

# SUSTAINABILITY AT WORK

A “GREEN BARGAINING GUIDE” FOR USE BY  
THE CTF/FCE MEMBER AND ASSOCIATE  
ORGANIZATIONS’ COLLECTIVE BARGAINING TEAMS



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Canadians have always had a close relationship to the stunning nature of this country that we are allowed to call home. Indigenous Peoples, from coast to coast to coast, have been stewards of these lands since time immemorial and protecting them is a task that falls to all of us.

Today, sustainability and environmental consciousness are an undisputed pillar in Canadian society that needs no explaining. It is only natural that Canadian workers have begun to implement rules and regulations in their places of employment to make sure that harm to workers and the environment we inhabit is avoided. Even though the teaching profession may not be at the forefront in the struggle against climate change, environmental consciousness has nonetheless become increasingly important and present in Canadian education policy. Schools face complex challenges: demographic change, technological transformation, rising expectations for inclusive education, and growing demands on the physical and mental health of teachers, education workers, school personnel, and learners. Whenever new ways of working are implemented, education workers have an opportunity to ensure that an environmental lens is applied to the development of new practices that meet student and educators’ needs, as well as sustainability and efficiency criteria alike.

Green bargaining is not an entirely new idea; collective agreements have for a long time considered environmental perspectives with regards to keeping workers safe and protected when handling hazardous materials. When employees negotiate to improve their working conditions, it makes sense to strive to outlaw environmentally harmful processes and transition to greener alternatives. One must only think back to the use of asbestos – a cancer-causing agent – which was phased out only when the labour movement collectively began to demand more protections from the hazardous substance and to limit its use long before climate change was on anyone’s agenda.

Despite the obvious potential benefits to members and the common good inherent in green bargaining, integrating environmental provisions into union contracts can face several obstacles worthy of any union’s serious consideration. Firstly, employers are often hesitant to take on the additional costs associated with green initiatives, especially in times of economic uncertainty and intense budgetary pressures in the public sector. Secondly, the institutional bargaining histories of many unions tend to prioritize immediate economic gains over long-term sustainability of the environment or the industries operating within it. Thirdly and lastly, it is often the case that some union members may not immediately see the connection between environmental issues and their workplace rights, and internal bargaining education campaigns

within labour often omit environmental sustainability as either an equity concern, or target of material gain for individual union members.

When unions negotiate climate-friendly policies, they show to the public, notably students and families, that real change comes through solidarity and collective action. By embedding sustainability in contracts, educators demonstrate to students that working together for fairness and a livable planet is part of what unions do best – protecting people and the future we share. Students are in desperate need of role models in the realm of climate action and unions are in a position to facilitate this.

These obstacles aside, it is often the case that green bargaining has advantages that set it apart from other bargaining priorities. At federal, provincial/territorial, and municipal levels, there may be government or utility company subsidies which provide revenue streams to fund green bargaining demands, and which can facilitate the financing of union demands. Public pressure, in the form of consumer and investor demands for increased sustainability of operations of industrial and public sector employers may add pressure on the union side to bargaining demands.

Finally, when surveyed on the matter, many workers proved to be highly concerned about climate change and supportive of green workplace policies and bargaining priorities. Either way, bargaining for environmental benefits in union contracts is an important and growing trend in Canada, a trend that expands the concept of solidarity and of bargaining beyond its traditional scope. As Canada inexorably moves toward a low-carbon future, as a matter of government policy and public urgency, the role of labour unions in driving sustainable change rooted in a global green solidarity will become more crucial than ever.

In this spirit, the Work Group on Climate Change of the Canadian Teachers' Federation (CTF/FCE) is putting forward a guide that aims to reference successful federal, provincial/territorial, and local green bargaining initiatives and provide suggestions and inspiration for Canadian education workers who want to understand collective bargaining as a strategic tool for sustainable development. It combines best practices in labour relations with principles of social, environmental, and economic sustainability. The aim is to support negotiations that not only create fair working conditions but also strengthen a resilient, sustainable education system for all stakeholders.

Concretely, the Work Group followed an approach put forward by the Canadian Union of Public Employees (CUPE) and scanned collective agreements in the education sector for model language regarding climate change, the environment and working towards sustainability.

## Living Document

Climate-forward bargaining is not work that any single organization can undertake alone. The rapidly accelerating impacts of climate change, alongside evolving technologies and differing regional policies and infrastructure, mean that effective approaches to climate-responsive collective bargaining are constantly emerging and changing. Recognizing this reality, the CTF/FCE has developed this Green Bargaining Guide as a living resource – one designed to grow, adapt, and strengthen over time.

From the outset, this Guide is intended to support and be shaped by the leadership, innovation, and experience of CTF/FCE Member and Associate Organizations at their bargaining tables. As unions negotiate new language, secure climate-related gains, and develop local initiatives related to sustainability, environmental health, and climate action, those successes will help inform and improve this shared resource.

The long-term strength and relevance of the Green Bargaining Guide depend on active collaboration. Member and Associate Organizations are encouraged to contribute negotiated clauses, policies, and examples of effective practice so that collective bargaining wins in one jurisdiction can support progress across the Federation. By sharing what works, we can continue to build a practical, responsive, and evolving tool that reflects the realities of bargaining today – and the climate challenges ahead.

Member and Associate Organizations are encouraged to submit additional collective bargaining language to **Mischa Terzyk, Director of Teacher Welfare and Collective Bargaining**, at [mterzyk@ctf-fce.ca](mailto:mterzyk@ctf-fce.ca).

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# 1 WORKPLACE ENVIRONMENT COMMITTEES



## 1. WORKPLACE ENVIRONMENT COMMITTEES

Across Canada, unions and employers are increasingly recognizing that a safe and healthy workplace must also be an environmentally sustainable one. Collective agreements and joint committees are evolving to reflect this understanding – expanding the traditional scope of occupational health and safety to include environmental responsibility, climate impacts, and sustainability goals.

The following examples illustrate how local and provincial initiatives are embedding environmental priorities directly into the structure of labour relations. These efforts demonstrate a growing commitment to collaborative action on sustainability.

By establishing standing committees that met regularly to set agendas, share information, and develop joint environmental programs, unions are ensuring that environmental concerns are addressed alongside worker health, safety, and community well-being. This integrated approach reflects a key priority for the green committee – building on existing structures to embed environmental action everyday workplace practice and to support the transition toward a healthier, more sustainable future.

## Provincial

1. **Joint Management Labour Environment Committee – Toronto District School Board, Ontario Secondary School Teachers’ Federation (OSSTF/FEESO) – Ontario**

“The Board and the Union are committed to investigating and implementing practical measures that address the impacts of climate change and reduce the Board’s carbon footprint, that promote environmental sustainability, and that reduce the unnecessary consumption of resources. The Committee will determine its own guiding principles.”

[OSSTF Collective Agreement – Toronto District School Board – 2022–2025](#)

2. **Joint Chemical/Equipment Review Committee – Hamilton-Wentworth District School Board (HWDSB) – Ontario**

“CUPE 4153 members at the HWDSB struck a Joint Chemical/Equipment Review Committee where the union and the employer each have three representatives. The committee’s work led to language that considers both the environmental and health and safety impacts in the workplace, and how improvements can extend beyond the workplace.”

[Tabletalk – CUPE’s Bargaining Resource – Bargaining language for a greener workplace](#)

3. **Environmental Leadership and Sustainability Committee (ELSC) – Halton District School Board (HDSB) – Ontario**

“This group represents a cross-departmental committee working on environmental issues of interest to students, staff and the community of HDSB for more than a decade. The ELSC supports student-based actions and groups, such as Eco Schools, as well as addressing system wide environmental challenges such as single use water bottles, laminators, waste and school ground greening. ELSC works to bring multi-stakeholder input into Board policy, procedures and action plan.” [Terms of Reference](#)

4. **Constitution and Bylaws, Elementary Teachers’ Federation of Ontario (ETFO) – Ontario**

“11.2.12 Each local shall endeavour to have an environmental committee.” [ETFO Constitution and Bylaws 2025-2026](#)

5. **Ontario Secondary School Teachers’ Federation (OSSTF/FEESO) External Policies – Ontario**

“8.5.16 all workplaces, where feasible, should have joint employer and union environmental committees with a mandate to identify actions and programs that facilitate the environmental sustainability of the workplace; (A.24)”

[OSSTF/FEESO External Policies, 2025-2026](#)

## 6. Ontario Secondary School Teachers’ Federation (OSSTF/FEESO), Environmental Advisory Work Group – Ontario

A report by the OSSTF/FEESO Environmental Advisory Work Group containing a checklist of good environmental practices and resource materials. This is a revised version of the original report. [Small Steps to a Greener Union – 2025](#)

[https://www.osstf.on.ca/-/media/Provincial/Documents/Resource-Centre/environmental-resources/environmental-starter-kit.ashx?sc\\_lang=en-CA](https://www.osstf.on.ca/-/media/Provincial/Documents/Resource-Centre/environmental-resources/environmental-starter-kit.ashx?sc_lang=en-CA)

## 7. Ontario Secondary School Teachers’ Federation (OSSTF/FEESO)

OSSTF/FEESO has long recognized the importance of environmental stewardship, providing members with resources, workshops, and advisory committees to promote sustainability in schools and workplaces. Building on these initiatives, a “Green Bargaining Guide” empowers local bargaining units to translate environmental priorities into actionable, negotiable commitments – such as energy-efficient retrofits, waste reduction programs, sustainable transportation, and joint environmental committees. By linking provincial policies and resources to practical workplace strategies, the guide helps members advocate for a greener, healthier, and more sustainable learning and working environment. Noted below are their most relevant policies. A full list can be found [here](#).

