



*“Communication is the Engine
that Turns the Wheels Toward
Super Savings”*

Dave Cone & Heidi Burkart

Evergreen School District & Camas School District

May 2016

Evergreen Energy Achievements

- \$10.4 million saved since November 2008
- 26% less energy used now than in 2001, despite the addition of 720,000 SF since.
- All of our school facilities are ENERGY STAR certified
 - 75pts. or better
- EPS was designated a **Top Performer** by ENERGY STAR for having a Portfolio average of 75 or better (91).

Evergreen Energy Achievements

- **Overall energy reduction = 43.7%** since 2008
- ENERGY STAR Partner of the Year - 2010 & 2011
Sustained Excellence Award - 2012, 2013, 2014, 2015, 2016
- Gresham-Barlow >30% savings
 - Achieved a district-wide Portfolio rating of 75 or better
 - Currently ALL schools have achieved ENERGY STAR designation

Camas Energy Achievements

- Energy Reduction of 33%
- All Schools are ENERGY STAR certified
- Enacted Policy
- 28% Reduction against a 2014 Baseline
- Liberty Middle School Honored as a Green Ribbon School, Receiving US Dept of Education Sustainability Award
- First School District in Better Building Challenge to Meet and Surpass its District Wide Energy Reduction Commitment (20%)

Our Strategy


Guidelines for Energy Management Overview

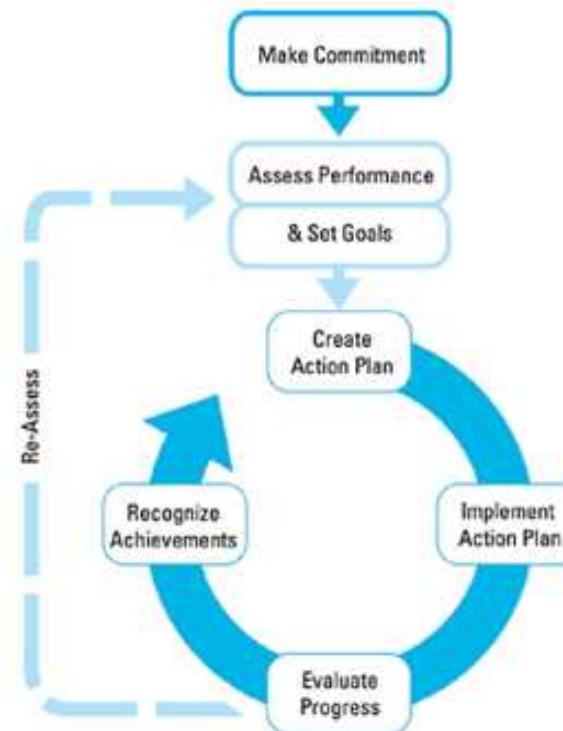
EPA offers a proven strategy for superior energy management with tools and resources to help each step of the way. Based on the successful practices of ENERGY STAR partners, these guidelines for energy management can assist your organization in improving its energy and financial performance while distinguishing your organization as an environmental leader.

The steps:

- STEP 1: [Make Commitment](#)
- STEP 2: [Assess Performance](#)
- STEP 3: [Set Goals](#)
- STEP 4: [Create Action Plan](#)
- STEP 5: [Implement Action Plan](#)
- STEP 6: [Evaluate Progress](#)
- STEP 7: [Recognize Achievements](#)

Need help getting started?

Use our [Energy Program Assessment Matrix](#)  which is designed to help organizations and energy managers compare their energy management practices to those outlined in the Guidelines.



Communication

- Why is communication important?
- How is communication valuable?
- With whom do we communicate?
- Once a target is identified, how do we communicate with them?

Why is Communication Important?



- Energy management takes leadership and communication is essential to leadership. Almost any good leader is a good communicator.
- Communication is fundamental to motivation. How in the world are you going to get people to join your team if you can't motivate them to do so?
- Communication is a two-way street. It's important to be able to hear about possible roadblocks to the work you're trying to accomplish. This allows you to better work as a team to identify and solve problems, possibly identifying win/win situations for both parties.



