

Audit Date: May 16, 2019

Certification Status:

Score	Certification Level:
80.70	Gold

This report shows both self assessment and auditor marks. Auditor marks are based on the portfolio and certification audit visit and are used to calculate final certification scores.

Highlights

We were impressed by:

1. Congratulations on hosting a successful textile drive with Bag2School! This event, led by parent volunteers, involved a wide range of community members and invited other schools to participate. Furthermore, your school's clothing swap promoted the circular economy and celebrated the reclamation of previously-loved clothing through your clever hashtag, #FranklandFabFinds. In addition, your school engaged with Fashion Takes Action to expose students to immersive workshops with a sustainable fashion focus. Staff and parents at Frankland Community School have collaborated to enable students to learn about the interconnectedness of political, economic, environmental, and social issues as they relate to fashion in the present world. Keep up the amazing work!
2. During the auditor's visit, it was evident that Frankland Community School has a well-established learning garden, largely maintained by the parent "greening committee", students, and Elin the garden educator. Your school's indoor and outdoor greening initiatives have undoubtedly increased biodiversity, improved air quality, enhanced the local environment, and provided opportunities for students' hands-on learning. Ecological stewardship, health, and wellness are themes which are embraced by your students, as they take care of plants and gardens, as well as advocate for increased indoor greenery. Keep up the great work!
3. Frankland Community School has demonstrated how to effectively utilize the waste audit as an educational tool. Your team coordinated with teachers so that each class could be involved and participate in your three workshop activities. Students reflected on the findings of the audit and learned about alternatives to recycling including reduce, refuse, and reuse. Once we throw an item away, it becomes 'invisible' to us, thus it was particularly meaningful that your waste audit made waste visible again, and enabled students to appreciate that human life depends on the resources of a finite planet.

Recommendations

We recommend:

1. The auditor noted that your EcoTeam could benefit from greater staff and student involvement. For staff, consider delegating smaller initiatives amongst teachers to allow them to focus on a specific event and make it their own, as this strategy relieves pressure off of lead teachers and aids in sustaining team efforts throughout the years. With all of the wonderful programming at your school, it can be challenging for students to commit to a whole year of being on the EcoTeam. This can be resolved by providing short term opportunities that allow students to participate in projects that spark their interests, such as helping during a garden clean up, “lights off, curtains open” campaigns, or various waste management efforts. This system will allow non EcoTeam members to still be involved without sacrificing their other extracurricular commitments.

2. It is important that we do our best to prevent organic materials from ending up in the landfill, as it decomposes and releases harmful methane gases into the atmosphere. As a next step, your team is encouraged to initiate an organics program by testing out a ‘pilot project’ of green bins in the staff washrooms, strategically placed by the sinks to establish routines. Begin with collecting only ‘dry’ items such as paper towels and tissue. In order to ensure the program runs smoothly with little-to-no contamination, it is recommended that your team place signage above green bins and share information on how to properly use the green bin at staff meetings. Once these routines are established and there is a level of familiarity among staff, ask if any teachers are interested in introducing a green bin to their class. Classes can assign a rotating weekly Green Bin monitor to oversee the collection. These steps will help your school divert a significant amount of organic materials from the landfill.

3. As a next step, your team is encouraged to continue educating the school community about what goes where through more consistent visual signage on hallway bins and hosting educational activities (e.g., mini classroom presentations, Kahoot quizzes). In September, conduct a school tour to ensure that all occupied classrooms and common spaces (e.g., office, library) have their bins paired with the matching signage. To order more waste signage, visit https://docs.google.com/forms/d/e/1FAIpQLSdNkKjGhQWWd9X88_WP8AmQktJJD6l18M5w2oGWoIPfzozAg/viewform.

Lastly, it was noted that a few classes were actively using their GOOS paper bins. Moving forward, take a moment at a staff meeting to ask other teachers if they would also be interested in using one. Be sure to share the benefits of having a GOOS bin, including saving trees and reducing your school’s paper consumption.

4. The emphasis on student voice has been integral to your EcoSchools program, as members develop their communication skills, run their own initiatives, and lead by example. Next year, your EcoTeam members are encouraged to participate in the final audit, as it would be a great opportunity for them to share their successes from the year with the auditor!