- 8.5.1 – Employers should develop policy/programs to promote environmental awareness
- 8.5.3 – Funding for retrofitting existing schools for energy efficiency
- 8.5.4 – Accessibility of schools by walking, biking, or public transit
- 8.5.5 – Funding for solar panels on school/board properties
- 8.5.6 – Phasing out gasoline-powered buses in favour of hybrid/electric
- 8.5.7 – Training and infrastructure for zero-waste recycling programs in schools
- 8.5.8 – Embedding climate change curriculum (can be linked to workload/PD considerations)
- 8.5.16 – Joint employer-union environmental committees to promote sustainability
- 8.5.19 – Reinvestment of energy efficiency savings into the public sector (could be part of bargaining funding use)

## Other

### 1. Purpose and Compliance with Climate Action Plan – Chicago Teachers Union, Local 1 – United States

“46.1. Purpose: Aiming for a goal of compliance with Chicago Public Schools’ Climate Action Plan to ‘[c]onserve, protect and sustain resources to provide health and higher performing facilities and meet or exceed energy efficiency standards, bring real-world energy and sustainability challenges and solutions into the classroom, and encourage community engagement to address the climate crisis.’ To mitigate and prepare for the unfolding climate crisis and to outline the improvements to buildings, improve ventilation and insulation.” <https://www.ctulocal1.org/wp-content/uploads/2024/05/CHES-CTU-Final-CBA-with-signatures.pdf>  
[Chicago Teachers Union, Local 1, AFT-IFT, AFL-CIO, Collective Bargaining Agreement, Article 46, Green Schools](#)

### 2. Expand Health and Safety Committee to Environmental Issues – Newfoundland and Labrador Association of Public and Private Employees – Newfoundland

“47.07 The mandate of Occupational Health and Safety Committees shall be expanded to include environmental issues.” <http://www.nape.nf.ca/wpcontent/uploads/2014/05/CNA-Support-Staff-2012-2016.pdf>  
[Collective Agreement, College of the North Atlantic Support Staff Agreement, Article 47.07, 2022–2026](#)

### 3. Collaboration in Pollution Prevention and Environmental Management – United Steelworkers, Local 480, and Teck Metals, British Columbia

“The Company recognizes the important role of the Union and employees in protecting the environment and creating a healthy workplace. The Company and the Union agree to work cooperatively to identify and minimize the impact of Trail Operations on the workplace and the community.

The Union will participate jointly with the Company in programs directed towards pollution prevention, environmental management and employee health protection. To that end the Union will participate in formal assessments and investigations to prevent the occurrence or recurrence of environmental and health impacts. The Company will make available all pertinent information and monitoring data to the Union upon request.

This recognizes the understandings and practices that have been implemented over several years and reflects the intention of both Parties to work cooperatively in the interests of environment and health protection.”

[http://www.bcbargaining.ca/content/983/TeckMetal\\_USW2017.pdf](http://www.bcbargaining.ca/content/983/TeckMetal_USW2017.pdf)

[Collective Agreement, Article 10.02, 2022–2027](#)

#### **4. Designated Environmental Committee Members and Times, CAW, Production and Maintenance Employees – Canada**

“[...] it is agreed that to demonstrate this joint interest a National Environmental Committee will be established by the parties. The committee will consist of two people, from the Union, the National Health and Safety Coordinator and a Representative designated by the President of the National Union for the CAW and two people, from the company, the Manager of Health and Safety and Manager of Environment representing Chrysler Canada.

The National Committee shall:

- Meet 4 times annually at mutually agreeable times and place to review and discuss issues involving the environment, recycling and energy conservation which pertain to Chrysler Canada employees.
- Develop and issue a joint statement regarding the environment, recycling and energy conservation pertaining to Chrysler Canada employees.
- Discuss and make recommendations regarding possible future programs for the plants and offices concerning the environment, recycling and energy conservation.
- Promote and support ongoing programs in the plants and offices relating to the environment, recycling and energy conservation.
- Receive and discuss appropriate issues referred to them by the plants and offices.
- Develop and issue educational materials to employees and their families concerning the environment, recycling and energy conservation.
- Discuss other duties and responsibilities of this Joint Environmental Committee at its regular meetings as jointly agreed on.

It will be agreed by the parties that this committee and its functions will not be adversarial and its clear purpose is to promote environmental awareness of all Chrysler Canada workers.” <http://negotech.labour.gc.ca/eng/agreements/04/0422010a.pdf>

[CAW, Locals 444, 1285, 1459, and Chrysler Canada, Windsor, Article 15.3, Joint National Environmental Committee, 2012–2016](#)

#### **5. Unison (U.K.) and Stockport Metropolitan Borough Council, United Kingdom, (2016), Joint Environment and Climate Change Agreement – Stockport, United Kingdom**

“Stockport Council and Stockport LG UNISON will encourage managers, staff and union environmental representatives (UERs) to share responsibility for ‘greening’ the workplace. As part of this ongoing work and commitment, the parties will work together through constructive dialogue on how to achieve these goals.

The parties accept that the necessary changes will not happen all at once, but the Council and Stockport LG UNISON commit to working together on a programme of continuous improvement, backed by regular monitoring of environmental impacts and issues, particularly carbon impacts.”

The parties agree to cooperate to achieve their aims, including:

“Environmental impacts: Considering the environmental impacts of all the organisation’s internal and external operational policies, to identify areas where action is needed to minimise environmental impact, in particular: addressing the issues of:

- seeking convergence between any high-emission Council activities and Stockport UNISON’s objective of seeking a just and equitable transition to a low-carbon economy, paying due regard to social and environmental needs.
- energy conservation, waste management, and the prevention of pollution.
- measuring the total ‘carbon footprint’ and seeking to reduce wastage, with timebound targets for continual emissions reductions.
- ensuring that those purchasing equipment, heating, lighting, waste systems and other materials take full account of environmental impacts and particularly energy use and support the introduction of environmentally friendly technology.
- ensuring that those using equipment and systems seek to do so in a way that reduces excessive consumption of energy and materials and promotes re-use and recycling wherever possible.”

<https://assets.ctfassets.net/ii3xdrqc6nfw/1Lz5D2YWc8KuiqQc86ss4a/081427eefbb8e11346dc3ec2724919ba/JECCA.pdf>

[Unison \(U.K.\) and Stockport Metropolitan Borough Council, U.K., 2016, Joint Environment and Climate Change Agreement](#)

2

# CLIMATE CHANGE POLICIES AND EMISSION REDUCTION TARGETS



## 2. CLIMATE CHANGE POLICIES AND EMISSION REDUCTION TARGETS

Climate change policies and emission reduction targets are important priorities to protect the environment, health, safety, and well-being of communities. Collective agreements can advance climate action by promoting responsible practices. Climate change policies and emission reduction targets can shape the way organizations and communities plan for the future. The following examples offer context, strategies, and approaches to climate-related initiatives.

### Provincial

#### 1. Climate Action Working Group to Prioritize Policies, British Columbia School Trustees Association (BCSTA) – British Columbia

The BCSTA released a Climate Action Working Group (CAWG) report, urging school boards to prioritize climate mitigation and integrate sustainable practices into their strategic priorities. The policy aligns with the provincial Clean BC goal of reducing greenhouse gas emissions by 50% by 2030. Key recommendations include making climate action a governance priority, advocating for sustainable funding, promoting regional responses, and including emission reductions, energy-efficient transportation,

and building upgrades in district plans. [British Columbia School Trustees Association, Call for Action on Climate Change in Schools](#)

## **2. Inclement Weather and Impassable Road Condition Leave – Holy Family Catholic Separate School Division, The Alberta Teachers’ Association (ATA)**

“14.5 The superintendent or their designate shall grant leave when the teacher despite reasonable effort, is unable to travel to their school from their usual place of residence because of:

14.5.1. Inclement weather, or

14.5.2. Impassable public road conditions.”

<https://teachers.ab.ca/sites/default/files/2024-04/CA - Holy Family Catholic 2020-24.pdf>

[Collective Agreement between the Holy Family Catholic Separate School Division and The Alberta Teachers’ Association, 2024](#)

## **3. Emergency Leave in Case of Natural Disaster – Holy Family Catholic Separate School Division, The Alberta Teachers’ Association (ATA)**

“14.9.1. Emergency leave with pay shall be granted to teachers severely impacted by natural disasters which necessitate an evacuation of their primary residence. Teachers must provide notification of evacuation to superintendent or designate.”

<https://teachers.ab.ca/sites/default/files/2024-04/CA - Holy Family Catholic 2020-24.pdf>  
[Collective Agreement between the Holy Family Catholic Separate School Division and The Alberta Teachers’ Association, 2024](#)

## **4. Ontario Secondary School Teachers’ Federation (OSSTF/FEESO), Environmental Advisory Work Group (EAWG)**

“To help Districts/Bargaining Units (D/BU) to make their operations more environmentally friendly, the EAWG has put together a list of potential ideas that could be initiated at the D/BU level and items that could be purchased for your local office. In addition, these initiatives and purchases could be eligible for funding through Account #2065 – Environmental Initiatives. Refer to the OSSTF/FEESO Financial Handbook for funding details.” [https://www.osstf.on.ca/-/media/Provincial/Documents/Resource-Centre/environmental-resources/environmental-starter-kit.ashx?sc\\_lang=en-CA](https://www.osstf.on.ca/-/media/Provincial/Documents/Resource-Centre/environmental-resources/environmental-starter-kit.ashx?sc_lang=en-CA)  
[Environmental Starter and Project Kit](#)

## Local

### 1. Richmond School District Sustainability and Climate Action Plan 2021–2026, with Emission Reduction Targets – British Columbia

The Richmond School District's *District Sustainability and Climate Action Plan (DSCAP) 2021–2026* sets specific goals and actions for greenhouse gas reduction, energy conservation, sustainable transportation, and waste reduction, aiming for a 50% reduction in greenhouse gas emissions by 2030 and net-zero operations by 2050.

