



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Business and Administrative
• School Operation
Regulation: ENVIRONMENT AND ENERGY

Regulation Code: BA-7.2.1
Policy Code Reference: BA-7.2
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This administrative regulation is written in accordance with the guiding principles in [Board Policy No. BA-7.2, Environment and Energy](#).

Board administrators and all employees are encouraged to support and promote sound environmental, energy conservation, waste reduction, and purchasing practices in the employees' areas of responsibility.

School principals and staff shall consider environmental issues, concerns, and impacts in daily decision-making and ongoing activities.

School principals and staff shall encourage students to develop environmentally sound knowledge, skills, and attitudes through curriculum design and planned activities.

1. Environmental and Energy Board Plans

All Board departments shall develop procedures that will ensure safe and healthy school and workplace environments, to support the adoption of an energy conservation and an environmentally sensitive culture. Supervisory personnel shall be responsible for ensuring that appropriate environmental practices are implemented and carried out.

Board procedures shall include factors such as the following:

- 1.1 to purchase, when of acceptable quality, environmentally appropriate products;
- 1.2 to pay a marginal premium for products, when necessary or where appropriate, that are proven to be environmentally sound;
- 1.3 to investigate the joint purchase of appropriate environmentally sound products, with other boards, organizations and/or municipalities;
- 1.4 to reduce, reuse, recycle, and recover waste materials in all schools and workplaces;
- 1.5 to reduce motor vehicle fuel consumption in all Board vehicles;
- 1.6 to convert to more efficient, environmentally appropriate heating fuel and heating technologies;

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- 1.7 to improve the energy efficiency of our buildings, by adopting sound engineering principles and practices as per the Ontario Building Code (OBC), and the American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) Standard 90.1;
- 1.8 to use, whenever possible, maintenance and custodial products that are non-toxic, non-polluting, and biodegradable;
- 1.9 to dispose of unknown, outdated, and harmful chemicals, used in maintenance or program, in an environmentally safe manner, and as required by Ontario Regulation 347;
- 1.10 to safeguard indoor air quality by using, where possible, non-toxic, hypoallergenic building and maintenance materials and appropriate mechanical air treatment and ventilation systems;
- 1.11 to control pests by using, where possible
 - 1.11.1 non-toxic chemicals; and
 - 1.11.2 licensed contractors who use products that minimize health and harmful environmental effects;
- 1.12 to use ground care procedures that
 - 1.12.1 increase natural methods and reduce the use of chemicals, fertilizers, and herbicides;
 - 1.12.2 encourage the development of natural landscaping and wildlife habitats; and
 - 1.12.3 control the growth and spread of weeds in a safe and effective manner;
- 1.13 to ensure safe food handling and preparation by
 - 1.13.1 ensuring that tenders for food services guarantee adherence to this administrative regulation and its governing policy;
 - 1.13.2 replacing, where possible, foods with individual packaging with bulk serving, given the restraints of the Health Protection and Promotion Act 1983, (572/90) as amended, and the Regulations thereunder; and
 - 1.13.3 encouraging the use of reusable dishes and cutlery;

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1.14 to encourage composting of appropriate wastes at all schools and work sites.

2. Energy Conservation Procedures

Kawartha Pine Ridge District School Board has the ability to reduce its environmental footprint through improved energy conservation by adhering to the following procedures.

2.1 The management of all electrical appliances, including vending machines, by:

- 2.1.1 ensuring all Board, school, and donated appliances comply with the standards set by the Ontario Electrical Safety Authority (OESA), the Canadian Standards Association (CSA), and Underwriters' Laboratories of Canada (ULC);
- 2.1.2 requiring purchased or donated appliances to be ENERGY STAR⁷ rated and bear the ENERGY STAR⁷ symbol;
- 2.1.3 limiting the use of microwave ovens, toasters, kettles, toaster ovens, and other heat-producing appliances in classrooms unless specifically part of a program offering such appliances should also be located in staff rooms or cafeterias, not in office areas;
- 2.1.4 requiring all appliances to be cleaned out and unplugged during the first week of summer break. It is recognized that custodial staff may need the use of a refrigerator/vending machine during the summer months;
- 2.1.5 requiring all appliances to be in good working order, and any costs for repair shall be at the school's expense;
- 2.1.6 authorizing the Controller of Facilities Services to limit or exclude appliances if utility costs are deemed to be excessive;
- 2.1.7 requiring all vending machines to have consumption control devices (mizers) installed;
- 2.1.8 requiring all schools to make arrangements with their vending sales contract supplier to manage year-end stock and unplug all vending machines for the summer break; and
- 2.1.9 requiring all schools purchasing 3-D printers to do so through purchasing department approved process including the required ventilation device.

