

ENERGY CONSERVATION/MANAGEMENT IN THE SCHOOLS

The Board recognizes the importance of energy conservation in effectively managing school unit finances and in preserving the nation's natural resources. M.S.A.D. #29 will strive to use energy as efficiently as practicable while maintaining a safe and comfortable environment for students and staff.

The Board also believes that a conservation ethic and increased environmental awareness are essential elements of responsible citizenship. The instructional program should include age-appropriate activities designed to increase student understanding of the costs and benefits of energy use and the effects of energy production on the supply of natural resources.

Energy Conservation/Management

The Superintendent [**OR: Director of Facilities, OR: other designee**] shall be responsible for implementing procedures to encourage conservation and efficient energy management.

Such procedures may include but are not limited to:

- A. Review of past and present energy consumption in school unit facilities;
- B. Review of current operational and maintenance practices;
- C. Development of district-wide conservation guidelines with identified goals and objectives and recommendations for action;
- D. Conducting "energy audits" of school unit facilities;
- E. Maintenance of equipment on a regular basis in order to secure maximum energy savings over the life of the equipment;
- F. Implementation of no-cost or low-cost building maintenance, equipment, and appliance use procedures to reduce consumption of energy;
- G. Implementation of "no idling" protocols for school buses;
- H. Monitoring of conservation/energy management measures that are implemented;

- I. Providing information related to energy consumption, the cost of energy, and results of efforts to reduce energy use to school administrators, the Board, and the community;
- J. Taking into consideration budgetary restraints, making recommendations to the Board concerning long-range strategies, including preventive maintenance, equipment upgrades, and replacement and retrofitting alternatives for school facilities; and

[OPTIONAL:

- K. Providing rewards or recognition to school facilities that effectively reduce energy consumption.]**

Energy Conservation in the Curriculum

An understanding of energy use and its relationship to economics and natural resources and of the effects of energy production on the environment is essential to the development of a conservation ethic. Students should also be aware of the difference between sustainable and non-renewable resources.

The instructional program will include appropriate activities designed to foster energy and environmental awareness and promote conservation. The Superintendent **[OR: Curriculum Director, OR: other designee]** shall be responsible for leading the school unit's efforts in incorporating principles of resource conservation into the curriculum.

All school unit personnel will be expected to contribute to the school unit's efforts to save energy. Success in achieving the goal of reduced energy consumption depends upon the commitment and cooperation of administrators, teachers, support staff, and students. Schools are encouraged to recognize responsible energy conservation actions and behavior on the part of students and staff.

Adopted: 1/7/13