

2.2 Reduce Impact on the Environment: Waste Minimization



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 waste? ◆ Hold this question in mind as you rate your performance. ■ Initial ▲ Final	No evidence	Emerging	Credible	Accomplished	Comprehensive
Team Self-Assessment and Documentation (60% this year)	0	1	2	3	4
◆ School 3Rs commitments					
2.2.1 Do staff, students, and parents find ways to reduce waste in the cafeteria, lunch room, or snack program (e.g., organize a waste-free lunch program, develop a waste free recess/snack plan, take home uneaten food)?					
2.2.2 Do staff, students, and parents find ways to reduce waste in all other areas of the school (e.g. implement waste-free staff meetings; include the collection of reusable and recyclable items as part of locker cleanouts; promote refillable water bottles and use of drinking fountains)?					
2.2.3 Has the school developed routines to reduce all paper consumption (e.g., double-sided printing and photocopying; sibling lists; notices printed on half-sheets or less; e-mail notices and online newsletters; increased use of overhead projectors and black/whiteboards; use of Smart Boards; paper limit per teacher)?					
2.2.4 To what extent has the school put in place systems to reuse cardboard; single-use paper; and other products (e.g., boxes for 8 ½ x 11" and 8 ½ x 14" Good On One Side [GOOS] paper placed beside photocopiers)?					
2.2.5 To what extent does the school have effective recycling strategies for paper and containers throughout the school—in classrooms, offices, meeting rooms, lunchrooms/cafeterias, and daycare centre?					
◆ TDSB 3Rs commitments					
2.2.6 Does the school recycle all obsolete computers, electronic, and audio visual equipment through the Board-approved electronics recycler?					
2.2.7 Does the school make full use of Board-approved services to recycle special products (e.g., waste vegetable oil, sawdust and wood cut-offs, scrap metal)?					
2.2.8 Does the school make full use of Board services to reuse through the Trading Post on TDSBweb and/or ArtsJunktion?					
2.2.9 Does the school comply fully with green disposal practices for products such as batteries; fluorescent tubes and CFLs; hazardous waste (e.g., chemical waste from science, technology, and visual arts programs)?					
2.2.10 Does the school recycle all eligible ink and toner products (e.g., Ricoh photocopier toner bottles by putting empty toner containers into the returnable box for pick-up; printer cartridges by putting empty cartridges [laser, inkjet, and fax] in centrally located boxes supplied to the school; Riso ink cartridges by putting empty ink cartridges back into the returnable box for pick-up)?					
◆ City of Toronto 3Rs commitments					
2.2.11 Does the school make full use of City programs to recycle products (e.g., broken school furniture [desks, chairs, tables] and used appliances [stoves, fridges])?					
School Visit "look-fors" (40% this year) Scored by EcoSchools Auditor	0	1	2	3	4
2.2.12 Garbage cans and recycling bins are paired and labeled.					
2.2.13 The school's waste audit results and Waste Reduction Work Plan are posted in a prominent place					
2.2.14 The school's bulk garbage bins/toters do not contain recyclables.					