

4.0 Contribute to Healthy and Caring School Communities

GUIDING QUESTION: Does your school connect environmental stewardship actions inside and outside the school to students' well-being, character education, and community-building? ◆ Hold this question in mind as you rate your performance. ■ Initial ▲ Final		No evidence	Emerging	Credible	Accomplished	Comprehensive
Team Self-Assessment and Documentation (100% this year)		0	1	2	3	4
◆ Creating an environmentally healthy environment indoors and out						
4.1	To what extent is your school purchasing Board mandated EcoLogo-certified cleaning products (e.g., floor cleaner, toilet bowl cleaner, glass cleaners) and choosing available EcoLogo options (e.g. carpet cleaners) to improve indoor air quality?					
4.2	To what extent does your school support sustainable transportation (e.g., walk-to-school days, make sufficient bike racks available, have a no-idling policy, support parents in making car-pool arrangements)?					
4.3	To what extent does your school address the need for shade in active play areas or gathering places to protect students from ultra-violet light (e.g., plant and maintain trees, make use of existing shade)?					
◆ Building character and community						
4.4	To what extent do staff, students, and parents work together to build character and community through stewardship activities (e.g., caring for trees and gardens by watering, mulching and protecting them, organizing a waste-free Fun Fair or activity day; other ways of building community such as showing videos on environmental issues)?					
4.5	To what extent do EcoTeam members share environmental knowledge inside and outside the school (e.g., caretakers share ideas and practices for sustainable schools, staff and students invite parents to environmental educational events, parents and parent councils provide leadership by supporting both their peers and school environmental initiatives)?					
◆ Looking outward						
4.6	Does your school community connect to and support local environmental initiatives and environmental groups (e.g., Evergreen, CEW, WWF, ACER, Toronto Renewable Energy Co-op, 20/20 The Way to Clean Air, City of Toronto 20-Minute Makeover; Great Canadian Shoreline Clean-up)?					
4.7	Is your school outward-focused to help students make connections between local and global environmental initiatives and environmental groups ¹ (e.g., encourage students to complete some of their community service requirements by addressing environmental issues in their communities; participate in Earth Hour, Earth Day, GuluWalk, YWalk, 30-Hour Famine, Seeds of Diversity, Otesha, International Walk to School Day)?					

¹ This focus is clearly articulated in Finding Common Ground: Character Development in Ontario Schools K-12, Toronto: Ministry of Education, October 2006: "Civic engagement implies active participation, a strong student voice in decision making, and moving from talking and learning to engaging in activities that reinforce the need to care about others and our world" (p. 5).

The 11" x 17" planning version of this EcoReview is in the Portfolio Binder.