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| TOPIC: | Environmental Sustainability and Stewardship |
| EFFECTIVE: | September 2011 |
| CROSS-REFERENCE: | <p><i>Learn Canada 2020</i>, Canadian Council of Ministers of Education, 2008</p> <p><i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools</i>, Ontario Ministry of Education, 2009</p> <p>Environmental Education: Scope and Sequence of Expectations, The Ontario Curriculum, Grades 1 to 8, Ontario Ministry of Education, 2011</p> <p>Environmental Education: Scope and Sequence of Expectations, The Ontario Curriculum, Grades 9 to 12, Ontario Ministry of Education, 2011</p> <p><i>Shaping Our Schools, Shaping Our Future: Environmental Education in Ontario - Report of the Working Group on Environmental Education</i>, Ontario Ministry of Education, June 2007</p> <p><i>Ready, Set, Green! Tips, Techniques, and Resources from Ontario Educators</i>, Ontario Ministry of Education, 2007</p> |
| REVISION DATE: | September 2012 |
| RESPONSIBILITY: | Director of Education |

POLICY STATEMENT

The Halton District School Board is committed to preparing every student for his/her future. The Board recognizes that its activities, through educational programs, routine operations and infrastructure development, impact on the sustainability of the wider community. The Board respects the interdependence of the environment, the economy and society, and the challenge of balancing all three in building a healthy, sustainable future.

The Halton District School Board is committed to 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.”

Further to this definition, the Board acknowledges the future will pose new challenges for our students. “Education for Sustainable Development aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions”. (UNESCO).

In the terms used by the Ministry of Education, we must educate “about, for and in” a sustainable world.

In striving to prepare our students to become responsible members of a democratic, sustainable and just society, the Board will develop curriculum initiatives across grades and subject areas that support this commitment to sustainable environmental, economic and equity initiatives.

The Board will also develop operational practices consistent with what students are learning in the classroom. In this way, curriculum and board operations complement each other in an organization dedicated to learning how to live more sustainably.

To enable and coordinate this learning throughout the organization, the Board is committed to achieving continual, measurable improvements in educational and operational practices, including:

- Integrating environmental and sustainability concepts into content and methodology of learning in all areas;

- Developing a cross-departmental Environmental Sustainability plan which will identify priorities, set timely, achievable objectives, targets & indicators, identify parties responsible for implementation, monitor, document and report results;
- Modeling environmental stewardship in the selection and use of all resources;
- Reducing the use of consumable supplies and energy while simultaneously reducing waste;
- Minimizing the environmental impact of infrastructure maintenance, renewal and development;
- Reducing the impact on air quality of mobile emission sources, through a combination of awareness, purchasing and partnership strategies;
- Engaging all members of HDSB in activities that reflect our commitment to environmental sustainability;
- Developing community partnerships to benefit the environment.

Definitions

UNESCO: United Nations Educational, Scientific and Cultural Organization

ESD: Education for Sustainable Development

Environmental Education:

Environmental education is 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:

- The Earth's physical and biological systems;
- The dependency of our social and economic systems on these natural systems;
- The scientific and human dimensions of environmental issues;
- The positive and negative consequences, both intended and unintended, of the interactions between human created and natural systems. (*Shaping Our Schools, Shaping Our Future, p. 6*)