



TLDSB Climate Change Action Plan

The climate is changing and so are we



OVERVIEW

Climate change is rapidly impacting communities around the world. Food security, mental health, transportation, energy, resource availability, and economic sustainability are all at risk if changes are not made to limit the impact of climate change. Trillium Lakelands District School Board (TLDSB) has the opportunity to set the standard and take proactive action to ensure that all school communities comply with international climate agreements and promote a sustainable environmental education model.

According to the [UN Environment Emissions Gap Report 2018](#):

- To achieve the goal of limiting climate change to 2°C, countries need to triple the level of their commitments made under the Paris Agreement.
- To achieve the goal of limiting climate change to 1.5°C, countries would have to increase their level of ambition by 5x.
- Global emissions have reached historic levels at 53.5 GtCO₂e, after three years of stabilization, with no signs of peaking.
- Only 57 countries (representing 60 percent of global emissions) are on track to meet their commitments by 2030.
- If the emissions gap is not closed by 2030, it is extremely unlikely that the 2°C temperature goal can still be reached.

(UNEP (2018). *The Emissions Gap Report 2018*. United Nations Environment Programme, Nairobi. <https://www.unenvironment.org/resources/emissions-gap-report-2018>)

Phases

1. Education and Commitment
2. Mental Health and Student Advocacy
3. Technology Considerations
4. Waste Management
5. Energy Connections
6. Food Resilience
7. Resource Management
8. Carbon-Conscious Transportation
9. Creation of Eco-spaces
10. Evaluation

TABLE OF CONTENTS

OVERVIEW	2
Phases	2
SPECIFICATIONS	4
Phase 1: Education and Commitment	5
1.1 Climate Education for Trillium Lakelands District School Board Trustees, Senior Administration, and School Administrators	5
1.2 School Board Commitment to Climate Change Action Plan	5
1.3 School Staff and Student Commitment	7
1.4 Climate in the Curriculum	9
Phase 2: Mental Health and Student Advocacy	12
2.1 Student Input on Climate Action	12
2.2 Promoting Environmental Student Leadership	13
2.3 Connecting Climate Change to Mental Health	14
2.4 Indigenous Inclusion	16
Phase 3: Technology Considerations	18
3.1 Supporting Digital Learning	18
3.2 Proper Device Care and Storage	19
3.3 Technology Replacement and Repair Policies	21
3.4 Integrating Student Technology	22
3.5 Staff Technology	23
Phase 4: Waste Management	25
4.1 Waste Audits	25
4.2 Rethinking Recycling	26
4.3 Specialty Waste Disposal	27
4.4 Creating Compost Programs	29
4.5 Reducing Paper Waste and Reusing Good-on-one-side (G.O.O.S.) Paper	30
Phase 5: Energy Connections	32
5.1 Energy Audits	32
5.2 Reducing Phantom Power: Computers- and Lights-Off	33
5.3 Conscientious Heating and Cooling	34
5.4 Monitoring Water Waste	35

5.5 Developing Facility and Equipment Upgrades, Retrofit, and Replacement Programs	36
5.6 Renewable and Alternative Energy	37
Phase 6: Food Resilience	40
6.1 Plastic-Free Cafeterias	40
6.2 Repurposing Leftover Food	41
6.3 Eating and Buying Local	42
6.4 Reusable Mug and Water Bottle Programs	43
Phase 7: Resource Management	45
7.1 Biodegradable and Environmentally-Friendly Cleaning Supplies	45
7.2 Phasing Out Single-Use Plastics	46
7.3 Repurposing Furniture and Equipment	49
Phase 8: Carbon-Conscious Transportation	51
8.1 Encouraging the Use of Public Transportation, Walking, or Biking to School for Students	51
8.2 Educator Carpooling and Walking Bus Routes	52
8.3 Reducing Idling	53
8.4 Hybrid School Buses and Biofuels	55
Phase 9: Creation of Eco-spaces	58
9.1 Community Gardens	58
9.2 Planting Native Plant Species	59
9.3 Pesticide-Free Green Spaces	61
9.4 Promoting Outdoor Learning	62
Phase 10: Evaluation	64
10.1 Student Consultations	64
10.2 Board-Wide Climate Change Action Plan Review	64
10.3 Eco Award	66
10.4 Commitment to Future Action	67

SPECIFICATIONS

Each of the ten phases is of equal importance. Trillium Lakelands District School Board pledges to take climate action and ensure generational justice through holistic and systematic change. Timelines listed throughout this document are fluid and subject to change to better reflect the capabilities of the Trillium Lakelands District School Board.

The goals of this Climate Change Action Plan are as follows:

- 1) Trillium Lakelands District School Board takes proactive action to promote a sustainable environmental education model that will impact the next seven generations.

-
- 2) Trillium Lakelands District School Board school communities comply with international, national, and provincial climate agreements and regulations.



Phase 1: Education and Commitment

1.1 Climate Education for Trillium Lakelands District School Board Trustees, Senior Administration, and School Administrators

Problem/Opportunity:

As we look to educate TLDSB trustees, senior administration, and school administrators through the use of the Climate Change Action Plan, our main goal is to ensure that we have their support. With support from the team members of the board, it enables the continuation of the education process of the plan with the rest of TLDSB.

System-Level Action items:

- Present the Climate Change Action Plan to TLDSB trustees, senior administration, and administrators through the use of a presentation at a board meeting.
- Approval to introduce the Climate Change Action Plan
- Identify any foreseen costs and/or budget needs for the plan to give a general idea of numbers.
- Identify what kind of support we would require from the trustees/senior administration/administrators for the plan to be successful
- Review all feedback provided and integrate suggestions into the Climate Change Action Plan

Estimated Timeline:

Begin consultations by the end of April and confirm approval by June 2020.

1.2 School Board Commitment to Climate Change Action Plan

Problem/Opportunity:

Together we must raise awareness surrounding climate change and create sustainable environments throughout TLDSB as a whole. Through the use of our comprehensive Climate Change Action Plan agreement, we hold ourselves accountable for reaching these goals and achieving a commitment to the success of the plan.



System-Level Action items:

- ❑ Confirm commitment to the Climate Action Plan from TLDSB administrators, superintendents and trustees
- ❑ The Trillium Lakelands District School Board will pledge to:
 - ❑ Integrate **Specific, Measurable, Achievable, Relevant, Time-bound (SMART)** goals from each of the ten phases of the Climate Change Action Plan into every Multi-year Strategic Plan, Annual Strategic Action Plan, Board Improvement Plan, School Improvement Plans
 - ❑ Integrate **SMART** goals related to the Climate Change Action Plan into all department plans
 - ❑ Evaluate and review annual year-end Climate Change Action reports from TLDSB schools ([10.2 Board-Wide Climate Change Action Plan Review](#))
 - ❑ Review and update in partnership with the Eco/Greening Committee the Climate Change Action Plan document every June
 - ❑ Acknowledge that the TLDSB Climate Change Action Plan is a living document; as natural, political, social, and economic climate continues to shift, TLDSB will act accordingly to promote a sustainable environmental education model.
 - ❑ Consider the environmental implications of all decisions made within the TLDSB. Environmental stewardship and climate change leadership will be integrated into the TLDSB way of being.
- ❑ The board will create an Eco/Greening Committee that has representation from staff and students from across TLDSB, including but not limited to a representative from the:
 - ❑ Superintendent(s) or other appropriate members of the senior team
 - ❑ Trustee(s)
 - ❑ Student(s) - G7 Rep(s)
 - ❑ Facilities Services Department
 - ❑ Administrator(s)
 - ❑ Curriculum Consultant(s)
 - ❑ Classroom Educator/Eco Champion(s)
 - ❑ Other members as assigned or volunteered
- ❑ Every spring, the G7 Student Senate and the Eco/Greening Committee will update the living Climate Change Action Plan document. ([10.2 Board-Wide Climate Change Action Plan Review](#)) This includes, but is not limited to:
 - ❑ Modifying timelines and targets
 - ❑ Expanding phases and/or sub-phases
 - ❑ Incorporating new environmental legislation

-
- ❑ The Eco/Greening Committee’s mandate will be to guide, monitor, support and advise the work in TLDSB to achieve the action items. The committee will;
 - ❑ Meet 4 times per year to collect and review all schools' processes.
 - ❑ Be tasked with consulting student councils, eco-teams, and staff for feedback, successes, and struggles in achieving their school-based goals
 - ❑ Prepare an annual report on the work in each phase ([2.2 Promoting Environmental Student Leadership](#))
 - ❑ This report will be submitted to the Trillium Lakelands District School Board and will discuss their progress on the Climate Change Action Plan, including, but not limited to:
 - ❑ A list of completed initiatives and/or phases
 - ❑ Reflection on the next steps
 - ❑ Resources used/needed
 - ❑ Share the report with the trustees in June as a Board Report
 - ❑ Share the Climate Change Action Plan with all TLDSB administrators
 - ❑ Designate a section of the TLDSB website and Our Dock to document and post information about the Climate Change Action Plan, related initiatives and professional learning resources
 - ❑ Publish the Climate Change Action Plan on social media channels and the TLDSB website
 - ❑ Send notices and/or informational emails/phone calls home to all TLDSB families and staff
 - ❑ Making a public press release from the school board outlining their commitment to the Climate Change Action Plan
 - ❑ Contact local radio stations and newspapers to publicize TLDSB’s climate change commitment to encourage school boards around the country to follow suit

Estimated Timeline:

Commit to Climate Change Action Plan by June 2020.

1.3 School Staff and Student Commitment

Problem/Opportunity:

It is imperative to hear from all levels in our board to have a completely inclusive plan moving forward. By listening to the voices of our staff and students, we ensure that our plan is a realistic addition to everyday school life. It is essential to have support from all staff members and students to see success with the plan.



**TLDSB Climate Change
Action Plan**
The climate is changing and so are we

System-Level Action Items:

- ❑ Senior administration and G7 Student Senate representatives to co-present Climate Change Action Plan and supporting research to all TLDSB staff members

School-Based Action items:

- ❑ Confirm commitment from TLDSB school administrators and staff members from every school to the Climate Change Action Plan. TLDSB schools will pledge to:
 - ❑ Designate a minimum of 1 staff climate action representatives (Eco Champion) in each school to assist student-driven initiatives
 - ❑ Designate a minimum of one student Minister of Environment in each school to lead the eco-team ([2.2 Promoting Environmental Student Leadership](#))
 - ❑ Assemble a staff-supported, student-led eco-team at every TLDSB school ([2.2](#))
 - ❑ Include a minimum of one **SMART** goal from each of the ten phases of the Climate Change Action Plan into every annual School Improvement Plan (SIP)
 - ❑ Consult with G7 Student Senate representative, student Minister of Environment (Eco Champion), staff climate action representative(s) (Eco Champion), student council(s), eco-team(s), and staff members to complete an annual year-end report about their school's climate action by June of every school year. ([10.2 Board-Wide Climate Change Action Plan Review](#)). This report will include, but is not limited to:
 - ❑ A list of completed initiatives and/or phases
 - ❑ Reflection on the next steps
 - ❑ Resources used/needed
 - ❑ Submit annual Climate Change Action Plan report to the Trillium Lakelands District School Board and discuss progress on the Climate Change Action Plan
- ❑ Introduce the Climate Change Action Plan to each school's student council
- ❑ Present the Climate Change Action Plan to each school's student body at an assembly
- ❑ Designate a space within the school to post information about the Climate Change Action Plan and related initiatives (e.g. bulletin board)
- ❑ Designate a section of the school website to document and post information about the Climate Change Action Plan and related initiatives
- ❑ Communicate with students and families via social media and school websites

Estimated Timeline:

Commit to Climate Change Action Plan by September 2020.

1.4 Climate in the Curriculum

Problem/Opportunity:

Most provinces and territories in Canada are failing to teach the six essential topics about climate change. It is important to educate our students that climate change is a major problem facing our society. It is also important for us to acknowledge the fact that we can all make a difference and lessen the severity of climate change through individual action.

The article "[Climate science curricula in Canadian secondary schools focus on human warming, not scientific consensus, impacts or solutions](#)" (Wynes & Nicholas, 2019) explores discrepancies between scientific understanding of climate change and Canadian climate change education. It suggests that there should be adequate coverage of six essential topics about climate change in the curriculum:

1. Physical Climate Mechanisms ("It's climate")
2. Observed increases in temperature ("It's warming")
3. Anthropogenic causes of warming ("It's us")
4. Scientific consensus ("Experts agree")
5. Negative consequences associated with warming ("It's bad")
6. The possibility for avoiding the worst effects ("We can fix it")

The article emphasizes that comprehensive climate education across multiple disciplines ensures that every student, regardless of their pathway, can make educated environmental decisions. [The Ontario Environmental Education document](#) contains a collection of environmental education expectations for courses across all grades and pathways. Ecoschools Canada has a collection of tools to integrate these learning expectations into classrooms.

