

Acting Today, Shaping Tomorrow
School Environmental
Framework

Engaging school communities to become informed, engaged and empowered citizens in shaping our global environment.



March 2010

School Environmental Framework

(Ministry of Education Foundations for Acting Today, Shaping Tomorrow & School Effectiveness Framework)

The following document aligns the components of Acting Today, Shaping Tomorrow (ATST) with the School Effectiveness Framework 2010 indicators. It is organized to assist schools in identifying their school environmental vision and develop a priority setting process based on a list of Look Fors that can be added to school improvement plans. The intent of this Framework is to create only a starting point for schools. It is recommended that principals visit the Ministry of Education website to review both the ATST and Environmental Education: Scope and Sequence documents to assist them in implementing environmental issues across all subject areas. The Environmental Framework is organized by 3 indicators (status, facilitative and effect) and each indicator is structured under the following four categories:

High-Quality Instruction and Programs (SEF – Curriculum, Teaching and Learning, Assessment): Quality instruction provides students with a wide range of opportunities to learn, practise, and demonstrate knowledge and skills related to being environmentally responsible citizens. Programs offered during the instructional day often lay the foundation for other activities done outside instructional time. Quality programs also include opportunities for teachers and school administrators to participate in professional learning opportunities.

A Healthy Physical Environment- Environmentally Responsible Management Practices (SEF – Leadership): A safe and healthy physical environment improves the conditions for learning. The physical environment includes the building and grounds, routes to and from the school, and materials and equipment used in school programs.

A Supportive Social Environment (SEF – Student Voice): A supportive social environment has a positive impact on students' learning. Many practices within a school foster such an environment. Students, teachers, and parents can benefit from the support provided, which may be formal (e.g., board procedures/guidelines, school procedures, rules, clubs, projects, presentations) or informal (e.g., intrinsic implementation of environmental beliefs and practices within school and community at large – i.e picking up garbage on yard or within the community and placing it in school or home compost, recycling or garbage)

Community Partnerships (Home, School & Community Partnerships, Programs and Pathways): Community partnerships provide access to resources and services available to support staff, students, and families in the development and implementation of environmental school initiatives. Various organizations can deliver services both within the school setting and outdoors, including conservation authorities, municipalities and public health, etc.

1 Status Indicator

Environmental School Framework

Statement – Baseline information: Where are we now?

Indicators	Plan to do			Evidence (check if fully in place)	Supports Local, Provincial
High Quality Instruction and Program		(SEF – Curriculum, Teaching and Learning)			
	P	I	S	P = Pre-implementation I = Implementation S = Sustaining Capacity	
We implement the ATST and Environmental Education, Scope and Sequence curriculum aligning with subject curriculum 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom instruction reflects current Environmental Scope and Sequence curriculum requirements in all subject areas. Teachers have their own copy of the curriculum	Environmental Education: Scope and Sequence of Expectations Ready Set Green!
Teachers use active learning strategies 4.1, 4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers use active learning strategies which include interactive teaching methods and differentiated instruction strategies to encourage student involvement in environmental education 4.5	Web Guide to Environmental Learning for Young Canadians, Environment Canada
We have opportunity to practice skills 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers train students on the skills needed (eg climate change, biodiversity, energy management, waste management, planning healthy snacks and litterless lunches), specialist high skill majors and cooperative education programs to adopt healthy lifestyles, by giving subtended opportunities to practice these skills 4.4	Character Education Virtues Equity Education
We have access to resources to deliver curriculum with an environmental focus 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers encourage students to enrich their learning by using information technology to access resources, connect with others and create e-communities that focus on environmental issues 4.3, 2.2 Teachers have adequate access to resources such as(eg curriculum guides, books and support documents, mentor texts, and equipment to deliver curriculum with an environmental focus within their own classrooms, division and school, 4.7	Specialist High Skills Majors Aboriginal Studies Ecoschools greenspaceamdsb@pbworks.com School Classroom, bookroom libraries
Teachers embed interdisciplinary approaches for teaching environmental concepts along with character education,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School wide initiatives on the environment (eg. recycling, composting, energy conservation practices, greening projects, special event days such as Earth Hour, Water Hour, etc.) are	Board Media Centres

