Ontario EcoSchools Certification Application - Application Summary Report 2013-14

Board: <u>Catholic DS Board of Eastern Ontario</u>

School: <u>St. Michael CHS</u>

Feedback:

History:

Year	Site Visit
2013-2014:	Yes
2010-2011:	No
2008-2009: Silver	Yes

#	Total Points	Points Claimed	Final Assm't	Portfolio Req	Question	Information from text box (if applicable)				
I. Teamwo	nmwork and Leadership									
1.1	2	1.50		*	EcoTeam meets regularly					
1.2	2	1.50			EcoTeam reflects all parts of the adult school community	Bob Morais, Catholic School Council Chair/Parent Council Daniel Lapierre, Teacher Ashley Pugh, Teacher Sean Souter, Teacher Richard James, Principal Lyndon Marshall, Custodian Sandy Nicholl, School secretary				
1.3	2	2.00			EcoTeam includes diverse student representation	Grades 7, 8, 9, 10, 11, 12				
1.4	2	1.50			EcoSchools a part of school culture	My school principal makes EcoSchools a priority by allowing the opportunity to plan green initiatives (selling re-usable water bottles, water bottle refill stations implemented, etc.)				
1.5	2	1.00			EcoTeam nurtures student leadership and/or team building	Student leadership is encouraged through the use of PA system, delivery of information to the student body through assemblies, video presentations, etc. Students foster best recycling practices, by leading through example.				
1.6	1	0.75			Environmental program evident/visible throughout the school					
1.7	1	0.50		*	EcoTeam communicates regularly with whole school					
1.8a	2	2.00			Enviro focused PD/stud. leader/mentoring submission #1					
					1.Name of participant(s):	Katie Howe				
					workshop, school-to-school n (with outside presenters), webinar series:	Workshop				
<b>T</b>			3.Date o	f event and	d length (half day/full day):	September, 20, 2013, full day				
Template					4.Description of event:	Schools gathered at the board office to participate in a full day workshop that allowed for networking and sharing of best practices in regards to Ecoschools certification and initiatives. This workshop went far beyond the basics to serve as a jumping off point for new initiatives.				
		teachir			act on environment related as resulted from this event?	A framework for the re-introduction and school wide adoption of the "Green Team" and Ecoschools initiatives and teacher and student working groups.				
1.8b	2	2.00			Enviro focused PD/mentoring submission #2					

#	Total Points	Points Claimed	Final Assm't	Portfolio Req	Question	Information from text box (if applicable)
					1.Name of participant(s):	Sean Souter, Ann Jackson
					workshop, school-to-school (with outside presenters), webinar series:	School-to-School mentoring
			3.Date o	f event and	l length (half day/full day):	September 2013 through June 2014
Template					4.Description of event:	Several times this year the two lead teachers of the Environment SHSM programs at St. Thomas Aquinas and St. Michael Catholic High Schools have met to share best practices along with materials and resources. Ann Jackson, in a mentor role, was instrumental in providing St. Michael CHS with technical know how, logistics, and support in the adoption of numerous initititives including the creation of a teaching garden and the expansion of the greenhouse program.
		teachir				The environmental program at St. Michael CHS has been enriched and expanded in a direct result of the mentoring process.
Subtotal	16	12.75				
II. Energy	/ Consei	rvation				
2.1	3	2.25			Lights off when not required	
2.2	3	3.00			Monitors off when not required	
2.3	1	1.00			Printers/ photocopiers turned off at end of day	
2.4	1	1.00			Equipment consolidation/ networking printers	
2.5	1	0.75			Windows/curtains closed	
2.6	1	1.00			Vents/windowsills kept clear	
2.7	1	1.00			Doors closed to the outside	
2.8	1	1.00			Board standard temperatures and HVAC/BAS	
2.9	2	2.00			Equipment checked regularly	
2.10a	2	2.00		*	Students monitor energy cons. practices	
2.10b	2	2.00		*	Students continue monitor energy cons. practices	
2.10c	2	1.50			Students communicate results	Through PowerPoint slide shows displayed on the foyer TV and the Environmental Studies room electronic news board.
