

Albuquerque Public Schools

Energy Management Program for 2009 - 2010

“School Representative Responsibilities”

The key to the success of the “Energy Conservation Incentive Program” is going to be the team at each school and the fulfillment of their responsibilities. The teams are free to incorporate their own ideas for implementing an energy program and patrol at their school. To participate in this APS program each school that is identified, by the District Energy Committee, must provide the following active representatives:

1. **School Energy Coordinator:** - i.e. the principal, assistant principal, department head, or some other person of similar stature that is familiar with the school and its facilities. This person should motivate staff and students to eliminate energy waste and promote sound use of energy resources, monitor energy use, insure energy efficient areas of the school are used, and reiterate their support of the importance of energy conservation to everyone at their school. The school administration is highly encouraged to share a portion of the schools “Energy Rebate” with the teacher running their program to buy needed classroom supplies, the custodial crews to buy equipment they need to make their job easier and improve the learning environment of the school, and with other needs of the school. Administrators would be wise to advertise their schools successes and the rewards the school receives each quarter to the staff, PTO, and the community to help sustain the program and awareness , , this just promotes more participation. This person will identify the “Energy Team Leader” for their school.
2. **Energy Team Leader:** - i.e. the teacher or teachers at each school who will develop and execute energy conservation and efficiency programs aimed at guiding students at their school and home. They can do this by providing several learning activities for students that enriches curriculum and provides awareness to the entire school population. The goal is to enhance student learning of the importance of energy conservation by joining theory with experience and thought with action. These activities, at a minimum, should include energy patrols, art posters, service announcements, information brochures, energy audits, staff reminders, school newspaper articles, and other Energy Team activities.
3. **Energy Teams:** - i.e. the students are a strong force in helping each school realize energy savings. Imparting to them the importance of conserving these resources and being part of a “team” to actually save energy around the school is critical to the start of a successful energy conservation program in your school. Through student’s active roles in the energy conservation program they will develop their skills in problem solving, teamwork, learn and practice leadership and followership skills by taking responsibility for their schools energy program.
4. **Custodial Teams:** - i.e. the custodial team has a significant impact on your schools total energy savings capability. Over 40% of all electricity used in the district is consumed from 8:00 PM to 8:00 AM Monday through Friday and on weekends. The cleaning habits of your custodial crew will have a major impact on the savings at your school and in-turn the amount of energy savings funds that are returned to your school. Their awareness to HVAC systems and parking and outside building lights coming on and more importantly going off when scheduled will have a significant impact too.
5. www.APSEnergyConservation.org