



Earth Day Canada Community Environment Fund

Application Form

Instructions

Please read the Application Guidelines before completing this Application Form. This will ensure your proposed project is eligible and meets the criteria of the Community Environment Fund.

This application consists of five parts. Please complete all parts of the application. Incomplete applications will be ineligible.

- Part A – Organization Background
- Part B – Proposed Project Information
- Part C – Results and Activities Work Plan
- Part D – Budget Plan
- Part E – Application Checklist

This form includes fields for you to input your answers directly, please do not alter the form or handwrite any part of the application. Handwritten and altered applications will be ineligible.

Application Deadlines

The Community Environment Fund has two grant periods per year.

Spring Grant Period:

Applications must be postmarked by February 28th

Fall Grant Period:

Applications must be postmarked by August 31st

Submitting the Application

When submitting the application please ensure that it is printed on uncoloured paper. Please do not staple or bind the application.

Applications can be submitted by mail or courier to:

Earth Day Canada
Community Environment Fund
111 Peter Street, Suite 503
Toronto, Ontario, M5V 2H1

If you have any questions regarding the application process, please refer to the Application Guidelines or contact the Community Environment Fund Program Manager:

Jennifer Mack
jennifer@earthday.ca
416.599.1991 x 108 / 1.888.283.2784

Part A – Organization Background

A1. Contact Information

Organization Name: Roden Public School (RPS)/Equinox Holistic Alternative School (EHAS)

Street Address: 151 Hiawatha Rd

Suite:

City: Toronto

ON. Postal Code: M4L 1Y1

Telephone: 416 – 393-8274

Fax: 416 – 393-9553

Email: famgatzam@gmail.com

Website: wholechildschool.ca

Contact Name: Bonnie Gatzambide

Position: Green Team Chair

A2. Type of Organization

Not-for-Profit Organization

Educational Institution

Registered Charity

A3. If you are applying as a not-for-profit organization or a registered charity, please provide the following information.

Year of incorporation or charitable registration:

Incorporation or charitable registration number:

A4. Describe your organization. Please provide your mission/mandate.
(Maximum 150 words)

The RPS and EHAS are two inner city public schools housed in the same building in the Gerrard/Coxwell area of Toronto. RPS is 107 year old and serves a predominately South Asian community. The EHAS opened its doors in the fall of 2009 with a mandate to achieve academic excellence through an arts-integrated and experiential-learning curriculum. The EHAS vision is to addresses the whole child and promote the development of healthy, responsible, inquisitive, creative human beings through its strong emphasis on outdoor education. The Green Team is made up of members from

both the RPS and EHAS schools, as well as the Roden Community Child Care Centre and seeks contributions from the on-site Parenting Centre.

A5. Please describe any experience your organization has in developing and implementing environmental projects. If you are undertaking your first environmental project, please draw on the experiences of other initiatives your organization has been involved with. (Maximum 200 words)

This is our second major environmental project. The Green Team (GT) was established by parents from both schools in 2009-10. The first goal of the GT was to attain the “Bronze” accreditation through the provincial Eco-Schools program. The efforts were extremely successful, as the GT surpassed their goal and attained a “Silver” designation for both schools. The GT focused primarily on Waste Reduction, Energy Conservation and student engagement. The parent led team held weekly litter-less lunch blitzes in the lunchroom and successfully conducted various school wide waste audits. They created classroom presentations, monitored trash separation and electrical light usage daily. They also held many school-wide assemblies to raise student awareness about energy reduction. The GT successfully reduced the daily amount of waste produced by each school.

Accomplishments included the formation of a volunteer student GT which met bi-weekly. The students primarily focused on the 3 R's (Reduce/Reuse/Recycle), team spirit and habitat/wildlife conservation. A direct outcome of the student group was the production of a student directed play "Jackie and the Green Stalk" which was preformed for the entire student body and at various school events. Other outcomes of the group were presentations by the Earth Rangers and conservation specialists from the Toronto Zoo, as well as Operation Sunflower a program presented to children from both schools (JK-GR 6) which presented our interdependence with nature, and plant requirements.

Part B – Proposed Project Information

B1. Project Name: RPS & EHAS Grounds Enhancement - community garden and green space development.

B2. Project Location (Municipality/Region): Toronto, East York

B3. Please describe your project. (Maximum 200 words)

The overall project consists of three grounds enhancement projects. One enhancement involves developing three types of gardens on the school property. A fruit/vegetable garden will allow children to follow the process of planting, tending and harvesting their own garden, (area 3). If the harvest is good, the children will also be able to learn nutrition, and meal planning by preparing food using the rewards of the garden. A pollinator garden will be built for observing and supporting natural ecological processes.

