ADMINISTRATIVE PROCEDURE	
Approval Date **2018**	*Replacing* **All previous procedures**
Review Date **2023**	*Page* **1 of 5**
Contact Person/Department **Director of Education**	*Identification* **BD-2401**

ENVIRONMENTAL IMPACT

1.0   PURPOSE

Trillium Lakelands District School Board is committed to delivering effective environmental education, modeling environmentally responsible practices, and raising environmental awareness for all staff, students, trustees, and the community. TLDSB commits to considering the impact on the environment in decisions that are made in the delivery of curriculum and in the daily operations of our school board.

2.0   REFERENCES/RELATED DOCUMENTS

2.1   Ministry of Education Environmental Education:
http://www.edu.gov.on.ca/eng/teachers/enviroed/education.html

2.2   Ontario EcoSchools
https://www.ontarioecoschools.org/

2.3   TLDSB Policy and Procedure: BU3015/3016 Procurement of Goods and Services

2.4   TLDSB Puzzle Peace
http://www.puzzlepeace.ca

3.0   DEFINITIONS

EcoSchools – an environmental education program that addresses both how the schools are run and what students learn. It has been designed collaboratively by school boards for school boards to incorporate environmental education as well as environmentally responsible action into the school setting.

TLDSB Eco Award – an internal TLDSB award that can be accomplished by schools instead of the provincial EcoSchools Award. The main components of the award are: Nature Connections, Energy Reduction, School-Wide Eco Education, and Waste Reduction.

4.0   ADMINISTRATIVE PROCEDURE

The following guidelines for energy conservation have been identified as minimum requirements. All TLDSB sites are expected to implement the procedures indicated.

4.1   ENVIRONMENTAL AWARENESS AND LEARNING

TLDSB seeks to enhance environmental education by helping students, staff and community members develop an appreciation for the environment. Additionally, TLDSB will support better understanding of and concern for the impact climate change has on the environment by:

4.1.1   Developing and promoting environmental literacy programs for all students;

4.1.2   Developing a process for continual improvement in environmental education within each school;

4.1.3   Incorporating an environmental education component into the school planning and review process which may include the following:

- Establishment of school EcoTeams or equivalent (e.g. Wellness Teams)
- The development of school action plans to address a school's chosen environmental initiatives

4.1.4   Integrating environmental education in cross-curricular programming including the connection to land in Indigenous Education programming.

4.2   ENERGY CONSERVATION

4.2.1   Schools and Worksites

a) Lights and Equipment – school and building administrators will ensure that:
- where rooms and buildings do not have light sensors, lights are turned off when not required;
- computers are turned off at night. Monitors are either turned off or are put to "sleep" when not in use;
- computer peripherals such as printers, scanners and other electronic equipment are turned off when not in use. Laser printers may be left on power-save mode;
- through consultation with the purchasing department (see below), only technologically proven energy efficient equipment purchases are made;
- an equipment consolidation program is in place to ensure that energy is not wasted by using more equipment than is necessary (e.g. reduce the number of printers through a network).

b) Heating and Air Conditioning – custodians will ensure that:
- windows and curtains are closed at the end of the school day;
- space around vents on walls and window sills are free of obstruction;
- doors to the outside of the building are closed as quickly as possible;
- standard room temperatures are kept;
- mechanical equipment and water faucets are checked regularly and problems are reported promptly.

4.2.2 PURCHASING DEPARTMENT RESPONSIBILITIES

a) Purchase energy efficient products whenever possible;
b) Continually review purchase practices to ensure a commitment to environmentally friendly options.

4.2.3 TECHNOLOGY SERVICES DEPARTMENT RESPONSIBILITIES

a) Move computer peripherals (monitors, printers, scanners) and other electronic equipment in all facilities to power-save mode when not in use;

b) Purchase energy efficient equipment;

c) Implement an equipment consolidation program to ensure that energy is not wasted by using more equipment than is necessary (e.g. reducing the number of computer printers through a network).

4.2.4 PLANT AND FACILITIES DEPARTMENT RESPONSIBILITIES

a) Develop facility and equipment upgrades, retrofit, and replacement programs that lead to reduced energy consumption and lower operating costs;

b) Operate and maintain all facilities and equipment for optimum energy efficiency including the suggestion to close underutilized classrooms, wings, or sections of buildings impacted by declining enrolment;

c) Implement summer, winter, and holiday operating condition targets and temperature ranges, setback parameters, and equipment run schedules;

d) Check mechanical equipment and water faucets regularly and report problems and repair promptly.

4.3   WASTE REDUCTION

   4.3.1   Schools and Worksites

      a) Reduce:
         - paper use by using other options (whiteboard, blackboard, electronic communication);
         - paper use by photocopying on both sides;
         - paper use by purchasing printers that can print on both sides;
         - paper use by using a sibling list or electronic mailing when sending printed information home;
         - food-related waste by encouraging a waste-efficient lunch system;
         - food related container waste by using reusable dishes and cutlery where possible;
      b) Reuse:
         - paper by organizing a "re-use box" for partly used paper that can be used for rough work or projects;
         - mugs, glasses, plates, and utensils – avoid using disposable dishes as much as possible;
         - furniture and equipment by advertising unwanted items internally within the Board;
         - plastic and metal by bringing beverages in personal reusable water bottles.
      c) Recycle:
         - all paper products using a paper recycling system set up in all classrooms and offices;
         - cans, plastics and glass according to local recycling guidelines;
         - photocopier toner bottles, printer cartridges, and batteries according to guidelines for collection.

   4.3.2   PURCHASING DEPARTMENT RESPONSIBILITIES

      a) Adopt purchasing practices which reduce, reuse, and recycle materials where feasible (e.g. purchase printers that can print on both sides of paper);

      b) Continually review purchase practices to ensure a commitment to environmentally friendly options.

   4.3.3   TECHNOLOGY SERVICES DEPARTMENT RESPONSIBILITIES

      Implement a disposal process for Technology Services related hardware which will include the following steps:

a) Investigate re-use of equipment within other facilities in the Board;

b) Investigate the use of parts of equipment for other machines;

c) Ensure that all electronics and plastics are separated and shredded and any recoverable material is salvaged;

d) Ensure that monitors containing lead are disposed of, using appropriate environmental policies and precautions.

4.3.3 PLANT AND FACILITIES DEPARTMENT RESPONSIBILITIES

a) Facilitate sound waste management procedures with a strong emphasis on reduction strategies (reduce, reuse, recycle);

b) Where possible, use products that are non-toxic, non-polluting, and bio-degradable;

c) Adhere to Ministry of Environment and Energy guidelines and regulations for the disposal of chemicals and solvents;

d) Reuse furniture and equipment by advertising unwanted items internally within the Board.