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## ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

### ADMINISTRATIVE PROCEDURES

#### ENVIRONMENTAL SUSTAINABILITY THROUGH STEWARDSHIP (Policy Statement: Environmental Sustainability Through Stewardship)

##### Purpose

The Board is committed to environmental education, environmental action and care of the environment. The purpose of this administrative procedure is to provide a guideline to assist principals, teachers, support staff and the school communities of the Algonquin and Lakeshore Catholic District School Board in taking a leadership role in these areas.

This policy will be framed in three areas as per the Ministry of Education document *Acting Today, Shaping Tomorrow – A Policy Framework for Environmental Education in Ontario Schools*:

##### 1. **Teaching and Learning**

Students and staff must develop the knowledge, skills and values that they need to be environmentally active and responsible citizens and apply these cooperatively to affect long-term and sustainable practices. By the end of grade 12, students will acquire knowledge, skills and values that foster understanding of their fundamental connections to each other, and to all of Creation around them, as informed by both sound science and the teachings of our faith and Tradition.

##### 2. **Student Engagement and Community Connections**

Student engagement involves the active participation of all students in sustainable environmental practices, a strong voice in decision making and involvement in the school and community in meaningful ways. The board will endeavour to increase student engagement by fostering active participation in environmental projects and building links between schools and communities.



### 3. Environmental Leadership

By exercising environmental responsibility in its own management and operations, the Algonquin and Lakeshore Catholic District School Board will serve as a model of corporate citizenship for students and the broader community. In doing so, the Algonquin and Lakeshore Catholic District School Board will increase the capacity of system leaders to implement evidence-based environmental education programming, practices and operations.

#### **References**

*Our Relationship with the Environment – Our Need for Conversion, Canadian Conference of Catholic Bishops, 2008*

[Acting Today, Shaping Tomorrow, Ministry of Education, March 2009](#)

*Shaping our Schools, Shaping Our Future – Environmental Education in Ontario Schools, June 2007, Report of the Working Group on Environmental Education*

[Eco-Schools Ontario](#)

[Faith and the Common Good](#)

[LEED – Leadership in Energy and Environmental Design](#)

*Cradle to Cradle, William McDonough and Michael Braungart, North Point Press, 2002*

[Interfaith Declaration on Climate Change](#)

[Catholic Graduate Expectations, ICE, 2019](#)

[Laudato Si](#)

[United Nations Sustainable Development Goal 4 - Education](#)

[United Nations Sustainable Development Goal 6 - Clean Water and Sanitation](#)

[United Nations Sustainable Development Goal 7 - Affordable and Clean Energy](#)

[United Nations Sustainable Development Goal 11 - Sustainable Cities and Communities](#)

[United Nations Sustainable Development Goal 12 - Responsible Consumption and Production](#)

[United Nations Sustainable Development Goal 16 – Peace, Justice and Strong Institutions](#)

#### **Procedures**

##### **1. Teaching and Learning**

To increase staff and student knowledge, develop skills, and nurture values and perspectives that foster environmental stewardship, the Algonquin and Lakeshore Catholic District School Board will:

- 1.1 Ensure that environmental education and practices are incorporated into the content and methodology of the instructional program in all divisions and subject areas, as appropriate,



through the use of relevant curriculum documents (e.g. student-centred learning considering conservation and sustainability.)

- 1.2 Provide learning opportunities for staff and students to acquire knowledge, skills and values related to environmental education all areas and encourage them to apply their knowledge and skills to environmental issues (e.g. integration of environmental education into teacher Annual Learning Plans, Staff professional development.)
- 1.3 Support staff and students in linking environmental knowledge, related skills, values and activities to principles of responsible citizenship and to the teaching of diverse communities (First Nations, Métis and Inuit peoples, emerging nations.)
- 1.4 Develop and implement innovative, interdisciplinary, experiential programs focusing on the environment (e.g. SHSM in environmental studies, focus programs in outdoor education, incorporating an environmental dimension into exposure trips to developing countries).
- 1.5 Promote community based, system based and school-based programs, projects and events to advance environmental awareness and action in regard to local, regional and global environmental issues (e.g. Outdoor Education Centres, Best Foot Forward Conference, Earth Day activities, Quinte Water Festival).
- 1.6 Support schools in modeling and teaching environmental education through an integrated approach that promotes collaboration in the development of resources and activities.
- 1.7 Nurture attitudes and values in staff and students founded on Catholic social teaching so that they will become discerning, active and responsible citizens of the world (e.g. clothing drives, clothing exchanges, used book exchanges, electronic stewardship).

