**School Energy Policy and Education Plan Template**

A school building is more than just a set of classrooms and offices; it is a living structure. Energy flows through a school building just like any living thing. School buildings are an excellent resource for students to explore when learning about energy. In addition to being an ideal teaching resource, reducing a school’s energy costs by saving energy means more funds may be available for personnel, supplies and resources. To utilize a school building to its fullest potential, a connection should be made between the building’s energy management practices and the school curriculum. A School Energy Policy and Education Plan is the tool to make these connections.

Through this document, the Wisconsin K-12 Energy Education Program (KEEP) provides an outline and brief description of components to help schools develop a School Energy Policy and Education Plan. Each school’s plan should be a unique document based upon the strengths and needs of the district (e.g., human, site, equipment, and local curriculum).

This template was developed in collaboration with educators and energy professionals from across the state and was reviewed by energy and resource management professionals. If you have any questions, please contact KEEP at (715) 346-4770 or keep@uwsp.edu.

**Plan Outline:**

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**1. Executive Summary (2 pages)**

The executive summary will provide an overview of the School Energy Policy and Education Plan, including why and how the plan was developed.

1. **Goals**

Explain the **desired outcomes** of developing a School Energy Policy and Education Plan; what will be different after the School Energy Policy and Education Plan is implemented.

1. **Objectives**

Explain the **knowledge and skills** that the school building occupants (students, teachers, administration, and staff) will acquire as a result of the School Energy Policy and Education Plan.

1. **Rationale**

Explain the **importance** of having the school building occupants learn the concepts or skills outlined in the School Energy Policy and Education Plan; why is it important to develop energy management and energy education policies.

1. **Plan Development Process**

Describe **who was involved** in the development of the School Energy Policy and Education Plan. Explain any **challenges** that arose during the process and what **strategies** were used to overcome them. Describe any unexpected things learned along the way that may be of interest to future School Energy Policy and Education Plan developers.

**2. Energy Management Policy (5 pages)**

An energy management policy articulates the school’s commitment to energy conservation and efficiency by defining energy management protocol for school energy systems such as lighting, temperature control, and personal appliances.

Update an existing energy management policy or create a new policy. New or revised policies may need to be presented to the School Board for proper approval. The policy should reflect recommendations from a recent building energy audit and best practices for energy management in K-12 schools.

1. **Background**

Describe when the school’s energy management policies were first approved by the school board and explain any significant changes that were made over the years.

1. **Purpose**

Provide a statement explaining the importance of a thorough, well planned, accepted energy management policy.

1. **Policies**

Policies should be as detailed as possible and cover all areas of the school building (classrooms, kitchen, pool, offices, gymnasium, etc.).

* **Lighting**
* **Heating, Ventilating, and Air Conditioning** (if applicable)
* **Computers, Office Machines**
* **Food Service**
* **Building Improvements**
* **Other** (hot water heater settings, use of personal appliances, complaints, vending
 machines, etc.)

NOTE: Samples of existing energy management policies can be found on KEEP’s website,

[http://www.uwsp.edu/cnr-ap/KEEP/Pages/School-Energy/policy.aspx](https://www3.uwsp.edu/cnr-ap/KEEP/Pages/School-Energy/policy.aspx).

**3. Energy Education Policy (7 pages)**

An energy education policy articulates the school’s commitment to energy conservation and efficiency by outlining how energy education will be integrated into the curriculum school-wide.

Whether you are updating an existing energy education policy or developing a new one, please make sure the following components are included.

1. **Philosophy Statement**

Develop a philosophy statement regarding energy education that reflects the school’s overall educational philosophy.

1. **Goals**

Explain the desired outcomes of integrating energy education into the school’s curriculum; how will the students, teachers, and building occupants think, feel, and act differently as a result.

1. **Curricular Framework**

This will outline how energy education will be incorporated into each grade level or class and how the school building will be used as a teaching resource. Many of the key concepts found in energy education will likely be addressed in other subject areas; therefore, it is important to involve representatives from as many subject areas and grade levels as possible when designing the framework.

There is no set format for the design and look of the curricular framework; however, the following components must be included for each grade level. Use a separate page for each grade level. A sample layout is provided below.