Why is Communication Important?



- You have constituents depending on you to bring value to your organization. It's critical you have a way to let them know!
- Communications allows you to create, shape, and maintain relationships.
- Communications is the key to teamwork and you need a good strong team to carry out the work of energy management.



Why is Communication Important?

■ It's policy!

- The foundation of ENERGY STAR's Guidelines for Energy Management is "Make a Commitment". That commitment must be made from the top down (i.e. Board and Administration). The best way to codify that commitment is to cement the commitment in policy.
- Policy drives the actions that occur throughout the entire energy management process. And...the best way to confirm that you and those around you are following the policy is to report the very specific way in which that is occurring.

Evergreen School District #114

Board Policy No. 8600

Section: Non-Instructional Operations

Efficient and Responsible Use of Resources

The Board of Directors recognizes that resources are limited and come at a cost. It also understands that the activities engaged in by the district impact the environment. As a body of the local community, the Board advocates the responsible use of available and necessary resources in conducting the business of educating its students. The Board believes it is both its environmental and financial responsibility to engage in a program that minimizes costs of resource utilization and promotes environmental stewardship.

The Board believes that such a program has several components. These components include:

- The establishment of goals and activities designed to effectively and efficiently manage available resources.
- The promotion of, and participation in, conservation efforts by staff and students.
- An expectation of responsible behavior on behalf of district students and staff.
- Regular reporting of the district's activities and progress toward meeting its resource use and environmental impact goals.
- Engaging in educational opportunities for staff and students that promote environmental stewardship and responsible resource use.
- Consideration of the most prudent use of available resources in the design and construction of new buildings and remodeling of existing buildings.
- Recognition that responsible resource use and environmental stewardship have a financial component and, therefore, the district has an associated fiscal responsibility to its community in their management.

The superintendent, or his/her designee, shall implement, direct, monitor, evaluate, and periodically report district resource conservation efforts.

History: Combined with Board Policy 8700 February 10, 2009.

Adopted by the Board of Directors: April 13, 1981

Revised by the Board of Directors: February 10, 2009

Why is Communication Valuable?

- Energy management requires buy-in from so many different entities. It helps you let them know why you need them as part of the team.
- The bottom line is, saving energy saves money. The money saved can then be available for the work the other entities want to do and you need to communicate that.
- Communications is the key to teamwork and you need a good strong team to carry out the work of energy management.



With Whom is it Important to Communicate?

- Board, Superintendent, and district administration
- Facilities and Maintenance
- Local community, including PTAs and parents
- Building staff and students
- Utilities
- Support organizations
- Peers

Board, Superintendent, and District Administration

- Why?
 - You need to let them know that you're doing the work they charged you with and that the work has been successful.
 - These are the people charged with the financial support of energy efficiency work.
 - The more you're able to build trust with these people the more likely the support for your work.
 - ?

Board, Superintendent, and District Administration

- How?

- Share data that you have collected and compiled over the years, especially that which represents significant successes.
- Share brief “case studies” that highlight different projects in which you have been involved, especially if you have requested significant funding.

Facilities and Maintenance

- What?
 - Your goals and philosophy, especially as it regards Maintenance work order triage
 - Projects you're planning and how they will impact Facilities and/or Maintenance
 - Seek out their direction and support for specifying products and projects
 - District policy

Project Example: Pneumatic to DDC Retrofit

- Two schools
- Overall project cost: \$142,000
- Utility Incentive (electric units): \$49,000
- Net cost to district: \$93,000
- Savings...\$120,000 annually

Project Example: Delamping

- Identified by light meter (\$134) and compared to IESNA standards
- Custodial time...already cleaning the fixtures
- Lamp disposal (thousands...e.g. Sunset ES)
- Annual savings: \$45,000
- Goal to make permanent

Local community, including PTAs and parents

- What?

