

Audit Date: May 24, 2017

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

Certification Status:

<b>Score</b>	<b>Certification Level:</b>
68.30	Silver

### Highlights

We were impressed by:

1. It is fantastic how both eco-literacy and student leadership were tied together by the students attending the middle school conference and presenting to their fellow classmates. By the students taking initiative to create presentations not only enables them to become more familiar with their topics but also gives them the opportunity to share their message while teaching others about the importance of environmental stewardship. When the students see that being active environmental members is not just something implemented among the adults but also adopted among their friends, it encourages them to be more involved and enthusiastic. It is clear that the school, while promoting eco-literacy, has also accomplished their part of ensuring leadership development. Youth can be more effective in the planning and decision-making processes when they are informed and base their pro-activity on a clear vision of their role and their commitment to a more inclusive and humane world.
  
2. It is great that the students have taken extra measures to stimulate the prevention of waste through their informative presentations and partaking in donating textiles to Africa so that they could be restored for continued use. Having the students helping out with the recycling program also demonstrates their responsibility and efforts in helping to divert waste from their school and the landfills. The encouragement of waste free lunches and removing the garbage bins during lunch has been a good strategy to minimize waste in an area where it would be most greatly generated if it was not for the staff and students' combined initiatives.
  
3. It was amazing to see how almost every classroom was working with reduced lightening or natural sunlight. By doing so, it is clear that both the teachers and students recognize the importance of conserving energy and demonstrate the responsibility of acting mindfully towards their use of lights.

## Recommendations

We recommend:

1. Community walks and fieldtrips to Forest Valley and Mono Cliffs have presented instructive opportunities for the students to explore and learn more about the environment. It would be beneficial to see the potential of the school grounds expanded by getting the students further involved. Consider using your outdoor classroom to continue to intergrade eco-literacy into other subjects while allowing the students to spend more time outside. There are many ways in which various subjects could be covered through the study of nature. For example, math could be taught through examining the Fibonacci sequence or counting a tree's rings to determine its age. Science could be implemented by studying clouds, weather, kite-flying and shadows or learning to identify local plants or delve into the inner workings of natural ecosystems. There are various and creative prospects of education through nature. Finally, starting a garden at least with the younger grades is a way in which the students can "get their hands dirty" and have a more direct experience in caring for their earth. If we want the students to protect the earth, we need to give them an appreciation for it and a sense that they are connected to it.
2. You have mentioned that you wish to see more improvement with the organics program. There are several ways in which the school can participate more efficiently in composting habits. One of these methods could be the initiating of a school-wide composting program with outdoor bins on the school grounds. A school wide composting program can engage students of all ages. Individual teachers can also start a vermicomposting program in their own classroom and teach the students in a fun and interesting way. Composting and its benefits can be built into lesson plans through composting-related activities or demonstrations. Regardless of how you want to further introduce composting in the school and its classrooms, it is always beneficial to have the results of the school's waste audit posted in a visible area as it will set a constant awareness while providing staff and students with a better understanding on how they are progressing with their efforts and what future improvements need to be made.
3. Expand your positive efforts towards energy conservation by having an energy walkabout conducted by the students and posting the results in the school. This will help to spread more awareness while allowing the students to have a better idea on where their school is at in regards to energy usage, and what can be done to guarantee future success. Having more lights-off signage and energy-reminder posters created by the students will also help to encourage an influential impact on the school.

### 1. Leadership and Teamwork

(Worth 15 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self Assessment and Documentation</b>			
1.1	Does your principal and/or other administrators make EcoSchools a part of the school culture?	1	1
1.2	Does your EcoTeam reflect all parts of the school community?	0	3
1.3	Are your EcoTeam members and plans organized? Portfolio requirements: Project timeline and EcoTeam structure.	1	4
1.4	Does your EcoTeam pay attention to team-building?	0	3
1.5	Does your EcoTeam communicate successes and areas for improvement to the school?	2	2
1.6	Does your EcoTeam nurture student leadership?	3	3
<b>Site Visit "look-fors"</b>			
1.7	To what extent is your environmental program evident throughout the school?		3
1.8	All portfolio requirements have been met in an electronic or print copy of the portfolio.		3
<b>Performance Indicators</b>			
1.9	What percentage of the copy paper used by your school is Cascades 100% post-consumer fibre rather than Xerox 4200 FSC-certified paper which contains no recycled fibre (Level 1=10-25%; Level 2=26-40%; Level 3=41-74%; Level 4=75-100%)? Note: Riso not included.		3
1.10	How much has your school's consumption of all copy paper (on a per student basis) declined compared to previous years? (Level 1=5-10%; Level 2=11-20%; Level 3=21-30%; Level 4=31-40%)		4
<b>Section Total (15)</b>		<b>3.70</b>	<b>11.90</b>

### 2. Energy Conservation

(Worth 18 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
2.1	Are portable electric heaters used only as a short-term emergency measure with the principal's approval until heating problems are resolved? Note: no heaters in school= level 4	4	4
2.2	To what extent is lighting used only when necessary in common use areas and classrooms?	1	1
2.3	To what extent are energy losses kept to a minimum?	1	1
2.4	Does your school use less equipment by consolidating devices and machines in an ongoing way to save energy?	2	2
2.5	To what extent has your school purchased energy efficient devices and machines?	2	2

2.6	Are regular inspections of the building conducted and notifications submitted as required?	3	3
2.7	Does the caretaker review the building automation system (BAS) schedules for instructional and non-instructional days?	3	3
<b>Site Visit "look-fors"</b>			
2.8	Lighting is used only when necessary?		3
2.9	To what extent has the school conducted an energy walkabout, analyzed its energy practices to determine key issues and communicated the results of the walkabout to the school?		1
2.10	To what extent has the school implemented targeted energy conservation strategies based on the results of the energy walkabout?		2
<b>Section Total (18)</b>		<b>6.30</b>	<b>12.20</b>

