

Ontario

Introduction to EcoSchools and the

FIVE-STEP process

GUIDE



ONTARIO
ecoschools

Acknowledgements

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Ontario EcoSchools: Introduction to EcoSchools and the Five-Step Process Guide

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The Ontario EcoSchools Program

Ontario EcoSchools is an environmental education program that addresses both *how the schools are run and what students learn*. It has been designed collaboratively by school boards for school boards to incorporate environmental education as well as environmentally responsible action into the school setting. The program aims to influence young people during a formative period of life, and affect an exponential impact as children take a culture of conservation home with them.

How does EcoSchools work?

School boards develop environmental policies and standards to conserve energy and minimize waste that are implemented consistently in all schools using the Ontario EcoSchools resources as a template.

To support the board's environmental policies and standards, comprehensive guides have been developed to reduce energy use, minimize waste and design environmentally friendly school grounds, providing opportunities for student and staff participation outside the classroom to reinforce classroom learning.

Ontario curriculum expectations that relate to climate change have been identified and elementary and secondary teaching resources have been developed for Grades 1-12.

Ontario EcoSchools is unique in its dual-focus approach. No other environmental education program actively involves both Curriculum and Facilities departments. These two departments work together, using the EcoSchools program to develop a systematic approach to conservation. Ontario EcoSchools is designed so that the program can be replicated in all Ontario school boards. Each board decides how to make EcoSchools part of the way it sees its mission and its commitment to future generations.

EcoSchools; benefits—both economical and environmental—are as great as you make them. The program is streamlined to appeal to busy administrators and teachers who know the value of student involvement and parental support. It is designed for success, encouraging participants to prioritize actions based on the Board's and its schools' needs and resources: its hallmark is *start small and do it well*.

GUIDES FOR GETTING STARTED

1 *Introduction to EcoSchools and the Five-Step Process*

This concise guide provides an overview of the Ontario EcoSchools program and sets out a practical method for successful implementation: (1) establish an EcoTeam, (2) assess the school's needs, (3) identify priorities and develop an action plan, (4) implement the action plan, and (5) monitor and evaluate progress.

2 *Waste Minimization Guide*

This guide outlines the 10 Ontario EcoSchools waste minimization guidelines. It provides the school's EcoTeam with tips for assessing the school's current waste minimization efforts, sample reviews and action plans and a set of tools for implementing improved waste minimization practices.

3 *Energy Conservation Guide*

Similar in format to the *Waste Minimization Guide*, this resource outlines the 10 Ontario EcoSchools energy conservation guidelines. It provides the school's EcoTeam with tips for assessing the school's current energy conservation efforts, sample reviews and action plans and a set of tools for implementing improved energy conservation practices.



4 *Waste Minimization by Grade (1-8)*

This resource is organized around “big ideas” about waste and waste minimization that are based on identified clusters of learning expectations in both Science and Technology and Social Studies and Geography. Using these ideas as a focus helps the teacher incorporate ecological thinking into existing curriculum. Annotated Internet resources offer background facts and student learning activities.

5 *Energy Conservation by Grade (1-8)*

Like *Waste Minimization by Grade*, this guide is organized around “big ideas” about energy and energy conservation that are based on identified clusters of learning expectations in both Science and Technology and Social Studies and Geography. Using these ideas as a focus helps the teacher incorporate ecological thinking into existing curriculum. Annotated Internet resources offer background facts and student learning activities.

