

## Sustainability Criteria Feb. 1, 2012

The most cited definition of sustainable development is from the Report of the Brundtland Commission, *Our Common Future*, published by Oxford University Press in 1987. “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” Though the Brundtland Commission helped bring the idea of sustainability to the world’s mainstream, it didn’t provide the answer of “*how*” to be sustainable. In 1987, there were five billion people on Earth; just 24 years since *Our Common Future* was first published, the same planet has seven billion people needing life sustaining resources. With the complexity and interdependence of the global network, the stresses on the system are now felt from the North Pole to the South Pole and everywhere in between.

In response to the dire need for a more sustainable society the following report has been generated as a starting point for the Limestone District School Board’s Annual Sustainability Report. The need to measure and understand our impact is crucial.

When developing criteria for the Board’s priority areas, we wanted to encompass traditional, measurable indicators such as; energy conservation and waste reduction. Using guidance from the Ministry of Education’s *Acting today, Shaping tomorrow* document and LDSB’s Environmental Education Administration Procedure (AP112) we also included criteria for Environmental Leadership, Teaching and Learning and Student Engagement and Community Connections. The following 10 priority areas have been identified for Limestone District School Board’s Sustainability Annual Report.

- Administration
- Climate Change and Energy
- Environmental Leadership
- Facilities Services
- Food
- Student and Community Engagement
- Teaching and Learning
- Transportation
- Waste
- Water

The following criteria helps provide guidance and a common direction and language for the Board in regard to sustainability, and in turn help contribute to and encourage the many sustainable activities already happening within the communities to which we belong. In our work toward fostering understanding of environmental education and a sustainable school system, we strive to provide leadership to our broader community and to seek leadership within the same.

Sustainability Priorities

Priority - Administration	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. Statement of Expectations	A statement of expectations will be available to staff, students and the public in print and electronic form by August 2012.	Develop an Environmental Sustainability statement of expectations.	Drafted statement of expectations will be available to senior staff and members of ESAC for vetting by the end of the 2011 - 2012 school year.	Incorporate the statement of expectations into Strategic plans, Board Improvement Plans and School improvement Plans.	
2. Environmental Sustainability Advisory Committee (ESAC)	1. ESAC meetings 2. Board and Community partnerships	Integrate multiple partners with diverse expertise's into an active committee (Environmental Sustainability Advisory Committee) that informs the LDSB on issues of sustainability.	Develop/confirm the role and function of the Environmental Sustainability Advisory Committee. ESAC Roles & Responsibilities & Expectations of members needs to be defined. Members take information back to their respective groups.	Use the ESAC to help build system capacity for environmental sustainability through enhanced community consultation and partnerships.	
3. Green Purchasing	1. Percentage of goods that meet the green purchasing guidelines.	Prioritizing the purchase of reusable or green-certified materials, including, but not limited to, Energy Star products, EPEAT-certified electronics, and environmentally preferable paper products.	Research what other boards and public institutions are doing to integrate sustainability into their purchasing policy.	Use industry purchasing standards; explore the wider implementation of "green" purchasing practices.	
4. Energy Management Plan	Create an Energy Management Plan	Consult with the Ministry of Education, other school boards and associations to help in the process of developing an LDSB Energy Management Plan.	Create a formal Energy Management Plan to support the efforts of students, school staff, and parents/guardians.	Continually use and update the Energy Management Plan.	