Subtotal	20	18.50				
III. Waste	Minimi	1	1	1		
3.1	1	1.00			Photocopy/print on both sides of paper	
3.2	1	1.00			Comm. via electronic methods/sibling list	
3.3	3	0.75			Reduce food-related waste, boomerang/compostin g	All thought we not implemented this into our regular routine. We have had many meetings to start with test days to finalize the logistics of the event. Once we complete a successful test day, we will be able to implement it into our routine next year.
3.4	1	0.75			Re-use it/GOOS paper box system	-
3.5	1	0.50			Reusable dishes for events and meetings	
3.6	1	1.00			Reuse/recycle computers and surplus goods	
3.7	2	2.00			School-wide paper recycling system	

Points   Column   Samt   Roq		T-4-1	Detecto	Eta al	D+6 - 11 -	Occupations	Information from Anthony (If any Bookle)
Second Community   Students involved in greening project   Students involved in gree	#	Total Points	Points Claimed			Question	Information from text box (if applicable)
Contamination   Contamination   Contamination   Tracking in garbage/recycling	3.8	2	2.00				
Substate	3.9	1	1.00				Future Office Products Ltd. Cornwall, Ontario
3.10b 2 0.00 Students communicate waste maintaining results  3.11 3 0.00 Communicate waste audit details  3.11 3 0.00 Students communicate waste audit details  IV School Ground Greening  4.1 4 2.00 Students involved in greening project  4.2 2 0.00 Consult wider school communicate waste aby students. The planning a garden for complement the current greenhouse. This teaching a garden not may be a destination for the plants started from seed by students.  4.2 2 0.00 Consult wider school community planning a garden for complement the current greenhouse. This teaching a garden will be a destination for the plants started from seed by students.  4.4 3 0.00 Consult wider school community secological subject to the planning stage is completed:  4.4 3 0.00 Consult wider school community secological subject to the planning stage is completed.  4.5 3 0.00 Students/building  4.6 3 0.00 Students/faulding  4.7 Curriculum  5.1 2 0.00 Students/faulding  4.8 Subject Secondary - Science  7.0 Secondary - Science  8.1 Field Trip  4.1 Grade Gr. / annet 11  5.5 Min. of Education Strand of curriculum addressed (le. SMAMOUT Arb. the environment spice of the key sidentified principles us backed with the energy source (s. how passive solar practices were used to heat and cool a house. From there they created a scientific principles us access and use alternative energy source (s. how passive solar practices were used to heat and cool a house. From there they created a Power-planning deliver used and environment short sole activity seek out ways to access and use alternative energy source (s. how passive solar practices were used to heat and cool a house. From there they created a Power-planning solaries to Technology, Society, and the Environment Source of the key site o						car tridge recycling	This is the company the performs the service work on our photocopiers.