CONNECTING ECOSCHOOLS TO THE ELEMENTARY CURRICULUM

CONNECTING ECOSCHOOLS TO THE SECONDARY CURRICULUM

6 *Climate Change in Grade 9 Geography (Academic and Applied)*

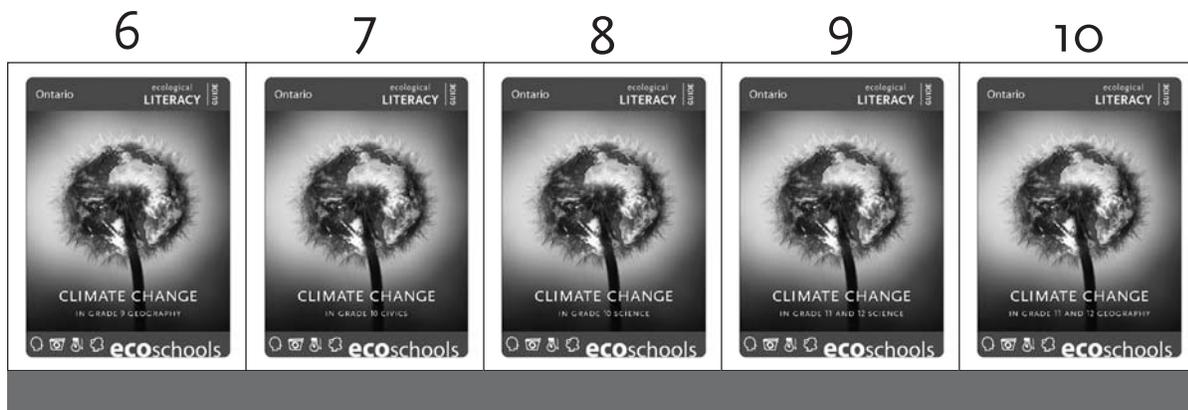
This resource consists of a culminating task for summative evaluation plus a unit-by-unit breakdown of the conceptual understandings about climate change needed to ensure student success. Students select a Canadian town or small city and develop an annotated map that indicates the changes in the human and natural environments that would reduce greenhouse gases and thus slow climate change. Resource list, student worksheets and evaluation rubric are provided. See #15 for supporting multimedia presentations.

7 *Climate Change in Grade 10 Civics*

This unit introduces students to the concept of citizenship through a series of well-supported activities where they analyze the accomplishments of environmental activists and organizations. A simple Public Policy Primer helps students see points at which they can influence issues. Students apply their knowledge in responding to the Government of Canada's One-Tonne Challenge for reducing climate change gases. An Environmental Citizenship Portfolio containing each student's class work and other materials sums up her/his understanding of environmental citizenship. See #15 for supporting multimedia presentations.

8 *Climate Change in Grade 10 Science (Academic and Applied)*

This resource provides two possible culminating tasks: students are introduced to an actual problem and asked to propose solutions to either The Impact of Transportation Choices or Forest Management and Climate Change. Climate change related concepts have been identified in each strand. Charts link authorized texts and the Teacher Resource for each to relevant learning expectations. A student Checklist of Preparation, annotated Internet resources and evaluation rubrics are also provided. See #15 for supporting multimedia presentations.



9 *Climate Change in Grade 11 and 12 Science*

This resource ranges over 8 different Science courses (University, University/College, College and Workplace), highlighting learning expectations that can be met using climate change issues as the examples. Focus questions help students connect the learning of facts and concepts in a meaningful way. The questions also suggest ways to adapt the existing curriculum to explore the data, evidence, interactions and technologies related to climate change issues. Lists of resources that suit the needs of the courses are included. See #15 for supporting multimedia presentations.

10 *Climate Change in Grade 11 and 12 Geography*

This resource surveys 5 Geography courses (University, University/College, and Open). Overall and specific expectations for each course are accompanied by guiding ideas linking these expectations to different parts of the climate change story. Examples are provided for developing topics, and teaching and learning strategies recommended for different student needs. Resources for planning class activities and assignments are listed. See #15 for supporting multimedia presentations.

GUIDES TO ENRICH YOUR PROGRAM

11 *Schoolground Greening: Designing for Shade and Energy Conservation*

Based on a guide developed by Evergreen and the Toronto District School Board, this resource will help schools design for increased shade to protect students and staff from ultraviolet radiation (UVR) and to shade school buildings to save energy and make them more comfortable. Tips for involving the school community in the design process, surveying user needs, completing a site analysis, creating site plans and developing a fundraising strategy are included.

