



# Bishkek International School

## Environmental Policy



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## **Preface**

### **Mission, Policies, Handbooks and Regulations**

The Mission of Bishkek International School is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Learning Diversity and Inclusion Policy
4. Counseling Policy
5. Language Policy
6. Academic Integrity Policy
7. Assessment Policy
8. Health & Safety Policy
9. Child Protection Policy
10. Educational Visits Policy
11. Ethics Policy
12. Environmental Policy
13. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request. All policy documents and handbooks are reviewed and revised by the Management Board every year for approval by the Governing Board for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of May each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'Bishkek International School'
2. Regulations of the Governing Board

3. Regulations of the Parents Association
4. Regulations of the Advisory Council.

# International Baccalaureate

BIS is an International Baccalaureate (IB) World School, offering the International Baccalaureate Diploma Programme (DP), the Middle Years Programme (MYP), and the Primary Years Programme (PYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For more information about IB see [www.ibo.org](http://www.ibo.org)

## International Baccalaureate Mission Statement

*“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”*

## International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB learners we strive to be:

1. **Knowledgeable:** *We love learning new things.* We explore concepts, ideas, and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
2. **Thinkers:** *We think about everything and make good decisions.* We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
3. **Inquirers:** *We like to find out how things work and why they work this way.* We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.
4. **Caring:** *We care about other people and want to make them feel good.* We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
5. **Principled:** *We are responsible for our own actions. We always try to do what is right.* We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.
6. **Reflective:** *We think about what we have learnt and what we have done, to be better in future.* We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.
7. **Balanced:** *We have a balanced life with lots of learning, lots of activity, and lots of friends.* We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.
8. **Risk-Takers:** *We are not afraid of trying new things, and we are brave.* We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
9. **Open-minded:** *We understand different cultures and different ways of doing things.* We understand and appreciate our own cultures and personal history, and we are open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.
10. **Communicators:** *We can speak in more than one language. We are good at working with others.* We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively in collaboration with others.

In BIS we also have an additional profile, which is essential for wellbeing and success:

11. **Resilient:** *The path may be difficult, but we will succeed.* We are resilient and capable of overcoming any challenge that comes our way. We have the inner strength and determination to navigate through difficult times and emerge stronger than before.

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[A list of Abbreviations and Acronyms used in BIS is linked here](#)

## 1 Introduction

The world is facing an environmental crisis with climate change and collapsing diversity posing existential threats. Against this background, the BIS Environmental Policy covers our approach to provide our students with hope for the future.

In this policy, we set targets and standards which may seem unachievable but they must eventually be achieved, not just in our school but everywhere. Our aim is not to step back to a pre-industrial time, since many advances have provided exceptional benefits for life and learning. Instead, we need to look at the costs and benefits of each advance and decide if we can afford them and how we can appropriately utilise them. We want a world that can be enjoyed and marvelled at by our students, their children, and their children's children.

What we do at BIS has a much bigger impact than just at our own campus. It impacts our suppliers, our students, their families, and everyone they can influence while setting a proximal example to others in the Kyrgyz Republic and Central Asia as a whole.

## 2 Objectives

BIS is committed to educating students to respect and protect the natural environment. We have a duty to prepare students with the knowledge and skills to look after our planet, to manage the world's resources wisely, and to make a positive contribution to the world by improving our local area. We aim to develop good habits amongst staff and students.

We encourage both staff and students to think about their environment and how their actions impact the world on a national and global scale. To this end, we promote and encourage environmental education in all aspects of everyday life. We aim to **reduce** consumption and the waste we produce, to **recycle** and **reuse** materials wherever possible, to respect the environment and restore damaged environments.

In our immediate school vicinity, our aim is to provide and maintain an environment which:

- Contributes positively to the learning, well-being, attitudes, behaviours, and motivations of students;
- Provides a safe and stimulating learning environment;
- Enables children to make maximum use of the opportunities provided by the school campus;
- Provides a safe, comfortable, and motivating place of work for all BIS staff;
- Is attractive to visitors;
- Reflects our values of care and respect toward each other and our school.

## 3 Minimise Waste and Recycling

### Paper Use and Recycling

We will:

1. Eliminate non-essential use of paper.
2. Only buy certified recycled paper for toilet rolls and hand drying paper towels.
3. Photocopy on both sides or always re-use single sided A4 paper.
4. Print two pages to a sheet, whenever possible.
5. Check carefully that we are only printing essential pages.
6. Use scrap paper, instead of a clean sheet of paper, whenever possible.
7. Ensure that all used paper has staples and other contaminants removed and is placed in paper recycling boxes.