A native species garden will be developed in conjunction with the students, as part of the curriculum, (area 1). The second enhancement project is to create several teaching stone areas on the grounds, (areas 2 and 4). One area will also act as a natural barrier for the native species/habitat garden. The last planned enhancement will involve creating exterior mural paintings for the main entrances to each school, (area 1). Together these outdoor grounds enhancements will create an environment that will encourage children and the larger community surrounding the school to spend time experiencing and studying the environment around them. Refer to appendix 1: Concept Plan for areas map.

B4. Why is your project important? What issues/problems does it address in your community? Does it meet a need? What makes it unique? (Maximum 200 words)

The project will provide a pathway for two public schools, a child care centre, a parenting centre, local citizens, community groups and businesses to develop growing relationships with each other and the environment. EHAS opened its doors in the fall of 2009 and is housed within the 107 year old RPS. The two schools share the building and administration. The Grounds Enhancement Project will engage both schools in a community development project that aims to meet a primary focus of EHAS. EHAS aims to support the sustainability of environmentalism by fostering a deep connection to the earth in the hearts of the inner city children it serves. The Grounds Enhancement project will create a permanent outdoor education environment which will facilitate the incorporation of nature into the curriculum. The children will learn about pollinator, herb and vegetable gardens and will assist in the design of a native species garden. The children are currently building their planning and development skills through their engagement in the project. The on-site outdoor armoustone seating will accommodate outdoor education goals for years to come. More elements of nature will be brought onto the school grounds and into the community.

B5. Describe how you have taken into account the plans and/or priorities of the larger surrounding community. Please describe the benefits of your project as they relate to the wider community. (Maximum 200 words)

Many consultations with the community have taken place. Included in these consultations were questions related to the use of the property outside school hours. For instance, the larger community uses the field to play cricket and basketball. The grounds enhancement plans took special care to ensure the plans did not interfere with these activities.

Several community organizations, the Roden Community Child Care Centre (RCCCC), and the Parenting Centre (PFLC) will assist in maintaining the community garden, especially over the summer months when the school is closed. The schools are located in a predominately South Asian area and the plans include planting herbs and spices commonly used within the South Asian community. The school has developed one

relationship with a local restaurant that donates food to school events. The intention of this project is to share the yield of the the herb and spice garden with he local restaurant. As well, a number of community residents that live on the three streets surrounding the school will be involved in the upkeep of the garden. One member of the Green Team is studying the process of developing community gardening with Food Share which will assist the sustainability of the garden projects.

B6. Project timelines (Month/Year)

Please ensure your project timelines are in accordance with the CEF timeline guidelines as outlined in the Application Guidelines.

When is the project expected to begin: May/ 2011

When is the project expected to be completed: Apr/ 2012

About Your Partners

B7. Who is/are your project partner(s)? Please briefly describe their role(s).
(Maximum 200 words)

Area residents have expressed an interest in assisting with the maintenance of the garden during the school closures, as well as local businesses that will share in the labour in the garden in exchange of use of the produce.

Community Involvement and Outreach

B8. What type of volunteer opportunities will the project create within the community? Please describe specific volunteer activities. (Maximum 250 words)

Volunteers from the parent community will be encouraged and needed to help construct the flower beds and to assist the students and teachers with the initial planting of the garden. Once the planting has been done and the school year ends, there will a cooperative effort by the neighbourhood to maintain the gardens and those participating, will have that opportunity to harvest and eat the perishable foods.

B9. Describe how your organization will promote the project to potential partners/ volunteers and the wider community? Please describe any outreach activities to date. (Maximum 150 words)

This project will be enjoyed by not only the Equinox and Roden school communities, but also from the attached PFLC and the RDCC. The local South Asian and Indian communities will be represented in the edible garden and their input is being sought out to plant foods that represent the local culture.

Sustainability

B10. How will your organization ensure the project will have long term environmental benefits? Please be detailed in your response. (Maximum 200 words)

The project includes several sets of teaching stone circles on the property of the school. These stones will provide outdoor teaching spots that will assist teachers with one of the primary goals of the school to develop a strong connection to the earth through our gardening and farming programs. The school aims to teach most of the primary grades science program outdoors. The junior and senior kindergarten programs operate as much as possible outdoors. See pictures in Appendix 1. Students are taken on nature hikes regularly during the school year. Kinder garden students go on nature walks weekly throughout the academic year. The school has formed a partnership with a local, organic farm, which we visit throughout the year.