12 *Celebrating EcoSchools: Festival Guide (Elementary)*

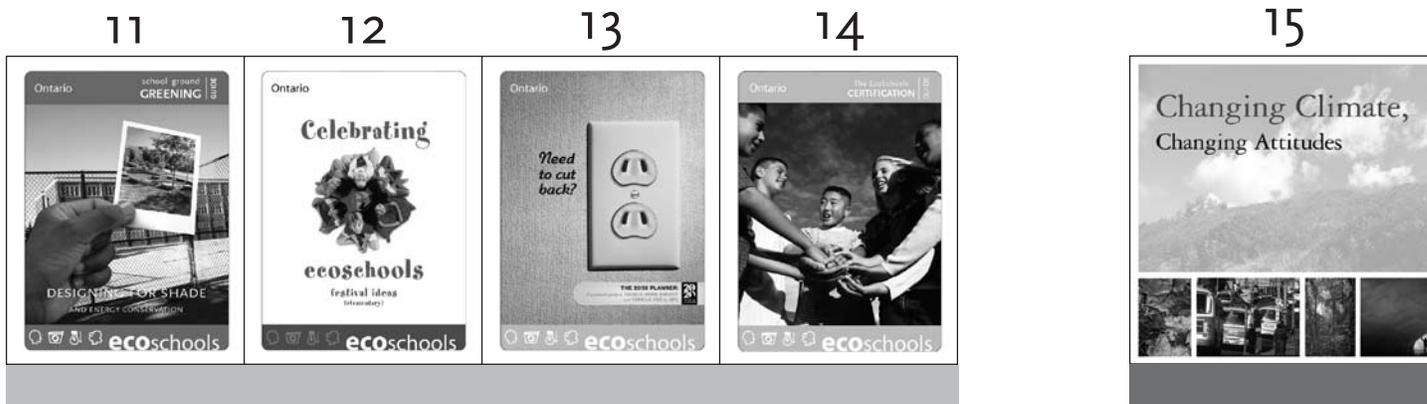
This collection of learning activities for elementary schools is designed for Earth Week or another EcoSchools celebration. While each activity can stand alone, the collection is especially designed for an entire school to engage in environmental learning adventures, focussing on the theme of human-environment connections. Based on a resource developed by the City of Toronto and the Toronto District School Board.

13 *The 20/20 Planner*

Based on a Toronto Public Health resource, *20/20 The Way to Clean Air* offers teachers a way to help students apply their learning about energy conservation at home. The planner is a “take-home” guide filled with simple tips and activity sheets that offer a range of actions that students and their families can undertake to reduce energy and vehicle use by 20%.

14 *Certification Guide*

The *Certification Guide* is based on a resource developed by the Clean Air Partnership and the Toronto District School Board. It provides sample benchmarks and a scoring system for schools wishing to assess their environmental performance in a limited number of areas. The point system establishes Bronze, Silver and Gold levels of EcoSchools.



Free copies of all Ontario EcoSchools guides may be downloaded in PDF format. Go to www.ontarioecoschools.org

15 **Multimedia presentations:** *Changing Climate, Changing Attitudes; The Impacts of Climate Change; The Science of Climate Change*

Three multimedia presentations have been designed to accompany the EcoSchools curriculum resources. *Changing Climate, Changing Attitudes* provides students and teachers with a general overview of global climate change and its impacts on Ontario society. *The Impacts of Climate Change* has been developed explicitly to complement the Grade 9 Geography course but can be used with all secondary students to examine the impacts of climate change on the natural and human worlds. *The Science of Climate Change*, while developed to support the Grade 10 Science course, is suitable for all secondary science students. These presentations include potential solutions and steps that citizens can take to help slow climate change.

MULTIMEDIA PRESENTATIONS TO ANCHOR YOUR PROGRAM

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► INTRODUCTION

What is EcoSchools?

Keeping the natural environment healthy for future generations depends on everyone's participation. Schools and school boards have a vital role to play in achieving this goal. The Ontario EcoSchools program makes environmental protection a part of school life.

Ontario EcoSchools will help a school board to:

- ▶ promote environmental literacy for all students;
- ▶ establish environmentally sound operational practices;
- ▶ develop a process for continual improvement in environmental education and operational practices within each school, and
- ▶ incorporate an environmental education component into the school planning and review process.

(See Appendix I for a sample Environment Policy.)

Ontario EcoSchools is based on a program developed jointly by the Toronto District School Board's School Services and Facility Services departments. It introduces an environmental perspective to the choices we make in operating our schools and in planning classroom programs based on the Ontario Curriculum. It consists of four components:



The leaf within each figure symbolizes thinking and acting with the environment in mind. It also visually connects the four areas, a reminder that – as ecology teaches us – everything is connected to everything else.