System-Level Action Items:

- Collect and develop climate-related educational resources and learning tools for teachers
- Partner with the local health units to co-create and deliver learning around mental health and climate change
- Host ongoing professional development for educators about climate change and environmental education
 - Minimum of one climate-based professional development workshop on a Professional Activity day every year



-
- ❑ Ensure professional development is interdisciplinary to broaden the way environmental topics are approached by educators (e.g. running a workshop with a teacher from the science department, language department, and art department, etc.)
 - ❑ Cover topics such as Indigenous connections to the environment ([2.4 Indigenous Inclusion](#)), climate change and mental health ([2.3 Connecting Climate Change to Mental Health](#)), and outdoor and experiential learning ([9.4 Promoting Outdoor Learning](#))
 - ❑ Promote financially sustainable professional development by:
 - ❑ Incorporating blended professional development (i.e. online modules)
 - ❑ Utilizing Professional Activity days instead of regular school days
 - ❑ Consult staff on resources and budget recommendations

School-Based Action Items:

- ❑ Consult staff on resources and budget recommendations
- ❑ Integrate a minimum of one climate-related activity in every course (e.g. examining nature motifs in literature in a language course, assessing the impact of information and communication technology on personal health and the environment in a business course, etc.)
- ❑ Monitoring and assisting the integration of environmental education in classrooms by administrators
- ❑ Incorporating learning outdoors, as per the [Ontario Environmental Education 9-12 document](#) (pg. 3) and the [Ontario Environmental Education K-8 document](#) (pg. 5)
 - ❑ See [Phase 9: Creation of Eco-spaces](#)
- ❑ Creating informational posters and/or displays about climate education to display in schools

Resources and Budget:

Resources for teachers will be determined by school faculties after professional development meetings.

Additional Resources:

Willick, Frances. "How Climate Change Is Taught in Canadian High Schools - and How It Can Improve" *CBC News*, CBC/Radio Canada, 23 July 2019, www.cbc.ca/news/canada/nova-scotia/climate-change-curriculum-canadian-high-schools-1.5221358.

Wynes S, Nicholas KA (2019.) Climate science curricula in Canadian secondary schools focus on

human warming, not scientific consensus, impacts or solutions. PLoS ONE 14(7):
e0218305. <https://doi.org/10.1371/journal.pone.0218305>

[The Ontario Curriculum, Grades 9-12 – Environmental Education: Scope and Sequence of Expectations, 2017](#)

[The Ontario Curriculum, Grades 1-8 and The Kindergarten Program – Environmental Education: Scope and Sequence of Expectations, 2017,](#)

[EcoSchools Canada - Approaches to Developing Environmental Literacy](#)

[EcoSchools Canada - Lesson Plans \(K-12\)](#)

[EcoSchools Canada - Connecting EcoSchools to the Ontario Curriculum](#)

[EcoSchools Canada - Parent Resource: "Why Teach Environmental Education in Schools?"](#)

[Kortright Centre for Conservation - Climate Change](#)



Phase 2: Mental Health and Student Advocacy

2.1 Student Input on Climate Action

Problem/Opportunity:

TLDSB will directly involve K-12 students in the development and implementation of the Climate Action Plan. Ensuring all students in TLDSB understand how the actions of individuals and communities have a direct impact on the future is crucial to mindful sustainability. The TLDSB will ensure every voice is heard so more ideas can be put forward to help the TLDSB become more environmentally inclusive. Promoting student input on climate change initiatives and social justice will make the TLDSB a role model to other school boards across Canada.

System-Level Action Items:

- Create biennial Google Forms for student feedback about the Climate Change Action Plan successes and areas of need (See [10.1 Student Consultations](#))
 - Send Google Forms out via school email
 - Create social media posts and TLDSB website content to notify students about feedback opportunities
- Create grade-appropriate feedback tools to collect thinking from Early Years students.
 - Use grade-appropriate feedback tools in Early Years classrooms

School-Based Action Items:

- Promote biennial Google Forms and grade-appropriate feedback tools for student feedback about Climate Change Action Plan successes and areas of need (See [10.1 Student Consultations](#))
 - Send Google Forms out via school email
 - Use grade-appropriate feedback tools in Early Years Classrooms
 - Create social media posts and school website content to notify students about feedback opportunities
- Student council and eco-team consultations whenever possible by G7 representatives, Minister(s) of Environment/student Eco Champion(s) and staff Eco Champion(s)
- Identify school staff climate representative(s) and encourage students to approach them with ideas and concerns

-
- Add Climate Change Action Plan discussions to the agenda of G7 Student Leadership Conferences

Estimated Timeline:

Student input will be ongoing. Student consultations should begin immediately

2.2 Promoting Environmental Student Leadership

Problem/Opportunity:

The TLDSB Climate Change Action Plan is a student-driven, staff-supported, and administration-directed plan to create systemic change and promote a sustainable environmental education model. Promoting environmental student leadership is essential to effectively implementing environmental initiatives and programs. From Fridays For Future walkouts, to plastic-reduction petitions, young people have been and will always be a central part of the climate movement.

School-Based Action Items:

- Assemble a staff supported, student-led environmental group, sustainability committee or eco-team at every TLDSB school. This group must be open to all students.
- Designate a minimum of one student Minister of Environment (Eco Champion) at every school. This person must be a member of the eco-team.
- Designate a minimum of 1 staff climate action representatives (Eco Champion) in each school to assist the student-driven initiatives of the eco-team. ([1.2 School Board Commitment to Climate Change Action Plan](#))
- The responsibilities of the eco-team include, but are not limited to, the following:
 - Setting a minimum of one **SMART** goal from each of the ten phases of the Climate Change Action Plan. This will be documented in an annual Student Action Plan
 - Documenting the progress of the goals outlined in Student Action Plans
 - Communicating the progress of the goals outlined in the Student Action Plan
 - Contributing to their school's annual report about their school's climate action. This report will be submitted to the Trillium Lakelands District School Board by June of every school year and will discuss their progress on the Climate Change Action Plan, including, but not limited to: ([10.2 Board-Wide Climate Change Action Plan Review](#))
 - A list of completed initiatives and/or phases
 - Reflection on the next steps
 - Resources used/needed

-
- ❑ Promoting the environmental group and climate initiatives within the school via announcements, social media, assemblies, etc.
 - ❑ Educating staff and students about climate change
 - ❑ Contributing to a designated space within the school to post information about the Climate Change Action Plan and related initiatives (e.g. bulletin board)
 - ❑ Collecting student feedback on climate change initiatives ([10.1 Student Consultations](#))
 - ❑ Introduce the Climate Change Action Plan to each school’s student council
 - ❑ Present the Climate Change Action Plan to each school’s student body at an assembly

Resources and Budget:

The Trillium Lakelands District School Board will allocate appropriate funds and resources to these environmental groups to accomplish projects including, but not limited to, those listed in the remainder of the Climate Change Action Plan.

2.3 Connecting Climate Change to Mental Health

Problem/Opportunity:

Climate change has a direct and indirect impact on student and staff mental health and wellness. TLDSB will take proactive action to support student well-being using the Feed All Four model to combat the negative impact of climate action on mental health.

According to the American Psychological Association report, [Mental Health and Our Changing Climate: Impacts, Implications, and Guidance](#):

“Following disasters, damage to social or community infrastructural components, such as food systems and medical services, results in many acute consequences for psychological well-being. In contrast, gradual impacts of climate change, like changes in weather patterns and rising sea levels, will cause some of the most resounding chronic psychological consequences.

Acute and chronic mental health effects include the following:

- Trauma and shock
 - Post-traumatic stress disorder
 - Compounded stress
 - Strains on social relationships
 - Depression
 - Anxiety
 - Suicide
 - Substance abuse
 - Aggression and violence
 - Loss of personally important places
 - Loss of autonomy and control
 - Loss of personal and occupational identity
 - Feelings of helplessness, fear,
-

The impact of climate change on mental health is a relatively new field of study. There are limited resources dedicated solely to climate-related mental health and climate-related mental health training. Thus, it is essential to first focus on mental health as a whole, while considering the impact of climate change on student and staff well-being in concert with the creation of locally-developed learning modules for staff and student

TLDSB can look to other institutions that are examining the social determinants of health as it connects to social justice, climate change and mental health.

System-Level Action Items:

- Develop and provide climate-related mental health training and professional development to TLDSB staff members (See [1.4 Climate in the Curriculum](#))
- Consult with mental health professionals to determine how to best support student well-being
- Provide frequent and accessible communication regarding the state of local and global climate to TLDSB staff and students

School-Based Action Items:

- Create mental health resources in every school with a focus on resilience, Feed All Four, active coping skills, and self-regulation.
- Consult with mental health professionals to determine how to best support student well-being
- Monitor vulnerable populations within the school community (e.g. people living in risk-prone areas, Indigenous communities, people with pre-existing mental health conditions)

Estimated Timeline:

Finish developing mental health resources by June 2022.

Additional Resources:

Canadian Public Health Association (CPHA). *Position Statement: Climate Change and Human Health*. October 2019. Available at

<https://www.cpha.ca/climate-change-and-human-health>

Clayton, S., Manning, C. M., Krygsman, K., Speiser, M. (2017). *Mental Health and Our Changing Climate: Impacts, Implications, and Guidance*. Washington, D.C.: American Psychological

Association, and ecoAmerica. Available at
<https://www.apa.org/news/press/releases/2017/03/mental-health-climate.pdf>

2.4 Indigenous Inclusion

Problem/Opportunity:

Indigenous Peoples are a vital part of the TLDSB community and the TLDSB Climate Change Action Plan. The Seventh Generation Principle is based on the Haudenosaunee philosophy that “In our every deliberation, we must consider the impact of our decisions on the next seven generations.” The Anishinaabe Medicine Wheel teaches us that we are a part of an interconnected system that brings balance, harmony and respect as bringers of happiness. When we honour the needs of our body, mind, spirit, and emotions we bring about balance in ourselves and the world around us and we see our responsibility as stewards of mother earth as our most important job.

The Trillium Lakelands District School Board has an obligation to the Indigenous Peoples to preserve and protect the environment as per the [United Nations Declaration on the Rights of Indigenous Peoples](#), (UNDRIP) which states:

“... respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment” (Annex)

“Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources. States shall establish and implement assistance programmes for indigenous peoples for such conservation and protection, without discrimination.” (Article 29.1)

“States shall provide effective mechanisms for just and fair redress for any such activities, and 24 appropriate measures shall be taken to mitigate the adverse environmental, economic, social, cultural or spiritual impact.” (Article 32.3)

System-Level and School-Based Action Items:

- Applying the Seventh Generation Principle to decisions made within the Trillium Lakelands District School Board.
- Consulting with Elders, Knowledge Holders and Indigenous partners on the creation and implementation of climate action steps

-
- ❑ E.g. Climate Action Circles lead by Indigenous Elders
 - ❑ Consulting with the Indigenous Education Advisory Circle
 - ❑ Taking responsibility and acknowledging Indigenous stewardship and traditions via the TLDSB Indigenous Land Acknowledgement and [TLDSB Indigenous Education](#)
 - ❑ Reading the TLDSB Indigenous Land Acknowledgement at school gatherings,
 - ❑ Posting the TLDSB Indigenous Land Acknowledgement in a visible place in all TLDSB educational institutions.
 - ❑ Providing education about the TLDSB Land Acknowledgement so it can be used in a purposeful way
 - ❑ Using Locally Developed Curriculum Support Material created from an Indigenous Perspective that integrates Indigenous ways of knowing into all curricular areas ([1.4 Climate in the Curriculum](#))

Estimated Timeline:

Implement changes and finish consultations by June 2021.

Additional Resources:

[TLDSB Indigenous Land Acknowledgement](#)

[7th Generation Principle](#)

[Four Directions Teachings.com - Aboriginal Online Teachings and Resource Centre](#)

[United Nations Declaration on the Rights of Indigenous Peoples.](#)





Phase 3: Technology Considerations

3.1 Supporting Digital Learning

Problem/Opportunity:

Digital learning or “eLearning” is a model of education used to varying degrees within TLDSB and the province of Ontario. Digital alternatives to traditional classroom tools can help reduce paper, stationary, and plastic consumption. As eLearning courses, digital supplements in blended learning environments such as Google Classroom, and electronic devices in the classroom become more widely used, TLDSB will provide additional support to students and staff.