native studies and social justice issues across the curriculum? 4.4,4.2,4.7				visible in lessons across the school (i.e. language, science, social studies), assemblies, bulletin boards, newsletters, school web pages 4.4, 4.2	
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	P	I	S	P = Pre-implementation I = Implementation S = Sustaining Capacity
A Healthy Physical Environment: Environmentally Responsible Management Practices in Place (SEF – Leadership)				
Our fundraising promotes environmentally friendly choices 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Our school fundraising efforts support environmental initiatives through the sale of locally grown foods, milk products with recyclable packaging, native plant sales (trees, bulbs, flowers), products that support the environment: cloth bags for groceries, stainless steel drinking bottles, biodegradable products, or materials made from recycled paper, vegetable based dyes and inks</p> <p>Board policies and procedures Vending machines Beverages</p> <p>Promoting Health in Schools--From Evidence to Action</p>
Environment and Food Practices Healthy reasonably priced and culturally appropriate, locally grown or manufactured food choices are available in schools 2.3, 2.5, 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Handwashing, safe prep and eating, environmentally friendly cleaning products and practices, etc</p> <p>The school implements healthy school initiatives that reflect an environmental link i.e. litterless lunches, recycling, composting, eat smart cafeteria programs that support reduced packaging or environmentally conscious practices in vending, tuck shops, milk sales, etc.</p>
Healthy eating and waste reduction is considered when planning food distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Healthy eating is always considered when planning special lunch days and healthy food choices are always available using environmentally friendly packaging and waste management practices in all student or staff functions</p> <p>Our own breakfast or school-wide snack program embraces environmentally friendly packaging and waste management practices</p> <p>Boom-a-rang lunches or litterless lunches promoted</p>
Our school integrates environmentally responsible practices into the management of resources, operations and facilities e.g.: 2.6 Maintenance 2.2,2.4,2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Our school facilities support cleaning practices that promote the use of environmentally safe cleaning products 2.6</p> <p>Our school monitors its utility consumption and implements occupancy behaviour strategies based on that data 2.2, 2.4,</p> <p>Pesticide free practices</p>

2 Facilitative Indicator

Environment School Framework Statement – supportive context and processes in place

Indicators	Plan to do			Evidence (check if fully in place)	Supports Local, Provincial
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High Quality Instruction and Program (SEF– Curriculum, Teaching and Learning, Assessment, Leadership, etc.)					
We have opportunity to practice skills 1.2, 1.3, 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers train students on the skills needed to adopt environmentally friendly lifestyles, by giving students opportunities to practice these skills through hands on activities both within the classroom and outdoors 2.2, 2.3	Conservation Authorities MNR
We have access to community partners and their resources to support us in delivering environmental education curriculum 6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers have adequate access to curriculum resources through community partners to deliver environmental curriculum within their own classrooms, within the school for their division as well as from their Board of Education and/or community partners 6.4, 5.2, 5.4	Municipalities Local Environmental Group HU Nutrition tools for schools
We have professional development in interdisciplinary teaching 2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers have opportunity to attend local professional development workshops 2.4 Teachers have participated in professional development, PLCs, etc. in interdisciplinary teaching (curriculum program encompassing cross subject areas). 2.1, 2.4 Teachers facilitate the sharing of staff expertise and knowledge through mentoring opportunities, web-based learning, etc. 2.1, 2.4	Health Unit \$ For Snack Programs, etc. Eat Smart cafeteria program Community Organization Displays Horticultural Society Yellow Fish Road

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A Healthy Physical Environment: Environmentally Responsible Management Practices in Place

Outdoor Learning Grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Our facilities provide natural habitats for students to go outdoors to study nature. Alternate activities are arranged if weather extremes, students can be active without overcrowding or safety risks, and facilities are accessible for persons with disabilities 2.6, 4.4, 4.7</p> <p>We have access to local nature centres or natural spaces for students to engage with the outdoor environment in their learning. Alternate activities are arranged if weather extremes, students can be active without overcrowding or safety risks, and facilities are accessible for persons with disabilities 2.3, 2.6, 4.3,4.4,4.6</p> <p>Greening projects restore native species to school grounds, add shade spaces or vegetable garden are in place 4.6, 4.4</p>	<p>Green Teacher</p> <p>Ready Set Green!</p> <p>Ecoschools</p> <p>greenspaceamdsb.pbworks.com</p> <p>Energy Conservation Guidelines</p> <p>Waste Minimization Guidelines</p> <p>Energy Conservation Checklist or Ecoschools waste and energy Data Checklists</p>
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Supportive Social Environment (SEF: Student Voice, Curriculum, Programs, Community, Leadership)