EHAS has an environmental program that aims to students develop a strong connection and relationship to the earth in the primary grades, and in the older grades, children learn how to take action. The goal is to teach students how to feel empowered to take action and how to make sustainable choices about the environment. This project will facilitate the schools ability to meet the outdoor education goals for generations to come.

B11. Describe your project's education plan, and the associated benefits to participants and the wider community. (Maximum 200)

EHAS integrates environmental teaching into its daily curriculum. Children in primary grades regularly begin their day outside with a morning circle. Teachers aim to build strong connections with the earth. For example, children regularly observe and care for a chosen tree in a local park. Other projects include annual day trips to the Humber River to experience the Salmon Run, an ongoing mentoring program with Friends of the Rouge Watershed, regular nature walks, as well as workshops in conjunction with Evergreen.

EHAS has partnered with the P.I.N.E. project <http://www.pineproject.org/> to develop an out door education for the entire school. The P.I.N.E. Project's mission is to inspire healthy, lifelong connections between people and nature through outdoor learning and play.

In 2010-11, the P.I.N.E. project and EHAS are piloting an outdoor education project with the grade 5/6 students. The long term plan is to fund and integrate the P.I.N.E. project into the lives of all the children attending EHAS.

B12. If you have requested funds to cover a new permanent HR position in your budget plan, please provide CEF with a job description and detail how you plan to sustain the position beyond the grant period. (Maximum 250)

Permits, Approvals and Potential Impacts

B13. Identify any federal, provincial and/or municipal approvals the project will require. Please describe the steps you have taken to obtain them and attach any approvals you have received to date. (Maximum 150 words)

No federal, provincial or municipal government approvals are required but approval from Toronto District School Board is required and the Green Team has been coordinating with the TDSB Grounds staff on the enhancements since early 2010. TDSB have given their approval and support to this grant application.

B14. Explain how you will address any negative environmental impacts that may result from the project. (Maximum 150 words)

As far as can be seen from all available research, there is little or no negative environmental impact from this project. EHAS in teaching respect of the environment is careful to not damage the earth in its teachings. For instance, hikes to the ravine have been canceled if the weather is such that taking a large group of children on a hike will cause permanent damage to the trails.

Part C – Results and Activities Work Plan

Provide a detailed work plan using the Community Environment Fund Results and Activities Work Plan Template. Your work plan must be attached to your application with the additional supporting documents listed in Part E.

Part D – Budget

Provide a detailed budget project using the Community Environment Fund Budget Plan Template. Your budget must be attached to your application with the additional supporting documents listed in Part E.

Part E – Application Checklist

Please ensure your application includes:

- Work Plan – completed from template provided by the Fund
- Budget Plan – completed from template provided by the Fund
- Two letters of reference from past or present partners, indicating your organization’s ability to successfully complete projects and/or the need for the proposed project in your community
- Previous media coverage that the organization has received (E.g. newspaper articles; dates of radio interviews)

Please include the following if applicable to your application:

- Letters of approval from regulatory agencies, or support in principal, specifying the outstanding of the requirements to obtain full approval

- Annual Report
- A written letter of consent from your school principal on school letterhead if this is a school application. Applications that are completed by the school principal do not need a letter of approval
- A written letter of consent from a Senior Administrator on school letterhead if this is an application from a college or university student group.
- Street map showing the location of the project in your community; street maps are not applicable to projects that are not taking place in one central location
- Project Site Plan
- Estimates for costs that are \$1, 000 and above; please attach to the Budget Plan
- Year-end financial statements of your organization

Declaration

I confirm that the information contained in this application and the accompanying documents is true, accurate and complete. I confirm that I have answered all the application questions to the best of my knowledge and ability and have included all required attachments in my application.

I understand that if this grant application is approved, I will be required to enter a formal, legally binding agreement with the Earth Day Canada Community Environment Fund that will outline the terms and conditions of the grant.

Name Title

Organization

Signature Date



Earth Day Canada Community Environment Fund

Results and Activities Work Plan

Work Plan Note:

The information in your work plan is important to the review of your application. Please be detailed and ensure you have covered all parts of your project plan in chronological order. Before completing please carefully read the list of what is expected in each column below.