System-Level Action Items:

The Ontario Student Trustee Association / L’Association des élèves conseillers et conseillères de l’Ontario (OSTA-AECO) published a report on eLearning in 2018 with a series of recommendations to improve the quality of digital learning:

(<https://www.osta-aeco.org/wp-content/uploads/2019/12/eLearning-the-Students-Perspective.pdf>)

- In response to OSTA-AECO, TLDSB will endeavour to address the recommendations listed below
- “BROADBAND: That reliable broadband internet services be accessible to all schools in Ontario;*
- MATCHED RATIO: That the student-to-teacher ratio of eLearning classes match those of in-person classrooms;*
- TRAINING: That students receive proper training for the use of eLearning software;*
- LEARNING SKILLS: That a considerable effort is made to retain critical learning skills such as time management and collaboration by incorporating face-to-face interaction with eLearning teachers and students;*
- OFFICE HOURS: That eLearning teachers establish “office hours” to notify students of their availability to answer questions and return course assessments;*
- TEACHER RESOURCES: That the Ontario College of Teachers (OCT) enhance the existing Additional Qualification (AQ) course for instructing eLearning, “Teaching and Learning Through eLearning”, and providing additional resources for teachers;*
- LEARNING STYLES: That the delivery of eLearning content should accommodate the learning styles of all students within the platform’s limitations;*

-
- ❑ *LANGUAGE BARRIERS: That eLearning platforms respond to language barriers, e.g. accommodating the needs of English as a Second language (ESL) and French-speaking students;*
 - ❑ *ACCESSIBILITY BARRIERS: That eLearning platforms respond to accessibility barriers, e.g. accommodating the needs of students with exceptionalities or physical disabilities;*
 - ❑ *DIVERSIFIED IMPACT: That the Ministry of Education researches to understand the impact of this mandate on different socioeconomic statuses and backgrounds — including for Indigenous, racialized, and LGBTQ+ students — and its consequential gendered impacts; and*
 - ❑ *FOCUS GROUPS: That the Ministry of Education should spend the time between now and the implementation of this mandate performing focus groups on eLearning with students of all demographics.”*

TLDSB will endeavour to follow and advocate for the incorporation of these recommendations at a local, school board, and provincial level.

Estimated Timeline:

The above recommendations should begin implementation within the 2020-2021 school year and continual evaluation and improvements should be made.

Additional Resources:

[eLearning; the Students' Perspective](#)

3.2 Proper Device Care and Storage

Problem/Opportunity:

Proper device care and storage extends the longevity and quality of technological devices. This reduces replacement and repair costs, increases staff and student productivity, and lessens the environmental impact by reducing overall consumption.

System-Level Action Items:

- ❑ Connect with Technology Services and device providers (e.g. [Edwin I Transform Your Classroom](#)) about proper device care and storage strategies, and repair and replacement plans.
- ❑ Create maintenance schedules and strategies for TLDSB devices. This includes, but is not limited to:



-
- Clearing cached data
 - Uploading files to cloud services and automating the diversion of saved files to cloud space on shared devices
 - Deleting extraneous files and applications
 - Running built-in disc clean-up utilities
 - Deleting temporary and downloaded files
 - Automating temporary and downloaded files deletion (via services like Windows Storage Sense)
 - Automating updates for devices to improve their performance
 - Monitoring battery capacities
 - Upgrading Random Access Memory (R.A.M) in computers to improve total system performance
 - Removing dust from vents and crevices
 - Promoting and communicating device care and storage strategies to TLDSB teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)
 - Promoting and communicating device care and storage strategies to TLDSB students and families

School-Based Action Items:

- Establish a “Tech Team” at every educational institution to be responsible for device care and storage
- Implement maintenance schedules and strategies for TLDSB devices. This includes, but is not limited to:
 - Clearing cached data
 - Uploading files to cloud services and automating the diversion of saved files to cloud space on shared devices
 - Deleting extraneous files and applications
 - Running built-in disc clean-up utilities
 - Deleting temporary and downloaded files
 - Automating temporary and downloaded files deletion (via services like Windows Storage Sense)
 - Automating updates for devices to improve their performance
 - Monitor battery capacities
 - Upgrading Random Access Memory (R.A.M) in computers to improve total system performance
 - Removing dust from vents and crevices

-
- ❑ Computers and devices generate a considerable amount of waste heat. TLDSB will use the heat generated to heat central rooms in the school.
 - ❑ Ensure all handheld devices (i.e. tablets and phones) have protective cases and screen protectors
 - ❑ Loosely wrap chargers and cables for storage to prevent breakage
 - ❑ Promoting and communicating device care and storage strategies to TLDSB teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)
 - ❑ Promoting and communicating device care and storage strategies to TLDSB students and families

Resources and Budget:

Reduced repair and replacement costs will help offset costs associated with the maintenance and storage of devices.

Additional Resources:

[Edwin | Transform Your Classroom](#)

Chen, Brian X. "Choosing to Skip the Upgrade and Care for the Gadget You've Got." *The New York Times*, The New York Times Company, 20 Apr. 2016, www.nytimes.com/2016/04/21/technology/personaltech/choosing-to-skipthe-upgrade-and-care-for-the-gadget-youve-got.html

Lloyd, Craig. "How to Properly Wrap Charging Cables to Prevent Damaging Them." *How-To-Geek*, LifeSavvy Media, 24 July 2018, www.howtogeek.com/359943/how-to-properly-wrap-charging-cables-to-prevent-damaging-them/.

3.3 Technology Replacement and Repair Policies

Problem/Opportunity:

The environmental cost of replacing technology can be minimized by establishing technology replacement and repair plans that favour conscientious and mindful consumption.

System-Level Action Items:

- ❑ Consult with Technology Services about current technology replacement and repair plans with the following priorities:

-
- ❑ Opt for reasonable repairs and part replacements instead of discarding technology
 - ❑ Purchase refurbished devices whenever possible
 - ❑ Resell and recycle electronics when it is no longer reasonable to maintain them
 - ❑ Incorporate ethical sourcing for electronics and review electronic supply chains before making purchases ([Responsible Business Alliance](#))

Resources and Budget:

Review the purchasing budget for electronic devices.

Additional Resources:

Responsible Business Alliance. “Responsible Business Alliance Formerly the Electronic Industry Citizenship Coalition.” *Responsible Business Alliance*, 2020, www.responsiblebusiness.org/.

3.4 Integrating Student Technology

Problem/Opportunity:

As the education system continues to evolve and change with society, the use of technology must do the same. By integrating technology into the everyday learning process, it enables students to have the basic understanding and skills required in many aspects of post-secondary life. It also gives students with Individualized Education Plans (IEP), and the rest of the student populations a new, accessible, and personalized learning space. In the 2019-2020 school year, Edwin devices were introduced to several TLDSB schools, with every student from grade 7-10 receiving a device.

Promoting proper device usage to students will help reduce e-waste, paper waste, and the environmental and financial costs of replacements and repairs. Mindful device usage and proper storage are key to environmentally sustainable electronic consumption.

The TLDSB released a report about the introduction of the digital backpack program in 2018 to provide every student from grade 7-12 with a Chromebook device:

(<https://tldsb.ca/digital-backpack-program-puts-modern-twist-on-learning-for-tldsb-students/>)

System-Level Action Items:

- ❑ Connect with Technology Services and device providers (e.g. [Edwin | Transform Your Classroom](#)) about proper device care and storage strategies, and repair and replacement plans.
-

-
- ❑ Create device care strategies for TLDSB students with an emphasis on the environmental consequences associated with device replacements and repairs
 - ❑ TLDSB will consider the following when implementing the digital backpack program:
 - ❑ Student and parental feedback: It is vital to receive and listen to the opinions and concerns of the people directly impacted by the use of the devices
 - ❑ Self-identification of learning needs: Taking into consideration that every student has a different set of learning skills. A variety of learning options for students is crucial to success. Students will feel as though they have resources that match their learning style because the devices allow for a multi-sensory approach to learning
 - ❑ Maintain boundaries: The technology is provided by the school, therefore it is important to keep guidelines and restrictions clear when using the devices. Students will work to take care of their assigned devices to maximize the lifespan and reduce the environmental consequences associated with repairs and replacements
 - ❑ Reduced paper use: With every student having access to a device, the amount of paper consumption in the classroom should be reduced. Students will practice mindful photocopying and printing as regulated by their school
 - ❑ TLDSB is committed to opening the Edwin app to students in multiple grades to increase access to digital libraries and dynamic learning tools to reduce the number of textbooks required in school settings

School-Based Action Items:

- ❑ Default double-sided printing and photocopying
- ❑ Remind staff/students every year about the environmental and financial costs of printing and photocopying. Promote mindful printing and photocopying
- ❑ Share student device care strategies with an emphasis on the environmental consequences associated with device replacements and repairs with TLDSB students

Additional Resources:

<https://edwin.nelson.com/>

3.5 Staff Technology

Problem/Opportunity:

Staff technology is integral to the evolution of the modern education system. Proper digital support for educators, support staff, and other TLDSB staff members will support a cohesive learning environment and reduce excess paper.

System-Level Action Items:

- Ongoing professional development for educators and support staff regarding:
 - The promotion of mindful device usage in classrooms ([3.4](#))
 - Environmental benefits and consequences of technological devices
 - Paper reduction strategies in classrooms
 - Digital communication, learning, and assessment tools
- Add a minimum of one environmental module to the TLDSB “Earn a Device” program
- Implement device care policy and procedures for staff devices as described in [3.2 Proper Device Care and Storage](#) and [3.3 Technology Replacement and Repair Policies](#)
- Evaluate technological resource distribution among TLDSB staff. This includes:
 - Classroom devices (e.g. smartboards, desktops, tablet and laptop carts)
 - Individual devices (e.g. cell phones, personal laptops)

School-Based Action Items:

- Implement device care policy and procedures for staff devices as described in [3.2 Proper Device Care and Storage](#) and [3.3 Technology Replacement and Repair Policies](#)
- Default double-sided printing and photocopying
- Remind staff/students every year about the environmental and financial costs of printing and photocopying. Promote mindful printing and photocopying
- Share device care standards with an emphasis on the environmental consequences associated with device replacements and repairs with TLDSB staff members

Budget and Resources:

Review allocated technological resource distribution among TLDSB staff to budget for estimated needs.



Phase 4: Waste Management

4.1 Waste Audits

Problem/Opportunity:

To comply with O. Reg. 102/94: *Waste Audits And Waste Reduction Work Plans* under the Ontario *Environmental Protection Act* R.S.O. 1990, c. E.19, all TLDSB educational institutions with more than 350 people enrolled will conduct annual waste audits and create waste reduction work plans. TLDSB educational institutions with less than 350 people enrolled will endeavour to conduct annual waste audits and create waste reduction work plans on par with those described in O. Reg. 102/94.

Under O. Reg. 102/94, all waste audits must address:

- The amount, nature and composition of the waste generated in all functional areas of the entity
- How waste is produced, including relevant management decisions and policies;
- How waste is managed;
- The extent to which materials or products used or sold consist of recycled or reused materials or products.

System-Level Action Items:

- Work with the Facilities Services Department, students, and staff to identify and interpret government requirements and regulations
- Securing administrative, student, and staff support at each educational institution to conduct and support the waste audits
- Conducting and/or overseeing the waste audits
- Establishing waste reduction goals based on benchmarks and data collected in the first year of the Climate Action Plan
- Monitoring the waste reduction, reuse, and recycling activities
- Annual updating of audits and work plans
- Identifying funding requirements and the costs and benefits of programs

School-Based Action Items:



-
- ❑ Conducting and/or overseeing the waste audits with staff and students
 - ❑ Establishing waste reduction goals
 - ❑ Documenting waste audits and waste reduction goals and publishing them on the school and TLDSB websites
 - ❑ Developing 3Rs (reduce, reuse, recycle) programs and implementation schedules
 - ❑ Including, but not limited to those listed in section [4.2](#), [4.3](#), [4.4](#), and [4.5](#)
 - ❑ Monitoring waste reduction, reuse, and recycling activities (by a combination of custodial staff, staff climate representatives, and eco-team members)
 - ❑ Promoting and communicating waste reduction activities to TLDSB students, teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)

Resources and Budget:

- Scale for weighing garbage
- Gloves for each assessor
- Tarp or plastic sheet for sorting garbage
- Containers or extra bags for sorting and weighing sorted materials
- Copies of the worksheets for waste audits (see Appendix D of [A Guide to Waste Audits and Waste Reduction Work Plans for Industrial, Commercial and Institutional Sectors](#))

Human Resources:

- Staff and student time to conduct audits and create work reduction work plans

Estimated Timeline:

Waste audits and waste reduction work plans will be completed (or are in process) for each TLDSB educational institution by December 2020. TLDSB educational institutions will conduct annual waste audits and update waste reduction work plans accordingly.

Additional Resources:

[A Guide to Waste Audits and Waste Reduction Work Plans for Industrial, Commercial and Institutional Sectors](#) - See Appendix D for Waste Audit and Waste Reduction Work Plan templates

[O. Reg. 102/94 Waste Reductions and Waste Reduction Work Plans](#)

Ontario EcoSchools Waste Minimization Module

<https://ecoschools.ca/school-resources/resources-by-section/>

4.2 Rethinking Recycling

Problem/Opportunity:

Ineffective recycling increases the total waste sent to landfills and may bring additional costs to educational institutions. Revamping recycling programs and increasing recycling awareness are crucial parts of waste reduction work plans ([4.1 Waste Audits](#)).

