

Ontario EcoSchools Certification Application - Application Summary Report 2013-14

Board: Catholic DS Board of Eastern Ontario

School: St. Michael CHS

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. Teamwork 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	
Template					1.Name of participant(s):	Katie Howe
					2.Type of event (choose one): workshop, school-to-school mentoring, whole school presentation (with outside presenters), webinar series:	Workshop
					3.Date of event and length (half day/full day):	September, 20, 2013, full day
					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.
					5.What impact on environment related teaching/decisions/activities 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)
Template	1.Name of participant(s):				Sean Souter, Ann Jackson	
	2.Type of event (choose one): workshop, school-to-school mentoring, whole school presentation (with outside presenters), webinar series:				School-to-School mentoring	
	3.Date of event and length (half day/full day):				September 2013 through June 2014	
	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 initiatives including the creation of a teaching garden and the expansion of the greenhouse program.	
	5.What impact on environment related teaching/decisions/activities resulted from this event?				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 Conservation						
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 Minimization						
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/composting	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	

#	Total Points	Points Claimed	Final Assm't	Portfolio Req	Question	Information from text box (if applicable)
3.8	2	2.00			School-wide container recycling system	
3.9	1	1.00			Toner and printer cartridge recycling	Future Office Products Ltd. Cornwall, Ontario This is the company the performs the service work on our photocopiers.
3.10a	2	0.00		*	Contamination tracking in garbage/recycling	
3.10b	2	0.00			Students communicate waste monitoring results	
3.11	3	0.00		*	Communicate waste audit details	
Subtotal	20	10.00				
IV. School Ground Greening						
4.1	4	2.00		*	Students involved in greening project	Under the Healthy Eating Grant program, St. Michael CHS is currently planning a garden to complement the current greenhouse. This teaching garden will be a destination for the plants started from seed 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		*	Useful shade for students/building	
4.5	3	0.00			Students/teachers regularly use greening	
Subtotal	14	2.00				
V. Curriculum						
5.1	2	2.00		*	Curriculum #1	
Template	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):		<input type="checkbox"/> IN the environment <input type="checkbox"/> ABOUT the environment <input type="checkbox"/> FOR the environment			
	5. Min. of Education Strand of curriculum addressed (ie: Understanding Matter):		SVN3M Curriculum Links 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 encourage 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?					
5.2	2	2.00		*	Curriculum #2	

#	Total Points	Points Claimed	Final Assm't	Portfolio Req	Question	Information from text box (if applicable)
Template					1.Grade	Gr. / année 7/8
					2.Subject	Elementary - Social Studies
					3.Field Trip	
					4. Identify type of lesson (check all that apply; for definitions click here):	IN the environment FOR the environment
					5.Min. of Education Strand of curriculum addressed (ie: Understanding Matter):	Human activities have environmental and economic consequences – upcycling and/or recycling can lesse
					6.Number of periods for instruction/assignment (min. 2 periods):	1 week - 5 hours
					7.Describe 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.What did students learn about the environment?	human impact on environment - dump sites and how they affect living space, air quality, ecosystems
					9.Optional: What resources were used to support student learning?	Videos, examples, websites, textbook
5.3	2	2.00		*	Curriculum #3	
Template					1.Grade	Gr. / année 11
					2.Subject	Secondary - Technological Education
					3.Field Trip	
					4. Identify type of lesson (check all that apply; for definitions click here):	ABOUT the environment FOR the environment
					5.Min. of Education Strand of curriculum addressed (ie: Understanding Matter):	D1. Understanding the enviro effects of construction projects and ways of reducing harmful effects
					6.Number of periods for instruction/assignment (min. 2 periods):	2-3 periods Lesson 1 Intro to palette wood projects Lesson 2-3 Design projects 75 mins each
					7.Describe 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 wood. 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.What did students learn 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 resources were used to support student learning?	Projector Laptop Internet access - Youtube Steve Ramsey video: https://www.youtube.com/watch?v=ehCX85HQYd0
5.4	2	2.00		*	Curriculum #4	

