



## Brant Haldimand Norfolk Catholic District School Board

### POLICY: ENVIRONMENTAL EDUCATION AND PRACTICES

<b>Adopted:</b>	May 25, 2010	<b>Policy No:</b>	500.02
<b>Revised:</b>		<b>Policy Category:</b>	Educational Programs
<b>Subsequent Review Dates:</b>		<b>Pages:</b>	1

#### Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to environmental education such that schools shall target teaching and learning, student engagement and community connections, and environmental leadership in an effort to develop knowledge regarding environmentally sustainable actions and to apply their knowledge to effect long-term change.

#### Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board:

1. To ensure that all levels of the organization develop and monitor improvement plans as they relate to the environment. All departments, sites and schools shall create annual plans that address issues that relate to the environment.
2. To implement and monitor plans that shall specifically address the following pillars: Environmental Literacy, Waste Minimization, Energy Conservation and Board-wide Greening.
3. To implement and monitor plans that shall promote learning about environmental issues and solutions, engage students to participate actively in practising and promoting environmental stewardship, and provide leadership by implementing and promoting responsible environmental practices so that all stakeholders can live more sustainably. Plans shall be reviewed by a system-level committee (Environmental Action Team) on a semi-annual basis.

#### Related Legislation

(2007) Shaping Our Schools, Shaping Our Future – A Report of the Working Group on Environmental Education <http://www.edu.gov.on.ca/curriculumcouncil/shapingschools.pdf>

(2009) Acting Today, Shaping Tomorrow – A Policy Framework for Environmental Education in Ontario Schools <http://www.edu.gov.on.ca/curriculumcouncil/ShapeTomorrow.pdf>

Relevant Legislation: Environmental Protection Act: Reg. 102/ 94 (Waste Reduction) and Reg. 103/ 94 (Source Separation Programs)

<http://www.search.e-laws.gov.on.ca/en/isysquery/b04b3f5e-181a-4608-876c-231b384c2595/1/frame/?search=browseStatutes&context=>



**Brant Haldimand Norfolk Catholic District School Board**

**ADMINISTRATIVE PROCEDURES:**

<b>Adopted:</b>	May 25, 2010	<b>Policy No:</b>	500.02
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**The Environmental Action Team**

The Board shall create an Environmental Action Team that shall review the annual environmental action plans for all departments, sites and schools. The team’s membership is as follows:

- |   |                                |
|---|--------------------------------|
| One superintendent (or designate as Chair)                      | One elementary school teacher  |
| One elementary school principal                                 | One secondary school teacher   |
| One secondary school principal                                  | One support staff person       |
| The Facilities Manager  | One member from Student Senate |
| Other member(s) as deemed appropriate by the Chair of the team. |                                |

The purpose of the Environmental Action Team is to provide feedback to the system on the creation, implementation and monitoring of local plans. The feedback shall relate to a rubric that evaluates best practices for the system (Appendix A - Environmental Action Plan Rubric).

**System Environmental Action Plans**

The Facilities Department shall create an environmental action plan that is consistent with the Environmental Protection Act and the Ministry of Education direction on Environmental Education on an annual basis. The plan shall reflect the following four pillars: Environmental Literacy, Waste Minimization, Energy Conservation and Board-wide Greening. The Facilities Department plan is due to the Chair of the Environmental Action Team on or before February 1<sup>st</sup>.

The Environmental Action Team shall review the plan and make recommendations to the Facilities Department on or before March 1<sup>st</sup>. The Facilities Department shall make subsequent edits and revisions to the plan and release the final version of the annual plan to the Chair of the Environment Action Team by April 1<sup>st</sup> – the Chair of the Environmental Action Team shall release the Facilities Department plan to all sites and schools by April 5<sup>th</sup>.

All departments, schools and sites shall create an annual environmental action plan that is consistent with the Facilities Department plan (Appendix B – Sample Action Plan). All action plans shall be submitted to the Chair of the Environmental Action Team by June 1<sup>st</sup>. The Environmental Action Team shall review all plans and shall make recommendations to departments, schools and sites before June 30<sup>th</sup>.