System-Level Action Items:

- Replacing garbage cans with recycling centres where possible
- Consult with Facilities Services for recycling bin purchases
- Consult waste collection agencies about recycling disposal protocols and appropriate sorting

School-Based Action Items:

- Clearly labelling recycling bins (e.g. paper, plastic, containers)
- Putting up informative posters about sorting recycling and garbage
- Promoting and communicating recycling and waste reduction activities to TLDSB students, teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)

Resources and Budget:

- Recycling boxes
- Laminated paper labels (created by staff and/or students)
- Paper posters (created by staff and/or students)
- Human resources - create and implement communication tools

Estimated Timeline:

TLDSB will endeavour to finish developing recycling systems and communication tools by the end of June 2021. Continuous examination of recycling programs will occur at waste audits ([4.1 Waste Audits](#)).

Additional Resources:

Visit websites of waste collection agencies for school-specific sorting guides.

4.3 Specialty Waste Disposal

Problem/Opportunity:

Partnerships with disposal programs such as Terracycle to collect school and community specialty waste reduce the quantity of waste sent to landfills. Trillium Lakeland District School Board strives to be a leader in comprehensive recycling and waste reduction programs.

System-Level Action Items:

- Consult with Facilities Services Department for input and recommendations on specialty waste disposal

School-Based Action Items:

- Ensure proper disposal for photocopier toner bottles, printer cartridges, and batteries according to municipal guidelines for collection.
- Sign up for TerraCycle® for collection resources and to recycle specialty waste such as:
 - Writing utensils (e.g. pens and pen caps, mechanical pencils, markers and marker caps, highlighter and highlighter cap, permanent markers and permanent marker caps)
 - Non-recyclable and non-organic kitchen waste (e.g. discarded plastic packaging, paper packaging, kitchen gear, baby gear, filters, cleaning accessories, coffee and tea accessories, party supplies and dining disposables, interior home furnishings, coffee discs, prescription drug packaging, and fabrics and clothing)
 - Non-electronic office tools (e.g. tape desk organizers, card and document filers, binders, calendars, labels, staplers, writing instruments, hole punchers, dividers, paper cutters, and correction supplies. As well as fasteners including paper clips, staples, and binder clips, and discarded backing from sticker and label sheets)
 - Cleaning supplies and accessories (e.g. brooms, mops, buckets, dry cleaning pads, wet cleaning pads, dustpans, empty spray bottles, empty detergent bottles and nozzles, empty cleaning product bottles, lid tops, and dryer sheets)
 - Snack wrappers (e.g. individual candy wrappers, cookie wrappers, snack bags, multi-pack snack bags, and family-size snack bags)
 - Used shipping materials (e.g. stretch wrap, bubble wrap, packing foam, shipping peanuts, bubble wrap, air cushions and tape dispensers)
 - Other products as suits the institution
- Collaborate with local businesses to encourage community recycling
- Continual monitoring of TerraCycle Zero Waste Boxes and recycling shipments by school eco-team and maintenance staff

Resources and Budget:

Zero Waste Boxes vary in size and type and purchases may be made within budget restrictions.

Estimated Timeline:

TLDSB will endeavour to begin purchasing Zero Waste Boxes during the 2020-2021 school year and gradually expand specialty recycling programs over the span of 4 years.

Additional Resources:

[Terracycle's Collect, Store and Ship Guide](#)

[Terracycle - Staples Recycling Program](#)

[Kitchen Separation Zero Waste Box](#)

(https://www.staples.ca/products/1269397-en-terracycle-food-service-supplies-zero-waste-box-11-x-11-x-40-medium#product_description)

[Office Supplies Zero Waste Box](#)

(<https://www.staples.ca/products/1269416-en-terracycle-office-supplies-zero-waste-box-11-x-11-x-40-medium?variant=19660937658437>)

[Cleaning Supplies and Accessories Zero Waste Box](#)

[Snack Wrappers Zero Waste Box](#)

(<https://www.staples.ca/products/1269310-en-terracycle-candy-and-snack-wrapper-zero-waste-box-10-x-10-x-18-small>)

[Shipping Materials Zero Waste Box](#)

(<https://www.staples.ca/products/1269415-en-terracycle-mailing-shipping-and-packaging-supplies-zero-waste-box-11-x-11-x-40-medium>)

4.4 Creating Compost Programs

Problem/Opportunity:

Organic waste in school garbage cans increases the total waste sent to landfills and may bring additional costs to educational institutions. Creating composting programs and increasing composting awareness are crucial parts of waste reduction work plans ([4.1 Waste Audits](#)).

System-Level Action Items:

- Facilities Services will investigate the feasibility of compost programs and develop a strategic action plan



-
- Contacting local waste haulers to ensure that they have the proper equipment to accommodate newly added compost streams.
 - Purchasing compost bins for cafeterias and kitchens per waste audit and waste reduction work plan recommendations.
 - Consulting with Facilities Services for all purchases
 - Coordinating with custodial staff and union capabilities

School-Based Action Items:

- Clearly labelling compost bins.
- Coordinating space to store compost before disposal.
- Putting up informative posters with composting requirements.
- Ensuring proper sanitation and cleaning of compost bins.
- Promoting and communicating recycling and waste reduction activities to TLDSB secondary school students, teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)

Resources and Budget:

- Compost bins
- Laminated paper labels (created by staff and/or students)
- Paper posters (created by staff and/or students)
- Human resources - create and implement communication tools and coordinate with local waste haulers

Estimated Timeline:

Begin developing composting programs during the 2021-2022 school year. Continuous examination of composting programs will occur at waste audits. [\(4.1\)](#)

Additional Resources:

[Waste Management in Muskoka -](#)

<https://www.muskoka.on.ca/en/live-and-play/Waste-Management-in-Muskoka.aspx#>

[Waste Management in Haliburton - https://www.dysartetal.ca/portfolio-view/landfill/](https://www.dysartetal.ca/portfolio-view/landfill/)

[Waste Management in the City of Kawartha Lakes -](#)

<https://www.kawarthalakes.ca/en/waste-and-recycling.aspx>

4.5 Reducing Paper Waste and Reusing Good-on-one-side (G.O.O.S.) Paper

Problem/Opportunity:

Reusing paper on both sides promotes responsible paper consumption and reduces paper waste. Putting more **Good On One Side (G.O.O.S.)** paper bins in classrooms and libraries will encourage mindful paper use.

System-Level Action Items:

- Help schools prepare scratch pads from the G.O.O.S paper

School-Based Action Items:

- Putting clearly labelled G.O.O.S. paper bins in every classroom and beside every printer/copier.
- Putting up informative posters about the importance of G.O.O.S. paper
- Reuse G.O.O.S. paper in classrooms and offices (e.g. draft work, quizzes, notes)
- Promoting and communicating recycling and waste reduction activities to TLDSB students, teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)

Resources and Budget:

- G.O.O.S paper bins (many may be repurposed)
- G.O.O.S. paper labels (created by staff and/or students)
- Paper posters (created by staff and/or students)
- Human resources - create and implement communication tools

Estimated Timeline:

TLDSB will endeavour to create G.O.O.S. paper programs by January 2021. Continuous examination of G.O.O.S. paper programs will occur at waste audits ([4.1 Waste Audits](#)).

Additional Resources:

[National GOOS Paper Day Toolkit - Eco-schools](#)



Phase 5: Energy Connections

5.1 Energy Audits

Problem/Opportunity:

All Trillium Lakelands District School Board schools and buildings will conduct annual energy audits and energy conservation work plans to limit energy consumption in educational institutions. Following the audit, the educational institution will strive to promote energy efficiency within the school community.

System-Level Action Items:

- Identify and interpret government requirements and regulations involving energy consumption requirements.
- Conduct and/or oversee the energy audits
- Establish energy conservation goals in work plans
- Document energy audits and energy conservation goals and publishing them on the TLDSB website
- Develop board-wide energy conservation programs and implementation schedules
 - Including, but not limited to those listed in section [5.2, 5.3, 5.4, 5.5, 5.6](#)
- Identify funding requirements and the costs and benefits of energy conservation programs programs
- Integrate environmental components to select Specialist High Skill Majors programs (e.g. Energy SHSM)

School-Based Action Items:

- Secure senior administration and staff support at each educational institution
- Complete annual energy audit as described in the EcoSchools [School Energy Consumption Assessment Worksheet](#)
- Establish energy conservation goals in work plans
- Document energy audits and energy conservation goals and publishing them on the TLDSB website and school websites
- Develop energy conservation programs and implementation schedules
 - Including, but not limited to those listed in section [5.2, 5.3, 5.4, 5.5, 5.6](#)

-
- Include a minimum of one energy conservation program and goal into every annual School Improvement Plan (SIP)
 - Identify funding requirements and the costs and benefits of energy conservation programs
 - School eco-teams will monitor energy conservation initiatives
 - Promote and communicate energy conservation activities to TLDSB students, teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)
 - Annual update of audits and work plans

Resources and Budget:

- Copies of [Energy Consumption Assessment Worksheet](#)
- Records of electrical energy consumption

Human Resources:

- Staff and student time to conduct audits and create work reduction work plans

Estimated Timeline:

Energy audits and energy conservation work plans will be completed for each TLDSB school/building by January 2021. TLDSB schools and buildings will conduct annual energy audits every January and update energy conservation work plans accordingly.

Additional Resources:

<https://ecoschools.ca/wp-content/uploads/2019/09/School-Energy-Consumption-Assessment-2019-2020.pdf>

5.2 Reducing Phantom Power: Computers- and Lights-Off

Problem/Opportunity:

“Phantom” or “standby” power is electrical energy consumed by devices and appliances when plugged in, even when not in use. Controlling costs associated with phantom power is a proactive way to save money and the environment.

School-Based Action Items:

- Designate student members of the school eco-team to conduct annual [Ecoschools Canada - Classroom Lighting Assessment](#) and [Ecoschools Canada - Energy Conservation Walkabout Worksheet](#)

-
- ❑ Document classroom lighting and energy conservation walkabout assessments in the school eco-team folder.
 - ❑ Promote energy conservation habits including, but not limited to
 - ❑ Plugging electronic devices into power bars with timers to shut them off automatically
 - ❑ Grouping appliances and electronics that are used together by plugging them into the same power bar (i.e., coffee maker and toaster; computer, monitor and printer, etc.)
 - ❑ Unplugging cell phone, tablet, and computer chargers once devices have finished charging. Up to 50% of the electricity they draw is lost as heat.
 - ❑ Disabling computer screen savers, as they can use up to twice as much energy. Instead, activate "sleep" mode or unplug the computer entirely.
 - ❑ Unplugging vacuums, power tools and other appliances from chargers once they have finished charging.
 - ❑ Put up informative posters about phantom power and energy conservation strategies
 - ❑ Promote and communicate phantom power reduction activities to TLDSB students, teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)

Resources and Budget:

- Power bars as needed by request
- Informative posters (created by students and/or staff members)

Costs will be offset by reductions in power consumption.

Estimated Timeline:

TLDSB institutions will endeavour to implement action items by June 2021. Conduct annual classroom lighting assessments and energy conservation walkabout worksheets by February 28th of every year.

Additional Resources:

[Ecoschools Canada - Classroom Lighting Assessment](#)

[Ecoschools Canada - Energy Conservation Walkabout Worksheet](#)

5.3 Conscientious Heating and Cooling

Problem/Opportunity:

Ensuring conscientious heating and cooling minimizes inefficient energy consumption within education institutions. TLDSB will renew policies described in section 4.2.1b in the [Trillium Lakelands District School Board Environmental Impact BD-2401](#), which state:

“Heating and Air Conditioning – custodians/educators will ensure that:

- *windows and curtains are closed at the end of the school day;*
- *space around vents on walls and window sills are free of obstruction;*
- *doors to the outside of the building are closed as quickly as possible;*
- *standard room temperatures are kept;*
- *mechanical equipment and water faucets are checked regularly and problems are reported promptly.”*

Additionally, TLDSB educational institutions will:

- Promote and communicate conscientious heating and cooling activities to TLDSB secondary school students, educators, custodians, and other staff members (EA’s, guidance counsellors, administrative assistants, etc)
 - E.g. Campaigns to dress for the weather, reminders to staff to close windows and curtains, etc.

Additional Resources:

[Trillium Lakelands District School Board Environmental Impact BD-2401](#)

5.4 Monitoring Water Waste

Problem/Opportunity:

Water is a valuable resource that should be treated as such. Reducing water consumption in educational institutions and implementing water conservation procedures are necessary to promote environmental stewardship.