- District success
- Participation with ENERGY STAR programs...this also helps market ENERGY STAR itself
- Projects you have undertaken that have made conditions better for their children (e.g. IAQ)
- Education you have provided to students throughout the district
- District policy

Utilities

- What?
 - Incentives...either to take advantage of or find out about
 - That your use of available incentives has been successful...this can build a bridge of credibility for future work
 - Get in their communication circle. They often will discuss energy efficiency trends of which you may not be aware.
 - Find out whether something you're considering has a track record of success.

Mechanisms for Communication

- Website
- School or district newsletter
- Newspaper/Radio
- Flyers
- Meetings
- Emails
- Work orders
- Thank you and/or support notes
- Districtwide committee



Examples

Thanksgiving Break Shutdown Activities

Facility Name: _____

C - Custodian: _____ T - Teaching Staff: _____

M - Maint. Staff: _____

Lighting

- Turn off as many exterior lights as permitted by the administration. Leave on only security lighting. Set up a new schedule on the time clocks for the exterior lighting if appropriate.
- Implement an all-dark campus for interior and exterior lights if permitted by the administration except for emergency lighting.
- Ensure all exterior lighting that is left on is controlled by a photocell or time clock with proper settings.
- Use interior lighting only in the areas being occupied. Use daylight if adequate.
- Turn off display lighting.

HVAC

- Set HVAC time clocks and/or EMCS for minimum operating time. Operation should match the Thanksgiving occupancy levels.
- Set HVAC controls/switches to allow in the amount of outside air (OSA) needed for the number of occupants scheduled for the different areas.
- Set HVAC controls to a minimum temperature of 55 degrees F during times when not occupied.
- Turn off all automatic and manually operated exhaust fans. Study the need for ventilation fans during the set back period. Turn off those that do not interfere with the HVAC system.

Domestic Water and Domestic Hot Water (DHW)

- Turn off electric water heaters at the circuit box (if not needed over the break). Turn off any hot water boosters for kitchen dishwashers.
- Turn off DHW circulation pumps, if feasible.

- Turn off automatic urinal flushing systems.
- Check actual water meters to verify there is no use due to water leaks.

Envelope

- Close all curtain/blinds in unoccupied areas and classrooms to help reduce building heat loss.




Kitchen

- Confirm that all kitchen equipment (gas and electric) is turned off. For equipment that has a pilot light and is not used during the spring, the gas valves should be closed.
- Consolidate items from multiple refrigerators into one, and turn the others off.

