**Energy Conservation**

**Level Two Best Practices Guide for School Districts**

To receive recognition as a Level Two King County Green School District, school districts must meet the criteria in this Best Practices Guide. School districts that do not meet criteria are still eligible to receive assistance.

**Directions**

* Fill in the school district name and other information on this page.
* For each action your district completed, place a check mark in the appropriate box.
* Email the completed form to Dale Alekel at [dale.alekel@kingcounty.gov](mailto:dale.alekel@kingcounty.gov) or the Green Schools Program representative who has assisted your district.

**Criteria are divided into four areas**

* Assessment, monitoring and training
* Lighting and plug loads
* Heating and cooling
* Communication with King County Green Schools Program

**Assistance:** Ask for help from the King County Green Schools Program. For participating schools and districts, the program provides hands-on assistance, site visits, tools, and step-by-step guidance.

**Recognition:** To be recognized as a Level Two Green School District, complete actions in this guide. See page 7 for steps to recognition.

**School district:**

**Date:**      

**Name and title of person completing this guide:**

**Contact information for person completing this guide:**

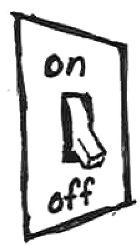
**Name and title of district resource conservation (RCM) or facilities manager:**

**Contact information for RCM or facilities manager:**

**A. Assessment, monitoring and training**

**Complete the following 9** **REQUIRED actions. Fill in all note fields.**

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|  | 1. Track energy use and costs for both electricity and natural gas for each facility. Establish baselines for electricity and natural gas, and regularly monitor energy use.  **Electricity:** As of       (*enter date*), our district’s average monthly **electric** use in kilowatt hours (kwh) is       and the average monthly cost for **electricity** is $     . As of       (*enter date*), our district’s annual **electric** use in kilowatt hours (kwh) is       and the annual cost for **electricity** is $     . Notes:  **Gas:** As of       (*enter date*), our district’s average monthly **gas** use is       and the average monthly cost for **gas** is $     . As of       (*enter date*), our district’s annual gas use is       and the annual cost of **gas** is $     . Notes: |
|  | 2. Share with each principal and custodian the energy use for their facility and how it compares to the energy use per capita for the other facilities in the school district. Briefly describe how and when you did this: |
|  | 3. Measure the impact in both energy use and cost savings of newly adopted energy conservation practices. Inform employees, students, parents and school board about the results. Briefly describe how and when you did this: |
|  | 4. Include energy conservation policies and procedures in annual custodial/maintenance employee training. Send us your written energy conservation policies and procedures. Briefly describe how and when you included energy conservation in annual trainings: |
|  | 5. Contact the district’s energy provider (Puget Sound Energy and/or Seattle City Light) to learn how the district can benefit from the energy provider’s energy management program which may include grants, rebates, Utility Manager software, and assistance. Briefly describe how and when you did this, and what energy provider resources your district uses: |
|  | 6. If the district does not have a resource conservation manager position, consider creating such a position, whether full-time or part-time, to optimize operations and implement conservation initiatives such as those listed below. Briefly describe when you considered this and summarize conclusions: |
|  | 7. Add requirements regarding electric and heating/cooling conservation practices to agreements with organizations that use school facilities. Briefly describe how and when you did this, and share with us the written requirements: |
|  | 8. When designing new buildings, include energy-efficient features. (See King County Green Schools Program [Green Building](https://kingcounty.gov/depts/dnrp/solid-waste/programs/greenschools/green-building.aspx) Best Practices Guide.) Briefly describe how and when you did this: |
|  | 9. Request employee and student suggestions about energy conservation practices. Place suggestion boxes in prominent areas or invite email or on-line recommendations. Briefly describe how and when you did this: |

**B. Lighting and plug loads**

**Complete the following 5 REQUIRED actions. Fill in all note fields.**

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|  | 1. Implement weekend and vacation shut-down procedures for lights and electronic equipment. Send us your procedures. Briefly describe how and when you did this: |
|  | 2. Adopt, communicate, and enforce a policy or expectation that, where reasonable, lights will be turned off in unoccupied spaces and when adequate outdoor light is available (with blinds open). Send us your written policy or expectation. Briefly describe how and when you adopted, communicated, and enforced the policy: |
|  | 3. Adopt, communicate, and enforce procedures for turning off outside lights during daylight hours, and consider turning them off at night after caretakers leave the school facility (i.e., dark campus with motion sensor lights). Briefly describe how and when you did this, and send us the written procedures: |
|  | 4. Adopt, communicate, and enforce policies or procedures for turning off (or putting to sleep) all computer monitors, computer peripherals (printers, scanners) and other electronic equipment (copiers, etc.) when not in use. Briefly describe how and when you did this, and send us the written policies or procedures: |
|  | 5. Consolidate food stored over the summer in as few refrigeration units as possible and shut down unnecessary units over the summer. Briefly describe how and when you did this: |

