



**DISTRICT SCHOOL BOARD
ONTARIO NORTH EAST**

Policy No. 1.2.27

Section: System Policies and Procedures

Related References:

Appendices:

Approved: March 9, 2010

Revised: February 14, 2017

Review Date:

TITLE: ENVIRONMENTAL EDUCATION POLICY

1.0 Rationale:

District School Board Ontario North East supports the need to promote learning about environmental issues and solutions, to engage students to participate actively in practicing and promoting environmental stewardship, both in the school and in the community, and to provide leadership by implementing and promoting responsible environmental practices throughout the education system so that staff, parents, community members, and students become dedicated to living more sustainably.

2.0 Definitions:

3.0 Policy:

Recognizing that environmental education and stewardship are shared responsibilities, District School Board Ontario North East is committed to facilitating and implementing programs and curriculum initiatives to deepen and broaden student learning about the environment and guide efforts to put environmentally responsible practices in place.

PROCEDURES:

1.0 Areas of Focus

Environmental stewardship is based on the ethic that recognizes our shared responsibility and respect for the Earth and honors a commitment to all life now and for future generations. Key areas of focus include:

- 1.1 Teaching and Learning; environmental education enables students to develop the knowledge and skills they need to be environmentally active and responsible citizens and to apply their knowledge and skills cooperatively to effect long-term change,
- 1.2 Student Engagement and Community Connections; Students must actively participate in sustainable environmental practices, providing a strong student voice in decision making, and meaningful involvement in school and community activities,
- 1.3 Environmental Leadership; System leaders must exercise environmental responsibility in school and board operations, serving as a model of corporate citizenship for students and the broader community and ensure coherence with environmental messages conveyed by the curriculum.

2.0 Strategies to Guide Achievement

2.1 In the area of Teaching and Learning,

- 2.1.1 increase student knowledge and develop skills and perspectives that foster environmental stewardship,
- 2.1.2 Model and teach environment education through an integrated approach that promotes collaboration in the development of resources and activities,

2.2 In the area of Student Engagement and Community Connections,

- 2.2.1 Build student capacity to take action on environmental issues,
- 2.2.2 provide leadership support to enhance student engagement and community involvement,

2.3 In the area of Environmental Leadership,

- 2.3.1 increase the extent to which environmental education is integrated into school board policies, procedures, and strategic plans,
- 2.3.2 Enhance the integration of environmentally responsible practices into the management of resources, operations, and facilities.

3.0 Policy Objectives

The Board's objectives, to the extent that it is able, are

- 3.1 Use relevant curriculum resource documents to support implementation of revised curricula, as appropriate;
- 3.2 Support staff and students in linking environmental knowledge and related skills and activities to the teachings of diverse communities, including Indigenous peoples, and to principles of responsible citizenship;
- 3.3 Foster collaborative opportunities for educators to develop and share activities, integrated approaches, and action research projects related to environmental education;
- 3.4 Encourage innovative interdisciplinary programs that focus on the environment and include field components, such as Camp Bickell for Grade 6 students and the Hilliardton Marsh;
- 3.5 Encourage and share environmental learning activities that demonstrate engagement in environmental stewardship with all students inside and outside the classroom;
- 3.6 Support student, on a system-wide basis, as they develop skills and act as decision makers to effect positive environmental change;
- 3.7 Offer community-linked experiences and programs, such as Specialist High Skills major focused on the environment, or cooperative education and work experience opportunities that are relevant to environmental education;
- 3.8 Share links and partnerships with community organization (such as non-profit organizations, businesses, farms, and industries) and parents to help extend engagement in and responsibility for environmental education to the broader community;
- 3.9 Develop or revise a school board environmental education policy that promotes environmental literacy and environmentally responsible management practices;
- 3.10 In connection with policy development and implementation process, establish a system-wide environmental education and management committee which will meet annually;
- 3.11 Implement strategies, programs, and procedures to protect and conserve the environment, while ensuring that schools and workplace environments are safe and healthy;
- 3.12 Develop environmentally responsible purchasing practices, while considering quality, price, and service.