



KENORA CATHOLIC DISTRICT SCHOOL BOARD

200 Educational Programs & Materials Procedures

AP 208: Environmental Education

The Kenora Catholic District School board believes that we are called to show leadership in environmental stewardship in our community. As Catholic believers we are called to see the entire universe as a creative work of God's love. As Catholic educators, we are called to share, nurture, and develop that vision with our students.

We are called to be stewards of creation and to exercise leadership in ecological responsibility, and to work to change systems and structures that are ecologically unsound. To face this enormous challenge, we will move from awareness to an active realization of a cooperative healing of our planet. We will maintain and recover a safe, just and sustainable environment for future generations and celebrate our profound connectedness with all creation.

1. Procedure:

1.1 The Board will foster attitudes, beliefs and actions that make the protection of our environment an important priority by promoting the following principles and practices within its jurisdiction:

1.1.1 The Board acknowledges the protection of the environment as a moral responsibility and therefore adopts the concept of sustainable development as defined by the United Nations World Commission on Environment and Development as "meeting the needs of the present generation without compromising the ability of future generations to meet their own needs."

1.1.2 The board expects that its Catholic School Graduates be responsible citizens who respect the environment and use resources wisely. The Board will develop and support curriculum initiatives across grades and subject areas that lead to this result, and will expect that environmental protection is addressed in School Improvement Planning.

1.1.3 The Board aims to develop environmentally sound practices consistent with what students are learning in classrooms, so that curriculum and board operations become aligned. To do so, the Board will conduct the following actions in the areas of student engagement, environmental leadership, waste minimization, energy conservation, and purchasing:

1.1.4 Student Engagement

To increase student engagement by fostering active participation in environmental projects and building links between school and communities, the Board will:

- engage student leaders in the design and delivery of environmental education projects at the board and school level;
- support students on a system-wide basis, as they develop skills and act as decision makers to effect positive environmental change;
- share school and student projects across the boards that demonstrate engagement in environmental stewardship.

1.1.5 Environmental Leadership

In order to increase the extent to which environmental education is integrated into school board policies, procedures, and strategic plan, the Board will:

- create a system-wide Environment Education Committee which will develop a strategic plan that is annually reviewed, renewed, and communicated to all stakeholders;
- embed environmental education as a priority in the Board’s annual System Plan;
- encourage students to form environmental clubs in their schools to identify, research, plan, implement and monitor school and /or community projects;
- promote habitat restoration and school ground greening initiatives.

1.1.6 Waste Minimization

In order to promote the 4 R’s and model stewardship for all the students in the system, the Board will:

- cooperate with municipalities to maintain and promote reducing, reusing and recycling programs of all properties;
- ensure that all offices and classrooms have the necessary materials and equipment to reduce, reuse and recycle products (i.e. blue or green boxes/bins, toner/printer cartridges etc.);
- promote waste-free lunches in schools to minimize food related waste;
- promote anti-littering campaigns and yard-clean-up in the school and community;
- promote composting;

- promote reusing items and avoid use of disposables;
- promote reusing paper and reusing or recycling dated resource materials;
- advertise internally surplus resources, furniture and equipment;
- limit paper use by reusing scrap paper and educating individuals on how to photocopy and print and print double-sided;
- promote tree planting and school greening projects;
- promote electronic communication of newsletters and all other school and board information (i.e. paperless communication);
- utilize a sibling list when sending printed information to parents.

1.1.7 **Energy Conservation**

In promoting the wise use of energy and conservation practices, the Board will:

- promote the use of sleep mode or Off when all lights, computers, monitors and other electronic equipment is not in use;
- implement equipment consolidation practices (i.e. computer networking) to ensure energy conservation;
- ensure that space around vents , windows and doors are kept free from obstructions, that windows and doors are closed when possible and that weather stripping is examined for deficiencies and replaced when necessary;
- ensure that schools during the heating season, adhere to Board standard room temperatures of 21 degrees Celsius or less and 15 degrees Celsius during weekends and school breaks;
- promote the reduction of heat in areas not being utilized;
- make maximum use of its computer controlled temperature systems;
- encourage custodial staff to monitor air conditioning when building is not utilized;
- ensure that air conditioners are not set lower than 10 degrees Celsius below outside temperature;
- use of energy efficiency products (i.e. compact fluorescent light bulbs);
- consider the use of renewable sources of energy (i.e. solar/wind, geothermal) where practical;
- ensure that mechanical equipment, air filters, water faucets, ventilation and heating systems are checked and cleaned regularly and any problems or defects are reported promptly and acted upon in a timely fashion;

1.1.8 Purchasing

As the purchasing of environmentally friendly products promotes the philosophy of stewardship, the Board will:

- be selective where possible, about the products and packaging purchased as they influence the environment(i.e. Energy Star);
- discourage and where appropriate prohibit the use of products used for celebrations and promotions that would have a negative effect on the environment;
- establish environmentally sound operational practices (i.e. turning computer monitors off in evening).

Legal References

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools

Shaping Our Schools, Shaping Our Future

Ready, Set, Green! Tips, Techniques and Resources from Ontario Educators

Environmental Education: Scope and Sequence of Expectations, 2008

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