

# Final Audit Report

## Humbercrest Public School

Audit Date: Jun 15, 2015

Certification Status:

Score	Certification Level:
81.60	Gold

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

### Highlights

We were impressed by:

1. Humbercrest has demonstrated excellent teamwork between the administration, parents, teachers and students. The whole team worked together to ensure that garbage and recycling were used correctly at the "Party in the Playground" community event. The weekly grounds clean-up is also a collaborative effort between a parent and students.
2. You have a beautiful outdoor classroom that is being used for lessons in the environment. It is also good that you have a butterfly weigh station.
3. You have effectively reduced your paper consumption by communicating primarily electronically with parents. The auditor was impressed that 94% of parents are on the electronic mailing list.

### Recommendations

We recommend:

1. It is good that you are using the green bin for paper towels in the adult wash rooms, and for organics on pizza lunch days. In order to continue to reduce your waste, use the green bin for organics on a regular basis. Continue to educate staff and students on which items can go in the green bin.
2. Begin to make announcements about sun safety as students are spending lots of time outside. Also, some volcano mulching was noted on your newer trees. Fix this by making the mulch donut shaped so that it doesn't destroy the bark.
3. It's good that you have monitored the lights in all classrooms four times this year. Your next step will be to monitor your lights and blinds regularly. Remember to record and communicate your findings to everyone in the school. This can be done through announcements, assemblies or class presentations by the members of your EcoSchools team.

### 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?	3	3
1.2	Does your EcoTeam reflect all parts of the school community?	2	3
1.3	Are your EcoTeam members and plans organized? Portfolio requirements: Project timeline and EcoTeam structure.	3	3
1.4	Does your EcoTeam pay attention to team-building?	3	3
1.5	Does your EcoTeam communicate successes and areas for improvement to the school?	3	3
1.6	Does your EcoTeam nurture student leadership?	2	3
<b>School Visit "look-fors" Scored by Auditor</b>			
1.7	To what extent is your environmental program evident throughout the school?		4
1.8	All portfolio requirements have been met in an electronic or print copy of the portfolio.		3
<b>Performance Indicators (15% this year)</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.		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
<b>Section Total (15)</b>		<b>6.80</b>	<b>10.60</b>

### 2.1 Energy Conservation

(Worth 22 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
2.1.1	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
2.1.2	To what extent is lighting used only when necessary in common use areas and classrooms?	2	3
2.1.3	To what extent are energy losses kept to a minimum?	3	3
2.1.4	Does your school use less equipment by consolidating devices and machines in an ongoing way to save energy?	3	3
2.1.5	To what extent has your school purchased energy efficient devices and machines?	2	4

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2.1.6	Are regular inspections of the building conducted and notifications submitted as required?	3	4
2.1.7	Does the caretaker review the building automation system (BAS) schedules for instructional and non-instructional days?	3	4
<b>School Visit "look-fors"</b>			
2.1.8	Lighting is used only when necessary?		3
2.1.9	Regular student monitoring of lights-off is recorded and communicated to the school? Portfolio requirements: monitoring chart and communication of results.		2
2.1.10	Students check vents on walls and windowsills once per season to ensure that they are kept clear. Results are recorded and communicated to the school. Portfolio requirements: monitoring chart and communication of results.		4
2.1.11	During cold weather months, students monitor regularly to check that blinds/curtains are closed at day's end. Results are recorded and communicated to the school? Portfolio requirements: monitoring chart and communication of results.		2
<b>Section Total (22)</b>		<b>8.60</b>	<b>18.60</b>

## 2.2 Waste Minimization

(Worth 14 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
2.2.1	Do staff, students, and parents find ways to reduce lunch time waste in the lunch room, snack program, or cafeteria?	3	3
2.2.2	Do staff, students, and parents find ways to reduce waste in all other areas of the school?	2	2
2.2.3	Has the school developed routines to reduce all paper consumption?	3	3
2.2.4	To what extent has the school put in place systems to reuse single-use paper; cardboard; and other products?	3	3
2.2.5	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
2.2.6	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
2.2.7	Does the school recycle all obsolete computers, electronic, audiovisual equipment and ink and toner products through the Board-approved recycling programs?	4	4
2.2.8	Does the school make full use of Board-approved services to recycle special products?	0	4
2.2.9	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	4
2.2.10	Does the school comply fully with green disposal practices for products such as batteries; fluorescent tubes and CFLs; hazardous waste?	2	4
2.2.11	Does the school make full use of City programs to recycle products?	2	4

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School Visit "look-fors" (40% this year)			
2.2.12	Garbage cans and recycling bins are paired and labeled to improve sorting.		3
2.2.13	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		4
2.2.14	The school's bulk garbage bins/toters do not contain recyclables. Recycling bins/toters do not contain garbage.		3
2.2.15	To what extent has the school implemented the Green Bin program? (labelled green bin in: one key area of the school (e.g., lunchroom, food prep area, or washroom) (level 1); two key areas (level 2); in key areas and some classrooms (level 3); in all areas of the school (level 4)		2
<b>Section Total (14)</b>		<b>5.30</b>	<b>11.90</b>

### 3. Vibrant School Grounds (Worth 14 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
3.1	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
3.2	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	3
3.3	To what extent does your school plan and create vibrant school grounds?	4	4
<b>School Visit "look-fors" (15% this year)</b>			
3.4	The school's grounds appear to be well cared-for.		3
<b>Section Total (14)</b>		<b>9.70</b>	<b>12.00</b>

### 4. Ecological Literacy (Worth 20 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
4.1	To what extent is staff planning together to implement ecological literacy?	1	3
4.2	To what extent do students learn about how nature works as interacting systems?	3	3
4.3	To what extent is students' learning connected to our dependence on the environment?	1	2
4.4	To what extent do teachers and students work to understand the many impacts of their choices, both positive and negative?	3	3
4.5	To what extent do teachers tap the potential of environmental issues to build active citizenship skills as part of their students' learning ?	4	4

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4.6	Does the school make the most of its school ground for direct observation, inquiry, and experiential learning?	3	3
4.7	To what extent do teachers enrich student learning about their environment by exploring places (both natural and built beyond the school ground)?	3	3
<b>School Visit "look-fors" (30% this year)</b>			
4.8	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
4.9	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
<b>Section Total (20)</b>		<b>10.40</b>	<b>16.70</b>

## 5. Healthy Communities

(Worth 15 out of 100)

#	Question	Self Assessment	Final Auditor Score
<b>Team Self-Assessment and Documentation</b>			
5.1	To what extent is your school purchasing Board mandated EcoLogo-certified cleaning products?	4	4
5.2	To what extent does your school support sustainable transportation?	2	3
5.3	To what extent does your school promote sun-safe behaviour in students?	2	2
5.4	To what extent do EcoTeam members share their EcoSchools' best practices with other schools?	1	2
5.5	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.	2	3
5.6	Does your school community connect to and support environmental groups and initiatives?	2	3
5.7	Is your school outward-focused to help students make connections with global environmental initiatives and environmental groups?	2	3
<b>Section Total (15)</b>		<b>10.20</b>	<b>11.80</b>
<b>Total (100)</b>		<b>51.00</b>	<b>81.60</b>