



**Policy Committee  
Tuesday, April 27, 2010 3:00-4:30 pm  
Trustees' Meeting Room**

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- 1. Call to Order**
  - 1.1 Opening Prayer – Bonnie McKinnon, Chair of the Policy Committee
  - 1.2 Attendance
  
- 2. Routine Matters**
  - 2.1 Approval of the Agenda
  - 2.2 Declaration of Interest
  - 2.3 Approval of Minutes from the Policy Committee Meeting – March 9, 2010 Pages 2-3
  - 2.4 Business Arising from Minutes
  
- 3. Presentations and Delegations: Nil**
  
- 4. Committee and Staff Reports**
  - 4.1 Environmental Education Policy Pages 4-7  
*Presenter: Chris Roehrig*
  - 4.2 Review of Board By-laws (continued)  
*Presenter: Cathy Horgan*
  - 4.3 Update on Schedule of Policies (to be distributed)  
*Presenter: Cathy Horgan, Director of Education*
  
- 5. Moment of Silent Reflection**
  
- 6. Adjournment**

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**Next meeting:** Tuesday, May 11, 2010, 3:00 pm, Trustees' Meeting Room



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**Policy Committee  
Tuesday, March 9, 2010  
Trustees' Lounge**

**Present:** Bonnie McKinnon (Chair), Dennis Blake, Cliff Casey, Dan Dignard, Cathy Horgan, Joe McPherson, June Szeman

**Absent:**

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**1. Opening Prayer**

The meeting opened with a prayer led by Bonnie McKinnon.

**2. Approval of the Agenda**

Moved by: Dan Dignard

Seconded by: June Szeman

THAT the Policy Committee approve the agenda for the March 9, 2010 meeting.

**Carried**

**3. Approval of Minutes**

Moved by: June Szeman

Seconded by: Dan Dignard

THAT the Policy Committee approve the minutes from the February 16, 2010 meeting.

**Carried**

**4. Discussion Items**

**4.1 Revised Policy: Purchasing**

Director of Education Cathy Horgan reviewed the draft of the revised Purchasing Policy. A number of questions were raised and amendments were suggested. The Committee has referred the draft back to staff, and will be reviewed at the April 27 Policy Committee Meeting.

**4.2 Review of Board By-laws**

Subsequent to a presentation on Roberts Rule of Order facilitated by John Kostoff, the Director of Education for the Dufferin-Peel Catholic District School Board, the Brant Haldimand Norfolk Catholic District School Board by-laws were reviewed. Discussion occurred on the first half of the by-laws and a number of suggestions and edits were recommended. A revision of this section will be drafted taking into account the major parts of the discussion and concerns expressed. The second half of the document, as well as the revised first section, will be reviewed at the April 27 Policy Committee Meeting.

**4.3 Update on Schedule of Policies**

**Deferred.**



**5. Moment of Silent Reflection**

**6. Adjournment**

Moved by: Dan Dignard

Seconded by: June Szeman

THAT the Policy Committee adjourn the meeting of March 9, 2010.

**Carried**

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**Next Meeting: Tuesday, April 27, 2010 at 3:00 p.m. - Trustees' Lounge**



## Brant Haldimand Norfolk Catholic District School Board

### **POLICY: ENVIRONMENTAL EDUCATION AND PRACTICES**

<b>Adopted:</b>	<b>Policy No:</b>
	<b>Former Policy #:</b>
<b>Revised:</b>	<b>Policy Category:</b>
<b>Subsequent Review Dates:</b>	<b>Pages:</b>

#### **Belief Statement:**

The Brant Haldimand Norfolk Catholic District School Board is committed to environmental education such that schools shall target teaching and learning, student engagement and community connections, and environmental leadership in an effort to develop knowledge regarding environmentally sustainable actions and to apply their knowledge to effect long-term change.

#### **Policy Statement:**

It is the policy of the Brant Haldimand Norfolk Catholic District School Board:

1. To ensure that all levels of the organization develop and monitor improvement plans as they relate to the environment. All departments, sites and schools shall create annual plans that address issues that relate to the environment.
2. To implement and monitor plans that shall specifically address the following pillars: Environmental Literacy, Waste Minimization, Energy Conservation and Board-wide Greening.
3. To implement and monitor plans that shall promote learning about environmental issues and solutions, engage students to participate actively in practising and promoting environmental stewardship, provide leadership by implementing and promoting responsible environmental practices so that all stakeholders can live more sustainably. Plans shall be reviewed by a system-level committee (Environmental Action Team) on a semi-annual basis.



**Brant Haldimand Norfolk Catholic District School Board**

**ADMINISTRATIVE PROCEDURES:**

Adopted:	Policy No: Former Policy #:
Revised:	Policy Category:
Subsequent Review Dates:	Pages:

**The Environmental Action Team**

The Board shall create an Environmental Action Team that shall review the annual environmental action plans for all departments, sites and schools. The team may consist of:

- |  |                                |
|--|--------------------------------|
| One superintendent (or designate as chair) | One elementary school teacher  |
| One elementary school principal            | One secondary school teacher   |
| One secondary school principal             | One support staff person       |
| The Facilities Manager                     | One member from Student Senate |

The purpose of the Environmental Action Team is to provide feedback to the system on the creation, implementation and monitoring of local plans. The feedback shall relate to a rubric that evaluates best practice for the system (Appendix A – Environmental Action Plan Rubric).

