

Audit Date: May 14, 2019

Certification Status:

Score	Certification Level:
88.00	Platinum

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

Highlights

We were impressed by:

1. Ecological literacy is a high priority at Duke of Connaught as evidenced by all the great examples of student work that demonstrates inquiries that included learning 'in', 'about' and 'for' the environment. The depth and breadth of ecoliteracy was inspiring. It was wonderful to hear about how teachers are collaborating to further environmental education across the grades. Keep up the great work!
2. It was inspiring to discuss the lunch program and all the effort that has been put into reducing the waste that it generates. We acknowledge that this takes significant investment and time to buy reusable containers and run such a large program. Your efforts contribute significantly to the waste minimization efforts of the school. Thank you for all the hard work!
3. Congratulations on completing a comprehensive energy audit that covered the four energy categories and over 80% of the school. Additionally, you have created a fantastic visual to communicate your results and highlight successes and areas of improvement. Congratulations to the staff and students that spearheaded these initiatives.

Recommendations

We recommend:

1. To help sustain your EcoTeam throughout the years, consider inviting and engaging with students of other ages and grades to participate with your EcoTeam by creating a classroom representative role. Class representatives can take on a leadership role within the classroom such as monitoring waste and energy. Having a sampling from every class can assist in engaging the whole school with campaigns and eco-initiatives and can be an additional method of communication.
2. Duke of Connaught has put a lot of effort into cleaning up their school grounds with several greening days and plans to plant. During the walkabout the auditor noticed a couple of young trees that could benefit from cages and mulch. Mulch prevents compaction, protects the roots, and helps to retain moisture in drier summer months. Ensure that mulch is slightly pulled back from the base of the tree to prevent rotting from moist wood chips in contact with the trunk. For more information visit the Best Practices guide in the certification Toolkit (direct link: https://www.tdsb.on.ca/Portals/ecoschools/docs/Best%20Practices_Section%203.pdf).
3. Duke of Connaught has made great steps to divert food waste from landfills by making organic bins available in the lunchroom to collect snack and lunch waste. To build on your success, consider collecting dry organic waste such as paper towels and tissues in staff washrooms and classrooms. Use the systems you currently have in place for recycling every Thursday and expand it to include the green bin program. Although, make sure to discuss this with your caretaker to find out when is the best time to empty the bins. The diversion of organics from landfills supports the City of Toronto's efforts to reduce the amount of waste heading to landfills and curtails the production of methane.

1. Leadership and Teamwork

(Worth 15 out of 100)

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

Section Total (15)	7.50	9.90	7.50	12.80
<p>Paper use represents one of the largest impacts that TDSB schools have on the environment. The best action we can take is to reduce our overall paper use. We can also choose to use copy paper that is made from 100% post-consumer fibre which has a lower impact on the environment than Forest Stewardship Council (FSC) certified paper.</p> <p>Paper Performance Indicators 1.9 and 1.10: School's copy paper purchasing data (8.5 x 11 & 8.5 x 14) is obtained from the TDSB's Purchasing and Distribution centre each year to provide the EcoSchools Central Team with the scoring for these questions.</p> <p>Question 1.9: Worth 5% Assesses the amount of 100% recycled copy paper purchased by the school rather than FSC-certified paper.</p> <p>Question 1.10: Worth 10% Assesses the reduction in the amount of paper the school has purchased on a per-student-basis compared to last school year.</p> <p>If you received a score of 0 in one or both of these questions please continue to focus on developing routines to reduce all paper consumption (Question 3.3 Waste Minimization). Reducing the amount of overall paper usage helps to then make the switch to purchasing the 100% recycled paper. Visit the EcoSchools website and use the Green Paper Calculator tool help make the switch - ecoschools.ca>Resources and Guides>Green Paper Calculator</p> <p>What can administration do to reduce paper:</p> <ul style="list-style-type: none"> • Document attendance records electronically • Send communications to teachers and parents electronically • Sibling lists (only one notification sent home per family) • Monitor and limit paper consumption (e.g., paper comes out of classroom budget and/or codes for printers) • Use half sheets when possible • Reduce the number of in school posters advertising school events – have a central location, specific bulletin boards, or electronic message system to limit paper used to create traditional posters <p>What can teachers do to reduce paper:</p> <ul style="list-style-type: none"> • Use class sets of Chrome books, iPads for sharing documents • Scan, share, and project documents for students to view/copy down/ take photos instead of supplying every student with a paper copy • Use mini-whiteboards, chalkboards and whiteboards more often instead of worksheets • Encourage technology based learning to share notes, readings, and create collaborative documents - examples - Google apps (Google Drive, Classroom, Hangouts etc.) Interactive Document Cameras, e.g., ELMO Prometheans and Smart boards • Ensure GOOS or BOBS (Bad on Both Sides [can be used for arts and crafts]) bins are available for students to use • Require reports, or projects to be handed in electronically or on GOOS paper 				

2. Energy Conservation

(Worth 18 out of 100)

#	Question	Interim Self Assessment	Interim Auditor Score	Final Self Assessment	Final Auditor Score
Team Self-Assessment and Documentation					
2.1	Are portable electric heaters used only as a short-term emergency measure with the principal's approval until heating problems are resolved? Note: no heaters in school= level 4	3	3	3	3
2.2	To what extent is lighting used only when necessary in common use areas and classrooms?	4	4	4	3
2.3	To what extent are energy losses kept to a minimum?	4	4	4	3
2.4	Does your school use less equipment by consolidating devices and machines in an ongoing way to save energy?	4	4	4	4
2.5	To what extent has your school purchased energy efficient devices and machines?	4	4	4	4
2.6	Are regular inspections of the building conducted and notifications submitted as required?	4	4	4	4
2.7	Does the caretaker review the building automation system (BAS) schedules for instructional and non-instructional days?	3	3	3	4
Site Visit "look-fors"					
2.8	Lighting is used only when necessary?		3		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?		0		4
2.10	To what extent has the school implemented targeted energy conservation strategies based on the results of the energy walkabout?		0		3
Section Total (18)		8.50	10.90	8.50	16.00