System-Level Action Items:

- Consult with Facilities Services on piloting cistern gray-water programs at select TLDSB institutions.
- Promote staff and student use of reusable water bottles
- Install hydration stations in all buildings for easy access to refill bottles

School-Based Action Items:

-
- ❑ Communicate with custodial staff to develop and implement new water conservation procedures including, but limited to:
 - ❑ Checking mechanical equipment and water faucets regularly, reporting problems, and repairing equipment promptly
 - ❑ Replacing old equipment as necessary with energy-efficient replacements (i.e. low flush toilets, faucets with automatic shut-offs, EnergyStar rated dishwashers, etc)
 - ❑ Maximizing natural vegetative cover and limit lawn area requiring additional watering
 - ❑ Applying mulch around shrubs and flower beds to reduce evaporation, promote plant growth and control weeds.
 - ❑ Purchasing rain barrels with screened filters (to prevent mosquito larvae growth) to collect rainfall for irrigation

Resources and Budget:

- Rain barrels
- Hydration stations

Estimated Timeline:

Implement water conservation procedures by June 2022.

Additional Resources:

<https://www.homedepot.com/p/Good-Ideas-50-Gal-Oak-Rain-Barrel-RW50-OAK/312315234>

https://19january2017snapshot.epa.gov/www3/region1/eco/drinkwater/water_conservation_schools.html

5.5 Developing Facility and Equipment Upgrades, Retrofit, and Replacement Programs

Problem/Opportunity:

To promote efficient energy consumption, facility and equipment upgrades, retrofit, and replacement programs must be implemented and enforced.

Section 4.2.4 in the [Trillium Lakelands District School Board Environmental Impact BD-2401](#), states that Facilities Services responsibilities include the following:

- a) *“Develop facility and equipment upgrades, retrofit, and replacement programs that lead to reduced energy consumption and lower operating costs;*

-
- b) *Operate and maintain all facilities and equipment for optimum energy efficiency including the suggestion to close underutilized classrooms, wings, or sections of buildings impacted by declining enrolment;*
 - c) *Implement summer, winter, and holiday operating condition targets and temperature ranges, setback parameters, and equipment run schedules;*
 - d) *Check mechanical equipment and water faucets regularly and report problems and repair promptly”*

System-Level Action Items:

- Consult with Purchasing Services and Facilities Services about existing policies
- Review and renew the [Trillium Lakelands District School Board Environmental Impact BD-2401](#) policy as part of this Climate Change Action Plan.

Additional Resources:

[Trillium Lakelands District School Board Environmental Impact BD-2401](#)

5.6 Renewable and Alternative Energy

Problem/Opportunity:

Energy generated by fossil fuels is a significant contributor to carbon dioxide emissions. Renewable energy is the energy supplied from sources, such as wind, solar, geothermal, hydro, and biomass. Educating students about renewable and alternative energy, as well as investing in renewable energy can help reduce Trillium Lakelands District School Board’s carbon footprint. Long-term commitment to renewable energy will promote sustainable living for the next seven generations.

“Developing a solar project in a location that generates its electricity from carbon-intensive fossil fuels - such as coal, oil or natural gas - enables communities to decrease consumption of high-carbon, high-emissions electricity, replacing it with clean, renewable energy. In this way, solar projects address the primary cause of climate change: GHG emissions created by fossil fuel combustion in the electricity and building sectors” ([Solar Schools Canada](#))

System-Level Action Items:



-
- Transition to LED lighting wherever possible
 - The board will endeavour to pilot a school-based solar project program.
 - Determine a suitable site(s) for a solar panel(s) pilot within TLDSB. Factors to consider if a school is suitable for solar include:
 - School age, layout and location;
 - The emissions intensity of the energy mix in the specific school district; and
 - The availability of more cost-effective channels to improve energy efficiency or access renewable energy at the specific school
 - Complete a formal feasibility report, including:
 - Determine the energy-savings potential by measuring the school's energy consumption and costs over a 1-3 year period through reviewing past utility bills.
 - Use the energy-savings assessment to estimate the solar project size
 - Use the size estimate to determine estimated project costs
 - Confirm the project regulatory regime, project structure, and project funding or financing options
 - Regulatory regime analysis should also consider local zoning, planning, environmental permitting and interconnection requirements applicable to the proposed project (external consultation may be required)
 - Project structure may be either school ownership or third-party ownership (see Pg. 10-11 of [Going Solar | A guide for students, teachers and communities to develop successful school-based solar projects](#))
 - If the chosen school decides to develop its solar project under the school ownership model described above, the school will be responsible for funding or financing the project's capital costs.
 - Funding options include school capital budgets, federal and provincial grants
 - and incentives, and private donations from individuals, foundations or other grant-making bodies; some examples of financing sources include banks and other financial institutions.
 - Prepare and issue a Request for Proposal (RFP), inviting renewable energy contractors to bid to design, build and install a solar project.
 - The RFP will be the responsibility of the school or school board's legal department, who will prepare and release the RFP per with local procurement laws and standards
 - Select a solar contractor based on information in Schedule "B" of [Going Solar | A guide for students, teachers and communities to develop successful school-based solar projects](#)
 - Design, install, and commission solar project

-
- ❑ Coordinate education and outreach activities to gauge public appetite for a school-based solar project and identify and respond to legitimate stakeholder concerns
 - ❑ Promote and communicate renewable energy activities to TLDSB students, teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)
 - ❑ Communicate renewable energy activities to secondary audiences (parents, local media, local businesses, local agencies, other school districts, Ministry of Education, etc.)

School-Based Action Items:

- ❑ Identify Solar Champion(s), outreach and education at each educational institution within TLDSB who will be in charge of:
 - ❑ Educating the school on the benefits and opportunities presented by solar (e.g. through informal discussions among students, teachers, parents and staff, or formal presentations delivered in classrooms, assemblies and student clubs);
 - ❑ Engaging with the school's administration, Facilities Services and student representatives to introduce the project and explore the project's technical feasibility
 - ❑ Exploring community interest in the project and identifying, understanding and responding to legitimate concerns.
- ❑ Create opportunities to engage students, teachers, administrators and the community by:
 - ❑ Coordinating education and outreach activities to gauge public appetite for a school-based solar project and identify and respond to legitimate stakeholder concerns
 - ❑ Contributing to discussions regarding the project structure, regulatory regime, financing and funding options, and RFP processes.
- ❑ Promote and communicate renewable energy activities to TLDSB students, teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc)
- ❑ Communicate renewable energy activities to secondary audiences (parents, local media, local businesses, local agencies, other school districts, Ministry of Education, etc.)

Resources and Budget:

Resources required to complete a solar project vary depending on the size, type, and location of the project. Depending on project ownership structure, the solar project may be primarily covered by a third-party corporation or by the school board. Long-term, a solar project will contribute to lowered electricity bills for the designated school.

Estimated Timeline:

This project will be long-term (spanning at least 4 years). Timeline to be decided at a future date.

Additional Resources:

[Renewable energy facts | Natural Resources](#)

[Solar Schools Canada](#)

[CanadaGoing Solar | A guide for students, teachers and communities to develop successful school-based solar projects](#)



Phase 6: Food Resilience

6.1 Plastic-Free Cafeterias

Problem/Opportunity:

Single-use plastics use a significant amount of resources and create excessive waste. School cafeterias use single-use plastics to individually wrap food items for students. Cutlery used in cafeterias is also plastic. Several alternative options could be used to ensure that food items are still packaged up to health code, but not using single-use plastics. Cafeterias also sell bottled drinks (water, juice).

System-Level Action Items:

- Reach out to cafeteria companies for a plastic-free cafeteria partnership
 - Discuss alternatives to single-use plastics in school cafeterias
 - Budget for reduced single-use plastic consumption
- Create a dishwashing system with cafeteria companies and/or school staff/students
- Purchase produce and food from suppliers with minimal/no packaging, where possible (e.g. crated produce instead of bagged)
- Limit the quantity of packaged snack foods for sale (e.g. bagged chips, granola bars, etc.)
- Purchase drink dispensers for juice to replace juice boxes and bottles

School-Based Action Items:

- Replace plastic cutlery, cups, straws and packages for food items with compostable alternatives (e.g. bamboo) and/or reusable silverware and tableware
- Create a dishwashing system with cafeteria companies and school staff/students
- Purchase produce and food from suppliers with minimal/no packaging, where possible (e.g. crated produce instead of bagged)

- ❑ Limit the quantity of packaged snack foods for sale (e.g. bagged chips, granola bars, etc.)
- ❑ Purchase drink dispensers for juices to replace juice boxes and bottles
- ❑ Have school eco-teams sell reusable cutlery packages to students and staff
 - ❑ Use profits from cutlery sales to offset other projects
- ❑ Promote plastic-free and waste-free “boomerang” lunches in schools
 - ❑ Create posters, social media posts, and plastic-free statements for cafeterias

Resources and Budget:

- Compostable cutlery, cups and packages (Approx. \$30 for 300 piece cutlery set)
- Drink dispenser (Approx. \$2500)
- Reusable silverware (to sell)

Estimated Timeline:

Endeavour to implement compostable cutlery and packaging by the start of the 2020-2021 school year. Endeavour to raise funds and purchase a drink dispenser by the start of the 2021-2022 school year.

Additional Resources:

Cutlery:

https://www.amazon.ca/Patra-Classic-Cutlery-Biodegradable-Compostable/dp/B07RG9SBYZ/ref=sr_1_3_sspa?crd=1ZRN92485UAU1&keywords=compostable+cutlery&qid=1584388335&srefix=compostable+%2Caps%2C181&sr=8-3-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEzREFTNVI4Q1NSQIQ3JmVuY3J5cHRIZEikPUEwOTg2NjYxMzIBRTZENThVT0dKOCZlbnNyeXB0ZWRBZEikPUEwNTQzMtA1MVVWSFpTODVFT1I4RiZ3aWRnZXROYW1IPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=

<https://www.greenmunch.ca/cutlery/>

Drink Dispenser:

<http://www.sodadispenserdepot.com/dispensers.html>

6.2 Repurposing Leftover Food

Problem/Opportunity:

According to the National Zero Waste Council, 2.2 million tonnes of edible food is wasted each year, costing Canadians over \$17 billion. This is food that could have been used if stored and distributed properly. Leftover food from school cafeterias and hospitality classes are being

thrown out when they could be used more effectively or repurposed. Excess food leftovers should be minimized or repurposed.

System-Level Action Items:

- Review audits of the quantity and type of food waste in TLDSB cafeterias and kitchens
- Communicate with the cafeteria companies and Hospitality/Food and Nutrition classes to develop plans for leftover food
- Review/create food waste minimization policies and procedures
- Review food purchases to reduce surplus food
- Review health code policies regarding repurposing and donating surplus food

School-Based Action Items:

- Audit the quantity and type of food waste in every TLDSB cafeteria and kitchen by students/staff members
- Ensure all food products are clearly labelled with expiration dates and kept in ideal storage environments to maximize freshness
- Communicate with the cafeteria companies and Hospitality/Food and Nutrition classes to develop plans for leftover food
- Partner with local shelters, organizations and families/students to donate leftover/surplus food and foodstuffs approaching their expiration date
 - Coordinating food donations with school administration

Resources and Budget:

Effective allocation of excess food will minimize disposal costs.

Estimated Timeline:

End of 2020- 2021 school year

Additional Resources:

“Food Waste in the Home.” *Love Food Hate Waste Canada*, National Zero Waste Council, 2020, <https://lovefoodhatewaste.ca/about/food-waste/>

6.3 Eating and Buying Local

Problem/Opportunity:

Encouraging students, staff and the school cafeterias to buy and eat local products promotes food resiliency and supports the local economy. Food travels a shorter farm-to-table distance, which minimizes the carbon footprint.

System-Level Action Items:

- Consult with cafeteria companies about buying locally when in-season
- Purchasing produce and other foodstuffs from local farms when in-season
- Reaching out to local restaurants and businesses for catering and special events
- Collect and develop climate-related educational resources and learning tools for teachers related to local food awareness ([EcoSchools Canada - Local Food Awareness and Action Campaigns](#))

School-Based Action Items:

- Reach out to local restaurants and businesses for catering and special events where possible
- Reach out to local restaurants about student deals/discounts
- Advertise and promote student card discounts at local businesses
 - Create informative posters, announcements, social media posts, etc.,
- Promote eating and buying locally within the school community
 - Eco-teams can organize local food awareness campaigns to promote buying food that is grown, processed, distributed and purchased within the geographic region ([EcoSchools Canada - Local Food Awareness and Action Campaigns](#))
 - Invite families, community organizations, local farmers, and/or local food advocates to participate in local food awareness campaigns
- Provide teachers with local food lessons and activities to embed local food education into classrooms across the school ([EcoSchools Canada - Local Food Awareness and Action Campaigns](#) and [1.4 Climate in the Curriculum](#))

Resources and Budget:

- Paying for food from local companies could cost more money

Estimated Timeline:

End of 2021-2022 school year

Additional Resources:

[Eat Local Muskoka](#)

[Eat Local City of Kawartha Lakes](#)

[Eat Local Haliburton Highlands](#)

[EcoSchools Canada - Local Food Awareness & Action Campaigns](#)



6.4 Reusable Mug and Water Bottle Programs

Problem/Opportunity:

Many students/staff use plastic water bottles and soda bottles. Take-out coffee/tea/hot chocolate cups are also often used. Encouraging and providing students/staff with reusable mugs and water bottles will decrease the amount of plastic/paper cups/bottles that are used.