3.10b   2   0.00   Students communicate waste monitoring results  3.11   3   0.00   • Communicate waste monitoring results  Subtotal   20   10.00	3.10a	2	0.00		*		
waste monitoring results   waste   audit defails							
Subtotal   3   0.00   Substitute   3   0.00   Substi	3.10b	2	0.00				
Subtotal   Zo   10.00   Substitution   Zo   10.00   Substitution   Zo   Zo   Zo   Zo   Zo   Zo   Zo							
No. School   Stoch	3.11	3	0.00		*		
V. School   Ground Greening	Subtotal	20	10.00			audit details	
4.1	IV Schoo	l Groun	d Greenin	na L			
### description of the plants started from seed by students.  ### description of the plants started from seed by students.  ### Planning stage is completed.  #### Planning stage is completed.  #### Planning stage is completed.  #### Planning stage is completed.  ###################################						Students involved in	Under the Healthy Fating Grant program, St. Michael CHS is currently
by students. The planning stage is completed.  4.2 2 0.00 Consult wider school community  4.3 2 0.00 Improve biodiversity/ ecological sustainability  4.4 3 0.00 Improve biodiversity/ ecological sustainability  4.5 3 0.00 Students/building  5.5 3 0.00 Students/building  5.1 2 2.00 Students/building  7. Curriculum  5.1 2 2.00 Students/building  6. Janae 11  2. Subject  2. Subject  3. Field Trip  4. Identify type of lesson (check all that apply; for definitions click here):  5. Min. of Education Strand of curriculum addressed (fe: 50-NABOUT  6. Number of periods for instruction/assignment (min. 2 periods):  7. Describe lesson and assessment:  8. What did students learn about the environment?  8. What did students learn about the environment? Students one of the key scientific principles associated with the energy source (i.e. how passive solar practices were used to support students earling read of surriculum sublents on the school proposition practices were used to support student learning?  8. What did students learn about the environment? Students established and strengthened learning connections between scientific theory (such as photosynthesis) and environmental practice (such as biofuels) in the real world.		·	2.00				planning a garden to complement the current greenhouse. This
The planning stage is completed.  4.2 2 0.00					*		
4.2 2 0.00 Consult wider school community  4.3 2 0.00 Improve biodiversity/ ecological sustainability ecological sustainability  4.4 3 0.00 Improve biodiversity/ ecological sustainability  4.5 3 0.00 Improve biodiversity/ ecological sustainability  4.5 3 0.00 Improve biodiversity/ ecological sustainability  5.1 2 2.00 Improvement  5.1 2 2.00 Improvement  1.Grade Gr. / annee 11  2.Subject Secondary - Science  3.Field Trip 4.Identify type of lesson (check all that apply: for definitions click here):							The planning stage is completed
## Improve biodiversity/ ecological sustainability  ## Useful shade for students/building  ## Students/building  ## Useful shade for students/building  ## Students/building  ## Useful shade for shade for students/building  ## Useful shade for shade for students/building  ## Useful shade for shade for shade for students/building  ## Useful shade for shade	4.2	2	0.00			Consult wider school	The pulling stage is completed.
Continue						-	
Subtotal   14   2.00   Students/building	4.3	2	0.00		*		
Subtotal 14 2.00   Students/teachers regularly use greening    V. Curriculum   5.1   2   2.00   * Curriculum #1    Subject   Secondary - Science   S.Field Trip    4.Identify type of lesson (check all that apply: for definition click here);   Check here)    1. Grade   Gr. / année 11    2. Subject   Secondary - Science    3. Field Trip    4. Identify type of lesson (check all that apply: for definitions click here);   Check here)    4. Identify type of lesson (check all that apply: for definitions click here);   Check here)    5. Min. of Education Strand of curriculum addressed (ie: SVN3M Curriculum Links    1. Mudber of periods for instruction/assignment (min. 2 periods);   3 x 75 minute periods plus work done by students at home    7. Describe lesson and assessment:   Students investigated an alternative source of energy (including the solar panels on the school roof) such as wind, tidal, and passive solar. They had to explain some of the key scientific principles associated with the energy source (is. how passive solar practices' were used to heat and cool a house. From there they created a PowerPoint presentation designed to educate and encourge fellow students to actively seek out ways to access and use alternative energy sources.    8. What did students learn about the environment?   Students established and strengthened learning connections between scientific theory (such as photosynthesis) and environmental practice (such as biofuels) in the real world.							