#	Total Points	Points Claimed	Final Assm't	Portfolio Req	Question	Information from text box (if applicable)
Template					1.Grade	Gr. / année 11
					2.Subject	Secondary - Technological Education
					3.Field Trip	
					4. Identify type of lesson (check all that apply; for definitions click here):	FOR the environment
					5.Min. of Education Strand of curriculum addressed (ie: Understanding Matter):	C1. Demonstrate technical skills, including the safe use of construction tools, equipment, materials
					6.Number of periods for instruction/assignment (min. 2 periods):	5 periods -10 periods Period 1-2 Prepping lumber for safe use in machines Period 3-10 Project Bui
					7.Describe 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 wood in the school machines. Students will build and construct their approved drawings and create rustic looking furniture.
					8.What did students learn 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: What resources were 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
Template					1.Grade	Gr. / année 11
					2.Subject	Secondary - Science
					3.Field Trip	X
					4. Identify type of lesson (check all that apply; for definitions click here):	ABOUT the environment
					5.Min. of Education Strand of curriculum addressed (ie: Understanding Matter):	E3. demonstrate an understanding of biodiversity and sustainability of ecosystems.
					6.Number of periods for instruction/assignment (min. 2 periods):	3 Periods Lesson1 Discussion of what to expect Lesson2 Field Trip Lesson3 Debrief of Field trip
					7.Describe 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.What did students learn 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: What resources were used to support student learning?	Videos for discussions before field trip Field Trip to Museum
	5.6	2				Curriculum #6
Template					1.Grade	
					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 (ie: Understanding Matter):	
					6.Number of periods for instruction/assignment (min. 2 periods):	
					7.Describe lesson and assessment:	
					8.What did students learn about the environment?	
					9.Optional: What resources were used to support student learning?	
	5.7	2				Curriculum #7

#	Total Points	Points Claimed	Final Assm't	Portfolio Req	Question	Information from text box (if applicable)
Template	1. Grade					
	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 (ie: Understanding Matter):					
	6. Number of periods for instruction/assignment (min. 2 periods):					
	7. Describe lesson and assessment:					
	8. What did students learn about the environment?					
	9. Optional: What resources were used to support student learning?					
Subtotal	14	10.00				
VI. Environmental Stewardship						
6.1	4	4.00		*	Enviro stewardship submission #1	
Template	1. Title of campaign:					Refillable Water Station Campaign
	2. Who was involved in this campaign?					Greenteam teachers and students, administration
	3. Describe what students learned about 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.
	4. Describe the environmental action 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 students communicate the campaign and its impacts to the whole school community?					The Greenteam leadership team has regular 'airtime' at student assemblies to relate new initiatives and current successes.
	6. Did this campaign go above and beyond the other sections of the program (i.e., points are not claimed for this action in other sections)?					Yes, the refillable water stations are unique.
	7. Complete rubric for this Environmental Stewardship initiative					Level 4: Frequent & consistent practice/results
6.2	4				Enviro stewardship submission #2	
Template	1. Title of campaign:					
	2. Who was involved in this campaign?					
	3. Describe what students learned about an environmental issue through this campaign:					
	4. Describe the environmental action students were engaged in through this campaign:					
	5. How did students communicate the campaign and its impacts to the whole school community?					
	6. Did this campaign go above and beyond the other sections of the program (i.e., points are not claimed for this action in other sections)?					
	7. Complete rubric for this Environmental Stewardship initiative					
6.3	4				Enviro stewardship submission #3	
Template	1. Title of campaign:					
	2. Who was involved in this campaign?					
	3. Describe what students learned about an environmental issue through this campaign:					
	4. Describe the environmental action students were engaged in through this campaign:					
	5. How did students communicate the campaign and its impacts to the whole school community?					
	6. Did this campaign go above and beyond the other sections of the program (i.e., points are not claimed for this action in other sections)?					
	7. Complete rubric for this Environmental Stewardship initiative					
6.4	4				Environmental stewardship submission #4	

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Template	1.Title of campaign:					
	2.Who was involved in this campaign?					
	3.Describe what students learned about an environmental issue through this campaign:					
	4.Describe the environmental action students were engaged in through this campaign:					
	5.How did students communicate the campaign and its impacts to the whole school community?					
	6.Did this campaign go above and beyond the other sections of the program (i.e., points are not claimed for this action in other sections)?					
	7.Complete rubric for this Environmental Stewardship initiative					
Subtotal	16	4.00				
Total	100	57.25				
Status			Bronze=50-65 points, Silver=66-75 points, Gold=75+ points and a minimum 75% of points in all Parts			