Schools are encouraged to join the network of ECO Schools to assist in the development of their environmental action plans (<http://ontarioecoschools.org/>)

**Process Chart**

Department	Task	Deadline
Facilities Department	Annual Environmental Action Plan due to the Environmental Action Team.	February 1 <sup>st</sup>
Environmental Action Team	Recommendations to Facilities Department.	March 1 <sup>st</sup>
Facilities Department	Final Annual Environmental Action Plan communicated to Chair of Environmental Action Team.	April 1 <sup>st</sup>
Environmental Action Team	Final Annual Environmental Action Plan communicated to all departments, schools and sites.	April 5 <sup>th</sup>
Departments, Schools and Sites	Local departmental, school and site plans are due to the Environmental Action Team.	June 1 <sup>st</sup>
Environmental Action Team	Recommendations to departments, schools and sites.	June 30 <sup>th</sup>

## Environmental Action Plan – Best Practices

Pillar	Best Practices
<b>Waste Minimization</b>	<p>Ensure that waste management and recycling practices are followed.</p> <p>Reduce, rethink, reuse and recycle waste materials.</p> <p>Composting of appropriate wastes.</p> <p>Litter-less lunches.</p> <p>Ensure sufficient number of recycling boxes and/or totes is available to achieve maximum diversion.</p> <p>Support environmentally friendly activities with staff (reduce the amount of paper used – REDUCE PHOTOCOPYING AND PRINTING)</p> <p>Make environmentally responsible purchases by selecting products which are recyclable and/or made from recycled materials.</p> <p>Select alternatives to products whose use and/or disposal can be harmful to the environment.</p> <p>Discontinue the purchase of non-biodegradable products.</p> <p>Encourage suppliers to minimize packaging when shipping supplies.</p> <p>Store and dispose of hazardous wastes properly.</p> <p>Reduction and eventual elimination of bottled water.</p>
<b>Energy Conservation</b>	<p>Practices that reduce energy consumption.</p> <p>Turn off computers and lights when not in use.</p> <p>Model environmentally appropriate practices such as teaching students how to minimize their ecological footprint on the Earth.</p> <p>Support environmentally friendly activities with staff (i.e., car pooling, use of public transportation, etc).</p> <p>Update older less efficient technology with energy efficient options.</p> <p>Use renewable energy sources such as solar panels and wind harnessing.</p> <p>Install motion sensor equipment for lighting.</p> <p>Encourage modes of transportation that are environmentally friendly (walking and biking).</p>
<b>Environmental Literacy</b>	<p>Provide opportunities to acquire knowledge and skills related to environmental education across all areas and encourage the application of this knowledge.</p> <p>Develop skills in systems thinking and futures thinking.</p> <p>Develop learning that will help our understanding of causes, the multiple dimensions, and the dynamic nature of environmental issues.</p> <p>Develop professional learning opportunities that emphasize effective practices that support learning about the environment.</p> <p>Encourage the use of information technology to access resources, connect with others, and create e-communities that focus on environmental issues.</p> <p>Encourage action-research that promotes partnerships and the innovative implementation of environmental education concepts and principles.</p> <p>Create opportunities to address environmental issues in homes, the local community and the global level.</p>
<b>Board-wide Greening</b>	<p>Work with community partners to promote environmental awareness and foster working relationships that emphasize greening projects.</p> <p>Organize activities such as naturalization projects, as appropriate.</p> <p>Creation of community gardens.</p> <p>Environmental clean-up days and tree planting.</p>