System-Level Action Items:

- Invest in multiple hydration stations at every TLDSB educational institution
- Incentivise additional hydration stations based on school action
- Keep hydration stations in good repair so that they are always available
- TLDSB will encourage local businesses and partners to use a reusable mug exchange program

School-Based Action Items:

- Remove plastic water bottles from school vending machines and cafeterias
- Create reusable mug exchange programs for staff members and/or students in common spaces in the school
- Encourage business classes/student councils/eco-teams to sell reusable TLDSB school water bottles and mugs
 - Use sales as a fundraiser for school eco-teams to finance other projects
- Eco teams will raise awareness campaigns about drinking water and the importance of reducing single-use plastic waste ([EcoSchools Canada - The Great Gulp](#))

Resources and Budget:

- Water bottles/ mugs

Additional Resources:

<https://eatlocalmuskoka.ca/>

[EcoSchools Canada - The Great Gulp](#)



Phase 7: Resource Management

7.1 Biodegradable and Environmentally-Friendly Cleaning Supplies

Problem/Opportunity:

Choosing a biodegradable cleaner is especially important for products that are rinsed down drains into sewers because they eventually impact our oceans and waterways. But biodegradable products with eco-friendly claims do not guarantee low toxicity. Some chemicals known to rapidly biodegrade have also been identified as carcinogens and other toxicants.

Simple detergents can be swapped in for harsh chemical detergents, however, we should keep the heavier chemicals still in school in the need of a health emergency (the COVID-19 pandemic is a good example of when we would need a more harsh cleaning agent rather than a normal anti-bacterial and clean away surface remover).

System-Level Action Items:

- Review the list of cleaning supplies (Facilities Services)
- Investigate biodegradability, toxicity, effectiveness, and affordability of cleaning supplies
- Continually test new green products as they become available
- Review cleaning policies and procedures in TLDSB educational institutions to minimize waste while considering the health and safety of staff and students
- Purchase cleaning supplies in bulk to limit excess packaging
- Continue to look for refillable products to limit excess waste
- Communicate with custodial staff to accomplish the above action items

School-Based Action Items:

- Implement cleaning policies and procedures as suggested by the Facilities Services Department
- Consult custodial staff about environmentally-conscientious cleaning practices

Additional Resources:

[Schools and Universities: Green Cleaning Products](#)



7.2 Phasing Out Single-Use Plastics

Problem/Opportunity:

Phasing out single-use plastics and reducing the consumption of other single-use materials is critical to the environmental sustainability of school boards, communities, and the country. On June 10th, 2019, the Office of the Prime Minister of Canada released this statement on plastic pollution:

“Plastic pollution is a global challenge that requires immediate action ... Less than 10% of plastic used in Canada gets recycled. Without a change in course, Canadians will throw away an estimated \$11 billion worth of plastic materials each year by 2030. We’ve reached a defining moment, and this is a problem we simply can’t afford to ignore.

That is why the Prime Minister, Justin Trudeau, today announced that the Government of Canada is taking additional steps to reduce Canada’s plastic waste, support innovation, and promote the use of affordable and safe alternatives. Working with governments and businesses across Canada, the Government of Canada will:

- *Ban harmful single-use plastics as early as 2021 (such as plastic bags, straws, cutlery, plates and stir sticks) where supported by scientific evidence and warranted, and take other steps to reduce pollution from plastic products and packaging*
- *Work with provinces and territories to introduce standards and targets for companies that manufacture plastic products or sell items with plastics packaging so they become responsible for their plastic waste. ”*

(Source: [June 10, 2019, Media Release - Office of the Prime Minister of Canada](#))

TLDSB will commit to phasing out single-use plastics and reducing plastic waste to do our part in the national effort to limit plastic pollution. TLDSB will consider the following factors before and while implementing plastic-reduction strategies:

- 1) **Ability to find an alternative or replacement product** - not all current single-use products have a viable environmentally neutral replacement product.
- 2) **Budget impacts** – replacement products can be more or less expensive than current single-use plastics. TLDSB needs to consider the impact of purchases on budgets.
- 3) **Perception of reduction strategies** – TLDSB stakeholders may or may not share the same opinion or strategic vision regarding the reduction or elimination of single-use plastics. A diverse population of the TLDSB should be consulted before implementing reduction strategies to promote board-wide cooperation.

-
- 4) **Creation of sustainable reduction programs and consistent communication** - constant and consistent communication to all members of the TLDSB is key to success.
 - 5) **Impact on labour costs** – support of recycling and composting programs is needed for long term success. Additional staff and student time will be needed to support new programs which may create competing priorities for staff. Prioritization of single-use plastics strategies may push out other current job responsibilities.
 - 6) **The existing inventory of single-use plastic products** – the TLDSB will reserve existing supplies for instances when alternative and replacement supplies are insufficient.
 - 7) **External Factors** - TLDSB only has control over certain aspects of a single-use plastic reduction strategy. Goods purchased from suppliers come wrapped in plastic. The TLDSB lacks control over many aspects of packaging and other single-use plastics without alternative or replacement products. However, the TLDSB will work with suppliers and community partners to reduce plastic pollution.
 - 8) **Health and safety impacts of alternative or replacement products** – replacement products need to provide the same level of safety for staff and students.
 - 9) **Specific situations/Emergencies** - Some situations, like boil water advisories, may require single-use plastics for health and safety reasons.
 - 10) **Data collection and record keeping** – TLDSB will monitor the success of single-use plastic reduction programs by collecting data on plastic consumption.

Student Leadership

Plastic Free-July has many resources and ideas on incorporating student ideas into plastic reduction frameworks:

“Great school initiatives have come from brainstorming sessions. Often working with the committee will create ideas relevant to your school. These could include:

- *Approaching the cafeteria to reduce plastic*
- *Helping a school event (dance or any kind of after school programs that happen in school gyms) to go plastic-free*
- *Reviewing the stationery list and suggesting plastic-free alternatives*
- *Reviewing the school procurement policy and adding in plastic-free requirements*

*Setting **SMART** goals (for example, one school aimed for every student in first-period Biology Class to use a reusable water bottle by the end of the year) can help to track your progress as you go. You may be surprised by how quickly your changes can start to add up with a bit of time and effort. Attempts at having teachers keep records of students implementing these ideas and*



then in the next school year refer back to the statistics and see where students and teachers can improve.

The impact:

- *Students are often keen to make a difference and willing to make small changes if they can see the bigger purpose/feel part of a larger movement. A simple switch can have a huge multiplier effect.*
- *Schools are also often a great base for broader change. Many students and teachers start to adopt plastic-free practices in their everyday lives outside of school, too.”*

[\(“How Schools Can Reduce Plastic Waste.”\)](#)

System-Level Action Items:

- Establish a Single-Use Plastics Reduction/Eco Committee. This committee may consist of representatives from teaching and program staff, Education Centre staff, Facilities Services staff, school administrators, G7 Student Senate, union leadership and health and safety representatives. ([1.2 School Board Commitment to Climate Change Action Plan](#))
Duties of the committee would include:
 - Assessing system needs
 - Defining priority and target setting as it relates to specific single-use plastic items
 - Establishing measures and reporting on measures to ensure targets are balanced against results
 - Communicating findings and recommendations to the school board
 - Reviewing and adjusting the TLDSB Climate Change Action Plan and related documents according to their findings and recommendations
- Develop a communication plan to educate TLDSB staff, students, and families about single-use plastics and plans to reduce plastic pollution. (See [Phase 1: Education and Commitment](#))
- Outline the quantities purchased and used by Facilities Services for some of the most commonly purchased single-use plastic items.
 - Examples include plastic cups, cutlery, plastic stir sticks, plastic plates, and plastic wrap and packaging
 - Note non-plastic single-use products such as styrofoam cups as well
- Outline additional quantities of the above that are purchased and used by each educational institution

School-Based Action Items:

- Audit quantities of single-use plastics that are purchased and used by each educational institution

-
- Examples include plastic cups, cutlery, plastic stir sticks, plastic plates, and plastic wrap and packaging
 - Note non-plastic single-use products such as styrofoam cups as well
 - Communicate findings to the Single-Use Plastics/Eco Committee
 - Implement plastic-reduction recommendations from the Single-Use Plastics Reduction/Eco Committee
 - Give student environmental clubs and committees resources to run plastic reduction initiatives and encourage mindful plastic consumption

Additional Resources:

[EcoSchools Canada - Designing a campaign: 6 Steps to an Effective School-wide Campaign](#)

“How Schools Can Reduce Plastic Waste.” *Plastic Free July*, Plastic Free Foundation, 17 June 2019, www.plasticfreejuly.org/get-involved/what-you-can-do/at-school/

The Office of the Prime Minister of Canada. *Canada to Ban Harmful Single-Use Plastics and Hold Companies Responsible for Plastic Waste*. Media Release. 10 June 2019, <https://pm.gc.ca/en/news/news-releases/2019/06/10/canada-ban-harmful-single-use-plastics-and-hold-companies-responsible>

7.3 Repurposing Furniture and Equipment

Problem/Opportunity:

TLDSB will reuse and repurpose furniture and equipment to reduce waste sent to landfills and minimize replacement costs. TLDSB will continue to dispose of obsolete items as described in document [BU-3540: Disposal of Obsolete or Surplus Furniture and Equipment Procedure](#).

System-Level Action Items:

- TLDSB will endeavour to put an additional focus on environmentally-conscious disposal and repurposing practices of furniture and equipment. This includes, but is not limited to, specialty waste disposal as described in [4.3 Specialty Waste Disposal](#), repairing items (within reason), and the resale of furniture and equipment.
- TLDSB will endeavour to purchase more eco-friendly products considering the environmental impact of the construction of the product, its durability, and life-expectancy
- TLDSB will endeavour to purchase equipment and furniture with multi-functionality
- TLDSB will endeavour to repurpose furniture and equipment as much as possible, utilizing “government deals” reselling as a last resort (<https://www.govdeals.ca/>)

Additional Resources:

BU-3540 Disposal of Obsolete or Surplus Furniture and Equipment Procedure

<https://www.govdeals.ca/>



Phase 8: Carbon-Conscious Transportation

8.1 Encouraging the Use of Public Transportation, Walking, or Biking to School for Students

Problem/Opportunity:

Active transportation is a great way for students to get the recommended 60 minutes of physical activity per day. This can include biking, skateboarding, and scootering to get to and from places such as schools, parks, shops, and community centres around the area.

System-Level Action Items:

- Map out safe routes for walking and wheeling to and from school and share through newsletters and on the school website in partnership with Transportation Services
- Provide/advocate for bike racks at the school (if the school does not already provide for one). Decorate bike racks to make them appealing and spark interest in using them.
- Incentivize additional bike racks based on school action

School-Based Action Items:

- Promote walking and wheeling to and from school through morning announcements, posters and banners, newsletters, school websites and social media. Invite students and classrooms to make posters about why walking and wheeling to and from school is important to them. Display posters and banners around the school (e.g. at the school entrance, outside the school near drop-off zones and in the main office).
- Talk with students/parents about the benefits of safely walking and wheeling to and from school and other destinations in class and at school assemblies.
- Map out safe routes for walking and wheeling to and from school and share through newsletters and on the school website in partnership with the Transportation Department
- Organize a walk around the schoolyard before school starts for students who are bused to and from school.
- Plan walk or 'wheel' to school days once a week or once each month
 - Walking/ Wheeling Wednesdays, Trekking Tuesdays, Phys. Ed. Fridays or Walk and Roll to School Days).
 - Use a theme to make it fun (e.g. Wild Hat Walking Wednesday)



-
- ❑ Invite classes to track the number of students walking or riding to and from school that day (or walking around the schoolyard if bused to and from school). The class with the highest participation gets a certificate or trophy.
 - ❑ Track the number of kilometres travelled by students walking and wheeling to school and display how far the school has travelled using a map of Canada (e.g. our school has walked/biked to P.E.I).
 - ❑ Connect with parents, older students or other community members to lead or create a school walk or bike for students to get to and from school. (Example: walking school bus stop or bicycle). [Create an online sign-up sheet to make volunteer sign up easier for those who would like to create a route].

Estimated Timeline:

This could be implemented into the 2020-2021 school year, starting in September, the students and parents could receive an online newsletter explaining the active transportation and encouraging more frequent carpooling.

8.2 Educator Carpooling and Walking Bus Routes

Problem/Opportunity:

Carpooling and forming a Walking Bus are great ways to travel to and from school in a more environmentally-sustainable way. By reducing the number of cars on the road reduces the quantity of pollution and the transportation carbon footprint.