We have an environment committee established in the school 2.1, 3.2,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The school environment committee is made up of administration, teachers, students, custodial staff, secretary, parents and community partner representatives 3.3, 3.4, 6.2</p>	<p>Conservation Authorities</p> <p>MNR</p> <p>Municipalities</p>
We have access to resources to deliver environmental programming and activities with the support of community partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Teachers have adequate access to a variety of resources (eg curriculum guides, books and support documents, equipment, facilities)to deliver indoor or outdoor environmental programs within their own classrooms, within the school for their division as well as from community partners 4.7</p>	<p>Local Environmental Group</p> <p>HU Nutrition tools for schools</p> <p>Health Unit \$ For Snack Programs, etc.</p>
We offer student leadership opportunities 3.2, 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Our school encourages students to take leadership roles in environmental activities (SHSM projects, Envirothon, OMAFRA Lake Huron Youth Summits, community work experience activities, environment clubs, action research projects, eco club initiatives, class projects that benefit the school and community) 5.4, 5.2,5.1</p>	<p>Eat Smart cafeteria program</p> <p>Community Organization Displays</p> <p>Horticultural Society</p> <p>Yellow Fish Road</p>

Community Partnerships (SEF Home, School and Community Partnerships/Programs and Pathways, Leadership)

<p>We access community organizations to help educate and inform our families 6.2,6.5</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Our school provides opportunities for parents and families to learn about environmental initiatives, information and community programs through use of community organization education materials, and/or involvement in school sponsored activities e.g. litterless lunches, recycling, composting, energy conservation, greening projects, science fairs, curriculum nights with a focus on the environment, display bulletin boards, etc.</p>	<p>Health units Conservation Authorities MNR Recycling or Waste Programs</p> <p>Environment Canada Resources</p> <p>Ministry of the Environment Resources</p> <p>Earth Day Canada</p> <p>Conservation Ontario</p> <p>Great Lakes United</p> <p>WWF Etc.</p> <p>Canadian Nature Federation</p> <p>Local Libraries</p>
<p>Our school sends student/staff representatives to Environmental conferences or workshops to train and lead initiatives within the school 6.5</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Schools are aware of community training sessions put on by municipalities, conservation authorities, OMAFRA Youth initiatives, etc., and send representatives 6.4,6.5</p>	
<p>We access community organizations to support safe walking and biking 2.6</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Our school promotes safe, active transportation to and from school, car free zones, storage areas, walk to school programs 2.6</p>	
<p>We access provincial and local grant opportunities to support our initiatives 2.6</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>We investigate and apply to various grant sources or community groups to support school based initiatives: TD Canada Trust Friends of the Environment, local Health Units, World Wildlife Foundation, Canadian Wildlife Federation, Ecoschools, Conservation Authorities, etc. 2.6</p>	

<p>Environment Improvement Plan: Choose the items that that your school has identified (☐) above to embed into your SAP under the appropriate pillars of: literacy; numeracy; community, culture and caring; or pathways. In developing your action statements, think of the following:</p>	<p>Final report</p>
<p>High Quality Instruction and Programs What criteria, what is current status, description of planned activities, anticipated status at end of year? – who, when, resources/supports?</p> <p>A Healthy Physical Environment – Environmentally Responsible Management Practices What criteria, what is current status, description of planned activities, anticipated status at end of year? – who, when, resources/supports?</p> <p>A Supportive Social Environment What criteria, what is current status, description of planned activities planned, anticipated status at end of year? – who, when, resources/supports?</p> <p>Community Partnerships What criteria, what is current status, description of planned activities, anticipated status at end of year? – who, when, resources/supports?</p> <p>Other What criteria, what is current status, description of planned activities, anticipated status at end of year? – who, when, resources/supports?</p>	<p>Measures of Success</p> <p>Timelines</p> <p>Responsibility</p> <p>\$ Required</p>