



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

ADMINISTRATIVE PROCEDURES	
<i>Administrative Procedure Section</i> STUDENTS	<i>Policy Number</i> 816
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ADMINISTRATIVE PROCEDURE TITLE

Environmental Stewardship

1.0 ADMINISTRATIVE PROCEDURE

1.1 ENVIRONMENTAL EDUCATION

Strategies to Develop Student Environmental Capacity:

- (a) use relevant curriculum resource documents to support implementation of revised environmental curricula;
- (b) provide opportunities for students to acquire knowledge and skills related to environmental education in all subject areas, and encourage them to apply their knowledge and skills to environmental issues (e.g., loss of biodiversity, climate change, waste reduction, energy conservation) through action-based projects;
- (c) create opportunities for students to address environmental issues in their homes, in their local communities, or at the global level;
- (d) develop learning opportunities that will help students understand the underlying causes, the multiple dimensions, and the dynamic nature of environmental issues;
- (e) foster collaborative opportunities for educators and students to develop and share activities, integrated approaches, and action research projects related to environmental stewardship;
- (f) encourage innovative interdisciplinary programs that focus on the environment for all students inside and outside the classroom (such as naturalization of the school yard or community);

- (g) support students, on a system-wide basis, as they develop skills and act as decision makers to effect positive environmental change;
- (h) offer community-linked experiences and programs, such as a Specialist High Skills Major focused on the environment, cooperative education, field and other work experience opportunities that are relevant to environmental education;
- (i) share links and partnerships with community organizations (such as Catholic School Councils, nonprofit organizations, businesses, farms, and industries) that support environmental awareness and protection, energy conservation, waste management, protection of the biosphere, and outdoor education;
- (j) support staff and students in linking environmental knowledge and related skills and activities to the teachings of diverse communities, including First Nation, Métis, and Inuit peoples, and to principles of responsible citizenship.

1.2 ENVIRONMENTAL PROCEDURES AND PRACTICES

The Board will:

- (a) maintain and promote an environmental education policy that addresses environmental literacy and environmentally responsible management practices;
- (b) retain a system-wide environmental education and management committee;
- (c) embed environmental education as a priority in the Board's strategic plan and Catholic School Improvement Plans;
- (d) develop and implement a plan for integrating sustainable environmental practices into each of the Board's operational services;
- (e) develop an environmental action plan that is annually reviewed, renewed, and communicated to all School Board employees and trustees;
- (f) review existing Board recognition programs for opportunities to include recognition of responsible environmental leadership;

- (g) provide professional learning opportunities related to environmental sustainability and environmental education for all employee groups;
- (h) encourage all School Board personnel, students, parents, and Catholic School Councils to adopt and promote environmentally appropriate practices;
- (i) implement strategies, programs, and procedures to protect and conserve the environment, while ensuring that schools and workplace environments are safe and healthy;
- (j) develop environmentally responsible practices to manage resources, conserve energy, and minimize waste, and establish purchasing practices which reduce any negative environmental impact;
- (k) encourage the development of natural landscaping and wildlife habitats on Board property;
- (l) develop professional learning communities to share effective practices about pedagogical strategies that support learning and teaching about the environment;
- (m) continually evaluate purchase practices to ensure a commitment to environmentally-friendly options;

2.0 TERMS AND DEFINITIONS

2.1 ENVIRONMENTAL STEWARDSHIP

Environmental stewardship is the act of caring for all of God's creation. Stewardship involves understanding that we need to use and care for the natural environment in a responsible way and make the effort to pass on to future generations no less than what we have access to ourselves. Values that are central to responsible stewardship include: reducing consumption; using non-renewable resources with care; re-using and recycling; and switching to renewable resources (Ontario Curriculum Grades 1 – 8 Science and Technology, 2007, p. 5).

2.2 ENVIRONMENTAL EDUCATION

Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of:

- the earth's physical and biological systems;
- the dependency of our social and economic systems on these natural systems;
- the scientific and human dimensions of environmental issues;
- the positive and negative consequences, both intended and unintended, of the interactions between human created and natural systems (Shaping Our Schools, Shaping Our Future, p. 6).

2.3 ECOLOGICAL SUSTAINABILITY

Ecological sustainability is the concept of meeting the needs of the present without compromising the natural ability of ecosystems for renewal or regeneration. Sustainability strives to protect all forms of life and creation, and ensures future generations are able to meet their needs (Ontario Curriculum Grades 1 – 8 Science and Technology, 2007, p. 5).

2.4 ENVIRONMENTALLY FRIENDLY

Environmentally friendly means ingredients or parts that serve to decrease the environmental burden, or products that use these ingredients or parts, or services that use these ingredients or parts; using, developing, and protecting resources at a rate and in a manner that enables people to meet their current needs and also provides that future generations can meet their own needs.

3.0 REFERENCES/RELATED DOCUMENTS

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, Ontario Ministry of Education, Feb. 2009

Environmental Education Scope and Sequence, Ontario Ministry of Education, 2009

Ready Set Green! Ontario Ministry of Education, 2007

Shaping our Schools, Shaping Our Future, Ontario Ministry of Education, 2007

The Ontario Curriculum, Grades 1-8: Science and Technology, 2007

The Ontario Curriculum, Grades 9 and 10: Science, 2008

The Ontario Curriculum, Grades 11 and 12: Science, 2008

4.0 RELATED ADMINISTRATIVE PROCEDURES

AP-FIN-204, Purchasing

5.0 RELATED FORMS**6.0 ADMINISTRATIVE PROCEDURE REVIEW DATE**

November 2015

7.0 APPROVED BY BOARD

March 27, 2007

8.0 EFFECTIVE DATE

November 23, 2010

9.0 REVIEW BY

Eco Steering Committee

10.0 LAST REVISION DATE

November 23, 2010