Sustainability Priorities

Priority - Climate Change & Energy	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. Energy Conservation Behaviourial Programs	1. Schools involved in Conservation Programs 2. Number of students involved 3. Kilowatt-hours saved/power monitors	Encourage board wide Earth Hour Participation; compare electricity used by Board with amount of solar to grid; energy conservation portion of EcoSchools; surveys for feedback; Energy savings recognized and reinvested back into school based "green" initiatives; Promote ongoing school energy conservation practices and programs.	Choose to pilot select energy conservation programs	To foster an environment that continually develops energy campaigns and programs for different grade levels.	
2. Energy Efficiency Projects and Practices	1. Energy Savings 2. Efficiency Projects	Identifying opportunities for conservation upgrades.	Each year identify possibilities for energy efficiency projects and practices; continue to implement additional energy management capital projects in accordance with energy audit recommendations and available funding; Communicate information on these technologies to staff and students, creating a teaching resource	To have an inventory of past projects and future projects to help prioritize selection for greater energy savings.	
3. LDSB Renewable Energy Inventory	1. Current renewable energy projects	Investigate the Installation of solar, wind, geothermal, or other alternative sources of power.	Create a database of Renewable Energy Projects within Limestone; Communicate information on these technologies to staff and students, creating a teaching resource	Continue to explore renewable energy for the Limestone District School Board.	
4. Energy Monitoring (LimeTV)	1. Schools with energy monitoring hardware	Use LimeTV to educate school populations about energy.	Increase the number of sites that have LimeTV; Use Lime TV to educate school populations about energy, the environment and about sustainability. (Lime TV is more than an energy monitor, we should consider it to be website and resource (communication tool) for information on LDSB sustainable initiatives)	Increase the number of sites that have LimeTV; look at opportunities to improve communication around energy conservation.	
5. Energy Audits	1. Audits completed 2. Students involved	Create a catalogue of energy audit data; continue partnership with St Lawrence College ESET Program; use the Energy FOCUS program and facilities services to perform energy audits in LDSB buildings.	Review the audits for energy saving opportunities.	Create a yearly inventory of audit reports, review actions suggested and share results to date.	

Sustainability Priorities

Priority - Environmental Leadership	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. Administration	1. Voluntary Staff newsletter sign up 2. Programs initiated and sustained	Create an annual Environmental/Sustainability contact for each administration department; yearly environmental sessions; list of success stories/testimonials/challenges; to continue to encourage feedback from staff, students, parents and community members.	Build contact list for school office departments and the board office. Engage members of LDSB in activities that reflect our commitment to environmental sustainability.	Bi-Monthly communication; yearly staff contact list.	
2. Teaching Staff	1. Voluntary Staff newsletter sign up 2. Programs initiated and sustained	Create an annual Environmental/Sustainability contact for each school; offer professional learning sessions on Limestone's Environmental Initiatives; yearly Environmental Initiatives session.	Build yearly contact list; schedule Environmental Initiative session for the fall/spring.	Bi-Monthly communication; yearly staff contact list.	
3. Support Staff	1. Voluntary Staff newsletter sign up 2. Programs initiated and sustained	Create an annual Environmental/Sustainability contact for each school; offer professional learning sessions on Limestone's Environmental Initiatives; yearly Environmental Initiatives session.	Build yearly contact list; schedule Environmental Initiative session for the fall/spring.	Bi-Monthly communication; yearly staff contact list.	
4. Students	1. Catalogue student participation in Environmental Initiatives 2. Participation in Limestone's Environmental Conference and other environmental education conferences 3. Student involvement in Environmental Focus Programs and courses.	Encourage and participate in student environmental conferences (i.e.. Best foot Forward, Challenge for Change, One Planet One Chance, Skills Competition); talk to the secondary student inter-school councils about Environmental projects; identify environmentally focused programs and stewardship opportunities for growth; to promote and utilize outdoor learning environments and foster environmental literacy.	Present at inter-school council to gain student insight; student generated projects to enhance environmental leadership.	Bi-Monthly communication newsletter; Inter-School Council assists in co-coordinating school and system-based activities associated with environmental sustainability.	
5. Parents	1. Participation in school based activities, workshops and parent councils	Encourage parents to provide a community based perspective on environmental leadership	Research parent school involvement i.e. parent councils, guest speakers...		
6. EcoSchools Program	1. EcoSchool enrollment 2. Certified EcoSchools	Conduct a survey on EcoSchools for feedback and suggestions; continue to support schools participation in EcoSchools certification process.	Increase the number of schools participating in the EcoSchools program.	Increase the number of certified EcoSchools.	

Sustainability Priorities

Priority - Facilities Services	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. Guidelines to Facilities Staff	1. Energy conservation and environmental stewardship information shared.	Guidelines to caretakers and maintenance staff.	Communicate guidelines and techniques for energy conservation and environmental stewardship.	Provide professional learning to Facility Services Staff.	
2. Decommissioning/Surplus Resources	1. Amount of materials exchanged.	Operate programs that facilitate the continued reuse of items in good condition (instead of disposal), such as furniture and equipment; a collaborative effort between facilities services and programs to share resources and skill sets to promote school sustainability.	Use First Class to help with continuous ability to swap materials between schools; organize a yearly exchange.	Explore opportunities for reuse of materials outside the school board.	
3. Schoolyard Guidelines	1. Create school planting guideline. 2. Create schoolyard guidelines	Create a school based guideline to help with long-term yard planning; take a closer look at the schoolyards and how you can incorporate play structures, gardens and planting. <a href="http://www.sustainableschoolyard.org/">http://www.sustainableschoolyard.org/</a>	Review LDSB's and other school board's strategies.	Explore other opportunities to enhance outdoor learning.	
4. Review of Utility Data	1. Utility Bills	Investigate opportunities where energy can be reduced.	Produce an annual utility report in coordination with the Energy Management Plan.	Compare energy consumption year to year.	