Activity in the EcoSchools areas named does not in any way limit a school's commitment to other environmental undertakings!

How does EcoSchools Work?

The main goals of EcoSchools are to help schools reduce their energy consumption, minimize their waste, green their school grounds and teach staff and students to become more ecologically literate.

To achieve these goals, EcoSchools offers a five-step process. The purpose of the

five-step process is to provide an organized and systematic way for schools to implement the program. The process includes: 1. *Establishing the EcoTeam* 2. *Conducting the EcoReview* 3. *Identifying Priorities and Developing the Action Plan* 4. *Implementing the Action Plan* 5. *Monitoring and Evaluating Progress.*



▶ THE FIVE-STEP PROCESS: GETTING EVERYONE ON BOARD

Step 1. Establish the EcoTeam

Who should be on our EcoTeam?

EcoTeams are the driving force of the EcoSchools program. The first step toward becoming an EcoSchool involves forming your own EcoTeam. Your team should represent your whole school community. It is suggested that you include:

- ▶ an administrator
- ▶ teachers
- ▶ students (essential)
- ▶ support staff
(e.g. lunchroom monitors, office staff)
- ▶ head custodian
- ▶ parents
- ▶ School Council representative(s)
- ▶ Student Council representative(s)
- ▶ community representative(s)
(e.g. daycare staff, regular permit holder)

Ideally, you should have at least one representative from each of these categories; however, it is understood that this may not be feasible.

What does the EcoTeam do?

- ▶ provides leadership for the school's EcoSchools initiatives (through regular meetings)
- ▶ encourages participation by the whole school
- ▶ carries out the steps of the EcoSchools process

Working together as a team:

The following two pages provide a few key tips for working together that will make your EcoTeam function more smoothly. An EcoTeam is as much about how you work together as what you get done!!

The EcoTeam drives the action. Team membership that reflects all parts of the school community is central to the success of your program.

Roles

Establishing who does what at the first meeting is important so that everyone knows who is responsible for which part of the team's function. The following roles are suggested, but you may find that your team needs to create new or different roles or choose to rotate roles for each meeting.

- ▶ **Chair:** calls meetings, sets and follows the agenda, facilitates meetings and encourages participation by all team members and keeps informed about EcoSchools resources through the website.
- ▶ **Secretary:** takes minutes at meetings, records decisions made and name of the person responsible for carrying out an action.
- ▶ **Communications/Publicity:** ensures that results of the EcoReview, the Action Plan, and events are communicated to the entire school community (e.g., submitting a monthly report for the school newsletter's EcoSchools column). This very large and important role may require more than one person.
- ▶ **Student representatives** (minimum of two): offer suggestions from a student perspective, communicate information to and from the student body (e.g., through weekly announcements, bulletin boards, student council, assemblies). Students may also help develop waste and energy campaigns, take leadership for classroom initiatives (e.g. train other students in waste minimization and energy conservation practices), help with fundraising and incentives activities (e.g. contests).
- ▶ **Site Advisor** (usually the custodian and/or an administrator): gives expert advice on logistics, policy, protocol, permission requirements for special projects.
- ▶ **Everyone** is responsible for communicating decisions made by the EcoTeam to their other groups (e.g. staff meetings, student council meetings, school council meetings, custodian meetings) and for getting feedback from these groups.

THE ROLE OF THE PRINCIPAL – As school leader, the principal plays perhaps the central role in helping to make EcoSchools a genuine part of school life. While every leader has his or her own style, here are some specific supportive actions that a principal can take to instill confidence in the school’s EcoTeam:

- 1 publicly value EcoSchools as a system-wide initiative that explicitly supports making environmental consciousness and environmental protection a part of school life;
- 2 be a member of the EcoTeam, or if that isn’t possible, attend the first meeting to express support;
- 3 invite and encourage staff members to become part of the EcoTeam;
- 4 encourage other staff members, students and parents to support the implementation of the EcoTeam’s Action Plan in the classroom, the office, and throughout the school;
- 5 recognize the importance of each individual’s part in the EcoTeam’s contribution to a well-run school;
- 6 invite regular reporting on EcoSchools at staff meetings and at school council meetings and, where applicable, parent association meetings.