[Richmond School District Sustainability and Climate Action Plan, 2021–2026](#)

### 2. Greater Victoria School District Climate Action Plan (2022–2027) – British Columbia

The Greater Victoria School District's Climate Action Plan (2022–2027) covers key objectives such as lands and water stewardship, waste reduction, energy management, and sustainable transportation, with a targeted 50% greenhouse gas emissions reduction by 2030. [Greater Victoria School District Climate Action Plan, 2022–2027](#)

### 3. Gulf Islands School District Framework for Operational Planning – British Columbia

The Gulf Islands School District includes a clause in its Framework for Operational Planning (Section 13: Climate Action and Environmental Sustainability). The collective agreement-style commitments include forming a Climate Action Working Group, allocating surplus funds for electric buses, and prioritizing capital projects with a climate bias. [Gulf Islands School District 64, Framework for Operation Planning, 2021–2024, Section 13](#)

### 4. Environmental Leadership and Sustainability Board Policy – Halton District School Board (HDSB), Ontario

“The HDSB is committed to a just, equitable and sustainable world which amplifies the intersectionality of environment, justice and human rights.”

“The HDSB shall apply equity and sustainability approaches to education and all operations to promote the United Nations (UN) Sustainable Development Goals (SDGs). The UN SDGs will act as a framework to support the development of the HDSB's actions, while enabling stakeholders to understand the interconnection of the goals and outcomes of sustainability.”

[Environmental Leadership and Sustainability Board Policy](#)

<https://www.hdsb.ca/media/vewh4tbr/sustainabilityedenvironment.pdf>

## Other

### 1. Education International – Climate Emergencies – 10th World Congress Resolution

“The Congress resolves that the Executive Board:

19. Calls on the United Nations, all governments and world leaders to:
  - a. Implement meaningful climate change interventions consistent with the COP26 [...];
  - c. Develop and implement increased protections for individuals and communities that are vulnerable to climate displacement and ensure mitigation of impacts on the social, emotional, economic and spiritual wellbeing of all people through complementary regional, national and international policies; [...]
20. Encourage member organisations to:
  - a. Develop internal structural responses to the human-induced climate emergency including the implementation of sustainable practices to contribute to the global efforts to limit temperature rises;
  - b. Develop additional, contextualised materials to support the work of teachers and education support professionals in educating students for a sustainable future; [...]
  - e. Connect union renewal and capacity building to the work of the global trade union movement to engage in social dialogue to realise a sustainable future; [...]
  - g. Develop proposals and policies that make schools places of reflection and concrete action on environmental issues, including how the school is built, how it purchases, consumes, recycles, and disposes of materials; [...]
21. Urgently seek and develop coalitions with relevant partners at a national and international level in support of action to address human-induced climate emergencies.” [Human-induced global climate emergency](#)

### 2. British Columbia Teachers’ Federation (BCTF) Information on the Topic of Climate Policy

#### 1. Resolution to Divest from Fossil Fuels

In 2022, the BCTF adopted a resolution requesting its pension fund representatives to begin divesting assets from fossil fuel companies. This was a member resolution passed at the Annual General Meeting. [Institute for Energy Economics and Financial Analysis](https://ieefa.org/resources/strategic-fossil-fuel-divestment-policy-would-strengthen-british-columbia-teachers?)  
<https://ieefa.org/resources/strategic-fossil-fuel-divestment-policy-would-strengthen-british-columbia-teachers?>

<https://www.bctf.ca/news-and-opportunities/news-details/2021/03/01/labour-and-climate-action-bargaining-for-our-futures?>

<https://www.hdsb.ca/media/vewh4tbr/sustainabilityenvironment.pdf>

### 3. Sustainability Administrative Procedure – Delta School District – British Columbia

#### **“Background**

The Delta Board of Education, through the Delta Green Committee, is committed to instilling in its students, staff, parents, and community an awareness of and commitment to sustainability by leading environmental stewardship and fostering a holistic approach towards climate change, energy optimization, waste reduction, and water conservation.

The Board is committed to improving its performance in sustainability and will endeavor to conduct its operations and make decisions based upon five priorities: conservation, protection, education, regulation, and recognition.

Within the scope of Environmental Stewardship, the District will actively promote, model and advise decision making, professional learning and actions that will meet these five outcomes.

#### **Definition**

Sustainability means the capacity of a thing, action, activity or process to be maintained indefinitely and meeting the needs of the present without compromising the ability of future generations to meet their own needs.

#### **Procedures**

1. The District encourages and supports initiatives to reduce, recycle and recover waste materials in all schools and departments.
2. The District shall adhere to the principle of conserving electricity, fossil fuels and water through an energy management plan (EMP) focusing on optimization through technology and behavioural based actions. This in turn will lead to conserving energy, reducing harmful greenhouse gases into the environment, and seeking alternative renewable energy sources while still maintaining the highest possible level of safety, comfort and health for students and staff. The EMP will be owned by, and be the responsibility of, everyone within the District in order to conserve and eliminate waste.
3. The District shall adopt practices that protect students, staff, community and the environment. Sustainable best practices that seek to conserve water consumption and energy use as well as minimize waste shall be sought. Such practices in all District operations shall include, but not be limited to, substitution or elimination of the use of toxic and harmful substances, increased use of recycled and recyclable products,

reduction in packaging and solid waste generation, and increased diversion of recyclable materials out of waste streams.3.1 The District will purchase environmentally friendly and recyclable products which will provide the highest possible level of performance.

3.2 The District will continue to promote local habitat conservation and improvement on all District owned properties, where appropriate.

4. The District will promote and encourage educational activities, curriculum development and implementation that have environmental stewardship and energy conservation as its focus. School-wide or classroom initiatives emphasizing critical thinking and social responsibility related to energy optimization, waste management and water conservation will be emphasized.

5. The District will meet or exceed requirements for public sector agencies set forth in Provincial climate action, energy conservation, and other pertinent legislation policy or regulations. In addition to the provincial agency mandates, the District will continue with its own district-wide and site-specific conservation initiatives.

6. The District will communicate the importance of sustainability initiatives by informing the school community of technological upgrades and behavioural based actions.

6.1 The District will support awareness campaigns that enhance, engage and modify student, staff, and community behaviours.

6.2 The District will celebrate and recognize accomplishments.”

[Delta School District Sustainability Administrative Procedure 554](#)

## Additional Resources

- [Climate Change Learning Canada – Benchmarking climate leadership across school boards in Canada](#)
- [Making Progress toward Sustainable Schools – British Columbia School Trustees Association](#)
- [Climate Action Plan 2025–2030 – City of Whitehorse](#)
- [Case studies for public sector organizations – Climate Change – Government of British Columbia](#)
- [Where We Stand: The Integration of Climate Change Education in Canadian Schools – British Columbia Council for International Cooperation](#)

# 3 ENERGY CONSERVATION



## 3. ENERGY CONSERVATION

Energy conservation is a central component of climate action within the education sector. Schools are among the largest public buildings in many communities, and their collective energy use represents a significant portion of a school board’s greenhouse gas emissions and operational costs. Reducing energy consumption through improved building design, retrofits, and efficient technologies not only supports Canada’s emission-reduction goals but also frees up resources that can be reinvested directly into classrooms.

Incorporating energy-conservation language into collective agreements signals a shared commitment between education workers and employers to operate schools more sustainably. It encourages transparency and accountability in energy management, promotes collaboration through joint energy committees, and ensures that new construction and renovations integrate high-efficiency systems and renewable energy sources.

By bargaining for energy-conservation measures – such as energy audits, renewable-energy integration, and real-time monitoring, Member and Associate Organizations can help build climate-resilient learning environments that reduce environmental impact, model sustainability for students, and contribute to healthier, more efficient workplaces.

### Provincial

#### 1. Joint Commitment to Sustainability and Energy Conservation – Ontario

“Therefore, the Union agrees that it will support the Employer in its efforts to eliminate waste; conserve materials, energy and supplies, improve the quality of service; prevent accidents and strengthen goodwill between the Employer, the employees, the academic and administrative staff, the children and the public.” [Green Bargaining Guide for CUPE Locals, page 7](#)

## 2. Promoting Energy Conservation – Ontario

“The energy conservation program developed by CUPE 4156 members helped to save more than five million kilowatt hours of power, which was a cut of about 2,000 tonnes of carbon dioxide emissions since the energy conservation program was put in place. This is a good example of a workplace environment committee taking on an environmental issue and getting results.” Green Bargaining Guide for CUPE Locals, page 7

## 3. Ontario Secondary School Teachers’ Federation External Policies – Ontario

### “8.5. Environment

It is the policy of OSSTF/FEESO that:

[...]

