



# École Guyot Sustainability Plan

May 2017

## Current Situation

École Guyot has integrated sustainable practices in one form or another for many years. Among the many examples are our school-wide paper recycling program, our annual neighbourhood clean-up, numerous charitable initiatives, and public education campaigns related to active transportation and safe disposal of batteries. Some initiatives are ongoing, some periodic, and others one-time only. Some are embedded into the curriculum or daily practice, while others are stand-alone projects. Our efforts have been recognized by the Province of Manitoba, with our school attaining **ECO-Globe School's Awareness Level** in 2016.

## Purpose

This sustainability plan will provide long-term vision and direction to our efforts. In doing so, the plan will coordinate our initiatives strategically, increasing their effectiveness and lastingness. The plan will document the important work we do and provide opportunities for critical reflection, celebration, and identification of next steps. The plan will provide students opportunities to apply sustainable practices in their daily life at school, to transfer their learning to their daily life at home and in their community, and to evaluate the significance of their decisions for society and the environment. Collectively, this work will sharpen students' critical thinking skills and empower them as young, engaged citizens now and into the future.

## Scope

Our sustainability plan follows the direction of the *Guide for Sustainable Schools in Manitoba* which cites the following guiding principles of Education for Sustainable Development (ESD):

ESD entails a reorienting of education to guide and motivate people to become responsible citizens of the planet. It addresses the interrelationships among the environment, the economy, and society: "ESD aims to help people to develop the attitudes, skills, perspectives and knowledge to make informed decisions and act upon them for the benefit of themselves and others, now and in the future" (UNESCO, n.d.). ESD moves from students learning about sustainable development to students experiencing how to live sustainably. It therefore encourages linking ideas to action. ESD supports the acquisition of knowledge to understand our complex world and the development of interdisciplinary, critical thinking, and action skills to address these challenges with sustainable solutions. ESD requires changes in *how* teachers teach, not just *what* they are teaching. ESD also requires new methods of measuring and assessing student achievement that reflect these characteristics.

The *Guide* defines a School Sustainability Plan (SSP) as a document that “establishes the school intentions with regard to sustainability” and that “represents an agreement to work together across the whole school”. The *Guide* advocates for integration of sustainability considerations into whole-school planning with emphasis on five key domains: (1) governance; (2) curriculum, teaching, and learning; (3) human capacity building; (4) facilities and operations; and (5) partnerships.

The *Guide* stresses that the most successful SSPs are those that involve:

- active student involvement in all stages of planning, implementing, and monitoring
- active participation by staff, parents, local community members, and representatives from government and non-government agencies
- a holistic perspective that employs an integrated systems approach to planning and includes the whole site, the whole-school community, and all aspects of the curriculum
- a long-term vision encompassing continuing consideration of sustainability
- integration of sustainable development into the curriculum, making use of learning experiences and opportunities while improving management of school resources and grounds
- opportunities for students to participate and to develop into effective and committed citizens and sustainability advocates
- incorporation of sustainability into the whole-school planning processes, linking administration and management, incorporating local community, and providing participatory processes for the whole-school community to be involved in planning and activities

## **Vision**

Our School Sustainability Plan shares the *Guide's* vision that:

Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world, and will contribute to social, environmental, and economic well-being, and an equitable quality of life for all, now and in the future.

## **School Sustainability Plan Leadership Team**

Jeff Anderson, Principal | Rachel Bevan, Teacher Librarian | Danelle Chernichan, Danielle Hamilton & Jaclyn Jeanson, Classroom Teachers

## School Sustainability Priorities

<b>Expected Outcomes</b> <i>What specifically are you trying to improve for student learning? Observable, measurable</i>	<b>Strategies</b> <i>What actions do you take?</i>	<b>Timeline</b> <i>By what date will the strategy be in place?</i>	<b>Data Sources</b> <i>How will you know learning is improving?</i>	<b>Indicators</b> <i>By what means will you collect evidence of progress toward learning?</i>
<b>By June 2018, students will increasingly display values, attitudes and sustainable behaviours indicative of a commitment toward sustainable living practices.</b>	1.0) Conduct an inventory of existing school-based ESD practices through consultation with students and staff.	June 2017	Inventory	
	1.1) Identify and implement new practices and opportunities.	Ongoing		
	1.2) Evaluate and update ESD plan annually.	Ongoing		
	2.0) Divert waste from landfill, dispose of waste responsibly, reduce waste.			
	2.1) Replace disposable cutlery with reusable cutlery and implement distribution and cleaning system.	December 2017	Purchase orders.	Students use reusable as opposed to disposable cutlery.

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	2.2) Implement a school-wide composting program.	June 2018	Pre- and post-implementation waste audits.  Amount of compost generated.  Pre- and post-implementation survey to determine rate of home composting.	Students place compostable materials in appropriate containers.  Students understand the importance of composting.  Compost generated will be used in school garden.  Students transfer composting practices to home use.
	2.3) Expand recycling and safe disposal program.	Ongoing	Materials collected.	Students and families engage in opportunities to recycle and safely dispose of specific materials.
	2.4) Review purchasing practices.	Ongoing	Purchase orders	Staff consider purchasing materials containing recycled or sustainable materials or that are certified as fair trade.

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	3.0) Actively care for the environment.			
	3.1) Engage in neighbourhood clean-ups.			
	3.2) Plant trees in schoolyard.			
	3.3) Promote active transportation. (Specific strategies TBD)	June 2019	Bike, Walk, Roll Survey.	Students choose active transportation in increasing numbers to travel to and from school.
	4.0) Work toward reconciliation.	June 2019		Students value Indigenous culture and recognize that we are all Treaty people.
	4.1) Integrate Treaty Education into teaching practices.			
	4.2) Conduct school-wide awareness events, including Orange Shirt Day & Tree Canada Launch.			