1. Leadership and Teamwork

(Worth 15 out of 100)

#	Question	Self Assessment	Final Auditor Score
Team Self Assessment and Documentation			
1.1	Does your principal and/or other administrators make EcoSchools a part of the school culture?	3	4

1.2	Does your EcoTeam reflect all parts of the school community?	4	4
1.3	Are your EcoTeam members and plans organized? Portfolio requirements: Project timeline and EcoTeam structure.	4	3
1.4	Does your EcoTeam pay attention to team-building?	3	3
1.5	Does your EcoTeam communicate successes and areas for improvement to the school?	4	4
1.6	Does your EcoTeam nurture student leadership?	4	4
Site Visit "look-fors"			
1.7	To what extent is your environmental program evident throughout the school?		3
1.8	All portfolio requirements have been met in an electronic or print copy of the portfolio.		3
Performance Indicators			
1.9	What percentage of the copy paper used by your school is Cascades 100% post-consumer fibre rather than Xerox 4200 FSC-certified paper which contains no recycled fibre (Level 1=10-25%; Level 2=26-40%; Level 3=41-74%; Level 4=75-100%)? Note: Riso not included.		0
1.10	How much has your school's consumption of all copy paper (on a per student basis) declined compared to previous years? (Level 1=5-10%; Level 2=11-20%; Level 3=21-30%; Level 4=31-40%)		0

Section Total (15)	8.40	11.40
<p>- Paper use represents one of the largest impacts that TDSB schools have on the environment. The best action we can take is to reduce our overall paper use. We can also choose to use copy paper that is made from 100% post-consumer fibre which has a lower impact on the environment than Forest Stewardship Council (FSC) certified paper.</p> <p>Paper Performance Indicators 1.9 and 1.10: School's copy paper purchasing data (8.5 x 11 & 8.5 x 14) is obtained from the TDSB's Purchasing and Distribution centre each year to provide the EcoSchools Central Team with the scoring for these questions.</p> <p>Question 1.9: Worth 5% Assesses the amount of 100% recycled copy paper purchased by the school rather than FSC-certified paper.</p> <p>Question 1.10: Worth 10% Assesses the reduction in the amount of paper the school has purchased on a per-student-basis compared to last school year.</p> <p>If you received a score of 0 in one or both of these questions please continue to focus on developing routines to reduce all paper consumption (Question 3.3 Waste Minimization). Reducing the amount of overall paper usage helps to then make the switch to purchasing the 100% recycled paper. Visit the EcoSchools website and use the Green Paper Calculator tool help make the switch - ecoschools.ca>Resources and Guides>Green Paper Calculator</p> <p>What can administration do to reduce paper:</p> <ul style="list-style-type: none"> • Document attendance records electronically • Send communications to teachers and parents electronically • Sibling lists (only one notification sent home per family) • Monitor and limit paper consumption (e.g., paper comes out of classroom budget and/or codes for printers) • Use half sheets when possible • Reduce the number of in school posters advertising school events – have a central location, specific bulletin boards, or electronic message system to limit paper used to create traditional posters <p>What can teachers do to reduce paper:</p> <ul style="list-style-type: none"> • Use class sets of Chrome books, iPads for sharing documents • Scan, share, and project documents for students to view/copy down/ take photos instead of supplying every student with a paper copy • Use mini-whiteboards, chalkboards and whiteboards more often instead of worksheets • Encourage technology based learning to share notes, readings, and create collaborative documents - examples - Google apps (Google Drive, Classroom, Hangouts etc.) Interactive Document Cameras, e.g., ELMO Prometheans and Smart boards • Ensure GOOS or BOBS (Bad on Both Sides [can be used for arts and crafts]) bins are available for students to use • Require reports, or projects to be handed in electronically or on GOOS paper 		

2. Energy Conservation

(Worth 18 out of 100)

#	Question	Self Assessment	Final Auditor Score
Team Self-Assessment and Documentation			
2.1	Are portable electric heaters used only as a short-term emergency measure with the principal's approval until heating problems are resolved? Note: no heaters in school= level 4	3	3
2.2	To what extent is lighting used only when necessary in common use areas and classrooms?	4	3
2.3	To what extent are energy losses kept to a minimum?	3	3
2.4	Does your school use less equipment by consolidating devices and machines in an ongoing way to save energy?	2	2
2.5	To what extent has your school purchased energy efficient devices and machines?	3	3
2.6	Are regular inspections of the building conducted and notifications submitted as required?	3	3
2.7	Does the caretaker review the building automation system (BAS) schedules for instructional and non-instructional days?	3	3
Site Visit "look-fors"			
2.8	Lighting is used only when necessary?		3
2.9	To what extent has the school conducted an energy walkabout, analyzed its energy practices to determine key issues and communicated the results of the walkabout to the school?		2
2.10	To what extent has the school implemented targeted energy conservation strategies based on the results of the energy walkabout?		2
Section Total (18)		7.30	13.30

3. Waste Minimization

(Worth 18 out of 100)

#	Question	Self Assessment	Final Auditor Score
Team Self-Assessment and Documentation			
3.1	Do staff, students, and parents find ways to reduce lunch time waste in the lunch room, snack program, or cafeteria?	3	3
3.2	Do staff, students, and parents find ways to reduce waste in all other areas of the school?	4	4
3.3	Has the school developed routines to reduce all paper consumption?	4	4
3.4	To what extent has the school put in place systems to reuse single-use paper; cardboard; and other products?	4	4

