



Administrative Procedure: Environmental Education

Table of Contents

[Administrative Procedure: Environmental Education](#)

[Teaching & Learning](#)

[Student Engagement & Community Connections](#)

[Environmental Leadership](#)

Teaching & Learning

1. To increase student knowledge and develop skills and perspectives that foster environmental stewardship, the Board will:
2. 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 resource documents.
3. 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.
4. Encourage schools to provide opportunities for students to acquire knowledge and skills related to environmental education in all subject areas.
5. Deepen student connection to the natural world by expanding innovative interdisciplinary, experiential programs focusing on the environment.
6. Encourage community-based, system-based and school-based programs, projects and events to advance environmental awareness and action in regard to local and regional environmental issues.

7. Support schools in modeling and teaching environmental education through an integrated approach that promotes collaboration in the development of resources and activities.
8. As well, schools will 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 (ie. loss of biodiversity, climate change, waste reduction, energy conservation) through action-based projects.
9. Schools will develop learning opportunities that will help students understand the underlying causes, the multiple dimensions, and the dynamic nature of environmental issues.
10. Students will be challenged to develop skills in systems thinking and futures thinking that they will need to become discerning, active citizens.

Student Engagement & Community Connections

1. To increase student engagement by fostering active participation in environmental projects and building links between schools and communities, the Board will:
 - a. Engage student leaders in the design and delivery of environmental education projects at the board and school level.
 - b. Support students on a system-wide basis as they develop skills and act as decision-makers to effect positive environmental change.
 - c. Share school and student projects across the Board that demonstrate engagement in environmental stewardship (ie. science fair).
2. At the school level, students will be encouraged to enrich their learning by:
 - a. Using information technology to access resources, connect with others, and create communities that focus on environmental issues.
 - b. Addressing environmental issues in their homes, in their local communities, or at the global level.
3. In encouraging student engagement at the school level, Principals and Teachers will encourage students to plan and participate in environmental education activities.
4. The Board will encourage the school councils to provide advice on the implementation of environmental education and to work with the larger educational community to promote environmental awareness and foster appropriate environmentally responsible practices.

5. In working with their community partners to help extend engagement in and responsibility for environmental education to the broader community, the Board will share information about local resources that support environmental awareness and protection, energy consumption, waste management, protection of the biosphere, and outdoor education.

Environmental Leadership

1. In order to create the extent to which environmental education is integrated into school board policies, procedures, and strategic plan, the Board will:
 - a. Embed environmental education as a priority in the Board's Annual System Plan.
 - b. Develop and implement a plan for integrating sustainable environmental practices into the Board's operational services and similarly support schools in adopting environmentally responsible management practices that are consistent with Board policy.
 - c. Implement strategies, programs and procedures to protect and conserve the environment, while ensuring that schools and workplace environments are safe and healthy.
 - d. Develop environmentally responsible purchasing practices, while considering quality, price and service.
 - e. Encourage all stakeholders to adopt and promote environmentally appropriate practices.
2. Using the Board's Environmental Education Policy, schools will develop local priorities focused on environmental education. Schools will encourage staff to develop knowledge and skills related to environmental education and responsible environmental practices, as well as encourage mentoring opportunities and sharing opportunities through existing networks.
3. The Superior North Catholic District School Board is committed to providing safe and healthy learning and working environments for our school community, while answering our call to the stewards of faith.
 - a. The following key components form a comprehensive Superior North Catholic Clean and Green Program:
 - i. The use of high quality, safe, effective, environmentally preferred products.
 - ii. A Green Clean standard operating procedures manual.
 - iii. A Green Clean site plan which aligns the principles of the Green Clean Standard Operating Procedures Manual with specific site needs, in conjunction with custodial supply vendors.

- iv. Records of cleaning chemicals, supplies and equipment for each site, to be kept with MSDS at all sites.
- v. Equipment maintenance logs.
- vi. Training records to be maintained at the board office which will track participation of all custodians.
- vii. Regularly documented reviews of cleaning activities which will be a cooperative effort between administration and custodial/cleaner staff. Reviews may take the form of school inspections and/or site visits with custodial supply vendors.
- viii. A comprehensive communication program which will demonstrate senior management support for the Green Clean initiative and the long-term approach recognizing the evolutionary nature of green cleaning and the need for continuous promotion.