

# Environmental Sustainability Strategy

## Progress Report

August 2018

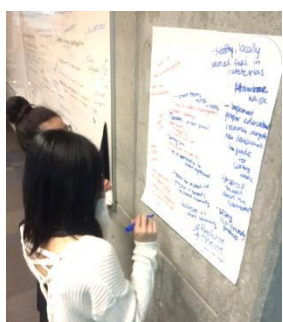
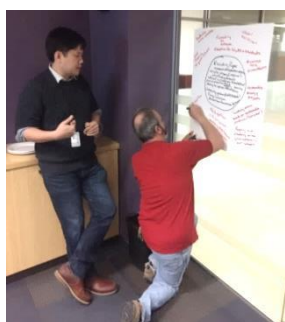
### Overview

In 2017, Surrey Schools endorsed a new Environmental Sustainability Policy (No. 3700) that outlines:

*“[that] the Board recognizes the importance of the natural environment in building a healthy and sustainable future. The Board acknowledges its responsibility to conduct its affairs in an environmentally responsible manner and to protect the natural ecosystems that we impact.”*

As a part of the accompanying Regulation (No. 3700.1), Surrey Schools has committed to “develop and maintain a comprehensive environmental sustainability framework that will define priorities and establish realistic goals and targets.”

Over the 2017/18 school year, the Energy Management and Sustainability Team worked with the Sustainability Working Group (SWG), a group of stakeholders from across the district, to make progress on developing an environmental sustainability framework or “Environmental Sustainability Strategy” for the District. This progress report provides an overview of the work completed and identifies next steps for the coming school year.



November 2017 SWG Meeting

## Strategy Development Steps

The steps Surrey Schools is using to develop the Surrey Schools Environmental Sustainability Strategy are as follows:

- Market Research
- Develop Vision
- Develop Sustainability Framework: “Key focus areas with accompanying guidelines of effective practice that are established, reviewed and revised periodically.”
- Conduct Environmental Sustainability Assessment
- Develop 3-5 year Environmental Sustainability Strategy that includes:
  - Sustainability Vision
  - Sustainability Framework
  - Goals and Performance Metrics for each Impact Area in the Sustainability Framework.

## 2017/18 Progress

This past school year, the SWG met three times and hosted an open house in May to gather input from a larger group of District stakeholders. Through discussions in meetings and the open house, the SWG developed a draft Sustainability Vision and Framework and began drafting goals for each of the eight Impact Areas. The draft Sustainability Vision (page 4), Framework (page 5) and Impact Area Goals are provided on the following pages.

The table below outlines the tasks completed to date along with outcomes for each task.

Date	Task	Outcomes
Nov	Market Research	28-page report summarizing Canadian and US examples of sustainability programs, plans and frameworks for school districts and the education sector.
Nov	SWG Meeting	Gathered input for draft of Sustainability Vision and Framework.
Jan	Draft Vision and Framework	Drafted several options for Vision and Framework based on research and input from SWG.
Feb	SWG Meeting	Presented draft Vision and Framework options and selected and modified preferred option.

Date	Task	Outcomes
Mar	Gather Feedback	Gathered feedback from executive on draft vision and framework
May	Open House	Gathered feedback from larger stakeholder group on priorities for the plan.
June	SWG Meeting	Reviewed and refined the Sustainability Vision and Framework. Drafted Goals for each Impact Area.
Aug	2017/18 Progress Report	Share with Executive and seek feedback on direction.



*Participants and community partners at the May 2018 Open House*

## Draft Sustainability Vision

### Intent

The sustainability vision statement is a future-oriented declaration of the organization's purpose and aspirations with respect to environmental sustainability. The vision encapsulates the commitment articulated in the policy and defines “what we want to become.”

### Developing our Vision

District stakeholders shared that they valued alignment with Surrey Schools’ overarching vision and also wanted to ensure that all staff and students could imagine their role within that vision. The SWG also prioritized a vision that is future focused, action-oriented and aspirational.

The draft Sustainability Vision for Surrey Schools, created through the series of discussion and feedback sessions, is:

“

***Surrey Schools is committed to becoming a leader in environmental stewardship by creating a culture of sustainability where students and staff practice, value and contribute to a positive relationship with the environment.***

”

# Draft Sustainability Framework

## Intent

A Sustainability Framework is a model or structure that outlines the areas of responsibility for sustainability impacts within an organization. The framework is used on an annual basis to guide the planning process to identify strategic priority areas for sustainability projects and initiatives for the year.