3.5	To what extent does the school have an effective recycling program for paper and containers throughout the school—in classrooms, offices, meeting rooms, lunchrooms/cafeterias, and daycare/parenting centre?	4	4
3.6	To what extent has the school implemented the Green Bin program?	2	2
3.7	To what extent do you educate and communicate to the school community about proper waste sorting and overall waste reduction? Portfolio requirement: one example of your most effective waste reduction and awareness campaign/activity.	4	4
3.8	Does the school recycle all obsolete computers, electronic, audiovisual equipment and ink and toner products through the Board-approved recycling programs?	3	3
3.9	Does the school make full use of Board-approved services to recycle special products?	2	2
3.10	Does your school make full use of Board services to reuse through the Trading Post on TDSBweb, Arts Junktion and/or onsite re-use centres?	3	3
3.11	Does the school comply fully with green disposal practices for products such as batteries; fluorescent tubes and CFLs; hazardous waste?	4	4
3.12	Does the school make full use of City programs to recycle products?	4	4
Site Visit "look-fors"			
3.13	Garbage cans and recycling bins are paired and labeled to improve sorting.		2
3.14	To what extent has the school analyzed its waste to determine key issues and implemented targeted waste reduction strategies? Portfolio requirements: one copy of your waste audit results and Waste Reduction Work Plan. Note: Waste Audit = Level 4		3
3.15	The school's bulk garbage bins/toters do not contain recyclables. Recycling bins/toters do not contain garbage.		3
3.16	To what extent does the school have an effective organics program throughout the school?		2
Section Total (18)		9.60	14.90
4. Vibrant School Grounds			
(Worth 14 out of 100)			
#	Question	Self Assessment	Final Auditor Score
Team Self-Assessment and Documentation			
4.1	To what extent do students, staff, and parents care for growing things on the school ground? Portfolio requirement: your best example of how your school is caring for and/or planning to enhance your school grounds during the school year and in the summer months.	4	4
4.2	To what extent are the leaves on your school ground mulched* and the use of road salt minimized by using best practices for snow plowing, salt application, and salt storage?	3	3
4.3	To what extent does your school plan and create vibrant school grounds?	4	4

Site Visit "look-fors"			
4.4	The school's grounds appear to be well cared-for.		4
4.5	Trees and gardens are watered regularly – evidence of regular watering of young trees and trees in active play areas/popular gathering spots during school months		4
4.6	Young trees and trees in active play areas/popular gathering spots are well-cared for through regular and proper mulching practices		2
Section Total (14)		7.80	12.80

5. Ecological Literacy (Worth 20 out of 100)

#	Question	Self Assessment	Final Auditor Score
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Team Self-Assessment and Documentation

5.1	To what extent is staff planning together to implement ecological literacy?	3	3
5.2	To what extent do students learn about how nature works as interacting systems?	3	3
5.3	To what extent is students' learning connected to our dependence on the environment?	4	4
5.4	To what extent do teachers and students work to understand the many impacts of their choices, both positive and negative?	4	4
5.5	To what extent do teachers tap the potential of environmental issues to build active citizenship skills as part of their students' learning ?	4	2
5.6	Does the school make the most of its school ground for direct observation, inquiry, and experiential learning?	3	3
5.7	To what extent do teachers enrich student learning about their environment by exploring places (both natural and built beyond the school ground)?	3	3

SiteVisit "look-fors"

5.8	Is evidence of the collaboration described in 4.1 included in the EcoSchools portfolio? Portfolio requirement: brief outline of the ways in which your school is planning collaboratively with a reflection on how well it worked and next steps.		3
5.9	Does the portfolio include samples from several grades and subjects that demonstrate an understanding ("about"), appreciation("for"), and experience ("in") the environment? Is each sample accompanied by the Teacher Notes on Project/Assignment form? Portfolio requirement: 5-10 samples of student work and Teacher Notes on Project/Assignment form.		2
Section Total (20)		12.40	16.10

6. Healthy Communities

(Worth 15 out of 100)

#	Question	Self Assessment	Final Auditor Score
Team Self-Assessment and Documentation			
6.1	In terms of school travel, to what extent does your school take action to create and promote a healthy and safe environment?	3	3
6.2	To what extent does your school support sustainable transportation?	4	3
6.3	To what extent do EcoTeam members share their EcoSchools' best practices with other schools?	4	4
6.4	To what extent do staff, students, and parents work together to create community through events that enhance environmental awareness and knowledge? Portfolio requirement: Examples of up to three community engagement projects.	4	4
6.5	Does your school community connect to and support environmental groups and initiatives?	3	3
6.6	Is your school outward-focused to help students make connections with global environmental initiatives and environmental groups?	3	3
Site Visit "look-fors"			
6.7	With a focus on environmental interactions, how does your school promote the health and wellness of students, staff, and the school community?		3
6.8	To what extent does the school survey current school travel practices and take action based on results?		2
Section Total (15)		8.10	12.20
Total (100)		53.60	80.70