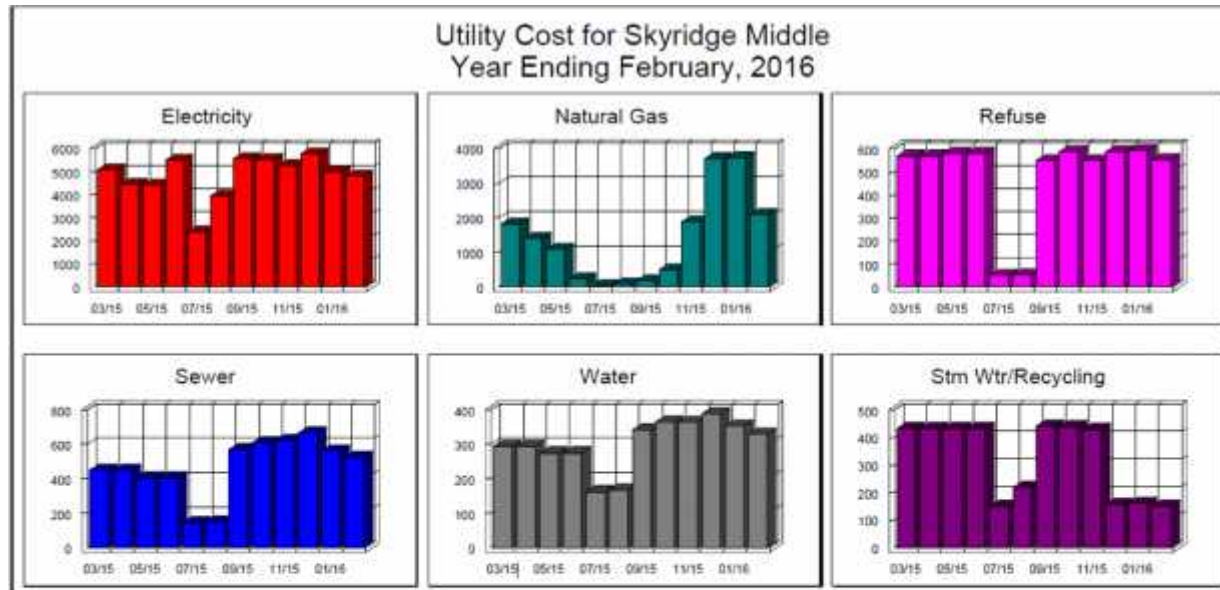
Miscellaneous Equipment

- Turn off compressors used in shops (auto, wood, etc.)
- Check to make sure all unnecessary electric appliances (overhead projectors, copiers, computers, printers, TVs, fax, radios, water coolers, document cameras etc.) turned off.
- Make sure break room refrigerators are cleaned out and turned off, if possible.
- Unplug vending machines (inform vendors of intentions).

Examples

 <p>OPERATIONS NOTICE TO REMOVE</p> <p>PLEASE REMOVE ELECTRICAL APPLIANCE(S) WITHIN THREE DAYS FROM NOTICE DATE.</p> <p> <input type="checkbox"/> Refrigerator <input type="checkbox"/> Heater <input type="checkbox"/> Microwave <input type="checkbox"/> Hot Plate <input type="checkbox"/> Toaster Oven <input type="checkbox"/> Coffeemaker <input type="checkbox"/> Bread Machine <input type="checkbox"/> Crock Pot <input type="checkbox"/> Specialized Grill <input type="checkbox"/> </p> <p>ITEMS NOT REMOVED WILL BE RELOCATED TO CSD SURPLUS.</p> <p>In accordance with Camas School District Energy Policy Procedures 6811P, section Plug Loads:</p> <p><i>No personal appliances will be allowed in classrooms without prior written approval. Mini refrigerators, microwaves, coffeemakers, hot plates, toaster ovens, crock pots, bread making machines, specialized grills, must be for commercial use and be limited to the kitchen, faculty lounge or other appropriate area defined by the principal and approved by the Operations Department.</i></p> <p>Date of Notification: _____</p> <p>Site: _____ Room: _____</p> <p>Date Relocated to Surplus: _____</p>	 <p>OPERATIONS NOTICE TO REMOVE</p> <p>PLEASE REMOVE ELECTRICAL APPLIANCE(S) WITHIN THREE DAYS FROM NOTICE DATE.</p> <p> <input type="checkbox"/> Refrigerator <input type="checkbox"/> Heater <input type="checkbox"/> Microwave <input type="checkbox"/> Hot Plate <input type="checkbox"/> Toaster Oven <input type="checkbox"/> Coffeemaker <input type="checkbox"/> Bread Machine <input type="checkbox"/> Crock Pot <input type="checkbox"/> Specialized Grill <input type="checkbox"/> </p> <p>ITEMS NOT REMOVED WILL BE RELOCATED TO CSD SURPLUS.</p> <p>In accordance with Camas School District Energy Policy Procedures 6811P, section Plug Loads:</p> <p><i>No personal appliances will be allowed in classrooms without prior written approval. Mini refrigerators, microwaves, coffeemakers, hot plates, toaster ovens, crock pots, bread making machines, specialized grills, must be for commercial use and be limited to the kitchen, faculty lounge or other appropriate area defined by the principal and approved by the Operations Department.</i></p> <p>Date of Notification: _____</p> <p>Site: _____ Room: _____</p> <p>Date Relocated to Surplus: _____</p>	 <p>OPERATIONS NOTICE TO REMOVE</p> <p>PLEASE REMOVE ELECTRICAL APPLIANCE(S) WITHIN THREE DAYS FROM NOTICE DATE.</p> <p> <input type="checkbox"/> Refrigerator <input type="checkbox"/> Heater <input type="checkbox"/> Microwave <input type="checkbox"/> Hot Plate <input type="checkbox"/> Toaster Oven <input type="checkbox"/> Coffeemaker <input type="checkbox"/> Bread Machine <input type="checkbox"/> Crock Pot <input type="checkbox"/> Specialized Grill <input type="checkbox"/> </p> <p>ITEMS NOT REMOVED WILL BE RELOCATED TO CSD SURPLUS.</p> <p>In accordance with Camas School District Energy Policy Procedures 6811P, section Plug Loads:</p> <p><i>No personal appliances will be allowed in classrooms without prior written approval. Mini refrigerators, microwaves, coffeemakers, hot plates, toaster ovens, crock pots, bread making machines, specialized grills, must be for commercial use and be limited to the kitchen, faculty lounge or other appropriate area defined by the principal and approved by the Operations Department.</i></p> <p>Date of Notification: _____</p> <p>Site: _____ Room: _____</p> <p>Date Relocated to Surplus: _____</p>
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Examples