Tips for Conducting Effective Meetings

- ▶ *Make sure to pick a time when all members of the team can meet.*
- ▶ *Meet at least once a month.*
- ▶ *Ensure that all members of the team understand the EcoSchools process and the expectations attached to their role.*
- ▶ *Establish how much time you want to spend on each agenda item and try to stick to it. Designate a timekeeper, especially when you have a packed agenda!*
- ▶ *Don’t forget to have the secretary record all major decisions and who took responsibility for them. A good way to keep everyone on track may be to put all minutes in a readily accessible EcoTeam binder.*
- ▶ *You may want to pair an adult with the student representatives on the EcoTeam to help them fulfill their role.*
- ▶ *Try to work by consensus as much as possible.*

EcoSchools emphasizes the importance of students playing an active role. Their involvement in the decision-making process gives them an opportunity to acquire the knowledge, skills and values needed to become responsible members of a democratic society.

Step 2. Conduct the EcoReview

After establishing roles and responsibilities, the EcoTeam’s first task is the EcoReview. The review will identify what you are doing well, and provide the evidence for what needs improvement. EcoSchools is designed to simplify the school’s task of becoming more environmentally friendly. We hope

that your EcoReview will in time go beyond the areas listed and also assess other environmental activities of particular interest at your school.

An assessment rubric and tips for conducting your EcoReview appear in the individual EcoSchools component guides.

SAMPLE: ENERGY CONSERVATION ECOREVIEW

The following review provides an example to help you with your own school's review based on the Energy Conservation Guideline has been used extensively and some energy conservation actions for school Action Plan (Step 3) were identified using the information

Guidelines	level 1	level 2	level 3	level 4	Comments
	Just Beginning	Approaching Implementation	Implemented	Extensively Implemented	
Lights and Equipment					
(1) Lights are turned OFF when not required.	X				Some staff and students but this practice is not the school.
(2) Computer monitors are either turned OFF or computers are put to SLEEP when not in use.		X			Office PC computer monitors when not in use. Computers do put their Macs to sleep each period.
(3) Computer peripherals such as printers, scanners and other electronic equipment are turned OFF when not in use.	X				No
(4) Only the most energy efficient equipment is purchased (e.g. Energy Star rated).			X		Some equipment (computer) rated but no conscious effort to buy only energy efficient.
(5) An equipment consolidation program is implemented to ensure that energy is not wasted by using more equipment than necessary (e.g., reducing the number of computer printers than necessary or the number of refrigerators).	X				No equipment consolidation program developed or implemented. More computer printers.

For a complete SAMPLE EcoReview and a BLANK EcoReview template, see the *Waste Minimization, Energy Conservation and Designing for Shade and Energy Conservation Guides*.

Step 3. Identify Priorities and Develop the Action Plan using a School Improvement Plan Template

Once the EcoReviews are completed, you will have a summary of the environmental practices you have identified at your school.

This information provides evidence of your needs and is used to identify priorities for developing your actions and strategies. Use a School Improvement Plan Template to record your Action Plan decisions and results.

Sample: A School Improvement Plan Template for Recording EcoSchools Action Plan

School: _____

Areas of Focus: **EcoSchools**

Evidence of Need:
(What data indicate the need for improvement?)
Energy Conservation (N.B. Taken from the Energy Conservation EcoReview based on EcoSchools Guidelines.)

LIGHTS AND EQUIPMENT

- 1) Some staff and students remember to turn the lights off when leaving rooms, but this practice is not standard throughout the school.
- 2) The Office PC computers are often left on when not in use. Computer classes generally do put their Mac computers to sleep at the end of each period. Staff and students are beginning to understand that great deal of energy and reduce the school's greenhouse gas emissions.
- 3) Computer peripherals are not turned OFF when not in use.
- 4) Some computers are Energy Star rated, but no conscious effort has been made to buy only energy efficient machines.
- 5) An equipment consolidation plan has not been developed or implemented, but it appears we have more computer printers than we need.

