

EcoSchools Caretaker Self-Assessment Tool

Caretakers play an important role in supporting the EcoSchools program through their daily practices. As a result some questions in the EcoReviews require their direct input. This tool lists all the self-assessment questions directly related to caretaking practices. Discuss these questions with your caretaker to best assess your school practices in these areas.

Self-Assessment Explanation

Each question is assessed on a scale of 0 to 4. Use the below descriptions as guidelines when answering each question.

No evidence (0): The school has not yet begun to address this question

Emerging (1): The school is beginning to attend to the task

Credible (2): Practices are in place, though school-wide adoption is not complete

Accomplished (3): Practices are consistent and commonplace throughout the school

Comprehensive (4): Practices are second nature within the school

	No evidence	Emerging	Credible	Accomplished	Comprehensive	
Self-Assessment Questions	0	1	2	3	4	NOTES
Section 2 Reduce Impact on the Environment: Energy Conservation						
2.1 Are portable electric heaters used only as a short-term emergency measure with the principal's approval until heating problems are resolved? Note: no heaters in school= level 4						
2.2 To what extent is lighting used only when necessary in common use areas and classrooms (e.g., outside lights adjusted seasonally and turned off during daylight hours and at night after caretakers leave the school; not in stairwells and corridors with extensive natural lighting; de-lamping)?						
2.6 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)?						
2.7 Does the caretaker 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)?						

EcoSchools Caretaker Self-Assessment Tool (cont'd)

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	No evidence	Emerging	Credible	Accomplished	Comprehensive	NOTES
	0	1	2	3	4	
Section 3 Reduce Impact on the Environment: Waste Minimization						
3.8 Does the school recycle all obsolete computers, electronic, audio visual equipment, and ink and toner products through the Board-approved recycling programs?						
3.9 Does the school make full use of Board-approved services to recycle special products (e.g., vegetable oil, sawdust and wood cut-offs, scrap metal)?						
3.11 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)?						
3.12 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])?						
Section 4 Care for and Create Vibrant School Grounds						
4.2 To what extent are the leaves on your school ground mulched* and the use of road salt minimized by using best practices for snow plowing, salt application, and salt storage?						