Sustainability Priorities

Priority - Food	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. School Gardens	1. Schools with a functional garden.	Encourage schools to explore gardens; share resources that help with the process of building a school garden. Using a variety of curriculum areas to promote the importance growing, preparing, and marketing local food; Encourage students and staff to partner with the community to ensure long term success of the school gardens Look at groups to continue garden work during summer months.	Create an inventory of school gardens within LDSB; determine which schools are interested in maintaining a garden. Food Skills - Inventory schools for facilities for basic cooking. Conduct an environmental scan of cooking programs i.e. "cooking from the garden".	Implement a process to support school gardens. Implement a food skills program to support school gardens and healthy eating.	
2. Local Food Sourcing	1. Percentage of food purchases from local producers for school cafeteria programs.	Explore the percentage of local food being used in our schools; build partnerships (producers, suppliers) with the local food system; Consult with the KFL&A Public Health's Healthy Eating Group as resource	Look at other institutions' local food sourcing plans.	Develop a standard for food purchases from local producers & processors.	

Sustainability Priorities

Priority - Student & Community Engagement	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. Inter-school Sustainability Challenges and Competitions	1. Schools involved 2. Students involved	Oversee sustainability challenges or competition between Limestone Schools, using the Inter-School Council and other sources as a vehicle for communication.	Use Earth Hour (8:30 pm Sat. March 31st, 2012) as the first challenge.	Create an annual challenge to help with the communication of sustainable initiatives.	
2. Staff/Student Input	1. Number of staff/students who provide input.	Encourage staff and students to provide input on sustainable initiatives via First Class.	Increase the discussion board traffic for both students and staff.	Create a sustainable initiatives website/webpage and use other communication tools to connect our school communities.	
3. LDSB Sustainable Living Project Website/Webpage	1. Website/Webpage "Hit" indicator.	Create a website/webpage to facilitate involvement in Limestone's sustainability initiatives and to keep the community informed.	Continue to work on a website/webpage.	Have centralized, functional webpage(s) to communicate LDSB's sustainable initiatives. The webpage(s) would also act as a tool to gather feedback from our staff, students and greater community.	
4. Formal Community Partnerships	1. Number of partnerships.	Developing community partnerships to benefit the environment; possibly focus on Neighbourhood challenges and include parents and others that live in the particular school neighbourhood to really focus on this school community.	Begin to develop community partnerships.	Successful partnerships fostering environmental sustainability with a variety of community partners.	

Sustainability Priorities

Priority - Teaching and Learning	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. Course Outlines and Curriculum Guidelines	Where appropriate, course outlines and subjects embrace Enduring Understandings associated with the environment.	Big ideas in school communities connect to environmental education.	Greater emphasis placed on environmental education in K - 12.	Big Ideas around the environment engage students in a variety of courses and subjects in K - 12.	
2. Professional Learning	Professional Learning opportunities related to environmental education.	Professional learning around environmental education is offered to staff.	Continue to develop environmental education through on-going professional learning.	Apply learning around environmental education in order to create a sustainable school community.	

