

APPLEBY COLLEGE

CLIMATE ACTION PLAN

Feb-24

OUR VISION for CLIMATE ACTION

A community committed to adopting a regenerative lens for a climate positive future.

Strategic Plans

From Appleby's Strategy Themes:

- 2.3.1 Develop and implement an aspirational strategy including vision, action plan, goals and key
- 2.3.2 Develop leadership accountability to ensure organizational culture that will sustain our
- 2.3.3 Integrate whole-school regenerative solutions, policies and practices.
- 2.3.4 Increase educational curriculum integration and opportunities in conservation, preservation, regeneration and climate justice.
- 2.3.5 Manage our resources and operations to create a healthy synergistic and regenerative system.

Overarching Goals

Honour Indigenous ways of knowing and the seventh generation principle in our decision making and actions

Committed to achieving Net Zero Emissions

Increase community engagement for climate positive actions

Enhance biodiversity on campus

Embed climate education and climate action in curriculum

Narrative Description

From the moment you step onto the Appleby campus, you feel the intent of the design of the spaces which enhance the wellbeing of all who visit the space. Evidence of climate positivity and regeneration are embedded into every single detail including the natural materials and plants which integrate the indoor spaces with the outdoors, the state-of-the-art renewable energy systems, and the curriculum design and the inquiries and initiatives of student-led projects. All community members have the same vision for a positive climate campus. As you walk past the art room, students are repurposing older materials to make new and beautiful art objects. In the design lab, a teacher is leading a demonstration of how plastic can be recycled into something new. You pass a student ambassador who is touring a new family and pointing out details such as the art installation which commemorates our commitment to becoming a plastic free campus, and the sustainability hub which showcases our Eco Schools achievements and the sign-up sheet for a tree-planting excursion. Outside, students in an English class are creating pebble poetry by the shores of Lake Ontario.

When students enter the dining hall for their lunch, they carefully take only the food they intend to eat, remembering the lessons learned from their out trips in Temagami. Many students gather outside on the lawn soaking up the sunshine, being careful to take their waste with them inside and to sort it carefully into the proper pathways. Most of the food waste is being composted onsite and is used by the horticulture club to fertilize one of the many outdoor gardens. Our students are conscious of the environmental footprint of each action and careful to leave their surroundings in better shape than when they found them. Biking to school is the norm and you can find a bike stand outside the boarding houses with ebikes waiting to be borrowed. For those who cannot cycle to school, they are riding in an electric bus or carpooling with the other students from their neighbourhood. There are no cars idling in the parking lot.

On the school's website, you can read about our climate actions including how much carbon we are emitting and sequestering, the metrics for how much power and water we are using, and about our progress on improving the biodiversity of our campus. You can track the number of butterflies and bees which are pollinating our many wild gardens, which also happen to be emitting beautiful aromas for anyone walking past.

Our students are civic minded with an understanding of both global and local issues concerning their communities.

They are aware of new and emerging career opportunities and can reshape the existing paradigms which have resulted in the current climate crisis. Our students are optimists who envision a better world and feel

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June 2023

June 2024

June 2025

Governance, Policy & Accountability

2.3.2 Develop leadership accountability to ensure organizational culture that will sustain our commitment.

Decision-makers are committed and share the Sustainability vision for a climate positive campus.

Sustainability and Regeneration is a regular agenda item.

Vision and overarching goals are ratified by LT and Board AND communicated proudly to the Appleby community and CAIS schools.

Board and LT to assess climate risks and opportunities related to climate adaptation and climate mitigation.

STATUS LEGEND

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Establish decision-making mechanism that recognizes the cost-benefits of investment in low-carbon infrastructure.

Reduction in carbon emissions.

Investment in carbon offsets.

Decision is made on how to best access the pathways toward a net zero emission campus (i.e. Go with Blackstone, or independent 3rd party energy audit).

Review results from audit and discuss the feasibility of implementing the plan.

Be accountable for avoiding greenwashing through vetting business partners and service providers (eg. Transportation providers, consultants, etc.)

Keep a record of partner companies climate action plans.

RFPs will include a requirement for companies' climate action plan to be submitted.

Develop a sustainability questionnaire to assess the climate action initiatives, amount and quality of carbon offsets, etc.

\$10k in gifts (PECO artwork)

Target funding for sustainability initiatives including alumni and parents who can help support our climate goals.

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Major donation targeting specifically to a sustainable initiative (eg. electric bus, solar panels, greenhouse, etc.)

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Governance, Policy & Accountability

2.3.3 Integrate whole-school regenerative solutions, policies and practices.

All planning and decision making is done in consultation with the **GREEN GUIDE** *

*A set of guidelines, questions, and recommendations for best practices (uses the Rs) with respect to climate action. A sustainability questionnaire for all travel, events, meetings, etc.

IT:
Consider: establish a power down policy for screens and desktops so they are turned off during long weekends and holidays, end of life, cost of data storage/cloud, Buy out options, printing, consider EPEAT standards when purchasing.