8.5.3. all new school buildings and board of education facilities should be carbon neutral, and that existing schools should be provided funding by the Ministry of Education and the Ministry of Training, Colleges and Universities to retrofit buildings to ensure that they operate at optimal efficiency; (A.16)”

[OSSTF/FEESO External Policies, 2025-2026](#)

## 4. Ontario Secondary School Teachers’ Federation External Policies – Ontario

### “8.5. Environment

It is the policy of OSSTF/FEESO that:

[...]

8.5.5. the Ministry of Education should provide funding to school boards to install solar panels, wherever physically possible and appropriate, on all school and board properties; (A.16)

8.5.6. gasoline-powered buses should be phased out and replaced with hybrid or electric buses; (A.16)”

[OSSTF/FEESO External Policies, 2025-2026](#)

## Local

### 1. District Policy on Environmental Practices and Energy Conservation – British Columbia

#### Greater Victoria School District (SD61) Policy 3324 – The Environment “Rationale

The Board of School Trustees believes that the maintenance of our environment is necessary to the quality of our lives. Further, it believes that the district and its schools have the responsibility of fostering and reinforcing positive environmental concepts, concepts that will enhance the relationship between living things and their natural and built surroundings.

The introduction of these concepts must begin early in the life of each child in order to develop a responsible environmental ethic which will be sustained throughout life.

### Policy

#### A. ENVIRONMENTAL PRACTICES

##### 1. Purchasing

- a. Where feasible, products shall be purchased that are manufactured from recycled materials.
- b. Where products are similar in function, the one that is the least harmful to the environment shall be purchased.

##### 2. Waste Management

- a. The district shall substantially reduce paper waste.
- b. The district shall foster environmental practices based on the concepts: reduce, reuse, recycle.
- c. Where feasible, waste products shall be recycled.
- d. The district shall encourage the participation of staff, students and parents in the recycling program.

##### 3. Facilities Management

- a. The district shall practice energy conservation in the operation of all facilities and equipment.
- b. The district shall use, where feasible, environmentally friendly products for all facilities, equipment and grounds.

#### B. ENVIRONMENTAL EDUCATION

##### 1. Integrated Environmental Studies

- a. The district shall foster the use of an environmental theme, at every level, as a focus for integrating existing curriculum.
- b. The district shall encourage inclusion of environmental education resources in school library/resource centres.

## 2. Environmental Studies

a. The District shall encourage the inclusion of Ministry of Education and locally developed Environmental Studies course and/or units in the program offerings of schools.

## 3. Environmental Field Trip Sites

a. The district shall support learning activities that utilize a wide range of appropriate environmental field trips.

## C. ENVIRONMENTAL MANAGEMENT

1. The district encourages consideration of environmental impact in the planning of all operational and educational programs.
2. The district encourages school-based leadership in environmental education at each school.
3. The district shall respond to identified environmental education needs as resources permit, including such measures as:
  - a. providing appropriate environmental resources to schools;
  - b. providing instructional assistance and in-service to school personnel;
  - c. coordinating appropriate community-district environmental initiatives.
4. The district will endeavour to work with community and government agencies in supporting good environmental practices.” [Greater Victoria School District Policy 3324 The Environment](#)

## 2. Integrated Energy Management and Carbon Reduction Procedure – Langley School District (SD35) – British Columbia

Administrative Procedure 546 emphasizes the district’s responsibility to conserve energy and resources to reduce its carbon footprint. The procedure advocates for an integrated approach to energy management, including performance assessment, goal setting, action planning, and result tracking. [Administrative Procedure 546](#)

<https://facilities.sd38.bc.ca/sustainability>

## 3. Commitment to Provincial Climate Action and Emission Reduction Targets Maple Ridge – Pitt Meadows School District (SD42) – British Columbia

As a signatory to the British Columbia Climate Action Charter, SD42 has committed to measuring and reporting greenhouse gas emissions, creating plans, and taking actions to meet the province’s emission reduction targets. The District’s Environmental Sustainability Plan aims to reduce emissions by 22% compared to 2007 levels by the end of 2026. [SD42 Energy and Environmental Sustainability](#)

#### 4. Energy-Efficient School Design and Construction – Coquitlam School District (SD43) – British Columbia

Coast Salish Elementary, the district’s first “green” school, exemplifies SD43’s commitment to energy conservation. The school features solar panels, a hybrid heat pump, LED lighting, and real-time energy tracking technology. These measures are projected to save approximately 740 tons of carbon emissions over 15 years and reduce operational costs by about 20% compared to similar-sized schools. [BC Hydro News Release](#)

### Other

#### 1. Unifor Support for Earth Hour – British Columbia

“Each year at the end of March at approximately 8:00 p.m. (local time), employees will be encouraged to participate in turning off the lights in their homes and workplaces in recognition of the role each of us has in stopping climate change.” [CAW, Local 114, and B & L Security Patrol Ltd., Article 23.12, Earth Hour, 2012–2015](#)

#### 2. Green Schools Nova Scotia – Nova Scotia

“Green Schools Nova Scotia is an exciting initiative by Efficiency Nova Scotia to enhance environmental sustainability at schools. This free program helps support students, teachers, and the larger school community as they learn to waste less and become more energy efficient.”

The program covers a spectrum of environmental concerns: energy, minimizing waste, using water responsibly, living and moving green, and supporting local. Green Schools NS uses curriculum-linked education, resources, presentations, and initiatives. “Using resources efficiently and considering our environmental footprint are necessary skills as the global community unites to address climate change.” Nova Scotia unions negotiating sustainable practices can use this program to provide a practical reference and a tangible offer of support to anchor discussions. [Green Schools Nova Scotia – Learn about us](#)

#### 3. Green Schools Initiative – Chicago Teachers Union – United States

“46.2. Green Schools Initiative: The Professional Solutions Committee (PSC) may consider Green School Initiative items to discuss facilities projects and upgrades as the parties deem appropriate and reflected in the PSC agenda. Such topics may include the following:

46.2.1. Expedite and expand the creation and maintenance of outdoor education space and programs by implementing school composting programs, community gardening, and other sustainable practices to reduce our carbon footprint and address food deserts and other community needs.

46.2.2. Install solar panels at school.” [Chicago Teachers Union, Local 1, AFT-IFT, AFL-CIO, Collective Agreement, Article 46](#)

# 4 TRANSPORTATION



## 4. TRANSPORTATION

Daily travel of staff and students create significant greenhouse gas emissions. Through collective bargaining, teacher, educational professionals and school personnel unions can promote greener, healthier, and more equitable transportation. Greener transportation supports climate action while improving staff well-being and community sustainability.

### Provincial

#### Mystery Lake/Thompson, Involuntary Absenteeism – Manitoba

##### “1.05 INVOLUNTARY ABSENTEEISM

A Teacher who is absent from duties due to inclement weather and related travel conditions shall not suffer a reduction in salary for the time period involved provided that:

1. The R.C.M.P. or Highways Department does not recommend travel due to poor or unsafe driving conditions.
2. Regular air carriers are unable to fly to Thompson and no alternate arrangements are available to the Teacher because of carrier timetables.”

[The Manitoba Teachers' Society and the Manitoba School Boards Association Collective Agreement, 2022–2026, Addendum 2, Article 1.05](#)

## Ontario Secondary School Teachers' Federation (OSSTF/FEESO) External Policies – Ontario

### “8.5. Environment

It is the policy of OSSTF/FEESO that:

[...]

8.5.4. all schools should be accessible by walking, biking, or public transportation and that this accessibility should be a factor in deciding the location of any new buildings; (A.16)”

[OSSTF/FEESO External Policies, 2025-2026](#)

## Local

### 1. Vancouver School Board (SD39) – British Columbia

The Vancouver School Board has partnered with the City of Vancouver to promote walking, biking, and rolling to school. Their School Active Travel Program includes initiatives like School Travel Planning, School Slow Zones, and the Walking School Bus program. These programs aim to increase the number of students using active transportation and improve safety around schools.

[Vancouver School Active Travel Program](#)

### 2. Richmond School District (SD38) – British Columbia

SD38 is participating in the Active School Travel Pilot Program, which supports the province's CleanBC plan and the “Move. Commute. Connect.” strategy. This pilot project aims to increase the number of students using active transportation between home and school. Participating schools include J.N. Burnett Secondary, from the Richmond School District.

[BC Healthy Communities – Active School Travel](#)

### 3. North Vancouver School District (SD44) – British Columbia

SD44 encourages students to adopt safe, active, and sustainable transportation methods. One notable initiative is the Walking School Bus program, where groups of students walk to and from school under the supervision of trained adult leaders. This program helps reduce traffic congestion near schools and promotes environmental stewardship. [North Vancouver School District Policy 613 – Sustainability](#)

#### 4. Halton District School Board – Ontario

“The Halton District School Board promotes the use of Active Transportation for daily trips to and from school. By choosing active transportation modes and/or school buses/public transit, students experience benefits in mental and physical health and well-being and improved safety for all members of the school community.” [Active Transportation Administrative Procedure](#)

### Other

#### 1. Halifax Regional Municipality Bus Pass Pilot Program Expansion – Nova Scotia

All students in Halifax Regional Municipality (HRM) receive a free transit pass. “The program gives students the independence to travel to and from school, as well as explore and learn about their community. And it promotes sustainability by getting students familiar with the public transit system. [...] More than 28,000 students at 59 schools can receive transit passes. They are valid on Halifax Transit buses and ferries [...] The program will cost \$1.8 million for the 2024-25 school year, with the Province contributing \$1.2 million.” [Student Transit Pass Pilot Expands](#)

#### 2. Victoria Capital Regional District (CRD) – British Columbia

While not a school district, the CRD supports schools in the region with active transportation initiatives. Their Walk and Wheel to School program encourages students to walk or wheel to school, aiming to reduce traffic congestion and promote physical activity. The program provides resources and support to schools to organize events and activities.

