

2.1 Reduce Impact on the Environment: Energy Conservation



GUIDING QUESTION Does your school make decisions and follow daily routines and operational practices that significantly reduce its impact on the environment, with respect to renewable and non-renewable energy sources? ♦ Hold this question in mind as you rate your performance. ■ Initial ▲ Final	No evidence	Emerging	Credible	Accomplished	Comprehensive
Team Self-Assessment and Documentation (50% this year)	0	1	2	3	4
♦ Endorsing environmental action throughout the school					
2.1.1 Are portable electric heaters used only as a short-term emergency measure with the principal's approval until heating problems are resolved?					
♦ Reducing energy use across the whole school					
2.1.2 To what extent is lighting used only when necessary (e.g., not in stairwells and corridors with extensive natural lighting; outside lights adjusted seasonally and turned off during daylight hours and at night after caretakers leave the school)?					
2.1.3 Has your school found solutions to reduce energy use in over-lit areas in all parts of the school (e.g., implement and maintain de-lamping; use task lighting where appropriate)?					
2.1.4 To what extent are energy losses kept to a minimum (e.g., [i] electricity: standby power losses from TVs, DVDs, VCRs, modems, and adaptors and Smart Boards; [ii] heat: keep outside doors closed)?					
2.1.5 Does your school have an appliance consolidation plan to save energy by using less equipment (e.g., replace a large number of "bar" refrigerators with fewer standard-size Energy Star refrigerators; reduce number of computer printers through networking)?					
2.1.6 To what extent has your school purchased energy efficient devices and machines (e.g., duplex [double-sided] printers; Energy Star refrigerators, dishwashers, clothes dryers; compact fluorescent bulbs)?					
♦ Conserving energy through specialized practices of caretakers					
2.1.7 Are regular inspections of the building conducted and notifications submitted as required (e.g., fix broken valves; check roof vent seals, dampers, louvers, filters for school and portables, motors, compressors, thermostats, window/door seals as indicated in the TDSB Caretaking Handbook)?					
2.1.8 Does the school work collaboratively to review the building automation system (BAS) schedules for instructional and non-instructional days (to ensure that the BAS is used to reduce the school's energy consumption as much as possible—the BAS is set to automatic mode, the BAS schedules equipment off in zones when heating/cooling is not needed)?					
School Visit "look-fors" (50% this year) Scored by EcoSchools Auditor	0	1	2	3	4
2.1.9 Lighting is used only when necessary (e.g., lights are turned off when adequate light is available from the sun, or when rooms are not being used).					
2.1.10 Frequent year-long student monitoring of lights-off is recorded and communicated to the school.					
2.1.11 Throughout the year, students monitor frequently to check that vents on walls and windowsills are kept clear. Results are recorded and communicated to the school.					
2.1.12 During winter, students monitor frequently to check that blinds/curtains are closed at day's end. Results are recorded and communicated to the school.					
Performance Indicators (0% this year)	0	1	2	3	4
2.1.13 Is there an overall pattern of continued decrease in the school's electricity consumption year after year? (Level 1=5%; Level 2=10%; Level 3=15%; Level 4=20%)					