Service	03/15	04/15	05/15	06/15	07/15	08/15	09/15	10/15	11/15	12/15	01/16	02/16	VTD Total	Last Year	Pct Chg
Total Em	\$5,075	\$4,436	\$4,417	\$5,489	\$2,360	\$3,343	\$5,541	\$5,525	\$5,247	\$5,762	\$5,000	\$4,806	\$9,806	\$10,026	-2%
Heat Gas	\$1,614	\$1,300	\$1,084	\$225	\$35	\$78	\$173	\$494	\$1,862	\$3,705	\$3,734	\$2,098	\$5,822	\$6,002	-12%
Refuse	\$569	\$569	\$581	\$581	\$30	\$32	\$550	\$588	\$950	\$568	\$883	\$953	\$1,140	\$1,137	+1%
Sewer	\$460	\$400	\$404	\$404	\$144	\$148	\$369	\$608	\$622	\$665	\$661	\$623	\$1,084	\$919	+18%
Water	\$294	\$294	\$274	\$274	\$182	\$187	\$341	\$364	\$384	\$399	\$353	\$320	\$602	\$585	+15%
Recycling	\$281	\$281	\$281	\$281	\$0	\$64	\$294	\$282	\$282	\$0	\$0	\$0	\$0	\$662	N/A
Stm Wtr	\$151	\$151	\$151	\$151	\$148	\$154	\$146	\$156	\$146	\$158	\$181	\$150	\$311	\$302	+3%
Heat Coal	\$8,834	\$7,573	\$7,192	\$7,405	\$2,919	\$4,907	\$7,814	\$8,817	\$8,082	\$11,284	\$10,401	\$6,450	\$18,851	\$20,145	-6%

Utility Cost Bar Graphs - Printed by Utility Manager Pro Thursday, March 24, 2016 at 11:46 am
Data printed into fiscal period according to billing from and thru dates. - N/A indicates missing data

Examples

GOOD NEWS REPORT



the Washington Traffic Safety Commission, the National Highway Traffic Safety Administration, and the Office of the Superintendent of Public Instruction honored White during a pre-game ceremony.

Leadership Awards Dinner. Also nominated and recognized *Evergreen High School*-Michele Matthen, Rebecca



Mattson and Bailey Simms; *Heritage High School*-Julia Agarkov, Sooh Choi and Jarod Luedeker; *Mountain View High School*-Ritika Jain; *Union High School*-Isabelle Hansen, Madisen Hers; *Sunay Sampath* and *Madeline Shoup*; *Clark County South Center*-Ryan Erwin

Heritage High School's Dance Team recently competed in the Washington Interscholastic Activities Association 4A



Dance and Drill State Championships at the Yakima Valley Stadium in Yakima, Washington. The team won trophies in two out of their three categories and placed fourth in hip hop, fifth in dance and sixth in pom. In addition, *Hanna Powers*, a *Mountain View High School* student, placed second in the drill down competition.