Subtotal 14 2.00 Subject Secondary - Science  7. Curriculum  5.1 2 2.00 * Curriculum #1  Secondary - Science  3.Field Trip 4.Identify type of lesson (check all that apply; for definitions click here): cb>ABOUT 4.Identify type of lesson (check all that apply; for definitions click here): cb>ABOUT 5.Min. of Education Strand of curriculum addressed (le: Understanding Matter): B1. Relating Science to Technology, Society, and the Environment b1. SVN3M Curriculum Links  6.Number of periods for instruction/assignment (min. 2 periods): 3 x 75 minute periods plus work done by students at home  7. Describe lesson and assessment: Students investigated an alternative source of energy (including the solar panels on the scholorof) such as wind, tidal, and passive solar. They had to explain some of the key scientific principles associated with the energy source. 8 What did students learn about the environment? Students to actively seek out ways to access and use alternative energy source. 8 Students everyening resentation designed to educate and encourge fellow students to actively seek out ways to access and use alternative energy source. Students established and strengthened learning connections between scientific theory (such as photosynthesis) and environmental practice (such as biofuels) in the real world.	4.4	3	0.00		*		
Subtotal 14 2.00   V. Curriculum  5.1 2 2.00 * Curriculum #1  1. Grade Gr. / année 11  2. Subject Secondary - Science  3. Field Trip  4. Identify type of lesson (check all that apply; for definitions click here):	4.5	3	0.00				
Secondary - Science	Subtotal	14	2.00			regularly use greening	
1. Grade Gr. / année 11 2. Subject Secondary - Science 3. Field Trip 4. Identify type of lesson (check all that apply; for definitions click here):	V. Curricu	lum					
Template  Template  2. Subject 3. Field Trip  4. Identify type of lesson (check all that apply; for definitions click here):  4. Identify type of lesson (check all that apply; for definitions click here):  5. Min. of Education Strand of curriculum addressed (ie: Understanding Matter):  6. Number of periods for instruction/assignment (min. 2 periods):  7. Describe lesson and assessment:  7. Describe lesson and assessment:  8. What did students learn about the environment?  8. What did students learn about the environment?  9. Optional: What resources were used to support student learning?			2.00		*	Curriculum #1	
Template  Template  3.Field Trip  4.Identify type of lesson (check all that apply; for definitions click here):					•	1.Grade	Gr. / année 11
4. Identify type of lesson (check all that apply: for definitions click here):  4. Identify type of lesson (check all that apply: for definitions click here):  5. Min. of Education Strand of curriculum addressed (le: Understanding Matter):  6. Number of periods for instruction/assignment (min. 2 periods):  7. Describe lesson and assessment:  5. Mumber of periods for instruction/assignment (min. 2 periods):  7. Describe lesson and assessment:  6. Number of periods for instruction/assignment (min. 2 periods):  7. Describe lesson and assessment:  8. What did students learn about the environment?  8. What did students learn about the environment?  8. What did students learn about the environment?  9. Optional: What resources were used to support student learning?						2.Subject	Secondary - Science
Template  Template    Solution   Strand   Strand		4.1.11		1		·	
Template  Template    Solution   Strand of curriculum addressed (ie: Understanding Matter):   Stranding Science to Technology, Society, and the Environment		4. Identi	ry type or	iesson (cr	neck all tha		
Template  5.Min. of Education Strand of curriculum addressed (ie: Understanding Matter): B1. Relating Science to Technology, Society, and the Environment  6.Number of periods for instruction/assignment (min. 2 periods): 3 x 75 minute periods plus work done by students at home  7.Describe lesson and assessment: Students investigated an alternative source of energy (including the solar panels on the school roof) such as wind, tidal, and passive solar. They had to explain some of the key scientific principles associated with the energy source (i.e. how 'passive solar practices' were used to heat and cool a house. From there they created a PowerPoint presentation designed to educate and encourge fellow students to actively seek out ways to access and use alternative energy sources.  8.What did students learn about the environment? Students established and strengthened learning connections between scientific theory (such as photosynthesis) and environmental practice (such as biofuels) in the real world.  9.Optional: What resources were used to support student learning?							
