

## EXEMPLAR: ENERGY

Your Report Card is your opportunity to share out all the effort your school put into your certification project. Please respond to each question with as much detail as possible.

### **STEP ONE: BUILD YOUR GREEN TEAM**

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1. Please describe your Green Team. Please include the number of members, their roles in the school community, and any other details.

**Our Green Team includes 12 members. Myself, a 5<sup>th</sup> grade teacher, our 4<sup>th</sup> grade math teacher, and 15 students in 4<sup>th</sup> and 5<sup>th</sup> grade.**

2. How often does your Green Team meet?

**We meet the second Wednesday of every month after school from 2:45 to 3:45 pm.**

3. What general goal does your Green Team have in making your school greener and healthier this year?

**By the end of the school year we will reduce our school's energy consumption by switching to energy efficient lightbulbs and practicing energy conservation techniques.**

4. Give us a brief description of your school. Include whether it's in a rural or urban community as well as any other details that makes your school stand out.

**Our school is a Title I school located in an urban area. We are the largest middle school in the county with 632 students. We are very diverse and 40% of our students speak another language besides English.**

5. If you have already certified as a Washington Green School, please share how you are maintaining your Lasting Change from previous environmental categories.

**We've certified twice before. Last year we certified in Waste and Recycling through a food waste monitoring and sorting system. We still sort our waste every lunch period and we recently purchased reusable cutlery.**

**Two school years ago we certified in healthy school buildings. Members from our Green Team still take turns wiping down desks during lunch. We also continued our proper handwashing campaign by making new signs that hang above all bathroom sinks.**



## STEP TWO: ASSESS

Please complete the audit found within the [Energy Classroom Supplement](#) and then answer the questions below.

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### Energy Overview

6. What source of energy is used to heat and/or cool your school buildings? (Check all that apply. If your school uses all electricity to heat buildings, please indicate and continue to the next question.)

- Natural gas
- Solar
- Electricity

- Biofuel
- Geothermal
- Other

7. Research your electricity provider's website to find the major sources of your school's electricity. (Check all that apply and note percentages.)

- Natural gas % **24**
- Solar % \_\_\_\_\_
- Wind Power % **3**
- Hydro % **36**

- Nuclear % **1**
- Coal % **36**
- Other % \_\_\_\_\_

8. What is the total square footage of your school's building(s)? **55,695**

- a. If your school has portables: How many portables are there? **2**
- b. What is the total square footage of these? **1,920**

9. When was your school built? **1993**

10. Have your school's energy systems been updated since your building was constructed?

- Yes
- No

11. In what month are you completing this assessment? **November**

### School Energy Use

#### Energy Conversion Tip

Use this conversion to help fill out the report card so that your energy data is consistently recorded. This way your information can be tracked and compared across other schools in Washington State.

**Energy Conversion Information**

1000 BTU = 1 kBTU

1 kWh = 3.412 kBTU

1 Therm = 100 kBTU

12. What is the total amount of energy that your school used this month?

1.48 kBTU/ft<sup>2</sup>/month

13. What was the total cost of that energy?

\$503 \$/ft<sup>2</sup> /month

14. Considering your assessment results, what is your SMART goal to make your school greener and healthier? Goals should be SMART (Specific, Measurable, Achievable, Realistic and Time Specific).

**By the end of the school year, we will have replaced all classroom lights to LED lightbulbs and we'll also lead an energy conservation awareness campaign.**

**STEP THREE: MAKE A LASTING CHANGE**

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15. Describe *in detail* what actions your Green Team took to address your Lasting Change goals. What did students do? **How many students, Green Team members and beyond, were actively involved in this project?** For assistance, please see exemplar report card [here](#).

**For our Lasting Change project we first talked with our head custodian about switching out all classroom light fixtures to have energy efficient bulbs. This did not include the overhead fluorescent lighting, but the lamps in classrooms and around the building. We were able to get LED lightbulbs donated from the local Home Depot. Afterschool, students went around to each classroom and switched the lightbulbs to the new energy efficient ones. All lightbulbs removed were properly recycled. Second, students created a series of educational skits and announcements. They enjoyed writing the script and acting out different stories to teach their classmates about the importance of reducing energy usage. These skits were performed at the all-school assembly before winter break in December and the assembly before spring break in April. Also, students created signs that were placed by all light switches around the school encouraging teachers to turn off the lights whenever they left the classroom. Lastly, our principal agreed to "Lights Out Reading" where students are encouraged to bring a book light or small flashlight to read during reading periods when the classroom overhead**



**lights are off. Green Team members take turns checking on classrooms during this time to see if students brought flashlights from home. There were 15 students who were actively involved in this project.**

**16.** What challenge(s) did you face while implementing your Lasting Change and what kind of solutions were you able to develop to address the challenge(s)?