System-Level Action Items:

- ❑ Encourage the use of carpooling:
 - ❑ Most educators, staff, and admin will drive by other colleagues on their route to school. By creating a “25 or less” campaign this will encourage our educators to reduce their carbon footprint and encourage their students to do so.
- ❑ The senior team will continue to model by carpooling to any board-wide events
- ❑ Incentivize carpooling for staff to continue to carpool to work and board events
- ❑ Encourage schools to participate in the “25 or Less” campaign

School-Based Action Items:

- ❑ Encourage schools to participate in the “25 or Less” campaign
 - ❑ TLDSB, in Ontario, Canada has approximately 16,000 students in Junior Kindergarten through Grade 12. Approximately 50 students travel to school by school bus per school (this is a very rough estimate) and the rest of the students live within walking distance of the school. Despite the amount of encouragement

for students to walk, bike, or take the bus, TLDSB feels that there are still too many private vehicles dropping off students.

- ❑ Finding new ways and initiatives to encourage eco-transport is needed to reduce the number of vehicles at the school. A "25 cars or less" campaign encourages schools to reduce the number of private vehicles at school drop-off and pick-up times to under 25.
- ❑ A 'thermometer' can be displayed to alert drivers how many vehicles dropped off students the day before, and school PA announcements update the students and educators of progress.
- ❑ There can also be signs displayed around the school promoting the "25 or Less" campaign.
- ❑ Each school can have a 'thermometer' and compete each year to see which school has the least amount of private cars coming into the school parking lot.
- ❑ Incentives for the winning school could be school supplies or supplies for the lockers projects at schools.
- ❑ Encourage schools to participate in a walking bus program
 - ❑ The walking bus can be created by the student population that walks to school.
 - ❑ Every morning the students who walk can create a walking stop and everyone meets one another at this spot and goes to school.
 - ❑ This spot can be at a café or a restaurant where students can get food for the day or a drink to start their morning.
- ❑ The walking bus encourages students to socialize with one another, participate in walking studying, and promote social interaction with peers to broaden their social community
- ❑ School-based staff/student Eco Champions will promote active living in TLDSB communities by participating in the walking bus
- ❑ Educators will work to connect the walking bus program into the extracurricular-based curriculum

8.3 Reducing Idling

Problem/Opportunity:

In Canada, nearly 15,141,647.14 Litres of fuel (enough to fill five Olympic-size swimming pools) is wasted every day as a result of vehicle idling. Unnecessary idling pollutes communities, wastes money, and contributes to the national reliance on foreign oil and fossil fuels.

Turning off engines when idling for more than 10 seconds when not in traffic or when parked is the easiest way for TDSB community members to reduce the carbon footprint of their transportation. Less idling means saving gas and cash, lengthening engine life, and contributing to a cleaner, healthier planet. Exhaust from idling vehicles is linked to increased risk for asthma, allergies, heart and lung disease and even cancer, particularly in young children with developing respiratory and circulatory systems. ([Turn It Off: It's Your Turn](#))

System-Level Action Items:

- Arrange/advocate for idle-free zones around schools and other educational institutions
- Provide signage for schools to indicate idle-free zones
- Contact municipal by-law departments to develop self-enforcement strategies and review by-law regulations.

School-Based Action Items:

- Assign staff/student champions to enforce the idle-free zone before and after school.
- Every educational institution will take the “I Turn It Off” Pledge, which states:
 - “I pledge to idle for no longer than 10 seconds when I’m not in traffic or when I am parked.” ([Turn It Off: It's Your Turn](#))
- Eco-teams will encourage staff, students, and families to take the “I Turn It Off” Pledge
- School eco-teams will develop a communication plan to educate TLDSB staff, students, and families about the consequences of and plans to reduce idling
 - Extensive information about anti-idling is available online. Visit the [I Turn It Off Campaign](#) website for idling statistics and anti-idling communication tools.
 - Create/find informative posters about the consequences of idling and have them advertised online and in schools.
 - Use social media to promote anti-idling practices and share the consequences of idling
 - Promoting and communicating anti-idling activities to TLDSB students, teachers, custodians, and other staff members (EA’s, guidance counsellors, administrative assistants, etc.)
 - Promoting and communicating anti-idling activities to secondary audiences (parents, local media, local businesses, local agencies, other school districts, Ministry of Education, etc.)
 - Additional communication strategies include writing an editorial for local and school newspapers, bulletin boards, and updating the Climate Change Action Plan section of TLDSB and school websites

-
- ❑ Example: *Did you know that 10 seconds of #idling wastes more fuel than restarting your engine? Learn more and take the pledge to stop idling at <http://iturnitoff.com>*

Additional Resources:

[Turn It Off: It's Your Turn](#)

8.4 Hybrid School Buses and Biofuels

Problem/Opportunity:

Biodiesel works like petroleum diesel, except it's made from plant-based oils and recycled fats and greases instead of fossil fuels. It can be blended with — or fully replace — petroleum diesel for a lesser environmental impact. Biodiesel is the only alternative fuel to have submitted a complete emissions evaluation to the U.S. Environmental Protection Agency (EPA). The results of this evaluation show that switching to a 20% biodiesel, 80% petroleum (80:20) blend reduces particulate matter emissions: a known contributor to respiratory problems.

Benefits of Biodiesel and Biofuels:

No need for fuel system modifications or a fleet overhaul.

- Biodiesel works just like petroleum diesel and can be used in any traditional diesel equipment, including cars, trucks, farm equipment, boats, generators, and oil heating furnaces. No modifications or upgrades are necessary for existing fleets to take advantage of the emissions benefits of biodiesel. Biodiesel has a higher cetane rating than petroleum diesel, making it easier to start and turn over the engine, and better lubricity, resulting in less wear and a potentially longer engine life. It also causes less soot accumulation.

A positive health impact

- Because it is made from oils and fats, biodiesel emits low levels of carbon and is completely renewable. It biodegrades as fast as sugar, making it less destructive to the planet. It also burns significantly cleaner. This is important for us all, but particularly children riding school buses. Children are far more susceptible to poor air quality due to their developing lungs, higher respiratory rates, and deeper breathing. Biodiesel can lower particulate matter by 47%, according to the [National Biodiesel Board](#), reducing smog, and making our air healthier to breathe.

A lower carbon footprint



-
- School districts can reduce their carbon footprint — and the associated financial expense — by using biodiesel that is locally sourced and manufactured. Biodiesel has a carbon footprint that's far lower than petroleum diesel, making it possible to remove millions of pounds of carbon dioxide from the air. When used in its pure form, biodiesel can produce nearly 76% fewer emissions than petroleum diesel — and even when incorporated into petroleum fuel blends, it can make a considerable impact. Biodiesel use reduces other harmful emissions from carbon monoxide to hydrocarbons.

A safer energy source

- Biodiesel is safer to make, reducing the need for dangerous drilling processes to access the world's diminishing petroleum reserves. Unlike oil spills, which are known to be catastrophic, killing off marine life and jarring the local ecosystem for years on end, plant-based material is less toxic than table salt. Biodiesel is also safer to store and transport. With a flashpoint higher than 130 degrees Celsius, compared with about 52 degrees Celsius for petroleum diesel, it is less likely to combust, reducing the overall environmental danger even further.

Cold weather

- Like petroleum diesel, biodiesel can form crystals in cold weather which can lead to filter plugging. Laboratory tests show that a biodiesel blend forms crystals at a higher temperature than petroleum diesel. Cold weather operations are influenced by many factors including the type of feedstock used as some types of biodiesel form crystals at lower temperatures than others, depending on the feedstock and characteristics of the fuel.
- Potential solutions to cold weather problems are similar to those for petroleum diesel. They include using fuel additives and engine block or fuel filter heaters, looking to more insulated gas tanks that can hold heat for longer and storing vehicles in a building.
- Several studies including the [NRDDI \(National Renewable Diesel Demonstration Initiative\)](#) projects have shown the successful use of biodiesel blends in cold weather up to a certain low concentration. The fuel provider needs to choose the right biodiesel formulation and adjust the fuel blend level to meet the Canadian General Standards Board's recommended specifications for the season, temperature, and region of use.
- Biodiesel made from natural fats and oil wastes tends to gel at relatively high temperatures (around upper 40°C to low 50°C) whereas Biodiesel made from canola oil or safflower oil can usually stay liquid clear down near freezing. ([Biodiesel | Natural Resources Canada](#))

System-Level Action Items:

- Consult with transportation partners about hybrid or alternative fuel buses
 - Donnelly Shuttle Transit Inc. – 705-745-2424 or 1-800-746-1523
 - Campbell Bus Lines Ltd. – 705- 789-1975
 - First Student – Bowmanville 905-623-3811 – Orillia 705-326-7376
 - Haliburton Bus Lines – 705-457-8882
 - Hammond Transportation – 705-645-5431
 - J&K Devitt’s – 705-738-2461
 - Kawartha Lakes Bus Lines Ltd – 705-324-8882
 - Student Transportation of Canada – 705-743-0166 or 1-877-743-7403
 - STC Parkview – 705-526-2847
- The Trillium Lakelands District School Board will encourage transportation partners to transition to environmentally sustainable transportation policies such as investments in hybrid buses, electric vehicles, and the consumption of biofuels

School-Based Action Items:

- Have student environmental groups petition and send letters to transportation partners to encourage them to transition to more environmentally sustainable transportation policies.

Additional Resources:

[5 Biodiesel Benefits for School Buses - Alternative Fuels](#)

[Biodiesel | Natural Resources Canada](#)

[National Biodiesel Board](#)

[NRDDI \(National Renewable Diesel Demonstration Initiative\)](#)



Phase 9: Creation of Eco-spaces

9.1 Community Gardens

Problem/Opportunity:

The main goal of a community garden is to create a social environment where people work hard to build strong relationships with others in the community and the land that we live on. What is most common with community gardens is the hard work that goes into it from volunteers around the area who grow vegetables and fruits along with fresh flowers, everyone who would like to use the harvestings must pitch in on the work to be able to gain. Our Indigenous Elders and community partners can also help to develop traditional Indigenous medicine gardens to allow us to learn more about Indigenous perspectives and connection to land and food.

System-Level Action Items:

- The Eco/Greening Committee, in partnership with the Facilities Services Department, will review the submission of the EcoSpace Plan and offer support and advice of the plan for each school.
- Consult with Indigenous Elders and community partners to develop traditional Indigenous medicine gardens to allow us to learn more about Indigenous perspectives and connection to land and food.

School-Based Action Items:

- Each school will produce and submit an Eco Space Plan to be reviewed by Facilities Services in conjunction with the Eco Committee for support, advice and approval
- Each school can dedicate a plot of fertile land to a community garden and/or school garden project
- Classes can each be responsible for one chore in the garden.
 - Example: the art class is in charge of making the garden look good by painting the raised beds or creating a tile mosaic in the middle of the garden. The physical education class is in charge of weeding the gardens.
 - Each chore would be done once a week for 15 minutes at a time.
- Encourage community contributions to garden projects in the form of donating seeds of flowers or fruits and vegetables, participating in garden chores, or horticultural education (e.g. a local horticultural society teaching students and staff how to garden)
- The garden and eco-spaces can be used to augment curriculum expectations in a host of subject areas in both elementary and secondary as well as be used to support mental health initiatives.

-
- ❑ During the offseason, the garden can be tarped and covered in compost from the schools composting programmes, to allow the soil to stay rich and aerated over the cold winter times.

The use of gardens:

- ❑ School classes that can go out into the garden and host a cooking class during lunch that involves education around the harvestings from the garden. (i.e a Food and Nutrition or Hospitality class in secondary or an intermediate class in elementary)
 - ❑ During these classes, students will be able to learn about the food they eat and look at new life skills that they can use when they leave home ([Health & Physical Education Curriculum - Elementary, 2019](#) and [Health & Physical Education Curriculum - Secondary, 2015 Revised](#))
- ❑ At the end of the harvest, students can have a food fair or cooking fair to demonstrate what they have learned by cooking for their peers
- ❑ During the winter season, classes can host (a) Greenhouse Day(s).
 - ❑ During these Greenhouse Days, students would learn how to plant a fruit or vegetable that they can grow themselves
 - ❑ Students will learn how to care for their plants and properly harvest them when the time comes
 - ❑ Students can learn how to minimize their carbon footprint by growing gardens at home.

Additional Resources:

[Health & Physical Education Curriculum - Elementary, 2019](#)

[Health & Physical Education Curriculum - Secondary, 2015 Revised](#)

9.2 Planting Native Plant Species

Problem/Opportunity:

The article “Why Native Plants Matter” by the National Audubon Society explains the importance of planting native plant species and the benefits of doing so:

“Over the past century, urbanization has taken intact, ecologically productive land and fragmented and transformed it with lawns and exotic ornamental plants. Canada alone has lost a staggering 150 million acres of habitat and farmland to urban sprawl, and that trend isn’t slowing. The modern obsession with highly manicured “perfect” lawns alone has created a

green, monoculture carpet across the country that covers over 40 million acres. The human-dominated landscape no longer supports functioning ecosystems, and the remaining isolated natural areas are not large enough to support wildlife.