Template  6.Number of periods for instruction/assignment (min. 2 periods):  7.Describe lesson and assessment:  Students investigated an alternative source of energy (including the solar panels on the school roof) such as wind, tidal, and passive solar. They had to explain some of the key scientific principles associated with the energy source (i.e. how 'passive solar practices' were used to heat and cool a house. From there they created a PowerPoint presentation designed to educate and encourge fellow students to actively seek out ways to access and use alternative energy sources.  8.What did students learn about the environment?  Students established and strengthened learning connections between scientific theory (such as photosynthesis) and environmental practice (such as biofuels) in the real world.  9.Optional: What resources were used to support student learning?			5.Min. o	f Educatio	on Strand o		SVN3M Curriculum Links
7. Describe lesson and assessment:  Students investigated an alternative source of energy (including the solar panels on the school roof) such as wind, tidal, and passive solar. They had to explain some of the key scientific principles associated with the energy source (i.e. how 'passive solar practices' were used to heat and cool a house. From there they created a PowerPoint presentation designed to educate and encourge fellow students to actively seek out ways to access and use alternative energy sources.  8. What did students learn about the environment? Students established and strengthened learning connections between scientific theory (such as photosynthesis) and environmental practice (such as biofuels) in the real world.  9. Optional: What resources were used to support student learning?		4 Numb	or of porio	ds for inc	struction/ac	-	
on the school roof) such as wind, tidal, and passive solar. They had to explain some of the key scientific principles associated with the energy source (i.e. how 'passive solar practices' were used to heat and cool a house. From there they created a PowerPoint presentation designed to educate and encourge fellow students to actively seek out ways to access and use alternative energy sources.  8.What did students learn about the environment? Students established and strengthened learning connections between scientific theory (such as photosynthesis) and environmental practice (such as biofuels) in the real world.  9.Optional: What resources were used to support student learning?	Template	O.NUITII	ber or perio	ous for firs			
8.What did students learn about the environment? Students established and strengthened learning connections between scientific theory (such as photosynthesis) and environmental practice (such as biofuels) in the real world.  9.Optional: What resources were used to support student learning?							on the school roof) such as wind, tidal, and passive solar. They had to explain some of the key scientific principles associated with the energy source (i.e. how 'passive solar practices' were used to heat and cool a house. From there they
theory (such as photosynthesis) and environmental practice (such as biofuels) in the real world.  9.Optional: What resources were used to support student learning?							·
learning?			8.V	Vhat did s	students lea	rn about the environment?	theory (such as photosynthesis) and environmental practice (such as biofuels) in
5.2 2 2.00 * Curriculum #2			9.Optiona	l: What re	esources we	• •	
	5.2	2	2.00		*	Curriculum #2	

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#	Total Points	Points Claimed	Final Assm't	Portfolio Req	Question	Information from text box (if applicable)
					1.Grade	Gr. / année 7/8
					2.Subject	Elementary - Social Studies
					3.Field Trip	
	4. Identi	fy type of I	lesson (ch	eck all tha	apply; for definitions click	<b>IN</b> the environment
					here):	<b>FOR</b> the environment
		5.Min. of	f Educatio	n Strand o	f curriculum addressed (ie: Understanding Matter):	Human activities have environmental and economic consequences – upcycling and/or recycling can lesse
	6.Numl	per of perio	ds for ins	truction/as	signment (min. 2 periods):	1 week - 5 hours
Template				7.Descri	be lesson and assessment:	learned about impact of not recycling - human impact and environmental impact and global impact We live in a disposable world – if it breaks, rips, or has flaws, we throw it away. Instead of throwing things away, I am challenging you to recycle and reuse – by upcycling. Upcycling is the process of taking old, broken, unused, or damaged items and reworking them with other abandoned items or new ones, to create a new workable item.
		8.W	Vhat did s	tudents lea	rn about the environment?	human impact on environment - dump sites and how they affect living space, air quality, ecosystems
		9.Optional	: What re	sources we	re used to support student learning?	Videos, examples, websites, textbook
5.3	2	2.00		*	Curriculum #3	
					1.Grade	Gr. / année 11
					2.Subject	Secondary - Technological Education
					3.Field Trip	
	4. Identi	fy type of I	lesson (ch	eck all tha	apply; for definitions click	<b>ABOUT</b> the environment
					here):	<b>FOR</b> the environment
		5.Min. o	f Educatio	n Strand o	f curriculum addressed (ie: Understanding Matter):	D1. Understanding the enviro effects of construction projects and ways of reducing harmful effects
	6.Numl	per of perio	ods for ins	truction/as	signment (min. 2 periods):	2-3 periods Lesson 1 Intro to palette wood projects Lesson 2-3 Design projects 75 mins each
Template				7.Descri	be lesson and assessment:	We begin the lesson by describing palette and how they are used. A small story of a factory that actually pays someone to take away their excess skids. We then watch a video of a famous Youtube host; Steve Ramsey. In the video Steve takes apart a skid and creates a great cabinet. Students brainstorm ideas of this they can create using palette would. Focusing on keeping the rustic look weathered and worn wood has.