HEATING AND AIR CONDITIONING

- 6) The windows with operating curtains or blinds are closed after school hours, but some blinds need to be fixed. Windows and doors are usually closed after school, but no systematic effort has been made to remind them to do so.
- 7) Some vents are blocked in some of the classrooms.
- 8) Some students are keeping the doors open longer than necessary during school entry times (e.g., opening the doors as students are lining up).
- 9) The head custodian works hard to ensure that standard room temperatures are adhered to and that the school's building automated system is working properly. Staff and students understand that these great deal of energy and reduce the school's greenhouse gas emissions.
- 10) The head custodian does weekly inspections. Staff and students know to report problems promptly.

Targets (What do we need to improve?)	Actions (How will we achieve the targets?)	Indicators of Success (How will we know we have achieved the targets?)	Resources (How much will it cost?)				Budget Responsibility (Who will hold the budget?)	Timeline (Start Date - End Date)		
			Human	No.	\$	Material				
Conserve energy use in the school.	i. Lights are turned off when not required.	Number of lights turned off when the classrooms are empty. This will be assessed informally and reported on by the EcoTeam at three different times throughout the year.	Students and classroom teachers	2 students per class per week	N.A.	Energy Conservation posters, Lights OFF stickers	As needed per classroom	nil	NA	Sept. 30/03 - June 30/04
	ii. Each classroom will have monitors whose responsibility will be to turn lights off when not needed. The grade 4 classes will periodically track and report the 'lights-off' efforts of each class to the whole school.	Number of monitors turned	Students	2 students	N.A.	Monitors OFF/sleep	10 stickers	N.A.	NA	Sept. 30/03 - June 30/04

For a complete SAMPLE Action Plan using a School Improvement Plan Template and a BLANK template, see the *Waste Minimization, Energy Conservation and Designing for Shade and Energy Conservation Guides*.

One of the most powerful strategies of any greening initiative is to create the feeling that “everybody’s doing it.”

Step 4. Implement the Action Plan

Supporting EcoTeam Members

You have used a School Improvement Plan Template to list your *Targets, Actions, Indicators of Success, Resources, Budget Responsibilities, Timelines*, and eventually, *Results*. Next, EcoTeam members need to support one another in getting the whole school community to take part in the team’s chosen initiatives.

Be sure to obtain regular updates on progress at your team’s monthly meetings. Encourage reporting of successes, however small, but also encourage people to speak openly if they have run into barriers so that the team knows where additional help may be needed. The deep-down source of the difficulty is often a system problem rather than one caused by an individual. Examine barriers with an open mind to find solutions that keep each team member feeling supported in his/her work. And note that successes are also the fruit of good systems as well as good people!

Communication

Good communication to the whole school community is essential to a successful Ecoschools program. To bring the Action Plan to life, you need clear and engaging ways to communicate both your goals and your strategies to encourage whole school participation. The more everyone knows at the beginning, the easier it will be to enlist their participation in working toward the goals your team sets!

Tips for Communicating about EcoSchools

- ▶ *Right from the start, let people know what the EcoTeam is doing, step by step.*
- ▶ *Brainstorm to elicit ideas about the ways you want to communicate to the school community as well as within your EcoTeam. Brainstorming can break the ice at an early EcoTeam meeting and provide a lot of fun!*
- ▶ *Encourage everyone on the EcoTeam – especially the students – to think creatively about what would appeal to the people they are representing.*
- ▶ *Keep information short and to the point.*
- ▶ *Recognize environmental activities already going on at your school and include them in your EcoTeam news.*

Possible Media for Communicating Your Messages

1. *a highly visible environmental bulletin board to:*

- ▶ post EcoReview results
- ▶ declare Action Plan targets
- ▶ announce classroom greening efforts
- ▶ say “thank-you” to volunteers

2. *a strong graphic prominently displayed to record ongoing progress toward your goals* (e.g., thermometer, EcoSchools tree)

3. *a monthly EcoSchools column in the school or principal's newsletter to give prominence to EcoSchools efforts*

4. *P.A. announcements*

Sample EcoTeam P.A. announcements:

Weekly Greening News: Good morning _____ Public School! The EcoTeam is proud to announce that our school filled only 16 bags of garbage last week – down from the 20 we produced the week before! That means we have 4 fewer bags of garbage needing disposal. Special thanks to Mrs. Rogers’ grade six class. Only one pick-up of garbage was needed from that classroom all week! Great job room 206!!! Let’s see if we can get our school total down to 14 bags next week.