**Complete at least 2 of the following recommended actions.**

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|  | 1. Establish and enforce a district-wide policy or procedure restricting use of supplemental or personal space heaters, refrigerators, coffee pots, and other appliances in offices and classrooms. Briefly describe how and when you did this, and send us the written policy: |
|  | 2. Establish or improve strategies for turning lights off when adequate outdoor light is available or when rooms are not in use. Briefly describe how and when you did this: |
|  | 3. Clean refrigerator condensing coils twice yearly. Briefly describe how and when you did this: |
|  | 4. In each facility, post permanent signs on or near light switches and electric equipment to remind students and employees to turn off lights, computers, and other equipment when not in use. Briefly describe how and when you did this: |
|  | 5. Replace incandescent lights with fluorescent lights marked with the Energy Star label. List which facilities did this, and briefly describe when and how this change was made: |
|  | 6. Install occupancy sensors in frequently used rooms. List which facilities did this, and briefly describe when and how this change was made: |
|  | 7. Use multiple switches to customize light levels. List which facilities did this, and briefly describe when and how this change was made: |
|  | 8. Use vending misers or timers to control vending machine lighting and compressor use. Have the vendor permanently turn off front panel display lights on all vending machines. List which facilities did this, and briefly describe when and how this change was made: |
|  | 9. Centralize after-hour activities into common areas, adjacent classrooms, and/or one wing. Briefly describe when and how this change was made, and in which facilities: |
|  | 10. Use task lighting such as desk or under counter lamps instead of central lighting. List which facilities did this, and briefly describe when and how this change was made: |
|  | 11. Schedule or program lighting controls (if available). List which facilities did this, and briefly describe when and how this change was made: |
|  | 12. Adopt and enforce a policy to purchase only energy-efficient equipment such as products with the Energy Star label, which indicates they meet strict energy efficiency guidelines. Briefly describe how and when you did this, and send us the written policy: |
|  | 13. Other:      \_\_\_\_\_\_ (What other practices did the district implement to reduce use of electricity?) |

**C. Heating and cooling**

**Complete the following 6 REQUIRED actions. Fill in all note fields.**

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|  | 1. Set standard heating and cooling points for thermostats: 68°F - 70°F during the winter and at or above 75°F when air conditioning.Then do not tamper with thermostats. Regularly encourage students and staff to dress appropriately for the season so they will be comfortable with the standard thermostat settings**.** Briefly describe how and when you did this: |
|  | 2. Set hot water temperatures to 110°F. Briefly describe how and when you did this: |
|  | 3. Keep hot water pipes insulated. Briefly describe how and when you did this: |
|  | 4. Do not heat unoccupied spaces. Schedule heat for occupied spaces only. Briefly describe how and when you did this: |
|  | 5. Adopt, communicate, and enforce policies or procedures for shutting down heating/cooling on weekends and vacations. Provide a “Weekend and Vacation” shut-down list for chief and night custodians. Briefly describe how and when you did this, and send us your written policies or procedures: |
|  | 6. Annuallycheck mechanical equipment and perform proper cleaning and preventive maintenance (e.g., heating coils are vacuumed, filters are changed as scheduled, heating system is re-commissioned when necessary) according to the schedule recommended for each facility’s equipment. Briefly describe how and when you did this: |

**Complete at least 2 of the following recommended actions.**

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|  | 1. Establish or improve district-wide policies or procedures for ensuring that windows and blinds/curtains are closed at the end of the school day to keep heat in, and that window blinds/curtains are open during the day to let daylight in and reduce the need for heating. Briefly describe how and when you did this, and share the written policies or procedures: |
|  | 2. Establish or improve district-wide policies or procedures to help ensure that doors to the outside of buildings are not left open longer than necessary when heating and cooling, and that classrooms keep windows and doors closed when heating and cooling (except for periodic airing out to improve indoor air quality). Briefly describe how and when you did this, and send us the written policies or procedures: |
|  | 3. Establish or improve district-wide policies or procedures for ensuring that spaces around vents on walls and window sills are kept free of obstruction. Briefly describe how and when you did this, and send us the written policies or procedures: |
|  | 4. Upgrade weather stripping, caulking, insulation, glazing and/or door and window hardware. Briefly describe how and when you did this: |
|  | 5. When replacing old HVAC systems and boiler equipment, replace with the most energy efficient equipment possible. Briefly describe how and when you did this: |
|  | 6. Consolidate or centralize after-hour activities into common areas, adjacent classrooms, and/or one wing, and then reduce energy use in unoccupied areas. Briefly describe how and when you did this, and in which facilities: |
|  | 7. Other:      \_\_\_\_\_\_\_\_\_ (What other practices did the district implement to reduce the need for heating/cooling?) |

**D. Schedule telephone call with King County Green Schools Program representative / Schedule visit if needed**

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|  | 1. Communicate with the King County Green Schools Program representative to determine if a site visit will be scheduled prior to recognition as a Level Two Green School District. |
|  | 2. Talk via telephone or in person with the King County Green Schools Program representative about your district’s Level Two practices.  Date of telephone call or visit:  Notes about telephone call or visit: |



**Steps to recognition**

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|  | **Step 1.** | Complete this guide. |
|  | **Step 2.** | Send this completed guide to the King County Green Schools Program representative. |
|  | **Step 3.** | **Celebrate!** Inform your district and community that you are a King County Level Two Green School District. |
|  |  | Share your successes   * on your school district website * in a family newsletter * at a district staff meeting, PTSA meeting, and/or a school board meeting   Visit [Certificates of Recognition](http://your.kingcounty.gov/solidwaste/greenschools/certificates-recognition.asp) for forms you can fill in and print for district or school staff members, student leaders, and parent volunteers.  Your school district will receive a certificate of recognition and a success story will be posted on the King County Green Schools Program website. Your school district also will be mentioned in a press release issued by King County.  *Optional* – To help showcase your efforts, send the King County Green Schools Program representative a photo(s), along with either a signed release form(s) for each employee or student in the photo(s), or, for students, an email stating that your school district has parent/guardian permission to use the photo(s) of students that appear in the photo(s). |