						The next days are spent using graph paper and creating actual design plans.
		8.W	Vhat did s	tudents lea	rn about the environment?	Students learned that although reducing and recycling are great options, in a technological education class we have the option to reuse many various materials. Reusing materials such as palette wood is just the beginning, students drew and sketched various design for furniture they would like to build using palette wood.
		9.Optional	: What re	sources we	re used to support student learning?	
5.4	2	2.00		*	Curriculum #4	

#	Total	Points Claimed	Final Assm't	1	Question	Information from text box (if applicable)
	· onito	o.aou	7.00777	1109	1.Grade	Gr. / année 11
					2.Subject	Secondary - Technological Education
					3.Field Trip	
	4. Identi	fy type of I	lesson (cl	heck all tha	t apply; for definitions click here):	<b>FOR</b> the environment
		5.Min. o	f Educatio	on Strand o	f curriculum addressed (ie: Understanding Matter):	C1. Demonstrate technical skills, including the safe use of construction tools, equipment, materials
	6.Numb	per of perio	ods for ins	struction/as	signment (min. 2 periods):	5 periods -10 periods Period 1-2 Prepping lumber for safe use in machines Period 3-10 Project Bui
Template				7.Descri	be lesson and assessment:	While using plans based on reusing materials. Students will expand on previous lessons of designing furniture using palette wood and will create their own projects. Students will need to ensure that all nails are safely removed before using the palette would in the school machines.
						Students will build and construct their approved drawings and create rustic looking furniture.
		8.V	Vhat did s	students lea	arn about the environment?	Students will continue to learn construction techniques. They will learn about safely and efficiently removing nails from their palette wood. And most importantly they will learn that even if they are reusing wood that knot holes, broken boards add character to their projects while helping us reduce the amount of trees being cut.
		9.Optional	l: What re	esources we	ere used to support student learning?	1 palette per students All shop tools - jigsaw, table saw, planer, jointer etc
5.5	2	2.00		*	Curriculum #5	
					1.Grade	Gr. / année 11
					2.Subject	Secondary - Science
					3.Field Trip	X
	4. Identi	fy type of I	lesson (cl	heck all tha	t apply; for definitions click here):	<b>ABOUT</b> the environment
		5.Min. o	f Educatio	on Strand o	f curriculum addressed (ie: Understanding Matter):	E3. demonstrate an understanding of biodiversity and sustainability of ecosystems.
Template	6.Numb	per of perio	ods for ins	struction/as	signment (min. 2 periods):	3 Periods Lesson1 Discussion of what to expect Lesson2 Field Trip Lesson3 Debrief of Field trip
				7.Descri	be lesson and assessment:	Lesson 1 is a discussion of the various exhibits available to the students at the Museum of Nature in Ottawa Lesson 2 Field Trip to Museum of Nature in Ottawa Lesson is a Debrief followed by a reflection of what students learned and how that will impact their decisions about the environment in the future.
		8.V	Vhat did s	students lea	arn about the environment?	Students will be free to explore the museum where they will discover various exhibits on animals, fossils, frogs, earth etc
		9.Optional	l: What re	esources we	• • •	Videos for discussions before field trip Field Trip to Museum
5.6	2				Curriculum #6	
					1.Grade	
					2.Subject	
					3.Field Trip	
	4. Identi	fy type of	lesson (cl	heck all tha	t apply; for definitions click here):	
Template		5.Min. o	f Educatio	on Strand o	f curriculum addressed (ie: Understanding Matter):	
	6.Numb	per of perio	ds for ins	struction/as	signment (min. 2 periods):	
				7.Descri	be lesson and assessment:	
		8.V	Vhat did s	students lea	arn about the environment?	