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- 2.2 The management of building automation settings (HVAC) and lighting by:
- 2.2.1 setting room thermostats for heating, during occupied periods, at the following settings
- | | |
|-------------------------|-----------------|
| Classrooms | 21.1 degrees C |
| Secondary School Shops | 20.0 degrees C |
| Gymnasiums | 18.3 degrees C |
| Change Rooms, Washrooms | 20.0 degrees C; |
- 2.2.2 requiring all thermostats for heating to be set back during night-time unoccupied times, at the following settings
- | | |
|----------------|-----------------|
| Night Set Back | 16.0 degrees C; |
|----------------|-----------------|
- 2.2.3 requiring all air conditioning during occupied periods to be set at 24 degrees C and shut down during the summer break, except where summer school is operating. Permits for air conditioning can be requested if air conditioning is available;
- 2.2.4 working with facilities operations to try to provide air- conditioned spaces for lunch and work breaks during the summer months;
- 2.2.5 recognizing that HVAC run times, durations, and settings may need to be altered to adapt to the special needs of the school before and after school;
- 2.2.6 including central air conditioning systems in new school designs focusing on common areas such as the library, gymnasium, computer labs, administration offices, and portables. All other considerations for air conditioning will require the approval of senior administration and be dependent on such considerations as budget limitations, environmental impact and equitable distribution of resources; and
- 2.2.7 requiring all lights to be turned off in all unoccupied spaces, and requiring all exterior lighting systems to be turned off at 12:00 hours midnight (emergency lighting will be the exception).
- 2.3 The management of the Board’s computer resources, e.g. CPUs, monitors, printers, servers, routers, by:
- 2.3.1 requiring all computers and peripherals to be shut down at the end of each teaching day, and during lunch and nutritional breaks, with consideration given to the Information and Communications Technology Department

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when requiring up time for computer resources that may need extended run times for software/hardware maintenance or upgrades.

3. Environmental Waste Plans

Waste reduction and the proper handling of wastes are sound means of environmental stewardship that all departments must adapt to. Ensuring that appropriate plans are in place will support the need of a safe and healthy environment. Kawartha Pine Ridge District School Board has the means to do this by:

- 3.1 implementing and supporting waste reduction/recycling programs in our schools and in our workplaces;
- 3.2 performing waste audits of all waste streams, looking for means to reduce our landfill waste and increase our diversion rate to recycling depots;
- 3.3 ensuring hazardous wastes are transported and disposed of as per Ontario Regulation 347; and
- 3.4 requiring all appliances to be free of ozone-destroying chemicals.

4. Environmental and Energy School Plans and Procedures

All schools shall develop procedures that will ensure a safe and healthy work and learning environment.

School principals and staff shall be responsible for ensuring that appropriate environmental plans and practices are developed and implemented.

- 4.1 School plans and procedures shall include actions such as the following:
 - 4.1.1 to ensure that a variety of environmental programs are developed and implemented within each school;
 - 4.1.2 to make environmentally appropriate purchases by
 - 4.1.2.1 considering the quality and durability of a product,
 - 4.1.2.2 selecting products that are recyclable and/or composed of recycled material,
 - 4.1.2.3 selecting alternatives to products whose use and/or disposal could be environmentally harmful, and

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- 4.1.2.4 reviewing the selection and use of products such as plastic bags and potentially toxic paints;
- 4.1.3 to conserve consumable products, energy producing fuels, and natural resources such as water;
- 4.1.4 to ensure that aspects of the curriculum related to healthy environments are developed and implemented;
- 4.1.5 to ensure the safe storage and appropriate disposal of all hazardous wastes;
- 4.1.6 to encourage and promote Board environmental programs such as recycling, reusing, recovering, and reducing;
- 4.1.7 to support environmental enhancement projects such as developing nature trails, butterfly gardens, bird attraction areas, indigenous plant planting/ seeding, reforestation, and other naturescaping initiatives;
- 4.1.8 to partner with government or other community agencies whose initiatives are consistent with school policies or programs and are consistent with this administrative regulation and its governing policy;
- 4.1.9 to organize activities such as
 - 4.1.9.1 anti-litter campaigns,
 - 4.1.9.2 Five R's Programs (Reject, Reduce, Reuse, Recycle, Renew),
 - 4.1.9.3 formation of Environment Clubs,
 - 4.1.9.4 active participation in Environment Week/Earth Week,
 - 4.1.9.5 field trips to natural areas,
 - 4.1.9.6 environmental and Outdoor Education Programs;
- 4.1.10 to develop professional development activities such as
 - 4.1.10.1 improving environmental understanding,
 - 4.1.10.2 incorporating environmental education into instructional and co-curricular activities,
 - 4.1.10.3 reflecting environmental values in daily programs and practices and in building and landscape design, and

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4.1.10.4 implementing student environmental clubs or organizations; and

4.1.11 to ensure that environmental education is an integral part of the curriculum.