Apple, Microsoft, Cisco are all GOLD EPEAT rated (highest level)

Communciations:
Highlight S & R goals, achievements, highlights, etc. On the Appleby website and all marketing materials.

Inquiries and engagement from parents, alumni, etc. regarding sustainability and regeneration.

Dedicate a space for S & R on Appleby's website.

A more considered approach to printed material such as: the Argus, calendars, Quarterly, to reduce unnecessary waste and that it is made with recycled material.

Money saved on printing.

Ask the community to pre order calendars and print based on request.

Send out digital Quarterly with a link to order printed if wanted.

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Governance, Policy & Accountability

Transportation:

Reduce carbon footprint from transportation from air travel, bussing, employee commuting, other school-related transportation.

Amount of carbon produced from all forms of travel associated with the Appleby Community.

Number of single riders coming onto campus.

Implement a carpool system for day students, faculty, and staff coming onto campus daily.

Investigate costs associated with e-busses and complete constituent transportation survey.

Put up no-idling signage in popular idling locations.

Conduct an audit for determining carbon emissions from ground travel including, cars coming on to campus (staff and students) and busing, trips to Temagami, and other bus trips (Ottawa, Kandalore, etc.) and look for efficiencies.

SWAG /Apparel / what students are asked to buy:

Reduce consumption by reusing, repurposing, rethinking, and only purchasing new as a last resort with end of life in mind (and ensure it is from an environmentally responsible source).

Number of units purchased by students, or as gifts, including items available in the College shop.

Faculty to review their course requirements to ensure that students are not purchasing unnecessary equipment or school supplies.

College Shop and other departments using SWAG are encouraged to find more sustainable alternatives using the GREEN GUIDE.

Complete a campus-wide assessment of what can be reduced, reused, or purchased ethically and sustainability where applicable.

Promote more sustainable alternatives for team and club SWAG other than cotton t-shirts and sweatshirts such as screen printing on existing Appleby SWAG.

OFFSITE trips, events, etc.:

Use the Green Guide to rethink all offsite travel in terms of food, transportation, and general consumption.

Add section to Green Guide and direct appropriate staff/departments to its use.

Re-evaluate and add or delete information /resources.

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Governance, Policy & Accountability

Construction:

Guide to approved materials on the low embodied carbon scale.

Create a new construction building standard that is measurable (zero emissions)

Food:

Reduce carbon emissions from food sourcing – reduce meat consumption, source locally, avoid pre-packaged snacks whenever possible.

Increase food waste diversion rate.

Cleaning:

Replace all cleaning products with eco-friendly products.

Grounds:

Increase biodiversity by adding native species which absorb more carbon.

Increase learning spaces for students – gardens, learning lab.

Reduce use of toxins.

adaptation vs mitigation

% of materials used in projects.

Amount of CO2 produced from new buildings.

Annual waste audit diversion rates

Weight of diverted food waste.

Support students in on-going food waste reduction program.

Friendship Garden

What fertilizer is currently being used

Create policy regarding the purchase of construction materials, and FFE that considers embodied carbon

Evaluate success of program and make modifications as needed (eg. better signage). Conduct research into Sodexo's product sourcing and make sure there's no greenwashing happening.

Do an audit of current products being used and policies in place by Sodexo.

Chaple prefect garden

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Governance, Policy & Accountability

Waste:

Reduce consumption and increase diversion rates.

Streamline waste receptacles so all language and visuals are the same.

Continue to promote proper disposal.

Boarding:

Look for ways to build efficiencies regarding utilities and waste management.

Track utilities through START.

Develop an end of year turnover program.

Reduce total waste and ensure it is going in the proper disposal units.

Create a mini sus hub for each house with proper waste management streams and relevant information on sustainability and living (eg. how to reduce plastic waste from hygiene items.)

Develop initiatives to foster a stronger culture of sustainability within each house.

Reduce plastic use for personal hygiene items.

Run Eco challenge to educate and reduce energy consumption between houses (Sus Reps)

Academics:

Teaching departments, cos and clubs are adhering to sustainability/regenerative practices and policies.

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Climate Action Education

2.3.4 Increase educational curriculum integration and opportunities in conservation, preservation, regeneration and climate justice.

Engage all stakeholders in climate action education.

Become leaders in PD training for other schools.

Professional Development:
All employees have opportunities to learn about climate change and ways to incorporate climate action into their respective departments.

Faculty are provided with the PD and resources required to offer climate education to students.

Hours of Employees engaged in climate action PD

Faculty participate in ½ day of climate action PD.

Devise an approach to climate education/action for all curriculum areas and school departments (HR, Advancement, etc.) Eg. audit/use of SDGs as competencies

Summer Reading for all Faculty & Staff has a title related to climate change education /climate action.
Host the first CAAP S&R conference.

Each faculty department has participated in some form of subject specific climate action PD based on the approach that has been agreed on.

Create opportunities for all employees to share climate positive action in their respective areas. (Starting with LT)

Reassess PD needs and allocate further PD where needed.