## Developing our Framework

District stakeholders shared that they wanted the Framework to be easily understood by anyone in the organization and should have a visual depiction. They wanted the framework to capture the fact that there are both operational and educational priorities for each impact area which led to the 'Key Approaches' underlying each identified 'Impact Area'.



## Draft Goals, Targets and Indicators

### Impact Area Goals

#### Intent

Sustainability Strategies include a set of goals that provide a long-term vision for outcomes for each of the key component of a Sustainability Framework. They provide a definition of success and are written to provide clarity on the direction of work needed to continue to make progress in each area. Goals are direction-setting, outcomes-based statements that describe what the organization is trying to achieve.

The UN Sustainability Development Goals (SDGs)<sup>1</sup> are an excellent example of a set of sustainability goals that help set broad directions for improvement on the global scale. The UN's 17 goals (picture below) outline broad areas of focus for making improvements on global sustainability outcomes.



<sup>1</sup> <https://sustainabledevelopment.un.org/?menu=1300>



## Developing our Impact Area Goals

The following are a set of draft goals created by the SWG to define the vision for success for each of the Impact Areas in the Sustainability Framework. The SWG has aligned Surrey Schools' Impact Area Goals with the UN SDGs where appropriate, understanding that actions taken locally effect global outcomes.

### **Built Environment**

Students and staff learn and work in spaces that are safe, healthy and resilient to a changing climate.



### **Nature**

Students and staff protect, restore, enhance and learn about ecosystem health and biodiversity and have access to place based learning and outdoor spaces.



### **Energy + Emissions**

Students and staff learn and work in energy efficient schools and buildings that utilize renewable energy sources. Buildings, fleet and operations have net zero emissions.



### **Materials + Purchasing**

Students and staff prioritize sustainable consumption in their purchasing choices.



### **Waste**

Students and staff reuse, repurpose or recycle all items. The District is net zero waste.



### **Food**

Students and staff know about sustainable agriculture and food security. Meals provided in schools are healthy, nutritious and sustainably grown and packaged.



### **Transportation**

Students and staff are aware of and choose active and emissions free options for travel to and from school and throughout the work day.



### **Water**

Students and staff are active stewards of water resources.



## Targets & Indicators

### Intent

Under each Sustainability Development Goal, the UN provides a set of targets and indicators that further clarify how the UN and the global community will work towards achieving each of the SDGs and how success will be measured (refer to sample below). Targets are the specific desired outcomes that support the achievement of the objectives identified in the goal. Indicators provide a qualitative or quantitative expression that provides a consistent way to measure progress toward the stated targets and goals. Each target should have a corresponding indicator.

<div> <b>SUSTAINABLE DEVELOPMENT GOAL 11</b>  <b>Make cities and human settlements inclusive, safe, resilient and sustainable</b>  </div>	
TARGETS	INDICATORS
<b>11.1</b> By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums	<b>11.1.1</b> Proportion of urban population living in slums, informal settlements or inadequate housing
<b>11.2</b> By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons	<b>11.2.1</b> Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities

### Developing our Targets & Indicators

For each Impact Area Goal identified as part of the Surrey Schools Environmental Sustainability Strategy, the SWG plans to create a set of targets and indicators that outline specific, measurable outcomes for each Impact Area in the Framework.



## Next Steps

Significant progress has been made this year to “develop a comprehensive environmental sustainability framework (“Environmental Sustainability Strategy”) that will define priorities and establish realistic goals and targets.” More work and consultation is needed, however, to finalize Surrey Schools’ 3-5 year Environmental Sustainability Strategy. The following table outlines the tasks planned for the 2018/19 school year.

Date	Task	Outcomes
Fall	<b>Conduct Sustainability Assessment</b>	Conduct a review of key metrics which measures progress, identifies gaps and highlights areas of success.
Fall	<b>Draft Targets and Indicators</b>	In conjunction with the Sustainability Assessment, draft a set of Targets and Indicators for each Impact Area Goal.
Winter	<b>Draft Strategy</b>	Compile the draft 3-5 year Environmental Sustainability Strategy with goals, targets and indicators.
Spring	<b>Review Process</b>	Draft reviewed by Executive and District stakeholders.
Spring	<b>Communications</b>	Launch Surrey Schools Environmental Sustainability Strategy.