




---

**POLICY P.129.CUR**

**TITLE: ENVIRONMENTAL EDUCATION**

**Date Authorized: 24 June 2010**

**Last Revised: XXXXX**

**Last Reviewed: XXXXX**

---

**COMMITMENT TO INDIGENOUS RIGHTS, HUMAN RIGHTS, AND EQUITY**

The Board recognizes its responsibility to ensure that OCDSB policies and procedures promote and protect Indigenous, equity, and human rights and to seek to address and eliminate racism and structural and systemic barriers for students, staff, and community.

---

**1.0 OBJECTIVE-RATIONALE**

~~The Ottawa-Carleton District School Board (the "District") is committed To delivering effective environmental education and modeling environmentally responsible practices. The Board and the District will encourage staff, students and the school community to learn about, advocate for and follow environmentally sustainable practices.~~

**2.0 DEFINITIONS**

Please refer to Appendix A for a list of definitions used in this Policy.

**3.0 POLICY GUIDING PRINCIPLES**

- 3.1** The Board ~~will support district~~ staff, students, and school communities to become informed about, advocate for, and follow environmentally responsible practices through its commitment to teaching and learning, student engagement, community connections, and environmental leadership.
- 3.2** By exercising environmental responsibility in its ~~operations decisions~~, the ~~District Board~~ can serve as a model of corporate citizenship for students and the broader community ~~and can~~ ensuring coherence with the environmental messages conveyed by the curriculum.
- 3.3** The Board believes environmental education enables students to ~~develop the knowledge and skills they need to become~~ environmentally active and responsible citizens ~~and to apply their knowledge and skills cooperatively to effect who can affect~~ long-term change.

## 4.0 SPECIFIC DIRECTIVES

- 4.1 The District ~~will~~ shall integrate sustainable environmental practices into relevant policies and procedures as well as academic and operational services, and recognize this policy with respect to the implementation of existing policies and procedures.
- 4.2 ~~To achieve this,~~ The District shall provide students ~~will be provided~~ with learning opportunities in the classroom ~~and the community and the natural world~~ to acquire knowledge, skills, and perspectives that foster understanding of their fundamental connections to each other, to the world around them, and to all living things.
- 4.3 In support of Teaching and Learning, the District shall:
- a) use relevant curriculum resource documents to support implementation of revised curricula, as appropriate;
  - b) 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;
  - c) foster collaborative opportunities for educators to develop and share activities, integrated approaches, and action research projects related to environmental education; and
  - d) encourage innovative interdisciplinary programs that focus on the environment and include field components.
- 4.4 ~~To foster student engagement,~~ the District shall enable students ~~must be to become~~ active participants in shaping their future through:
- a) ~~Student engagement involves the active participation of all students in sustainable environmental practices;~~
  - b) a strong student voice in decision making, and involvement in the school and community in meaningful ways; and
  - c) ~~To achieve this, students will be encouraged to~~ engaging students in environmental projects that build links between schools and communities.
- 4.5 In support of Student Engagement and Community Connections, the District shall:
- a) engage student leaders in the design and delivery of environmental education projects at the district level, as well as communicate and share school and student projects across the district that demonstrate engagement in environmental stewardship;
  - b) encourage environmental learning for all students inside and outside the classroom, and support students, on a system-wide basis, as they develop skills and act as decision makers to effect positive environmental change;

- c) offer community-linked experiences and programs, such as a Specialist High Skills Major focused on the environment, or cooperative education and work experience opportunities that are relevant to environmental education;
  - d) encourage district stakeholders to provide advice on the implementation of environmental education;
  - e) share information about local resources that support environmental awareness and protection, energy conservation, waste management, protection of the biosphere, and outdoor education; and
  - f) share links and partnerships with community organizations (such as nonprofit organizations, businesses, farms, and industries) to help extend engagement in and responsibility for environmental education to the broader community.
- 4.6 In support of Environmental Leadership, the District shall,
- a) strive to increase the capacity of system leaders to implement evidence-based environmental education programming, practices, and operations;
  - b) embed the importance of sustainable environmental education and environmental protection into the district's planning processes, and operations as required, including the Board's strategic plan and/or operational practices (action plans);
  - c) review existing district recognition programs for opportunities to include recognition and communication of responsible environmental leadership;
  - d) integrate in-service opportunities related to environmental education into staff development for all employee groups;
  - e) encourage all district personnel, district stakeholders, students and parents/guardians to adopt and promote environmentally appropriate practices; and
  - f) implement programs, procedures, strategies and practices to reflect the directions of this policy and protect and conserve the environment, while ensuring that schools and workplace environments are safe and healthy. Examples include but are not limited to environmentally responsible practices with respect to capital planning, construction and facility renovations, and purchasing, while considering fiscal constraints, quality, price and service.

## 5.0 APPENDICES

Appendix A: Policy Definitions

## 6.0 REFERENCE DOCUMENTS

[\*Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools\*](#), Ontario Ministry of Education, 2009

[Environmental Education: Scope and Sequence of Expectations, The Ontario Curriculum, Grades 1 to 8](#), Ontario Ministry of Education, ~~2008~~ 2017

[Environmental Education: Scope and Sequence of Expectations, The Ontario Curriculum, Grades 9 to 12](#), Ontario Ministry of Education, ~~2008~~ 2017

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

[Ready, Set, Green! Tips, Techniques, and Resources from Ontario Educators](#), Ontario Ministry of Education, 2007

## APPENDIX A: POLICY DEFINITIONS

In this policy,

**Board** means the Board of Trustees.

**District** means Ottawa-Carleton District School Board.

**Environmental education** means education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of:

- a) the Earth's physical and biological systems;
- b) the dependency of our social and economic systems on these natural systems;
- c) the scientific and human dimensions of environmental issues;
- d) the positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.