		9.Optional	l: What re	esources we	ere used to support student learning?	
5.7	2				Curriculum #7	

#	Total Po	oints aimed	Final Assm't	Portfolio Req	Question	Information from text box (if applicable)
		L			1.Grade	
					2.Subject	
					3.Field Trip	
	4. Identify ty	ype of le	esson (ch	eck all tha	t apply; for definitions click here):	
Template					f curriculum addressed (ie: Understanding Matter):	
	6.Number o	of period	ds for ins		ssignment (min. 2 periods):	
		8 \/\	hat did s		be lesson and assessment: arn about the environment?	
	9.0				ere used to support student learning?	
Subtotal	14 10	0.00			learning:	
VI. Enviro	nmental St	tewards	ship			
6.1		1.00	· ·	*	Enviro stewardship submission #1	
	<u> </u>				1.Title of campaign:	Refillable Water Station Campaign
				2.Who was	involved in this campaign?	Greenteam teachers and students, administration
	3.Describe	e what s	students	learned ab	out an environmental issue through this campaign:	Students learned that water stations used in tandem with readily available and inexpensive refillable water bottles, and with the support of targeted advertising and information campaigns, have eliminated the use of thousands of refillable water bottles at our school.
Template	4.Descrit	be the e	environme	ental action	n students were engaged in through this campaign:	From the fundraising through Greenteam activities in 2012/2013/2014, to the installation of refillable water bottle stations, to Ban the Bottle campaigns, to the sale of inexpensive, refillable water bottles the Greenteam, and the larger student body has almost eliminated the use of disposable water bottles.
	5.How did	d studer	nts comm		e campaign and its impacts e whole school community?	The Greenteam leadership team has regular 'airtime' at student assemblies to relate new initiatives and current successes.
					eyond the other sections of med for this action in other sections)?	Yes, the refillable water stations are unique.
	7.Comple	ete rubr	ic for this	Environm	ental Stewardship initiative	Level 4: Frequent & consistent practice/results
6.2	4				Enviro stewardship submission #2	
					1.Title of campaign:	
					involved in this campaign?	
	3.Describe	e what s	students	learned ab	out an environmental issue through this campaign:	
Template	4.Describ	be the e	environme	ental action	n students were engaged in through this campaign:	
·	5.How did	d studer	nts comm		e campaign and its impacts e whole school community?	
					eyond the other sections of med for this action in other sections)?	
	7.Comple	ete rubr	ic for this	s Environm	ental Stewardship initiative	
6.3	4				Enviro stewardship submission #3	
					1.Title of campaign:	
				2.Who was	involved in this campaign?	
	3.Describe	e what s	students	learned ab	out an environmental issue through this campaign:	
Template					n students were engaged in through this campaign:	
	5.How did	d studer	nts comm		e campaign and its impacts e whole school community?	
					eyond the other sections of med for this action in other sections)?	
	<del>                                     </del>	ete rubr	ic for this	Environm	ental Stewardship initiative	
6.4	4				Environmental stewardship submission #4	

#	Total Points	Points Claimed			Question	Information from text box (if applicable)		
					1.Title of campaign:			
				2.Who was	involved in this campaign?			
	3.Des	cribe what	students	learned ab	out an environmental issue through this campaign:			
Template	4.De	scribe the e	environm	ental actior	n students were engaged in through this campaign:			
,	5.Hov	v did stude	nts comn		e campaign and its impacts whole school community?			
					eyond the other sections of med for this action in other sections)?			
	7.Coi	mplete rubi	ric for thi	s Environm	ental Stewardship initiative			
Subtotal	16	4.00						
Total	100	57.25						
Status	tus			Bro	Bronze=50-65 points Silver=66-75 points Gold=75+ points and a minimum 75% of points in all Part			