Sustainability Priorities

Priority - Transportation	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. Limestone's Fleet	1. Fuel used per year 2. Vehicles efficiency rating	Create a working fuel efficiency standard for Limestone.	Evaluate Limestone's current fleet.	Create energy efficient purchasing specifications to apply to new vehicles.	
2. Walking School Bus Program	1. Volunteers involved 2. Schools involved 3. Students involved	Gain community volunteers or partners to create more walking school bus programs. Work with individual schools, KFL&A Public Health, and City of Kingston to identify and address any issues/concerns with the built environments eg. Missing sidewalks, need for crossing guards, etc.	Support and encourage the WSB pilot program being carried out Spring/Fall 2012 by KFL&A Public Health.	Each elementary school when possible has walking school buses in place (part of daily physical activity). Attract and sustain parents/champions for the WSB programs by encouraging an information/inspiration night for parents.	
3. Busing	1. Bus kilometers traveled per year	Tri-Board reviews bus routes each year for efficiencies.	Continue to review bus routes yearly	Continue to review bus routes yearly	
4. Bicycle Program	1. Students who bike 2. Racks at school 3. Bikes at school 4. Bike safety programs	Encourage bike use; provide bike safety training to students and staff in conjunction with local agencies. Work with KFL&A Public Health and other community partners to promote bike use and safety among students and staff in secondary and elementary schools; KCAT is happy to deliver a couple of AT information sessions in spring 2012 and fall 2012 for parents, staff and schools or even help incorporate some AT information in a PD day.	Explore options that will increase the capacity to build more bike racks. Connect with the Technology teacher at NDSS regarding the template for making bike racks. Discuss sharing the pattern with other secondary tech programs and have more than one program building racks. Coordinate the manufacturing and distribution of bike racks to ensure each elementary/secondary school is adequately equipped.	Increase students and staff biking to school. Each elementary school would be adequately equipped with bike racks.	
5. Car-Pooling Program	1. Staff Carpooling	Create a car pooling board on First-Class; offer priority parking for car pooling; offer anti-idling signs.	Pilot site with priority parking for car pooling staff.	Increase staff and students car pooling to school.	
6. Public Transportation	1. Students who use public transportation	Explore opportunities for shared partnerships	Start conversations with potential community partners	Develop a partnership with local transit authorities.	
7. Walk to Field Trips	1. Number of field trips where active transportation was used	Encouraged to walk to field trips students, staff and volunteers are encouraged to walk to field trips where possible	Document amount of field trips using active transportation		

Sustainability Priorities

Priority - Waste	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. Waste Reduction	1. Tipping Weights 2. Visual records of waste/recycling bins	Boomerang lunches; litterless lunches; select elementary and secondary schools voluntarily engage in waste reduction programs.	Develop suggested recycling program methods (i.e. Bin Locations, Size, Roles and Responsibilities).	Create processes to dispose of all types of waste in our system.	
2. Waste Audits	1. Schools audited per year	Use completed Waste Audits as the 2011-2012 baseline.	Review previously conducted waste audits.	Have waste audits completed yearly.	
3. Recycling	1. Tipping Weights 2. Visual records of waste/recycling bins	Endorse Recycling Programs, Supply Bins, signage, education; administering a standardized recycling program for all schools for traditional recyclables, such as bottles, cans, and cardboard.	Implement Recycling Program at schools and monitor the success (tip weights).	Implement effective recycling systems in all schools.	
4. Organics	1. Tipping Weights 2. Visual records of organic bins	Explore opportunities for disposal of organic waste.	Evaluate the report created by the City of Kingston and Lancaster Drive PS.	Increase the number of schools who have organic waste disposal programs.	
5. Hazardous Waste	1. Weight/volume of hazardous waste disposed	Identify and catalogue hazardous wastes being used/produced by all sites.	Program and Facility departments will continue to update their hazardous product handling and storage procedures.	Minimize the use of hazardous products.	
6. Batteries	1. Weight of batteries collected	Research the possibility of a third party to collect batteries from the public and schools.	Report on the results of the Board level battery recycling project.	Increase the locations for battery collection at school sites.	
7. Recycling of Electronic Waste	1. Weight of Electronic Waste	Identify how the school board is currently dealing with electronic waste.	Electronic waste disposed of at an electronic depot.	Explore opportunities for recycling electronic equipment.	

Sustainability Priorities

Priority - Water	Indicators/Assessment	Strategies	Short term Goals - 18 Months or less	Long Term Goals - Greater than 18 Months	Progress Towards Priority
1. Water Conservation Programs	1. Monitor water consumption	Install water conservation retrofits, such as low-flow plumbing equipment; encourage science classes or environmental teachers to participate in a water usage project; explore rain barrels for schoolyards and gardens.	Continue to monitor water consumption where possible.	Reduce water consumption as appropriate.	
2. Water Bottle Filling Stations	1. Number of water bottle filling stations in schools	Share information with staff and students.	Reduce the use of Single Use Water Bottles; increase the number of water bottle filling stations.	Eliminate the use of single use water bottles as appropriate; increase the number of water bottle filling stations.	