### 3. Waste Minimization

(Worth 18 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
3.1	Do staff, students, and parents find ways to reduce lunch time waste in the lunch room, snack program, or cafeteria?	3	3
3.2	Do staff, students, and parents find ways to reduce waste in all other areas of the school?	3	3
3.3	Has the school developed routines to reduce all paper consumption?	3	4
3.4	To what extent has the school put in place systems to reuse single-use paper; cardboard; and other products?	1	4
3.5	To what extent does the school have an effective recycling program for paper and containers throughout the school—in classrooms, offices, meeting rooms, lunchrooms/cafeterias, and daycare/parenting centre?	3	3
3.6	To what extent has the school implemented the Green Bin program?	1	2
3.7	To what extent do you educate and communicate to the school community about proper waste sorting and overall waste reduction? Portfolio requirement: one example of your most effective waste reduction and awareness campaign/activity.	4	4
3.8	Does the school recycle all obsolete computers, electronic, audiovisual equipment and ink and toner products through the Board-approved recycling programs?	2	2
3.9	Does the school make full use of Board-approved services to recycle special products?	1	1
3.10	Does your school make full use of Board services to reuse through the Trading Post on TDSBweb, Arts Junktion and/or onsite re-use centres?	0	0
3.11	Does the school comply fully with green disposal practices for products such as batteries; fluorescent tubes and CFLs; hazardous waste?	1	1
3.12	Does the school make full use of City programs to recycle products?	2	2
<b>Site Visit "look-fors"</b>			
3.13	Garbage cans and recycling bins are paired and labeled to improve sorting.		4

3.14	To what extent has the school analyzed its waste to determine key issues and implemented targeted waste reduction strategies? Portfolio requirements: one copy of your waste audit results and Waste Reduction Work Plan. Note: Waste Audit = Level 4		3
3.15	The school's bulk garbage bins/toters do not contain recyclables. Recycling bins/toters do not contain garbage.		2
3.16	To what extent does the school have an effective organics program throughout the school?		2
<b>Section Total (18)</b>		<b>6.80</b>	<b>13.10</b>

### 4. Vibrant School Grounds

(Worth 14 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
4.1	To what extent do students, staff, and parents care for growing things on the school ground? Portfolio requirement: your best example of how your school is caring for and/or planning to enhance your school grounds during the school year and in the summer months.	1	1
4.2	To what extent are the leaves on your school ground mulched* and the use of road salt minimized by using best practices for snow plowing, salt application, and salt storage?	2	2
4.3	To what extent does your school plan and create vibrant school grounds?	1	1
<b>Site Visit "look-fors"</b>			
4.4	The school's grounds appear to be well cared-for.		3
4.5	Trees and gardens are watered regularly – evidence of regular watering of young trees and trees in active play areas/popular gathering spots during school months		1
4.6	Young trees and trees in active play areas/popular gathering spots are well-cared for through regular and proper mulching practices		1
<b>Section Total (14)</b>		<b>4.60</b>	<b>8.00</b>

### 5. Ecological Literacy

(Worth 20 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
5.1	To what extent is staff planning together to implement ecological literacy?	2	2
5.2	To what extent do students learn about how nature works as interacting systems?	2	2
5.3	To what extent is students' learning connected to our dependence on the environment?	2	2
5.4	To what extent do teachers and students work to understand the many impacts of their choices, both positive and negative?	2	2
5.5	To what extent do teachers tap the potential of environmental issues to build active citizenship skills as part of their students' learning ?	2	2

5.6	Does the school make the most of its school ground for direct observation, inquiry, and experiential learning?	1	1
5.7	To what extent do teachers enrich student learning about their environment by exploring places (both natural and built beyond the school ground)?	2	2
<b>Site Visit "look-fors"</b>			
5.8	Is evidence of the collaboration described in 4.1 included in the EcoSchools portfolio? Portfolio requirement: brief outline of the ways in which your school is planning collaboratively with a reflection on how well it worked and next steps.		3
5.9	Does the portfolio include samples from several grades and subjects that demonstrate an understanding ("about"), appreciation("for"), and experience ("in") the environment? Is each sample accompanied by the Teacher Notes on Project/Assignment form? Portfolio requirement: 5-10 samples of student work and Teacher Notes on Project/Assignment form.		2
<b>Section Total (20)</b>		<b>8.80</b>	<b>13.20</b>
<b>6. Healthy Communities</b>			
(Worth 15 out of 100)			
#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
6.1	In terms of school travel, to what extent does your school take action to create and promote a healthy and safe environment?	1	1
6.2	To what extent does your school support sustainable transportation?	1	1
6.3	To what extent do EcoTeam members share their EcoSchools' best practices with other schools?	1	1
6.4	To what extent do staff, students, and parents work together to create community through events that enhance environmental awareness and knowledge? Portfolio requirement: Examples of up to three community engagement projects.	3	3
6.5	Does your school community connect to and support environmental groups and initiatives?	1	1
6.6	Is your school outward-focused to help students make connections with global environmental initiatives and environmental groups?	1	1
<b>Site Visit "look-fors"</b>			
6.7	With a focus on environmental interactions, how does your school promote the health and wellness of students, staff, and the school community?		4
6.8	To what extent does the school survey current school travel practices and take action based on results?		2
<b>Section Total (15)</b>		<b>5.00</b>	<b>9.90</b>
<b>Total (100)</b>		<b>35.20</b>	<b>68.30</b>