* **Key Concepts**

Use KEEP’s *Conceptual Guide to K-12 Energy Education in Wisconsin* to identify key energy education concepts,

[http://www.uwsp.edu/cnr-ap/KEEP/Pages/Resources/Curriculum.aspx](https://www3.uwsp.edu/cnr-ap/KEEP/Pages/Resources/Curriculum.aspx).

* **Classroom Connections - Activities**

Use KEEP activity guides or other energy education curricula to identify classroom activities that will be used to address the key concepts; or create your own activities. A minimum of three activities should be included for each grade or subject.

* **Site Connections – Building as a Teaching Tool**

Describe how you will use the school building as a resource during each activity. It is encouraged to modify activities to use the school building to its fullest potential.

* **Alignment with State Standards**

If not already provided, correlate each activity with Wisconsin’s academic standards developed by the Wisconsin Department of Public Instruction,

<http://standards.dpi.wi.gov/>.

* **Assessment**

Describe how students will be assessed for the knowledge or skills gained during or after each activity, or both.

* **Resources**

Identify key resources that will be used to conduct each activity (such as watt meter, hand-crank generator, Pedal Power, light meter, etc.). Visit the KEEP website [www.uwsp.edu/keep](https://www3.uwsp.edu/keep) for hands-on resource ideas.

**Sample Curricular Framework Layout**

**Grade 1**

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| --- | --- | --- | --- | --- | --- |
| **Key Concepts** | **Classroom Connections - Activities** | **Site connections – Building as a Teaching Tool** | **Alignment with State Standards** | **Assessment** | **Resources** |
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1. **Staff Development Plan**

Describe professional development teaching staff have received whether through your district or an external opportunity regarding energy and/or energy education. List the workshop or training title and date, as well as staff names and grade level and/or subject area who participated. Identify any gaps in grade level or subject area that need to be addressed.

Describe how your teaching staff plans to continue to enhance their personal energy literacy in order to conduct the above mentioned energy activities (such as KEEP courses, MREA Energy Fair, Wisconsin Solar Tour, etc.).

1. **Involving Building Occupants**

Describe three energy education initiatives that involve building occupants beyond teachers and students. Explain how each building occupant will be involved in the energy education initiative. Be thorough and include as many building occupants as possible. For example, if a school has an Energy Fair during Earth Week, explain how the kitchen, office, and custodial staff will participate.

**4. Monitoring & Reporting (2 pages)**

Monitoring and reporting are critical components of a successful School Energy Policy and Education Plan. A baseline of energy use and energy literacy must first be established to determine the success of energy management and energy education policies. There are two areas of monitoring and reporting that must be addressed in this plan: energy management and energy education.

1. **Energy Management Policy:** The monitoring and reporting plan for the **energy management** of the school must include:
* Utility bills identified as the baseline for future monitoring efforts (month, year, and utility – electric, natural gas, water, etc.);
* Who will be responsible for comparing future utility bills to the baseline data;
* What specific information will be monitored;
* How often data will be gathered and compared;
* Who will results be shared with;
* How will results be shared;
* Who are the target audiences for each method of reporting;
* Who will be responsible for developing, proofreading, and disseminating the reports.
1. **Energy Education Plan:** The monitoring and reporting plan for the **energy education** initiatives of the school must include:
* Who will be responsible for monitoring energy education in the school;
* What specific information will be monitored;
* How often data will be gathered and compared;
* Who will results be shared with;
* How will results be shared;
* Who are the target audiences for each method of reporting;
* Who will be responsible for developing, proofreading, and disseminating the reports.

**5. Sustaining Energy Initiatives (1 page)**

Developing a School Energy Policy and Education Plan is one of the first steps in managing a school’s energy use more effectively, improving operational productivity, reducing costs, and integrating energy education into the school-wide curriculum.

When the plan has been developed, the implementation phase must follow. Describe how you intend to implement your School Energy Policy and Education Plan in a sustainable manner, considering the teachers, students, staff, and community perspectives.

**Consider the following:**

* How can your school redirect cost savings from utilities to resources used to improve energy literacy?
* If funding is needed to fulfill any of the components above, explain how your school intends to meet that fiscal responsibility?

**6. Appendix**

1. Energy Audit Report
2. Additional Supporting Documents