Please indicate:

- Results: Your itemized list of expected accomplishments
- Activities: What are the main steps needed to achieve your results
- Responsibility: Who will be responsible for each activity, this includes members of your own organization or a partner organization
- Performance Indicators: How will you know whether your work is successful, how will you evaluate the results of your activities
- Expected start and end date of each activity

Results	Activities	Responsibility	Performance Indicators	Start Date	End Date
Raised Beds/Planter Boxes	Purchase supplies Build boxes and fill in with soil Enlist volunteers to plant garden with student involvement	Green Team/Bonnie Gatzambide	Both schools integrating edibles raised beds into healthy lifestyles curriculum. Focus on Kindergarten thru GR 3.	May 15th	June 1st
Murals	Develop plan with student involvement Working with artist, design and paint mural Mounting of mural	Monica Wickler (artist) Green Team Tamara Brodey (teacher/artist)	Student engagement in developing theme and visual representation of theme.	May 1st	June 29th
Pollinator beds	Purchasing and planting appropriate plants	Student Green Team/ Jen P (Roden parent volunteer)	Student understanding pollinator conservation issues, and engagement in selecting and planting gardens.	May 20th	June 8th
Seating stones in various areas	Purchase, delivering and placement of stones.	Green Team and TDSB	Outdoor lessons facilitated by the seating stones	June 29th	July 15th



Earth Day Canada Community Environment Fund

Budget Plan

Budget Note:

Before completing the budget please refer to the Application Guidelines for further details and a list of costs that will not be covered by the Fund. When completing this form please ensure your calculations are correct, that the aggregate of budget sub-totals reconcile with budget totals and with Other Funding Sources totals, and that the Cash and In-Kind contributions listed in Budget Parts 1, 2 and 3 correspond to those listed in Other Funding Sources.

Budget Part 1							
Human Resources	Costs				Funding Sources		
Service	Number of People	Rate	Time (ea/hrs)	Total Costs	Community Environment Fund	Cash	In-Kind
E.g. Project Coordinator	1	\$40 k/year	6 months	\$20,000	\$5,000	\$15,000	
Muralist	1	40/hr	100 hrs	4,000			4,000
TDSB caretaking staff for installation				4,250	4,250		
Landscape Architect	1	60/hr	50 hrs	3,000			3,000

Sub-Total Part One	11,250	4,250	7,000
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Budget Part 2						
Materials, Supplies & Equipment	Costs			Funding Sources		
Item	Number of Units	Unit Cost	Total Costs	Community Environment Fund	Cash	In-Kind
E.g. Solar PV Panels	2	\$5,000	\$10,000	\$4,000	\$6,000	
cedar 6 x 6's for planter boxes	16		400.00	400.00		
Mulch (Free + shipping)	1		200.00	200.00		
Seating stones	45 tonnes	110.00	4950.00	4950.00		
Paints for Mural	8	50	400.00		400.00	
Storage bins	2	250.00	500.00	500.00		
1/2 inch Hilti Kwik Bolt 3's	50	50.00per box of 10	500.00		500.00	
Pea gravel Soil and organic sheep manure, including delivery	26 yards	50.00	1300.00	1300.00		
Seeds/seedlings		LS	200.00		200.00	
Rock installation contingency for equip rental		LS	900.00	900.00		
Sandblasted stones	3	1628.00	4884.00	4884.00		
Hoses	2	125.00	250.00	250.00		
Lee Valley Garden tools			500.00	500.00		
Childrens and teachers gardening gloves	50	5.00	250.00	250.00		
weatherproofing for mural	1 gallon	80	80.00		80.00	
White Cedar posts for Kindergarten area plus installation	6	150.00	900.00	900.00		

High Performance Bedding with geotextile	2 rolls, 4 yards	LS	450.00	450.00		
Wood panels for mural	4	LS	250.00		250.00	
Sub-Total Part Two			16,914	15,484	1,430	

Budget Part 3						
Other Expenditures	Costs			Funding Sources		
Item	Number of Units	Unit Cost	Total Costs	Community Environment Fund	Cash	In-Kind
E.g. Radio PSA	5	\$800	\$4,000			\$4,000
Sub-Total Part Three						

Revenue Identify if the project will generate revenue and include an approximate value	
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Total Costs and Funding Add Sub-Totals for Part 1, Part 2 & Part 3	Total Costs for the Project	Total Funding Requested from CEF	Total Cash from Other Funding Sources & Revenue	Total Value of In- Kind Donations
	28,164	19,734	1,430	7,000

Other Funding Sources

Please list all cash contributions and in-kind support from other funding sources. In-kind support includes all non-cash contributions made to your project for supplies, services, equipment, volunteer time and professional services. Please include confirmation letters from the other funding sources. The letters must indicate the value of the contribution being made.

Group Name	Description	Cash	Value of In-Kind	Status
E.g. Community Environment Fund	Supplier of trees and mulch	\$10,000		Confirmed
Green Team organizing committee	parent organizing and fundraising committee	1,430		Pending
Monica Wikler	Muralist		4,000	Confirmed
Ruthanne Henry	Landscape Architect		3,000	Confirmed

Total		1,430	7,000	