Develop an onboarding program for new employees.

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Climate Action Education

Formal Curriculum*:
Provide solution-based climate change education for all students to improve student wellbeing.

*Includes all summer academic programs.

Percentage of curricular components (unit lesson, resource) that build students' understanding of climate change and climate action.

Climate Change Outcomes from annual COMPASS survey.

Complete curriculum audit to determine % of courses that have learning outcomes related to climate change issues and action.

Assess survey results from 2023 and set targets based on this data. Consider revising the questions for 2024.

Each course has at least 1 lesson (or learning outcome) related to climate education.

Each course will have at least two learning outcomes related to climate change issues and action, with a specific focus on solutions.

Whole-faculty approach to redesigning outdoor spaces of main campus so that they can be embedded into academic courses (see Hillfield example).

Global Education:
Connect the curriculum from outdoor ed and global ed programing more intrinsically to environmental sustainability.

of learning outcomes which connect to climate education.

Audit global competency curriculum and look for opportunities to include more climate education content.

For Global Ed and Outdoor Ed activities, introduce pre-trip awareness and post trip reflection activities about environmental responsibility.

Have teachers plan ways that students can connect their outdoor learning experiences with curriculum (eg. Biodiversity study, wilderness poetry unit)

Consider ways in which main campus can be used for outdoor education and global education programming

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Climate Action Education

Summer Programs:

A culture of environmental stewardship is embedded into all programs.

Summer program offerings will include some form of climate education and more cohesion with the school programming.

Reduce/rethink purchase of consumables (t-shirts, balloons, etc.) for summer programs.

of items in lost and found and amount of food waste after lunch.

of programs which offer components of climate education and action.

of consumable products purchased for programs.

All camp counsellors are trained on best practice for reducing consumption and waste on campus.

Reduce packaging waste from lunches.

Investigate areas where connections can be made between summer programming and regular school programming (eg. Greenhouse, green wall maintenance)

Audit the amount of materials purchased for summer programs.

Counsellors are required to make a sustainability pledge as part of training.

At least 2 summer programs are explicitly connected to climate education and/or conservation.

25% reduction of consumables and new material is being purchased in accordance with the Green Guide.

Counsellors are empowered to develop new and innovative initiatives for waste reduction and climate education with their campers.

There is ongoing refinement of these summer programs.

50% total reduction of consumables being purchased for summer programs.

New Ventures:

TBD – keep this focused on regeneration.

Same as summer programs” where applicable.

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Building and Physical Plant:

2.3.5 Manage our resources and operations to create a healthy synergistic and regenerative system.

Reduce total carbon footprint and pursue decarbonization of campus energy systems.

Energy Management:
Eliminate dependence on fossil fuels for facilities/building operations

Carbon Footprint data (GHG's) from energy consumption

Energy costs (total and per building and/or square feet)

Complete GHG inventory to determine baseline

15% reduction in GHGs emission

30% Reduction in GHGs emissions

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Electricity:
Increase energy efficiency of electrical systems

Electricity cost and consumption (kWh)

Electricity audit to identify "low hanging fruit" to reduce consumption and plan future retrofits

Improving efficiencies through implimentaton of strategies from START

Implimenting all sttayegire through START to be as efficient as possible.

Natural Gas:
Increase energy efficiency of heating cooling systems

Natural Gas cost and consumption

Energy audit to identify "low hanging fruit" to reduce Natural gas consumption and plan future retrofits

10% reduction in total Natural Gas consumption

20% reduction in Natural Gas consumption

Water:
Reduce water usage.

Water cost and consumption

Water use audit to identify "low hanging fruit" to reduce water consumption and plan future retrofits

10% reduction in total water consumption

20% reduction in water consumption

Implement water saving programs

IAQ /Wellbeing:
To create a relationship between the physical environment and human health by designing our spaces accordingly.

Create and Indoor Air quality management plan, including audits.

Use audits for school-wide education, and participation of students, faculty, and staff.

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Community Engagement

Students

Improve poor mental health issues due to eco-anxiety.

Wellbeing survey

Meet with guidance and ask about career pathways in environmental fields.

Cover climate education in all subject areas (See Curriculum)

Increase awareness of climate change issues.

of students choosing careers paths which are related to climate change.

Implement student driven initiatives aimed at consumerism and waste reduction.

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Shift away from consumerist mindset and move towards the Rs – reduce, reuse, repurpose, rethink, and recycle as a last resort.

Lost and found inventory – including what is left at the end of the year in boarding houses.

Diversion rate.

Improve waste management habits.

Faculty and Employees including facilities and Sodexo.

Same as students

Parents and Alumni/ae

Improve awareness of climate change action and results which is being taken by the school

Constituency Survey

**Include parents in the S&R committee
Implement initiatives that target parents and alumni.**

Set up a booth during Homecoming and share what's new about sustainability and regeneration at Appleby!

Implement initiatives that target parents and alumni.

Provide opportunities for parents and alumni/ae to collaborate and share their expertise

Implement initiatives that target parents and alumni.

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