews of existing and forthcoming data tools such as Provincial Utility Consumption Database, local distribution company invoicing, real-time energy monitoring, etc.

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- e. Support the ongoing accountability and optimization of building energy performance and identify opportunities for additional energy-saving investments through Building Automation Systems (BAS). BAS monitor and control the performance of mechanical equipment and major building systems, including heating, cooling, ventilation, and lighting, regulating indoor comfort and conditions during occupied and unoccupied times. Through the BAS, information is collected in order to make informed decisions regarding building operations and potential energy and financial savings.

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 resources among staff, students, and the school community.
- b. Conduct facility water consumption audits, which will identify areas of inefficiency. Based on audit results, a reduction plan may be developed to implement water consumption reduction initiatives.
- c. Monitor water consumption through reviews of existing and forthcoming data tools such as Provincial Utility Consumption Database, local distribution company invoicing, etc.
- d. Monitor and measure potable water quality, and perform associated mitigation flushing, in accordance with [Ontario Regulation 243/07](#).
- e. Identify opportunities for additional water savings through standardized fixture flushing procedures.

5.0 Greenhouse Gas Emissions (GHG)

- a. Recognize the local and global effects of greenhouse gas emissions associated with the Boards' carbon footprints and strive to reduce emissions by setting reduction targets and implementing reduction initiatives.

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- b. Validate the effectiveness of resource conservation initiatives through the long-term analysis of greenhouse gas emissions levels in alignment with [O. Reg. 390/18](#) calculations for computing GHG emissions.
- c. The government of Ontario has set a target of reducing GHG emissions to 30% below 2005 levels by the year 2030. It is the goal of the Boards to strive towards alignment with this target as well.

6.0 Waste Management

- a. Support initiatives and programs to divert materials from disposal in landfills by encouraging the reuse and recycling of items, in accordance with the [Waste-Free Ontario Act](#).
- b. Strive to ensure that each classroom is equipped with appropriate bins and clear accompanying signage to collect waste for both landfill and recycling in alignment with [Ontario Regulation 103/94](#).
- c. Strive to ensure an effective system is in place to collect waste from classrooms and deposit it into the appropriate garbage/recycling dumpsters outside.
- d. Remain flexible to explore new waste diversion programs as they become provincially mandated and available through local Municipalities (i.e.: organics diversion).
- e. Conduct waste audits at a minimum of one elementary and one secondary school each year, in accordance with [Ontario Regulation 102/94](#). Leverage the audit results to support reduction plans.

7.0 Environmentally-Preferrable Purchasing

- a. Efforts shall be made to competitively procure, whenever possible, environmentally appropriate and ecologically sound products while giving vendors fair and equitable access to School Board business.

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8.0 Green Cleaning and Chemical Reduction

- a. Be conscious of the use of chemicals at Board facilities. Investigate the implementation of chemical-free cleaning products and remain flexible to adopt the use of new sustainable products as they become available.

9.0 Hazardous Waste

- a. Manage the disposal of all hazardous waste generated through curricular activities and facility operations in a safe and environmentally friendly manner, in accordance with [Ontario Regulation 347](#).
- b. Examples of hazardous waste include:
 - Chemicals, minerals, radioactive waste, specimens, aged or obsolete chemicals
 - Paints
 - Oils, solvents, and lubricants
 - Batteries and e-waste items
 - Fluorescent light tubes