[Walk & Wheel to School Week Guidebook – Capital Regional District](#)

#### 3. Belgian National Labour Council – Belgium

Social partners signed Collective Bargaining Agreement No. 164 in 2023 for employees who regularly commute to work by bicycle (funds are provided from tax exemptions to the employer).

- The employer must grant a bicycle commuting allowance for **regular** travel by bicycle (including standard bikes, e-bikes) from home to work.
- Only employees who regularly commute to work by bicycle will be entitled to a bicycle allowance of €0.37/km (58¢/km) (2026 numbers), that will be paid along with their wages. The distance is limited to a maximum of 40 km per day (20 km per trip). [Belgian Labour Council Collective Agreement – Active transportation](#)

The above amounts have been revised as per this 2026 article (in French):

[L'indemnité kilométrique vélo passe à 0,37 €/km en 2026](#)

#### **4. Unifor, Eco-Transit Benefit – British Columbia**

“17.06 Eco-Transit Benefit

The Employer will provide employees with a transit subsidy for their use on the following basis:

- a) This taxable benefit will only be eligible to employees who are currently eligible for participation in the benefit plan and employees must complete one (1) year of service.
- b) The eligible employee must apply to receive the transit subsidy and transit passes for a minimum period of six (6) months at a time. Eligible employees may sign up for this subsidy two (2) times annually: [...]
- c) The subsidy paid by the Employer will be fifteen (15%) percent of the cost of a 1, 2, or 3 zone transit pass. In the administration of this subsection the Employer will deduct eighty-five (85%) percent of the cost of a 1, 2, or 3 zone transit pass through payroll deduction. The Employer will purchase and issue monthly transit passes to participating colleagues.
- d) This provision will come to an end should a government program (or similar program) that offers an equal or greater transit subsidy to employees become into effect.”

[Unifor, Local 3000, and Coast Coal Harbour Hotel Vancouver, Article 17.06 Eco-Transit Benefit, 2021–2024](#)

#### **5. Travel Manitoba, EcoPass Program – Manitoba**

“63:01 Under the EcoPass Program, Travel Manitoba will provide a seventy-five percent (75%) discount to those employees participating in the EcoPass Program for the purposes of commuting between work and home.”

[Travel Manitoba and Manitoba Government and General Employees' Union, Local 355](#)

## 6. Public Service Alliance of Canada, Discounted Bus Pass – Yukon

“19.08 To encourage employees and their family members’ use of public transit, the Employer shall reimburse 50% of the cost of a pass on the City operated public transit system. For the purposes of this section, ‘family’ means an employee’s spouse or partner and children living in the employee’s residence.”

[The City of Whitehorse and the Public Service Alliance of Canada, Local Y046](#)

# 5 JUST TRANSITION



## 5. JUST TRANSITION

“Just transition” refers to the process of moving toward a more sustainable, low-carbon economy in a way that considers the impacts on workers, industries, and communities. It focuses on planning and support to help people adapt as technologies, jobs, and practices evolve. These examples look at how collective bargaining can include just transition measures that promote stability, skill development, and long-term opportunity during times of change.

### Local

#### 1. School District of Kootenay Lake (No. 8) – British Columbia

In February 2025, SD8 approved Policy 173: Climate Action and Sustainability, which commits the district to responding to climate change. This policy includes developing a Climate Action and Sustainability Annual Report outlining actions and progress, indicating a focus on sustainable practices and community engagement.

[Sustainability in SD8](#)

<https://bcsea.org/contact-us/cool-it/>

#### 2. British Columbia School Trustees Association (BCSTA) – British Columbia

While not a school district, the BCSTA has released a report urging school districts to prioritize climate change mitigation and adopt sustainable strategies. The report calls for

school boards to embrace climate action as a core part of their governance, aligning with the provincial CleanBC goal of reducing greenhouse gas emissions by 50% by 2030.

[The BCSTA Calls for Action on Climate Change in Schools](#)

### **3. Saanich School District (No. 63) – British Columbia**

SD63’s Policy 20, titled “Environmental Stewardship and Sustainability,” commits the Board to building a culture of environmental learning and sustainability, including recognition of traditional Indigenous ways of knowing and being. The policy emphasizes reducing the district’s carbon footprint and integrating environmental considerations into operational and educational programs.

[Policy 20, Administrative Procedures – Environmental Stewardship & Sustainability](#)

### **4. Greater Victoria School District (School District 61) – British Columbia**

SD61’s Policy 3324, “The Environment,” outlines the District’s commitment to fostering positive environmental concepts and practices. The policy includes guidelines on purchasing environmentally friendly products, waste management, energy conservation, and environmental education, aiming to develop a responsible environmental ethic among students.

[Greater Victoria School District Policy 3324 The Environment](#)

### **5. Coquitlam School District (SD43) – British Columbia**

Coquitlam’s Coast Salish Elementary School is a leading example of sustainable school design, featuring solar panels, a hybrid heat pump, LED lighting, and real-time energy tracking technology. These measures are projected to save approximately 742 tonnes of carbon emissions over 15 years and reduce operational costs by about 20%. The school integrates energy education into the curriculum, allowing students to actively engage with sustainability practices.

[Coquitlam’s Coast Salish Elementary sets the standard for energy efficient schools with help from the Province and BC Hydro](#)

### **6. Embedding Sustainability Objectives into Bylaw – Elementary Teachers’ Federation of Ontario (ETFO), Halton Local – Ontario**

“ARTICLE 3 – OBJECTIVES: 3.9 advocate for a socially equitable, sustainable, and just society.”

[Local Bylaws 2025](#)

## Other

### 1. Canadian Union of Public Employees (CUPE) 1169 – Calgary – Alberta

CUPE negotiated language encouraging sustainable work practices. The language has helped spread sustainable practices through a workplace environmental committee formed to create green bargaining language. As a result, all 18 branches of the Calgary Public Library have adopted recycling programs, waste and packaging reduction programs, and use environmental cleaning products.

“Both Management and the Union recognize and share a common interest, respect and commitment to sustainable environmental practices in our workplace. In continuing pursuit of this goal, both parties acknowledge that change and thoughtful transition will be necessary and that cooperative action leads to successful implementation.”

[Tabletalk – CUPE’s Bargaining Resource – Bargaining language for a greener workplace](#)

“Just transition” might be relevant in member organization (MO) collective agreements (CA) as a general clause: A “just transition” ensures that workers who are directly impacted by climate change policies are not disproportionately harmed. Educators will be offered appropriate skills development and training for green initiatives and curriculum implementation. (Adapted from Unifor’s “Just transition” planning for collective agreements)

### 2. Ontario Secondary School Teachers’ Federation (OSST/FEESO) External Policies – Ontario

#### “8.5. Environment

It is the policy of OSSTF/FEESO that:

[...]

8.5.20. [A]ll governments should invest in policies and programs consistent with the ‘Green New Deal’ program of the United Nations Environment Programme; (A.24)”

[OSSTF/FEESO External Policies, 2025-2026](#)

## 6 GREEN CLEANING PRODUCTS



## 6. GREEN CLEANING PRODUCTS

The combined impact of concrete actions at school and classroom level can be significant. Introducing green cleaning products in schools does not only set a good example for students, but it also improves the well-being of workers handling these products and steers money towards companies that provide environmentally sustainable products.

### Local

#### 1. Richmond School District (SD38) – British Columbia

The Richmond School District has taken proactive steps in environmental stewardship, including the adoption of more environmentally friendly cleaning products. Their sustainability initiatives aim to reduce packaging and incorporate greener cleaning solutions into custodial practices. These efforts are part of a broader strategy to achieve a 50% reduction in greenhouse gas emissions by 2030 and net-zero operations by 2050. [Facilities](#)

#### 2. Delta School District (SD37) – British Columbia

The Delta School District's sustainability procedure encourages practices that protect students, staff, community, and the environment. While the procedure does not explicitly mention green cleaning products, it promotes the substitution or elimination of

toxic and harmful substances, which includes adopting environmentally friendly cleaning products.

## Other

### 1. Chemical/Equipment Review Committee – Canadian Union of Public Employees (CUPE) Local 4153, and Hamilton-Wentworth Board of Education – Ontario

“4.15 The parties agree to continue the Joint Chemical/Equipment Review Committee during the lifetime of the Collective Agreement. The Committee shall be composed of three (3) management representatives and three (3) C.U.P.E., Local 4153 representatives. The Union representatives shall be chosen by the Union. The mandate of the committee shall include but not be limited to:

- i) the development of guidelines governing the purchase of chemicals/equipment used in Board facilities;
- ii) identify alternatives to any potentially hazardous chemicals/equipment, including the promotion of environmentally friendly products in Board facilities resulting in an improved outdoor ecosystem to support student learning and a healthy workplace environment;
- iii) the Committee shall meet two (2) times a year, excluding the months of July and August. Additional meetings can be scheduled upon the mutual agreement of the Board and Union.”

[Canadian Union of Public Employees \(CUPE\), Local 4153, and Hamilton-Wentworth Board of Education, Letter of Understanding, Chemical Equipment Review Committee – Ontario, 2019–2022](#)

### 2. Green Cleaning Program – University of British Columbia (UBC) – British Columbia

The UBC’s Building Operations department has implemented a comprehensive Green Cleaning Program across its campus. This program includes the use of non-toxic, EcoLogo-certified cleaning products and Green Seal-certified chemical dispensing units. Additionally, UBC employs 100% recycled paper products and eco-friendly hand dryers in academic buildings, demonstrating a commitment to sustainable cleaning practices.