8. Have multiple paper recycling boxes throughout the school.
9. Ensure that paper recycling boxes are emptied weekly and are never full during the school week.

### **Plastic Use and Recycling**

We will:

1. Eliminate all single-use throwaway plastics from the school environment (except those required for health protection):
  - No disposable plastic bags or other disposable plastic items will be allowed on the school grounds (except those required for health protection).
  - All suppliers will be informed that paper-based packaging must be used for their continuous supplies.
  - When suppliers cannot be influenced (e.g. packaging around imported equipment, plastic will be recycled where possible)
  - When finding suppliers without plastic packaging cannot be easily found for school purchased supplies (e.g. cleaning products in plastic containers) the school will work with suppliers to establish recycle and refill schemes.
2. Only laminate paper if it has a minimum 6-month life of use.
3. Have a plastic recycle bin for use by facilities staff to recycle any plastics that cannot be eliminated from the school and can be recycled.
4. When recycling, understand that there are more than seven different kinds of plastics which cannot be recycled together and that many items have different plastics for different components, making recycling impossible for many plastic items, so the only solution is to only use plastics for long term use and then effectively manage reuse or disposal.

### **Other Materials Use and Recycling**

We will:

1. Recycle metal cans and other metal waste to metal recycling.
2. Recycle used batteries to certified recyclers.

## **4 Food**

We will:

1. Always choose natural sustainable products over processed goods when purchasing.
2. Avoid food purchases that have a detrimental impact on the environment related to their chemical use or transport systems.
3. Always purchase products from Kyrgyzstan or within Central Asia to minimise transport damage to the environment.
4. Minimise food waste and ensure that any edible waste is given to livestock smallholders.
5. Ensure that vegetable peelings and other appropriate kitchen waste goes to compost bins.

## **5 Water**

We will:

1. Minimise water use and waste at school.
2. Help students understand that conserving water is vital to our future.

3. Use rainwater to irrigate plants and trees on site.



## 6 Energy Use – Zero Carbon Goal

We will:

1. Design classrooms to use natural light and natural ventilation where possible.
2. Install excess insulation around all buildings to minimise heat loss in winter and heat gain in summer
3. Only use LED lights throughout the school.
4. Train staff and students to switch off lights in classrooms before leaving the classroom.
5. Ensure all computer monitors are switched off whenever they are left unattended.
6. Investigate options for white roofs in summer and black roofs in winter, to minimize heat gain in summer and maximize heat gain in winter, OR have natural garden flat roofs for wildlife use.
7. Minimise the use of air conditioners in the school.
8. Make all members of the school community aware of the link between electric energy use and coal consumption, directly leading to air pollution in Bishkek.
9. Use our own gas-fired heating system as a cleaner option than coal-fired city heating
10. Ensure that radiators have thermostatic controls and are managed efficiently so that windows are not opened when heating is working.
11. Seek capital funding donation to install renewable energy sources, such as solar power.

## 7 Transport

We will:

1. Raise awareness about the impact of transport to the environment and to people's health.
2. Encourage all students, staff, and remaining members of the BIS community to walk, use a bicycle, and/or use school buses to get to school.

## 8 Purchasing Policy

We will:

1. Buy recycled, recyclable, less toxic, and locally-produced products whenever possible.
2. Use natural/renewable materials in capital projects whenever possible.

## 9 The Outdoor Environment

We will:

1. Keep the outside environment of school as natural as possible with minimum use of unnatural or unsustainable materials.
2. Not use any damaging pesticides or herbicides in the outside environment.
3. Ensure that the grounds provide for recreational use by students as well as provision to undertake exercise.
4. Introduce a scheme for every student and staff member to plant and take care of at least 2 trees every year in the Bishkek region environment.
5. Ensure that all garden waste and appropriate kitchen waste is composted.<sup>1</sup>
6. Be aware that the school grounds provide the visitor with the first impression of the school and will influence the attitude and behaviour of the students, so must be maintained in good order.

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<sup>1</sup> We will follow the guide linked here: <https://www.bhg.com/gardening/yard/compost/how-to-compost/>

## **10 Implementing and Monitoring this Policy**

All staff and students are involved in implementation and review of this policy. All staff and students should recommend action that could be taken to meet the policy's aims, help to implement all actions in the policy, and recommend any changes in the policy to improve the positive impact on the environment.

We will:

1. Ensure that sustainability is covered consistently throughout the school in our curriculum.
2. Use the school grounds as a source of teaching and learning opportunities for students.
3. Audit the implementation of this policy annually as part of a Grade 4 or 5 Unit of Inquiry
4. Establish projects within the Eco-Bishkek Program to meet the aims of this policy.