**Since these are small behavioral changes it was difficult to ensure that all school members were following through on energy saving techniques. To address this, we assigned a pair of Green Team members to walk around the halls during reading periods to make sure teachers had turned off their lights. It was also difficult to find local companies that would donate lightbulbs, but we were eventually able to find a good local partner, Home Depot, to support us.**

#### **STEP FOUR: VERIFY YOUR IMPACT**

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The purpose of the verification step is to determine to what extent your Lasting Change is having an impact on your energy situation at school.

**17.** Did your Green Team reach the goal set in Step 1?

**Yes, we compared our electric bill in April of this year to that of last year and there was a 15% reduction in energy usage.**

**18.** Please elaborate on key factors in achieving this goal or reasons that you did not achieve the goal.

**It was essential for us to have a multifaceted approach for encouraging our school community to reduce their energy usage. That's why we put in new lightbulbs, made announcements, created skits, asked for pledges to turn off the lights during independent reading.**

**19.** In what month are you verifying your impact?

**April**

**20.** In the month of verification, how much TOTAL energy did your school use?  
**1.280** (kBTU/ft<sup>2</sup>/month)

**21.** In the month of verification, what was the cost of the TOTAL energy?  
**\$432** (\$/ft<sup>2</sup>/month)

22. In the same month last year, what was the TOTAL energy usage?  
**1.342** (kBTU/ft<sup>2</sup>/month)

23. In the same month last year, what was the cost of the TOTAL energy?  
**\$513** (\$/ft<sup>2</sup>/month)

24. What circumstances may have influenced your Lasting Change results?

**We had an unusually cold winter so that may have impacted our energy usage.**

25. How do you plan to maintain your Lasting Change?

**Next year we plan to ask each teacher to sign a contract pledging to practice the energy saving techniques that we taught them and their students. We also plan to do an energy conservation performance at the all-school assembly in the fall to kick off the year.**

26. What are some takeaways or lessons learned from this process that you have yet to discuss in the questions above?

**We know that energy efficient systems and solar panels can be very expensive, but we learned a lot about how simple behavior changes can lead to a big impact. We also would have started our project earlier so we could have gotten access to our utility bills earlier.**

#### **STEP FIVE: SHARE YOUR STORY**

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27. In order for your sustainability efforts to become a part of your school's identity, the entire community has to be aware and involved. How did you share your certification project with your school AND within the greater community?

**We were excited to share what we were doing with the school so we decided to do skits at the all-school assemblies along with our morning announcements were helpful in sharing our story. We also included pictures and student quotes on our school Facebook page.**

28. What do you consider to be the greatest success that you've seen as a result of your action project?

**We reduced our energy usage by 15% and we had fun doing it! Our students especially loved "Lights Out Reading" periods that take place during independent reading times. Students looked forward to this time of day and it has had the side benefit of engaging students in reading.**

29. What was the greatest challenge that you faced when completing the certification process?

**The greatest challenge was initially getting administration on board with our campaign. Once they saw how excited our Green Team members were about the skits and honestly, once they realized the project would cost them little money, they were excited for it.**

30. Your community should know about the exceptional work you've done to become a Washington Green School! For example, we may help you get the word out by sharing a press release of your certification story with a local news outlet. We'll need a few things to make that happen:

The name of your local paper where we can send the press release:

**The Columbian**

A brief synthesis of how your Green Team has made a positive impact on your school:

**Students from Green Elementary School created and implemented an energy conservation campaign. They switched out lightbulbs to energy efficient ones, performed energy inspired skits at all-school assemblies, and implemented "Lights Out Reading," where students read with the overhead lights out and used battery powered book lamps or flashlights.**

A quote from a member of the school community or Green Team about why this certification project was important:

**"I love Lights Out Reading time! It's my favorite part of the day, because we get to help the environment by using less energy and it's nice and cozy while we read."**

## **STEP SIX: CERTIFY AND CELEBRATE**

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31. Please give your Report Card a careful final review to make sure that all your information is complete and correct. We will follow up with you in about two weeks with a review of your Report Card and information about celebrating your success!