[UBC Facilities](#)

### 3. Investigate the Use of Environmentally Friendly Products – Canadian Union of Public Employees (CUPE) 2012-01 – Terrace, British Columbia

“CUPE 2012-01 members who work at the Terrace Women’s Resource Centre in British Columbia negotiated progressive language that has helped workers follow environmental principles at work:

*‘The Parties agree that a safe and clean working environment is essential in order to carry out work assignments in a satisfactory manner. The Employer commits to investigate the use of environmentally friendly products.’”*

[Tabletalk – CUPE’s Bargaining Resource – Bargaining language for a greener workplace](#)

### 4. Service Employees International Union – Minneapolis, MN – USA

“The Company and the Union will establish an Ad Hoc committee. This committee shall consist of 3 voting representatives to be named by the Union and three to be named by the Company.

(a) Green chemicals and safe equipment: The committee will review the use of green chemicals. It is the responsibility of The Company to provide a safe and healthy workplace for employees and is committed to work practices and the use of materials that contribute to a healthy and sustainable ecological environment. The Union supports these goals and will cooperate with the Company’s efforts in this regard.

i. The Company shall provide all PPE (Personal Protection Equipment) as recommended by Material Safety Data Sheets (MSDS). Employees shall use MSDS-compliant gloves, face masks and/or goggles (provided by the Employer) when required by the assigned work task. In addition, the Employer shall provide training to employees on the use, mixing and storage of cleaning chemicals. No employee shall be required to perform any work under dangerous conditions, and a failure to perform work under such circumstances, shall not be considered a cause for discharge or discipline.

[...]

iii. The Employer shall make every effort to use only green, sustainable cleaning products where possible.”

[Service Employees International Union, Local 26, and Minneapolis-St. Paul Contract Cleaners Association, Master Contract Bargaining Agreement, Article 18.13 Ad Hoc Committee, 2016–2019](#)

# 7

## ENVIRONMENTAL HEALTH/ HEALTHY WORKPLACE



## 7. ENVIRONMENTAL HEALTH/HEALTHY WORKPLACE

Improving and greening workplaces is easier if structures are in place that regularly review the status quo with an aim to improve it, wherever possible. This could be done by establishing positions that are overseeing the health and safety situation in a given workplace, or by establishing protocols for extraordinary situations such as extreme weather events. Frequent reviews of these protocols would improve their effectiveness.

Due to Canada's history and climate, a series of procedures exist for cold weather situations. However, in recent years extreme heat events have become more and more frequent but protocols for such occasions are still not in place or underdeveloped in many workplaces. Mandating retrofitting of workplaces with air conditions and requiring climate appropriate building codes for any newly build schools could be a way of improving these situations.

### Provincial

#### 1. Inclement Weather Guidelines, The Manitoba Teachers' Society – Manitoba

“5.04 INCLEMENT WEATHER

1. Each School Division will have an Inclement Weather Procedure that outlines

divisional work expectations for Teachers during inclement weather.

2. Where a School Division closes a school(s) due to inclement weather, a Teacher shall not be required to report to the worksite and not suffer a reduction in salary.”

[The Manitoba Teachers’ Society and the Manitoba School Boards Association Collective Agreement, 2022–2026](#)

## **2. Substitutes Emergency Events – Protection of Pay – The Manitoba Teachers’ Society – Manitoba**

“On the day of an emergency closure of a school or early dismissal for emergency reasons, substitute teachers will be paid what they would have earned if the school had not closed. In the event of such occurrence, a substitute may, at the discretion of the School Division, and where practical to do so, be reassigned to another location.”

[The Manitoba Teachers’ Society and the Manitoba School Boards Association Collective Agreement 2022–2026, Article 9.05](#)

## **3. Hot/Humid Weather Procedures – Halton District School Board – Ontario**

“4. Hot Weather Action Plan – The plan should be activated when weather/environmental triggers occur such as:

- the humidex reaches or exceeds 35°C
- Environment Canada issues a heat warning
- there is a smog alert and higher temperatures (27–30°C); or
- a heat wave occurs (3 or more days of 32°C or higher temperatures)”

“1.2 General Prevention and Controls

- [...]
- If there is a breeze outside and the humidex levels are not excessive, consider opening operable windows.
- Increase air movement with the use of fans if temperature is less than 35°C and the relative humidity is below 70%.
- Keep blinds/curtains closed in classrooms/offices directly exposed to sunlight. Turn off any unnecessary lights.
- If air conditioning is present in some areas of the building, consider cycling classes through these areas.
- If possible, reschedule physical activities and slow down the pace of physical activities as appropriate.
- Avoid activities in direct sunlight.

- Increase the frequency and length of rest breaks, if necessary.
- Cool the body by placing cool, wet paper towels or cloths on the head, forehead or neck. Forearms may also be submersed in cool water.”

### Inclement Weather Procedures

#### **4. Letter of Understanding Regarding Abnormal Classroom Heat Conditions – Toronto District School Board – Ontario**

“The Board will develop guidelines by April 30, 2025, to inform school and staff approach for addressing abnormal classroom heat conditions when Environment Canada issues a heat advisory for the City of Toronto. The Board shall disseminate the guidelines to all principals. The Board shall ask the Union for input into the guidelines.

The Principal will share the guidelines with Teachers during each school year.

The guidelines will include recommendations for strategies teachers can utilize when their professional judgement deems appropriate in conversation with their principal.”

### Collective Agreement between the TDSB and the ETFO (2022-2026)

## **Local**

#### **1. Comox Valley Schools (SD71) – British Columbia**

**Manager of Health and Safety Position:** The district has a dedicated position responsible for implementing and managing comprehensive health and safety and emergency preparedness programs. This role ensures a healthy and safe work environment for students and employees.

[Public Health Association of BC](#)

## **Other**

#### **1. Mandatory Climate- and Weather-Related Hazard Assessments within the Responsibilities of Joint Health and Safety Committees – Unifor**

**Climate-related hazard assessments:** The inclusion of mandatory climate- and weather-related hazard assessments within the responsibilities of Joint Health and Safety Committees.

[Unifor’s Collective Bargaining Program \(2023–2026\)](#)

**Protection from extreme temperatures:** Some unions, including Unifor locals, have negotiated language to protect against extreme heat and cold in the workplace.

[Unifor’s Collective Bargaining Program \(2023–2026\)](#)

## 2. Unifor: Heat Relief – Ontario

“Increase the frequency and length of rest breaks on high humidity days. Humidex readings should be taken hourly from a central location in the plant and reported to operations by shift managers.

- Humidex Reading 36° Celsius – Plant Wide – 5 minutes for non-scheduled break hours.
- Humidex Reading 40° Celsius – Plant Wide – 10 minutes for non-scheduled break hours.
- Humidex Reading over 40° Celsius – Plant Wide – 15 minutes for non-scheduled break hours.”

<https://ws.lr.labour.gov.on.ca/CA/doc/336-88785-24?library=Manufacturing Fabrication and Machinery>

## 3. MoveUP (Canadian Office and Professional Employees), Local 378, BC Hydro – British Columbia

“Telework may be beneficial on short notice and/or for short periods of time under exceptional circumstances. Exceptional Circumstances are those situations that are beyond the control of BC Hydro and/or circumstances that cannot be anticipated or predicted, including:

- natural disasters, such as floods, earthquakes, hurricanes, tornadoes;
- power outages;
- pandemics;
- Government or Police declared emergency situations;
- fires (forest and other) and snowstorms.

This MOU will apply when BC Hydro determines that an exceptional circumstance has or is likely to occur. Employee Relations will advise the Union when the MOU will apply. Should an exceptional circumstance exceed three weeks in duration, Union agreement will be required for the MOU to continue to apply and will not be unreasonably denied. Should an exceptional circumstance occur that does not form part of the list above, Union agreement will be required

prior to applying the MOU and will not be unreasonably denied.”

[Power Tech Labs Inc. Memorandum of Understanding #79 Re Telework Project: Exceptional Circumstances, 2014–2019.](#)

#### **4. Heat Stress Monitoring, Unifor – Ontario**

“CAMI recognizes that working in a very hot and humid environment can result in heat induced illness. To ensure that all team members at CAMI are protected against this condition, CAMI and the Union have negotiated a Hot Weather Plan to respond to the specific needs of the CAMI workforce.

The Health & Safety Representative alternates or additional Union representation will accompany management when heat stress readings are taken, except in instances of mutual agreement.

CAMI also agrees to train the Health and Safety Representatives and their alternates, as well as the Union Committee, in the use of heat stress monitoring equipment and the guidelines mentioned above.”

[Local 88, Unifor, and General Motors of Canada, CAMI Assembly, Letter of Understanding #41, Heat Stress Monitoring, 2013–2017](#)

#### **5. Provincial Working Group on Health and Safety (PWGHS) – High Temperature Guidelines, issued by the Ontario Ministry of Education – Ontario**

“Under the *Education Act*, school boards are responsible for the provision of suitable and adequate accommodation for students in their jurisdiction. School boards are also required to have protocols in place to handle high temperatures in schools that are compliant with provincial and municipal health and safety requirements.

With expertise from various representatives from all the province’s trustee associations, teacher federations, education worker unions and the principals’ and vice-principals’ associations, the High Temperature Guideline is a helpful tool that school boards can utilize to create suitable protocols to ensure the safety of their students and staff. The Guideline outlines the health risks, ministry requirements, prevention and reactive measures, and additional resources to aid school boards in forming their own standard practices to manage heat in schools.”