**System Environmental Action Plans**

The Facilities Department shall create an environmental action plan that is consistent with the Environmental Protection Act and the Ministry of Education direction on Environmental Education on an annual basis. The plan shall reflect the following four pillars: Environmental Literacy, Waste Minimization, Energy Conservation and Board-wide Greening. The Facilities Department plan is due to the Chair of the Environmental Action Team on or before February 1<sup>st</sup>.

The Environmental Action Team shall review the plan and make recommendations to the Facilities Department on or before March 1<sup>st</sup>. The Facilities Department shall made subsequent edits and revisions to the plan and release the final version of the annual plan to the Chair of the Environment Action Team by April 1<sup>st</sup> – the Chair of the Environmental Action Team shall release the Facilities Department plan to all sites and schools by April 5<sup>th</sup>.

All departments, schools and sites shall create an annual environmental action plan that is consistent with the Facilities Department plan (Appendix B – Sample Action Plan). All action plans shall be submitted to the Chair of the Environmental Action Team by June 1<sup>st</sup>. The Environmental Action Team shall review all plans and shall make recommendations to departments, schools and sites before June 30<sup>th</sup>.

Schools are encouraged to join the network of ECO Schools to assist in the development of their environmental action plans (<http://ontarioecoschools.org/>).

## Process Chart

Department	Task	Deadline
Facilities Department	Annual Environmental Action Plan due to the Environmental Action Team.	February 1 <sup>st</sup>
Environmental Action Team	Recommendations to Facilities Department.	March 1 <sup>st</sup>
Facilities Department	Final Annual Environmental Action Plan communicated to Chair of Environmental Action Team.	April 1 <sup>st</sup>
Environmental Action Team	Final Annual Environmental Action Plan communicated to all departments, schools and sites.	April 5 <sup>th</sup>
Departments, Schools and Sites	Local departmental, school and site plans are due to the Environmental Action Team.	June 1 <sup>st</sup>
Environmental Action Team	Recommendations to departments, schools and sites.	June 30 <sup>th</sup>

## Environmental Action Plan – Best Practices

Pillar	Best Practices
<b>Waste Minimization</b>	<p>Ensure that waste management and recycling practices are followed.</p> <p>Reduce, rethink, reuse and recycle waste materials.</p> <p>Composting of appropriate wastes.</p> <p>Litter-less lunches.</p> <p>Ensure sufficient number of recycling boxes and/or totes are available to achieve maximum diversion.</p> <p>Support environmentally friendly activities with staff (reduce the amount of paper used – <b>REDUCE PHOTOCOPYING AND PRINTING</b>)</p> <p>Make environmentally responsible purchases by selecting products which are recyclable and/or made from recycled materials.</p> <p>Select alternatives to products whose use and/ or disposal can be harmful to the environment.</p> <p>Discontinue the purchase of non-biodegradable products.</p> <p>Encourage suppliers to minimize packaging when shipping supplies.</p> <p>Store and dispose of hazardous wastes properly.</p> <p>Reduction and eventual elimination of bottled water.</p>
<b>Energy Conservation</b>	<p>Practices that reduce energy consumption.</p> <p>Turn off computers and lights when not in use.</p> <p>Model environmentally appropriate practices such as teaching students how to minimize their ecological footprint on the Earth.</p> <p>Support environmentally friendly activities with staff (i.e. car pooling, use of public transportation etc).</p> <p>Update older less efficient technology with energy efficient options.</p> <p>Use renewable energy sources such as solar panels and wind harnessing.</p> <p>Install motion sensor equipment for lighting.</p>

	Encourage modes of transportation that are environmentally friendly (walking and biking).
<b>Environmental Literacy</b>	<p>Provide opportunities to acquire knowledge and skills related to environmental education across all areas and encourage the application of this knowledge.</p> <p>Develop skills in systems thinking and futures thinking.</p> <p>Develop learning that will help our understanding of causes, the multiple dimensions, and the dynamic nature of environmental issues.</p> <p>Develop professional learning opportunities that emphasis effective practices that support learning about the environment.</p> <p>Encourage the use of information technology to access resources, connect with others, and create e-communities that focus on environmental issues.</p> <p>Encourage action-research that promotes partnerships and the innovative implementation of environmental education concepts and principles.</p> <p>Create opportunities to address environmental issues in homes, the local community and the global level.</p>
<b>Board-wide Greening</b>	<p>Work with community partners to promote environmental awareness and foster working relationships to emphasis greening projects.</p> <p>Organize activities such as naturalization projects as appropriate.</p> <p>Creation of community gardens.</p> <p>Environmental clean-up days and tree planting.</p>

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