



Title	Effective Date	Revision Date	No. of Pages
No. 525 Environmental Regulations	November 24, 1998	October 2009 November 5, 2013	1 of 3

The Tri-County Regional School Board is committed to providing leadership in conjunction with other levels of government in improving and protecting the quality of the natural environment.

To this end, the School Board desires action be taken to assist students and staff to understand environmental needs and issues and to respond to them effectively. Such action will be taken in cooperation with other governmental agencies and the community.

The School Board expects environmental impact will be considered carefully in decision making and concern for the quality of the natural environment will be reflected in the daily activities and decision making of students and staff.

Procedure under Policy 525

1. It is expected that:
 - a) The actions of students and staff will reflect concerns for improving and protecting the quality of the natural environment; and
 - b) Action will be taken to the greatest extent possible by teachers, principals and all other persons in leadership positions to provide students and staff with knowledge, skills and attitudes conducive to behaviour and decision-making which is environmentally responsible.
2. In support of Section 1, Principals and other persons in leadership positions are encouraged to assign responsibility for environmental programs to a specific member of their staff.
3. Action taken by school and non-school staff with respect to Section 1 will include giving consideration to the following:
 - a) Making environmentally responsible purchases by:
 - Considering a product's longevity of use
 - Selecting projects which are recyclable and/or made from recycled materials
 - Selecting alternatives to products whose use and/or disposability can be harmful to the environment, i.e. Styrofoam cups and bowls, and

- Reviewing the selection and use of products such as
 - Cleaning agents
 - Paints
 - Furniture
 - Building materials
 - b) Conserving materials and energy
 - c) Storing, using and disposing of hazard waster properly
 - d) Co-operating with environmental programs sponsored by community and government agencies
 - e) Advising disciplinary action may be necessary
 - f) Posting signs
4. Further to Sections 1 and 3, schools are encouraged to:
- a) Ensure aspects of curriculum which relate to the environment are implemented in consultation with curriculum support staff of the Board;
 - b) Organize activities for students and staff directed at promoting awareness and understanding of environmental issues and solutions. For example:
 - Anti-litter campaigns
 - Workshops and conferences
 - Formation of environment clubs
 - Active participation in environment activities
 - Field trips including trips to natural areas
 - Environmental and outdoor education programs
 - c) Provide staff with professional development programs directed at
 - Environmental understanding
 - Incorporating environmental education into instructional and extra-curricular activities
 - Reflecting environmental values in building and landscaping design.
 - d) Develop (when identified either as a need or as part of proactive planning) in consultation with the Occupational Health and Safety Officer, a school-based scent-free environment policy or environmental sensitivity policy.
5. Further to the provisions of Sections 1 and 3:
- a) Human Resources Department is encouraged to:
 - i. Make provision for staff development programs devoted to environmental education;

- b) The Operations Department is encouraged to:
 - 1) Reflect environmental values in the design, operation and maintenance of Board facilities;
 - 2) Maintain a current list of as many scent-reduced products as possible, note where they are available, and provide the list to schools, upon request;
- 6. A directory of environmental programs is to be maintained and coordinated through the Director of Operations and the Director of Programs and Student Services.