[Memorandum 2019: B12 to Directors of Education and Senior Business Officials](#)

[Reference Chart](#)

[High Temperature Guideline](#)

6. Occupational Health Clinics for Ontario Workers (OHCOW) – Ontario

[Heat Stress Toolkit for Workers](#)

## 8 NON-POLLUTING – LIMITING POLLUTING



### 8. NON-POLLUTING – LIMITING POLLUTING

Bargaining for non-polluting and low-impact workplace practices protects the health and safety of workers and students alike. Pollution from waste management, cleaning products, vehicles, and energy and water systems directly affects indoor air quality and overall working conditions. By including provisions to limit pollution and utilizing sustainable procurement practices, unions can help create safer, healthier, and more sustainable learning environments. These provisions also align public education with broader climate and sustainability goals. In doing so, they demonstrate environmental leadership while reducing costs and modeling responsible stewardship for students and communities.

#### Provincial

##### 1. Food Sourcing Guidelines Resolution Passed 2024 – Elementary Teachers’ Federation of Ontario (ETFO) – Ontario

THAT ETFO creates guidelines for all provincial events which consider the environmental impact of food choices, packaging, and sourcing when providing food.

## 2. Green Meetings Administrative Procedure – Halton District School Board (HDSB) – Ontario

Green Meeting considerations should be incorporated where possible to ensure HDSB hosted and/or sponsored events, including location, food services, transportation, and provision of materials, are conducted with a view to reducing the environmental impact.

[Green Meeting Guidelines](#)

## 3. Reducing Bottled Water Administrative Procedure – Halton District School Board (HDSB) – Ontario

The Halton District School Board Policy, Sustainability – Education and Environment, supports modeling environmental leadership in the selection and use of all resources while reducing the use of consumable supplies and energy and reducing waste. In support of this policy, the purchase of bottled water with public sector funds is not permitted, except in situations where access to municipal drinking water is unavailable.

[Commercially Bottled Water Administrative Procedure](#)

## Local

### 1. Greater Victoria School District (SD61) – British Columbia

Policy 3324: The Environment – This policy emphasizes the District’s responsibility to foster positive environmental concepts. It includes guidelines for purchasing products that are least harmful to the environment, reducing paper waste, and using environmentally friendly products for facilities and grounds management. [Greater Victoria School District Policy 3324 The Environment](#)

Regulation 3521.0: Integrated Pest Management – This regulation commits the District to minimizing the use of pesticides on school grounds, preferring non-pesticide alternatives, and employing an Integrated Pest Management (IPM) approach that includes biological, physical, and mechanical controls. [Regulation 3521.0 Integrated Pest Management](#)

### 2. Saanich Schools (SD 63) – British Columbia

Policy 20: Environmental Stewardship and Sustainability: This policy commits to reducing the District’s carbon footprint by minimizing resource consumption, including energy. It emphasizes considering environmental impacts when planning operational and educational programs. [Policy 20, Administrative Procedures – Environmental Stewardship & Sustainability](#)

### 3. North Vancouver School District (SD44) – British Columbia

**Policy 613: Sustainability:** This policy outlines the District’s commitment to reducing environmental impact by conserving energy and water, minimizing waste, and reducing greenhouse gas emissions. It also includes sustainable procurement practices and support for local sustainability initiatives. [North Vancouver School District Policy 613 – Sustainability](#)

### 4. Langley School District (SD35) – British Columbia

**Administrative Procedure 546:** This procedure emphasizes the District’s responsibility to conserve energy and resources to reduce its carbon footprint. It includes strategies such as upgrading to energy-efficient lighting and transitioning to electric vehicles. [Administrative Procedure 546 – Energy and Environment](#)

## Other

### 1. Reduce Workplace Consumption – British Columbia Public Service Agency and the B.C. Government and Service Employees’ Union (BCGEU) – British Columbia

“29.4 Responsibilities of the [Ministry Joint] Committee

[...]

(c) The Committee shall also have the power to make recommendations to the Union and the Employer on the following general matters:

[...]

(4) reviewing ways in which the Employer can reduce workplace consumption of non-renewable and renewable resources, increase the amount of material that is reused in the workplace and implement recycling programs.” [16th Master Agreement, Article 29.4.c, Responsibilities of Joint Committee, 2012–2014](#)

### 2. Energy Sourced from Renewable Sources – Chicago Teachers Union, Chicago, Ill – USA

“46.2.4. Source 100% of the energy used by our school from carbon-free renewable sources.” [Chicago Teachers Union, Local 1, AFT-IFT, AFL-CIO, Collective Agreement, Article 46](#)

### 3. Cooperation in the Interest of Conservation and Waste – Ottawa – Ontario

“The Union recognizes the need for conservation and the elimination of waste and agrees to cooperate with the Employer in suggesting and practising methods in the interests of conservation and waste elimination.” [International Brotherhood of Teamsters, Local 230,](#)

[and Lafarge Canada, Bearbrook Quarry and Stone Crushing Plant, Ottawa, Article 16.4, 2020–2024](#)

#### **4. Recycling and Waste Reduction – British Columbia**

“Article 24 Recycling and Waste Reduction

24.01 The University will provide facilities for the safe reusing or recycling of waste materials generated on the job.

24.02 An employee may refuse to perform work the completion of which would be an offence under provincial or federal environmental legislation.” [Collective Agreement between the University of British Columbia and International Union of Operating Engineers, Local 882](#)

#### **5. Ontario Secondary School Teachers’ Federation (OSSTF/FEESO) External Policies – Ontario**

##### **“8.5. Environment**

It is the policy of OSSTF/FEESO that:

[...]

8.5.7. all school board personnel should be provided with proper training and infrastructure and the services of support staff to help create, implement and support a zero waste recycling program for all publicly funded schools; (A.16)”

[OSSTF/FEESO External Policies, 2025-2026](#)



# PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITH AN ENVIRONMENTAL/CLIMATE CHANGE FOCUS



## 9. PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITH AN ENVIRONMENTAL/CLIMATE CHANGE FOCUS

Access to climate- and sustainability-focused professional development is a workers' right, ensuring staff are equipped to work safely and effectively as environmental conditions change. Education workers are on the front lines of climate impacts from heat, air quality, and flooding, to resource strain, making informed training a matter of occupational health, safety, and preparedness. Bargaining for guaranteed PD time and resources protects workers from being left without the knowledge or tools needed to respond to these realities. It also empowers members to advocate for safer workplaces and sustainable operational practices. Embedding this right in collective agreements affirms that professional learning on climate and sustainability is essential to protecting both workers and the communities they serve.

### Local

#### 1. Sustainable Educator Award Resolution, Passed – ETFO Halton Local – Ontario

Be it resolved that ETFO Halton create a new award to be presented at the Celebration Evening that recognizes a member who has been involved with environmental work at

the classroom, school, or board level. It should be called the ETFO Halton Sustainable Educator Award.

**Rationale:** There are many members across the board involved with environmental education. Celebrating and recognizing this important work is a good way to engage members. It also highlights the critical nature of environmental and climate justice work.

## **2. Environmental Scholarship Resolution, Passed – ETFO Halton Local – Ontario**

Be it resolved that ETFO Halton provide an environmental scholarship for students attending post-secondary education in a program that connects with environmental work or can demonstrate how the program will support environmental work in the amount of \$1,000. It should be called the ETFO Halton Sustainability Scholarship.

**Rationale:** The environment and climate change are issues of urgency and importance. There are children of members entering this field of study, and support and recognition from the local would be appreciated and contribute to member engagement.

## **3. Squamish-Lillooet Regional District (SLRD) – British Columbia**

The SLRD has partnered with School Districts 48 (Sea to Sky) and 74 (Gold Trail) to sponsor up to 15 classes annually in the BC Sustainable Energy Association’s Cool It! Climate Leadership Training program. This initiative provides educators with resources to teach climate leadership and sustainability, fostering student engagement in environmental issues.

[Cool It! Climate Leadership Training](#)

## **4. Independent Schools Association of British Columbia (ISABC) – British Columbia**

The ISABC offers “The Collaborative,” a multiday professional development series for educators in grades 7–12. This program focuses on reshaping the climate change narrative from doom and alienation to hope and engagement, aiming to reduce eco-anxiety among students and inspire action. [ISABC 2026 Professional Development Day](#)

## **5. Ministry/British Columbia Teachers’ Federation (BCTF) Partnership for Curriculum Resources on Climate Change – British Columbia**

The BCTF is involved in the development of climate change education resources. For example, there’s a 2025 initiative in partnership with the BC government’s Ministry of Energy and Climate Solutions to help co-develop a “Climate Change Education Resource” for Grades 4–8.

## 6. British Columbia Teachers' Federation (BCTF) Professional Development and Workshops – British Columbia

### 1. Climate Justice 101

**Duration:** 2-3 hours

**Overview:** Introduces the science and politics of climate change, highlighting its disproportionate impacts on Indigenous peoples, racialized communities, women, and the Global South. Explores how educators can advocate for climate action within the education system.

**Booking:** Available upon request through the BCTF Professional and Social Issues Division. [BCTF – Book Professional and Social Issues Workshops](#)

### 2. Taking Action for Climate Justice

**Duration:** 3 hours

**Overview:** Focuses on climate change as a social justice issue. Engages educators in critical thinking and inquiry-based learning to develop grade-appropriate strategies for teaching climate justice.