Native plants are those that occur naturally in a region in which they evolved. They are the ecological basis upon which life depends, including birds and people. Without them and the insects that co-evolved with them, local birds cannot survive. For example, research by the entomologist Doug Tallamy has shown that native oak trees support over 500 species of caterpillars whereas ginkgos, a commonly planted landscape tree from Asia, host only 5 species of caterpillars. When it takes over 6,000 caterpillars to raise one brood of chickadees, that is a significant difference.

The uses and benefits of native plants:

- *Low maintenance:*
 - *Once established, native plants generally require little maintenance.*
- *Beauty:*
 - *Many native plants offer beautiful showy flowers, produce abundant colourful fruits and seeds, and brilliant seasonal changes in colours from the pale, thin greens of early spring, to the vibrant yellows and reds of autumn.*
- *Healthy Places for People:*
 - *Lawns and the ubiquitous bark-mulched landscapes are notorious for requiring profuse amounts of artificial fertilizers and synthetic chemical pesticides and herbicides. The traditional suburban lawn, on average, has 10x more chemical pesticides per acre than farmland. By choosing native plants for your landscaping, you are not only helping wildlife, but you are creating a healthier place for yourself, your family, and your community.*
- *Helping the Climate:*
 - *Landscaping with native plants can combat climate change. In addition to the reduced noise and carbon pollution from lawn mower exhaust, many native plants, especially long-living trees like oaks and maples, are effective at storing the greenhouse gas carbon dioxide.*
- *Conserving Water:*
 - *Because native plants are adapted to local environmental conditions, they require far less water, saving time, money, and perhaps the most valuable natural resource, water.*
- *Wildlife:*
 - *In addition to providing vital habitat for birds, many other species of wildlife benefits as well. The colourful array of butterflies and moths, including the iconic*

monarch, the swallowtails, tortoiseshells, and beautiful blues, are all dependent on very specific native plant species. Native plants provide nectar for pollinators including hummingbirds, native bees, butterflies, moths, and bats. They provide protective shelter for many mammals. The native nuts, seeds, and fruits produced by these plants offer essential foods for all forms of wildlife.”

- (“Why Native Plants Matter”)

System-Level Action Items:

- Limit highly manicured monocultural green-spaces (excepting playing fields for sports)
- Planting only native plants on school grounds and in school planter boxes and gardens
- Designate greenspaces where wild plants and wildlife may grow without competition from planted species.
- Consult with Facilities Services and maintenance staff
 - Run professional development for the above-noted department about native species, invasive species, and the importance of biodiversity in green spaces

School-Based Action Items:

- The Eco Club in each school could run (an) awareness campaign(s) about invasive species within educational institutions to share the messaging about the value of choosing native species
 - Create posters, social media posts, informational website posters, etc.,

Additional Resources:

“Native Plant Encyclopedia.” Native Plant Encyclopedia, Canadian Wildlife Federation,
<https://cwf-fcf.org/en/resources/encyclopedias/native-plant-encyclopedia/>

“Why Native Plants Matter.” Audubon, National Audubon Society, 18 May 2017,
www.audubon.org/content/why-native-plants-matter.

9.3 Pesticide-Free Green Spaces

Problem/Opportunity:

Cutting out pesticides leads to spontaneous plant growth that will benefit local ecosystems. The concept of allowing a few wild plant species to grow on pavements, along footpaths and in cemeteries is slowly gaining popularity, and hopefully one day we will see real nature developing in the towns. Herbicide use in urban areas, and more specifically on impermeable surfaces, is a major source of water pollution, which generates significant costs for local authorities.

-
- Biodiversity: pollinating insects and other beneficial insects, soil microorganisms, birds, amphibians, pets and so on.
 - Citizens: protection for the most vulnerable groups, quality of life for residents and those entering the city and its green areas.
 - Civil workers in parks and public spaces: short- and long-term health consequences from occupational exposure.

System-Level Action Items:

- TLDSB will continue to commit to maintaining pesticide-free grounds and will endeavour to learn about the products that are used on all school grounds to ensure the highest level of environmental accountability
- Consider using natural pesticides from an Indigenous medicine garden
 - Sage, cedar, sweetgrass, and tobacco

School-Based Action Items:

- Professional learning can be offered (By Elders, knowledge holders, and local horticultural societies) to educators and students about pesticides, their consequences on food and native plants, and the long-term and short-term environmental consequences

9.4 Promoting Outdoor Learning

Problem/Opportunity:

“Learning in the outdoors not only offers a unique context for learning but also provides experiential learning outside the classroom to foster a connection to local places and to develop a greater understanding of ecosystems” ([Ontario Environmental Education document](#))

Encouraging educators and students to participate in outdoor learning promotes environmental mindfulness, active engagement with learning material, and overall well-being. The Feed All Four philosophy states that schools must align teaching and learning with practices that support the well-being of every student’s body, mind, emotions, and spirit. The TLDSB will designate outdoor learning spaces and provide professional development to educators regarding outdoor experiential learning.

System-Level Action Items:

- Hosting ongoing professional development for educators about climate change and environmental education (See [1.4 Climate in the Curriculum](#))

-
- Ensure professional development is interdisciplinary to broaden the way environmental topics are approached by educators. Consider a focus on inquiry place-based learning models.
 - Consulting staff on resources and budget recommendations
 - Monitoring and assisting the integration of environmental education in classrooms by administrators
 - Collecting resources and learning tools for teachers ([TLDSB Indigenous Education Website](#) and [TLDSB EcoSchools Website, Yearley Outdoor Education Centre](#))

School-Based Action Items:

- Designate natural and human-built environments as outdoor learning spaces
- Consult with maintenance and Facilities Services staff about outdoor learning spaces
 - Assess potential dangers and hazards
 - Implement safety measures to protect students and staff from risk
 - Create an adverse weather policy to be enforced by administrators
 - Create and/or review maintenance policies for designated outdoor learning spaces
- Create schedules (similar to those for library and computer labs) for educators to book time in these new spaces
- Organize fundraisers to finance the creation/repairs of outdoor learning spaces
- Encourage the student body to make use of outdoor learning spaces outside of class time
 - Make social media posts, posters, school website posts, etc.,

Resources and Budget:

Resources for teachers will be determined by school faculties after professional development meetings. Additional resources and budgets will be needed to create outdoor learning spaces.

Additional Resources:

[The Ontario Curriculum, Grades 9-12 – Environmental Education: Scope and Sequence of Expectations, 2017](#)

[EcoSchools Canada - Approaches to Developing Environmental Literacy](#)

[EcoSchools Canada - Lesson Plans \(K-12\)](#)

[EcoSchools Canada - Connecting EcoSchools to the Ontario Curriculum](#)

[EcoSchools Canada - Parent Resource: "Why Teach Environmental Education in Schools?"](#)



Phase 10: Evaluation

Timeline: Ongoing

10.1 Student Consultations

Problem/Opportunity:

Student leadership and feedback are an integral part of the TLDSB Climate Change Action Plan. In addition to student engagement described in prior phases (see [Phase 2: Mental Health and Student Advocacy](#)), TLDSB will consult with the student body to evaluate the effectiveness of the Climate Change Action Plan.

System-Level Action Items:

- Biennial student feedback about Climate Change Action Plan successes and areas of need will be collected
 - Send Google Forms and/or grade-appropriate feedback tools to students
 - Create social media posts and TLDSB website content to notify students about feedback opportunities

School-Based Action Items:

- Create and support an eco-team comprised of staff and students in each school
- Student council and eco-team consultations whenever possible by G7 representatives and school-based Eco Champions

Estimated Timeline:

Every 2 years, consult students using the aforementioned Google Forms and grade-appropriate feedback tools. Additional consultations will be done as needed as per the discretion of the G7 Student Senate.

10.2 Board-Wide Climate Change Action Plan Review

Problem/Opportunity:

An effective Climate Change Action Plan requires regular communication between the schools and the school board. Every TLDSB school will submit an annual year-end report regarding their respective progress on the Climate Change Action Plan. These reports will be reviewed by the Board of Trustees.

The TLDSB Climate Change Action Plan is a living document; as natural, political, social, and economic climate continues to shift, the TLDSB will act accordingly to promote a sustainable

environmental education model. The G7 Student Senate will review and update the Climate Change Action Plan document every June.

System-Level Action Items:

- The board will create an Eco/Greening Committee that has a representation of staff and students from across TLDSB, including but not limited to a representation from the;
 - Superintendent(s) or other appropriate members of the senior team
 - Trustee(s)
 - Student(s) - G7 Rep(s)
 - Facilities Services Department
 - Administrator(s)
 - Curriculum Consultant(s)
 - Classroom Educator/Eco Champion(s)
 - Other members as assigned or volunteered
- Every spring, the G7 Senate and the Eco/Greening Committee will update the living Climate Change Action Plan document. This includes, but is not limited to:
 - Modifying timelines and targets
 - Expanding phases and/or sub-phases
 - Incorporating new environmental legislation
- The Eco/Greening Committee’s mandate will be to guide, monitor, support and advise the work in TLDSB to achieve the action items. The committee will;
 - Meet 4 times per year to collect and review all schools' processes.
 - Be tasked with consulting student councils, eco-teams and staff for feedback, successes and struggles in achieving their school-based goals
 - Track and monitor the reporting website on our dock for schools
 - Celebrate and share best practices to promote continued involvement and growth of the school level commitments to the TLDSB Climate Change Action Plan
 - Prepare an annual report on the work in each phase ([2.2 Promoting Environmental Student Leadership](#))
 - This report will be submitted to the Trillium Lakelands District School Board and will discuss their progress on the Climate Change Action Plan, including, but not limited to:
 - A list of completed initiatives and/or phases
 - Reflection on the next steps
 - Resources used/needed

-
- Share the report with the trustees in June as a Board Report
 - The board will commit to integrating the Climate Change Action Plan into the Multi-year Strategic Plan, annual Strategic Action Plans, and annual department plans. ([1.2 School Board Commitment to Climate Change Action Plan](#))

School-Based Action Items:

- Schools will commit to adding a Climate Change Action Item(s) to the School Improvement Plan (SIP)
- Schools will monitor their actions and report successes to the Eco/Greening Committee

Estimated Timeline:

Reports will be completed and submitted before the final board meeting of every school year. Revisions to the TLDSB Climate Change Action Plan will take place every June.

10.3 Eco Award

Problem/Opportunity:

Climate change and environmental sustainability are areas that schools and school boards can directly impact by promoting environmental stewardship and changing environmental practices. Each year TLDSB will award schools with environmental leadership awards for their ongoing commitment and achievement of the goals in the TLDSB Climate Action Plan, the Board Action Plan and individual School Action Plans.

System-Level Action Items:

- The Eco/Greening Committee will review all action plan reports and award appropriate and corresponding Eco Awards
- EcoSchools Consultant will advertise, promote and support schools to achieve the Eco Award
- Incentivize goal completion of Climate Action Plan items through partnerships with external organizations

School-Based Action Items:

- Schools (Eco Champions and eco-teams) will submit applications for the annual Eco Award
- Incentivize goal completion of Climate Action Plan items through partnerships with external organizations

Estimated Timeline:

Reports will be completed and submitted before the final board meeting of every school year. Awards will be handed out in June to schools.

10.4 Commitment to Future Action

Problem/Opportunity:

Climate change and environmental sustainability are major issues that require holistic long-term solutions and continual commitment. The Trillium Lakelands District School Board will revisit the Climate Change Action Plan in 2025 to include pertinent concerns and reaffirm their commitment to environmental stewardship.

System-Level Action Items:

- Review data collected from annual school climate action reports and biannual student and staff consultations.
- The Eco/Greening Committee will continue to update the Climate Change Action Plan to reach current environmental objectives
- The Eco/Greening Committee will continue to communicate updated plans to TLDSB students, teachers, custodians, and other staff members (EA's, guidance counsellors, administrative assistants, etc.)
- The Eco/Greening Committee will continue to communicate updated plans to secondary audiences (parents, local media, local businesses, local agencies, other school districts, Ministry of Education, etc.)

Resources and Budget:

Evaluate available resources and budget.

Estimated Timeline:

Commitment to future climate action will occur in 2025.

The TLDSB Climate Action Plan was first developed by the 2019-2020 G7 Student Senate. These students are elected representatives from each of the seven TLDSB secondary schools.

- Megan James - Bracebridge and Muskoka Lakes Secondary School
- Raven Watson - Fenelon Falls Secondary School
- Gravenhurst High School - Sage van Kooten
- Kaylee Kelly (student trustee) - Huntsville High School
- Jordy Schell - Haliburton Highlands Secondary School
- Hillary Baker - IE Weldon Secondary School
- Kaylie Robertson - Lindsay Collegiate and Vocational Institute

Development of the TLDSB Climate Action Plan was supervised by:

Holly Groome, Indigenous Education Consultant

- Catherine Shedden, District Manager of Corporate Communications.