## **2. Student Engagement and Community Connections**

In order to increase student engagement, the Algonquin and Lakeshore Catholic District School Board will:

- 2.1 Include student leaders in the design and delivery of environmental education projects at the board (e.g. Sustainability, Environmental Education Management Advisory Committee)
- 2.2 Share, across the board, school and student projects that demonstrate engagement in environmental stewardship and the celebration of God's gift of Creation (e.g. Committee for Social Justice annual Thirst Water video contest).



- 2.3 Facilitate environmental education activities in schools, especially those that involve entire school communities (waste reduction campaigns; anti-idling campaign; workshops and conferences; the formation of "Environment Clubs"; field trips, including trips to natural areas; environmental and outdoor education programs; school yard greening projects).
- 2.4 Create opportunities for students to address environmental issues in their homes, in their parishes and in their local communities, or at the global level (e.g. boomerang lunches, energy conservation education, energy audits, rehabilitation of local sites).
- 2.5 Encourage schools to work with their Catholic school councils to promote environmental education and practices (e.g. sustainable fund raising (i.e. favouring providers who champion sustainable practices, hot lunch programs that promote bio-degradable or reusable materials (i.e. containers, plates, utensils), food preparation on site, board water bottle policy, board nutrition policy).
- 2.6 Share information about local resources that support environmental education and encourage links between schools and community partners to extend the engagement in and responsibility for environmental education to the broader community (e.g. Come Alive Outside, Regional Conservation Authorities).
- 2.7 Encourage secondary students to consider completing their community service requirements in ways that involve addressing environmental issues in their communities, in a manner consistent with Board policy.

### **3. Environmental Leadership**

In order to model environmental responsibility the Algonquin and Lakeshore Catholic District School Board will:

- 3.1 Create and maintain a system-wide Sustainability, Environmental Education Management Advisory Committee, whose representation facilitates input from all stakeholders, which will develop a strategic plan that is annually reviewed, renewed and communicated to all stakeholders.
- 3.2 Embed environmental education as a priority in the board's strategic plan.
- 3.3 Develop and implement a plan for integrating sustainable environmental practices into each of the board's operational services and support schools in adopting environmentally responsible management practices that are consistent with board policy.



- 3.4 Follow responsible purchasing practices which demonstrate a preference for:
- a product's longevity of use
  - products which are recyclable and/or made from recycled materials
  - alternatives to products whose use and/or disposal can be harmful to the environment
  - the selection and use of products such as cleaning agents and paints to ensure that they have minimal impact on the environment
  - consideration of a service provider's responsible environmental practices into the decision to award a contract
- All factors being equal, consideration will be given to products and/or vendors meeting some or all of the criteria.
- 3.5 Facilitate the prioritization and conservation of materials and energy in all Board facilities (e.g. Ontario EcoSchools, energy monitoring software, use of energy audit personnel, reducing use of paper/photocopying).
- 3.6 Promote environmentally sustainable standards and practices for facility enhancement and capital projects.
- 3.7 Ensure the proper storage and disposal of hazardous wastes.
- 3.8 Encourage service providers in schools to implement sound environmental practices within their operations (e.g. food services, janitorial, waste disposal, school and staff uniforms, spirit wear).
- 3.9 Utilize natural ground care procedures and eliminate where possible the use of pesticides and herbicides.
- 3.10 Encourage the development of natural landscaping and wildlife habitats on board property, where feasible.
- 3.11 Cooperate with environmental programs sponsored by community and governmental agencies (e.g. share information regarding grant opportunities, stewardship councils, local conservation authorities).
- 3.12 Increase the capacity of staff to implement evidence-based environmental education programming, practices and operations, by integrating in-service opportunities related to environmental education into staff development for all employee groups.
- 3.13 Encourage schools to develop local priorities focused on environmental education, developing knowledge, skills and values related to environmental education and responsible environmental practices as well as encouraging entering opportunities and sharing through existing networks.



- 3.14 Encourage Trustees to make decisions based on a careful balance between fiscal responsibility and sensitivity to a sustainable environment.
- 3.15 Senior Administration, with the support of the system Sustainability and Environmental Education Management Advisory Committee, shall prepare annually for the Board of Trustees, a summary of the initiatives identified throughout these Administrative Procedures.

**Appendices**

**Forms**

**Associated Documents**

Approved: June 15, 2010

Revised: January 2020