**Booking:** Available upon request through the BCTF Professional and Social Issues Division. <https://www.bctf.ca/topics/services-information/training-and-education/book-professional-and-social-issues-workshops>  
[BCTF – Book Professional and Social Issues Workshops](#)

### 3. Teaching in a Time of Climate Grief

**Duration:** 1.5–3 hours

**Overview:** Addresses the emotional aspects of teaching about climate change, including grief, fear, and hopelessness. Provides strategies for educators to support themselves and their students in navigating these emotions.

**Booking:** Available upon request through the BCTF Professional and Social Issues Division. <https://www.bctf.ca/topics/services-information/training-and-education/book-professional-and-social-issues-workshops>  
[BCTF – Book Professional and Social Issues Workshops](#)

### 4. Teaching Green: Food Security

**Duration:** 90 minutes

**Overview:** Explores issues of food security and sovereignty, emphasizing social justice impacts locally and globally. Offers classroom activities to engage students in understanding and addressing these issues.

**Booking:** Available upon request through the BCTF Professional and Social Issues Division. <https://www.bctf.ca/topics/services-information/training-and-education/book-professional-and-social-issues-workshops>  
[BCTF – Book Professional and Social Issues Workshops](#)

## 5. Teaching Green: Water Security

**Duration:** 2 hours

**Overview:** Develops understanding of human and water rights related to access at global and local levels. Encourages advocacy and activism in the classroom and community.

**Booking:** Available upon request through the BCTF Professional and Social Issues Division. <https://www.bctf.ca/topics/services-information/training-and-education/book-professional-and-social-issues-workshops>  
[BCTF – Book Professional and Social Issues Workshops](#)

## 6. Climate Justice in BC: Lessons for Transformation

**Grade Levels:** Grades 8–12

**Overview:** Provides classroom-ready materials to engage students with how climate action intersects with social justice in BC’s communities. Includes modules on topics like industrial food systems, consumerism, and the development of a green economy.

**Resource:** Available on the BCTF website. [BCTF – Climate Justice in BC: Lessons for Transformation](#)

## Other

### 1. Professional Development for Educators Re: School Initiatives and Curriculum – Chicago Teachers Union, Chicago – USA

“46.2.3. Provide professional development to support the integration of school solar and other green technology with climate justice curriculum across the grade levels.

[...] <https://www.ctulocal1.org/wp-content/uploads/2024/05/CHES-CTU-Final-CBA-with-signatures.pdf>

46.3. Information Sharing: The Employer shall share information about facilities funding and grants upon request with the PSC when specific facilities projects are on the PSC agenda for discussion.”

[Chicago Teachers Union, Local 1, AFT-IFT, AFL-CIO, Collective Agreement, Article 46](#)

## 2. Health, Safety, and Environment Programs – Unifor – Canada

“1. The Company and the Union recognize the importance of health, safety and environmental performance in the operation of the Complex. The Company recognizes its responsibility for formulation and carrying out of health, safety and environmental programs which in its judgement are calculated to promote the health and safety of the employees and the safe and environmentally responsible operation of the Complex.”  
[Unifor, Local 835, and Pieridae Energy Limited, Waterton Complex, Alberta. Collective Agreement, Article XVII Health, Safety and Environment, 2024–2026](#)

## 3. EnviroWild Program – Yukon

The Government of Yukon offers the **EnviroWild Program**, which provides environmental education resources and support to Yukon teachers. This program includes classroom presentations, outdoor activities, and access to a network of environmental education specialists. Educators can receive print and online resources, lesson plans, and professional development opportunities to meet curriculum objectives related to environmental education. [The EnviroWild Program](#)

## 4. Yukon Outreach Climatologist – Yukon

Yukon University employs an **Outreach Climatologist** who collaborates with educators to develop and deliver climate change education modules. These modules are designed to integrate into Yukon’s existing curriculum, focusing on topics such as climate science, impacts, solutions, and Indigenous knowledge. The initiative aims to enhance teachers’ capacity to facilitate climate change education across the territory. [Yukon University Outreach Climatologist](#)

## 5. Strategic Planning for Climate Change Adaptation and Mitigation – Yukon

Yukon University offers a course titled CCPC 502 – Strategic Planning for Climate Change Adaptation and Mitigation. While primarily aimed at students pursuing a Climate Change Policy Certificate, the course provides insights into strategic planning for climate change adaptation and mitigation, which can inform educational approaches and policy development in the region. [Yukon University CCPC 502 Course](#)

## **6. Conservation Corps NL (<https://www.ccnl.ca/>) – Newfoundland and Labrador**

Conservation Corps Newfoundland and Labrador (CCNL) provides climate change education programming to classrooms and youth serving organizations in Newfoundland and Labrador; funding for youth-led climate action projects; and professional learning resources on climate change. Their goal is to foster awareness of climate change science, impacts and solutions in communities across Newfoundland and Labrador. [Conservation Corps Newfoundland & Labrador](#)

## **7. Conservation Corps Newfoundland & Labrador (CCNL)'s Teaching Climate Change Podcast – Newfoundland and Labrador**

Listen to the Teaching Climate Change podcast series to support plans to teach climate change to kids and teens. Teaching about climate change in the classroom can empower students through hands-on, inquiry-based learning, and can serve the development of deep learning initiatives in schools. This two-part podcast series was developed specifically for educators, traditional knowledge holders, and youth leaders in Newfoundland and Labrador. [CCNL's Podcast – Teaching Climate Change Series](#)

# CONCLUSION

As this Green Bargaining Guide draws to a close, its purpose comes into sharper focus: to support Canada’s teachers, educational professionals and school personnel unions, and bargaining teams in shaping a public education system that not only responds to the realities of climate change but actively contributes to a more sustainable future. The climate crisis is no longer a distant abstraction – its impacts are already visible in our communities, our school districts, and the daily lives of students and educators across the country. In classrooms from kindergarten to Grade 12, young people are looking to the adults and institutions around them for leadership, integrity, and action. Through collective bargaining, unions have a powerful and practical pathway to deliver exactly that.

This Guide was developed in direct response to the will of the CTF/FCE membership. At the 2024 Annual General Meeting, Member and Associate Organizations from across Canada endorsed the formation of the Work Group on Climate Change, recognizing the urgent need to study the impacts of climate change on public education and to strengthen the role of educational unions in addressing it. That call to action built upon earlier AGM resolutions urging curriculum renewal to embed climate education in every grade and across every province and territory. Together, these member-driven decisions affirmed a shared belief: that public education must be a leading force in building a sustainable, equitable, climate-resilient future. The creation of this Green Bargaining Guide is one concrete result of that collective mandate.

The examples, clauses, and strategies included throughout this Guide demonstrate that unions across Canada – and around the world – are already advancing innovative approaches to environmental protection within collective agreements. Whether through joint environment committees, climate action policies, emissions-reduction targets, green procurement, sustainable transportation incentives, healthy workplace measures, or climate-focused professional development, education workers are showing that bargaining tables can be powerful sites of climate action. These provisions do more than reduce greenhouse gas emissions; they improve working and learning conditions, strengthen community well-being, and model for students what responsible, future-focused leadership looks like.

But this Guide is also more than a reference, it is an invitation. Addressing climate change within labour relations requires courage, persistence, and collaboration. It calls on unions to re-examine bargaining priorities, to broaden their understanding of worker well-being, and to center sustainability as a core component of decent work. It asks employers, especially school boards and provincial and territorial governments, to recognize that environmental responsibility is inseparable from their duty of care to students and staff. And it challenges all of us to see that every clause negotiated, every committee established, and every policy

implemented is an opportunity to move our education systems toward a healthier, safer, and more sustainable future.

Importantly, climate-forward bargaining is not work that any single organization can complete alone. The pace of climate change, evolving technologies, and regional differences in policy and infrastructure mean that new ideas, new contract language, and new best practices are emerging constantly. For this reason, the CTF/FCE considers this Guide a living document – one that will grow, adapt, and strengthen over time as our Member and Associate Organizations continue to lead innovation at their respective bargaining tables. To ensure this resource remains relevant and robust, we ask all organizations to actively contribute to its ongoing development. If your organization has negotiated clauses, policies, or local initiatives related to sustainability, climate action, environmental health, or any of the related areas outlined in this Guide, we strongly encourage you to share them with the CTF/FCE. Submissions, examples, and inquiries can be directed to **Mischa Terzyk, Director of Teacher Welfare and Collective Bargaining**, at [mterzyk@ctf-fce.ca](mailto:mterzyk@ctf-fce.ca).

By sharing knowledge and working together, we can deepen the impact of every local and provincial bargaining round, align our efforts toward national climate goals, and elevate the voice of public education in one of the most significant challenges of our time. Ultimately, climate action is not only an environmental imperative, it is an educational one. Students deserve to learn, grow, and dream in a world where adults have chosen responsibility over convenience, collaboration over complacency, and hope over resignation. As teachers, educational professionals, school personnel and unionists, we are uniquely positioned to model that choice.

The work ahead is urgent but it is also full of possibility. As we collectively navigate the transition to a low-carbon future, let us ensure that our bargaining tables reflect the same care, foresight, and commitment that we expect our students to carry into their own futures. Together, we can build school systems – and a country – that protect both people and the planet.

The CTF/FCE and the Work Group on Climate Change look forward to continuing this work with you, learning from your leadership, and strengthening this Guide through your contributions. Our shared efforts today will shape a more sustainable and just tomorrow – for educators, for students, and for the generations that will follow.