Eco Tip of the Day: We all know that paper comes from trees! Let’s all try to save trees every day by using less paper in our classrooms, using up the paper we already have by using both sides, and recycling paper we have used up.

Eco Fact of the Day: EcoSchools asks us to think of the many ways we can save energy. It teaches us that saving energy saves money and helps the environment:

Today let’s focus on lights. Did you know that there are 1000 classrooms in schools across our city? If in those classrooms people turned off their lights for 3 hours each week when they might otherwise have been left on, the school board would save \$32,000 per year! We would also be reducing the amount of carbon dioxide that we produce by 100 tonnes. Since carbon dioxide is a greenhouse gas that causes climate change, saving energy means helping to keep our environment healthy. It all starts with each one of us remembering to turn off the lights when we don’t need them! Together we can make a huge difference!

Eco Challenge of the Week: Reduce your use of new paper in the classroom for one week. Measure the amount of paper used in an average week as a benchmark to compare with the results of the paper-saving week. Report results to the office for inclusion in P.A. Weekly Greening News.

Participation in the EcoSchools program can provide leadership opportunities that encourage students to take an interest in their school environment!

Step 5: Monitor and Evaluate Progress

The final step of your EcoTeam's work is to evaluate your progress toward reaching the targets you have named. A School Improvement Plan Template asks you to name *Indicators of Success* once you have listed your strategies for action. Before the end of the school year, monitor and evaluate your implementation results. A simple way to monitor would be to re-review your school at the end of the school year and compare the results to the indicators you listed when you started out.

This work will be valuable for the future: the information you gather will be a useful benchmark for the work of next year's EcoTeam!

Celebrate Success!

It is important to acknowledge the volunteer efforts of individuals and groups in the school community by recognizing and celebrating both short- and longer-term achievements. This can be accomplished through P.A. announcements, awarding certificates or prizes, and posting names of groups or individuals, as well as by acknowledging efforts at a special event or as part of a year-end celebration. For inspiration, see the Ontario EcoSchools *Celebrating EcoSchools: Festival Guide*.

Tips for Monitoring Progress and Celebrating Success

- ▶ *Create an "EcoSchools tree" in your front hall. Award leaves for the tree to classes that have made significant contributions toward becoming an EcoSchool.*
- ▶ *Designate an EcoClass of the month or award a class during an assembly.*
- ▶ *Hold a competition between classes or challenge another school to produce less waste or save more energy.*

APPENDIX I: SAMPLE

TORONTO DISTRICT SCHOOL BOARD ENVIRONMENT POLICY¹

The Toronto District School Board recognizes the interdependence of the environment, the economy and society and the challenge of balancing all three in building a healthy, sustainable future. To achieve this goal, the Board adopts the concept of sustainable development as defined by the United Nations World Commission on Environment and Development as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.”

The Board acknowledges its responsibility to help prepare students to meet this challenge. Therefore, environmental literacy for all students is integral to the Board’s mission to help prepare our students “to become responsible members of a democratic society.” The Board will develop and support curriculum initiatives across grades and subject areas that lead to this result, and will ensure that an environmental education component is incorporated into school planning processes.

The Board aims to develop environmentally sound practices consistent with what students are learning in the classroom. In this way, curriculum and Board operations become part of a single organization dedicated to learning how to live more sustainably.

To enable and coordinate this learning throughout the organization, the Board is committed to achieving continual, measurable improvements in environmental educational and operational practices within its control. The Board will develop a focused, results-oriented framework for setting and reviewing environmental objectives, targets and implementation effectiveness. The framework will set out an annual interdepartmental, multi-stakeholder process for:

- ▶ identifying priorities;
- ▶ setting achievable objectives, targets and indicators and communicating these to staff, students, parents and the community;
- ▶ developing action plans;
- ▶ assigning responsibility for implementation;
- ▶ providing staff development and resources as required;
- ▶ monitoring, documenting, reporting and recognizing results.

In being environmentally responsible and accountable, the Toronto District School Board offers community leadership in decision-making and action that reflects our shared concern for protecting the health of the natural environment on which a healthy economy and society depend.

¹ Adopted June 28 2000.



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