## APPENDIX A

<b>Environmental Education Action Plan Rubric</b>				
<b>Criteria</b>	<b>Pre-implementation</b>	<b>Implementation</b>	<b>Building Capacity</b>	<b>Sustaining Capacity</b>
<b>Types of environmentally responsible practices are in place.</b>	There is little evidence of environmentally responsible practices.	There is some evidence of environmentally responsible practices.	There is evidence of environmentally responsible practices.	There is considerable evidence of environmentally responsible practices.
<b>Environmental education resources are available.</b>	Few environmental education resources are available.	Some environmental education resources are available.	Environmental education resources are available.	Several environmental education resources are available.
<b>Existence of action-orientated projects related to environmental education are in place</b>	Action-orientated projects related to the environment are not in place.	There are some action-orientated projects related to the environment in place.	There are several action-orientated projects related to the environment in place.	There are numerous action-orientated projects related to the environment in place.
<b>Engagement in environmental activities is clearly evident</b>	There is no evidence of engagement in environmental activities.	There is some evidence of engagement in environmental activities.	There is clear evidence of engagement in environmental activities.	There is considerable evidence of engagement in environmental activities.
<b>Opportunities for staff to participate in professional development related to environmental education are in place</b>	There are few opportunities for staff to participate in professional development activities.	There are some opportunities for staff to participate in professional development activities.	There are opportunities for staff to participate in professional development activities.	There are several opportunities for staff to participate in professional development activities.
<b>The environmental action plan will increase environmental literacy in the school/department/etc.</b>	There is little emphasis on environmental literacy.	There is some emphasis on environmental literacy.	There is emphasis on environmental literacy.	There is considerable emphasis on environmental literacy.

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<b>Criteria</b>	<b>Pre-implementation</b>	<b>Implementation</b>	<b>Building Capacity</b>	<b>Sustaining Capacity</b>
<b>The environmental action plan will increase energy conservation</b>	The environmental action plan will not increase energy conservation.	The environmental action plan will minimally increase energy conservation.	The environmental action plan will increase energy conservation.	The environmental action plan will considerably increase energy conservation.
<b>The environmental action plan will increase waste minimization</b>	The environmental action plan will not increase waste minimization.	The environmental action plan will minimally increase waste minimization.	The environmental action plan will increase waste minimization.	The environmental action plan will considerably increase waste minimization
<b>The environmental action plan will promote site-wide greening</b>	The environmental action plan does not promote site-wide greening.	The environmental action plan promotes site-wide greening with limited effectiveness.	The environmental action plan does promote site-wide greening.	The environmental action plan effectively promotes site-wide greening.



## Appendix B

Environmental Education Action Plan					
SCHOOL/DEPARTMENT/ SITE GOAL	STRATEGIES  What strategies will be used to achieve this goal?	INDICATORS OF SUCCESS  What evidence will we collect to find out if the strategies have been successful?	TIMELINES  When will this happen?	RESPONSIBILITY  Who will lead the implementation of strategies?	UPDATES/REVISIONS  When we looked at our plan during the year, did we need to adjust it? When did this happen?
<b>Environmental Literacy</b> To develop professional learning opportunities that emphasis effective practices that support learning about the environment.	Application for Ontario EcoSchools Certification	Gold Medal Certification	June 2011	St. X Green Team	
	Provide professional development opportunities to incorporate environmental education into the curriculum	Lesson plans that incorporate environmental activities  Increase participation in school wide environmental activities (i.e. community clean up, anti-litter campaigns)	Ongoing  Earth Week 2011	Teachers  Administration St. X Green Team	
	<b>Waste Minimization</b> To reduce the amount of waste produced at St. X by 25%	Conduct a waste audit (template provided by Ontario EcoSchools) twice a year	Reduction in waste produced	June 2011	



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<b>Energy Conservation</b> (continued)	Faucets will be checked regularly for proper maintenance	Reduction in water consumption	June 2011	Custodians	
<b>Board-Wide Greening</b> To use only (100%) environmentally friendly/pesticide free products on school grounds	Eliminate use of chemical fertilizers  Use natural landscaping  Increase shade	Elimination of chemical-based products	June 2011	Custodians St. X Green Team	