3. Waste Minimization

(Worth 18 out of 100)

#	Question	Interim Self Assessment	Interim Auditor Score	Final Self Assessment	Final Auditor Score
Team Self-Assessment and Documentation					
3.1	Do staff, students, and parents find ways to reduce lunch time waste in the lunch room, snack program, or cafeteria?	4	4	4	4
3.2	Do staff, students, and parents find ways to reduce waste in all other areas of the school?	3	3	3	4
3.3	Has the school developed routines to reduce all paper consumption?	4	4	4	3
3.4	To what extent has the school put in place systems to reuse single-use paper; cardboard; and other products?	3	3	3	4
3.5	To what extent does the school have an effective recycling program for paper and containers throughout the school—in classrooms, offices, meeting rooms, lunchrooms/cafeterias, and daycare/parenting centre?	4	4	4	4
3.6	To what extent has the school implemented the Green Bin program?	3	3	3	3
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.	3	3	3	4
3.8	Does the school recycle all obsolete computers, electronic, audiovisual equipment and ink and toner products through the Board-approved recycling programs?	4	4	4	4
3.9	Does the school make full use of Board-approved services to recycle special products?	3	3	3	4
3.10	Does your school make full use of Board services to reuse through the Trading Post on TDSBweb, Arts Junktion and/or onsite re-use centres?	3	3	3	4
3.11	Does the school comply fully with green disposal practices for products such as batteries; fluorescent tubes and CFLs; hazardous waste?	4	4	4	4
3.12	Does the school make full use of City programs to recycle products?	3	3	3	3

Site Visit "look-fors"					
3.13	Garbage cans and recycling bins are paired and labeled to improve sorting.		2		3
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		0		4
3.15	The school's bulk garbage bins/toters do not contain recyclables. Recycling bins/toters do not contain garbage.		1		3
3.16	To what extent does the school have an effective organics program throughout the school?		2		2
Section Total (18)		9.50	12.80	9.50	16.10

4. Vibrant School Grounds

(Worth 14 out of 100)

#	Question	Interim Self Assessment	Interim Auditor Score	Final Self Assessment	Final Auditor Score
Team Self-Assessment and Documentation					
4.1	To what extent do students, staff, and parents care for growing things on the school ground? Portfolio requirement: your best example of how your school is caring for and/or planning to enhance your school grounds during the school year and in the summer months.	3	3	3	3
4.2	To what extent are the leaves on your school ground mulched* and the use of road salt minimized by using best practices for snow plowing, salt application, and salt storage?	3	3	3	4
4.3	To what extent does your school plan and create vibrant school grounds?	4	4	4	4
Site Visit "look-fors"					
4.4	The school's grounds appear to be well cared-for.		4		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		3		3
4.6	Young trees and trees in active play areas/popular gathering spots are well-cared for through regular and proper mulching practices		4		2

Section Total (14)		7.30	12.50	7.30	12.00
5. Ecological Literacy					
(Worth 20 out of 100)					
#	Question	Interim Self Assessment	Interim Auditor Score	Final Self Assessment	Final Auditor Score
Team Self-Assessment and Documentation					
5.1	To what extent is staff planning together to implement ecological literacy?	3	3	3	3
5.2	To what extent do students learn about how nature works as interacting systems?	4	4	4	4
5.3	To what extent is students' learning connected to our dependence on the environment?	4	4	4	4
5.4	To what extent do teachers and students work to understand the many impacts of their choices, both positive and negative?	4	4	4	4
5.5	To what extent do teachers tap the potential of environmental issues to build active citizenship skills as part of their students' learning ?	4	4	4	4
5.6	Does the school make the most of its school ground for direct observation, inquiry, and experiential learning?	3	3	3	4
5.7	To what extent do teachers enrich student learning about their environment by exploring places (both natural and built beyond the school ground)?	4	4	4	3
SiteVisit "look-fors"					
5.8	Is evidence of the collaboration described in 4.1 included in the EcoSchools portfolio? Portfolio requirement: brief outline of the ways in which your school is planning collaboratively with a reflection on how well it worked and next steps.		3		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.		4		4
Section Total (20)		13.20	18.60	13.20	18.60

6. Healthy Communities

(Worth 15 out of 100)

#	Question	Interim Self Assessment	Interim Auditor Score	Final Self Assessment	Final Auditor Score
Team Self-Assessment and Documentation					
6.1	In terms of school travel, to what extent does your school take action to create and promote a healthy and safe environment?	4	4	4	3
6.2	To what extent does your school support sustainable transportation?	3	3	3	3
6.3	To what extent do EcoTeam members share their EcoSchools' best practices with other schools?	3	3	3	4
6.4	To what extent do staff, students, and parents work together to create community through events that enhance environmental awareness and knowledge? Portfolio requirement: Examples of up to three community engagement projects.	3	3	3	3
6.5	Does your school community connect to and support environmental groups and initiatives?	3	3	3	4
6.6	Is your school outward-focused to help students make connections with global environmental initiatives and environmental groups?	4	4	4	4
Site Visit "look-fors"					
6.7	With a focus on environmental interactions, how does your school promote the health and wellness of students, staff, and the school community?		3		3
6.8	To what extent does the school survey current school travel practices and take action based on results?		0		2
Section Total (15)		7.80	10.20	7.80	12.50
Total (100)		53.80	74.90	53.80	88.00