Evergreen High School (EHS) American Sign Language (ASL) students won first place in a competition called, "So You Think You Can Sign?"



They performed a mix of songs from "Thriller" to "Girls Just Wanna Have Fun" to "We Are the Champions."

This is the second year in a row *Evergreen High School* ASL has won first place. *EHS* ASL members that participated were *Falica Donald*, *Soydi Doonck*, *Janet Duong*, *Victoria Duong*, *Austin Gilman*, *Eloha Hinkle*, *Brianna Marks*, *Sierra Myers*, *Andie Ray*, *Cassidy Kyles*, and *Alexander Herdig*.



Mountain View High School students **Emily Leland** and **Ritika Jain** have been named recipients of the 2015 Athena Award for Aspiring in Computing for the Oregon and

Southwest Washington Affiliate by the National Center for Women and Information Technology. This award honors young women in high school for their computing related achievements and interests. Leland and Jain were selected based on their computing and IT aptitude, leadership ability, academic history and plans for post secondary education.

Congratulations to *Shelby Rafus* and *Nolan Henry* from *Union High School* who were named finalists for the Marshall Youth Leadership Award. Rafus and Henry joined Superintendent *John Deeder* at the annual George C. Marshall Public and Youth

Evergreen Public Schools (EPS) has been named 2015 Energy Star Partner of the Year Sustained Excellence award winner by the United States Environmental Protection Agency (EPA). *EPS* has been an energy partner since 2009 and has won the Energy Star Partner of the Year award five times. The award is the EPA's highest Energy Star honor.



Examples

YOUR EVERGREEN SCHOOLS A MESSAGE FROM THE SUPERINTENDENT

Work has begun on 2015-16 school year

Work has begun on the 2015-16 school year. We are already in full swing for the 2015-16 school year. We are already in full swing for the 2015-16 school year. We are already in full swing for the 2015-16 school year.



John Decker
Superintendent

With 700 personnel and 200,000 students, we are a large organization. We are already in full swing for the 2015-16 school year. We are already in full swing for the 2015-16 school year.

Every school district has its own set of challenges. We are already in full swing for the 2015-16 school year. We are already in full swing for the 2015-16 school year.

We are already in full swing for the 2015-16 school year. We are already in full swing for the 2015-16 school year.

"We have a lot to accomplish when the summer begins on September 2nd for the start of the 2015-16 school year."

We are already in full swing for the 2015-16 school year. We are already in full swing for the 2015-16 school year.

There are some challenges in some of our schools. We are already in full swing for the 2015-16 school year. We are already in full swing for the 2015-16 school year.

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YOUR EVERGREEN OUTDOORS

July 2015 - July 2015
Regular Public Schools
July 2015 - July 2015
Regular Public Schools

July 2015 - July 2015
Regular Public Schools
July 2015 - July 2015
Regular Public Schools

July 2015 - July 2015
Regular Public Schools
July 2015 - July 2015
Regular Public Schools



Projects ramp up over summer



Major construction projects are ramping up over the summer. We are already in full swing for the 2015-16 school year.

The projects are ramping up over the summer. We are already in full swing for the 2015-16 school year.

Some of the projects are ramping up over the summer. We are already in full swing for the 2015-16 school year.

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Examples



Examples

Evergreen Public Schools Resource Conservation Incentive Guidelines

Participation (60%)

In order to receive the full amount in this category, the site must produce evidence that staff and students have participated in District directed conservation endeavors. Those include:

1. Site must be able to show that they have participated in seasonal shutdown activities (form provided).
2. Site must provide evidence of regular attendance at the district's Resource Conservation Committee meetings.
3. Site must convene a site-based "green" team and report on its activities.
4. Site must participate in the Washington Green Schools program, and work toward and ultimately complete Green School certification.
5. Site must provide evidence of an active comprehensive recycling program (bottles, cans, paper, food waste, etc.).
6. Site must provide evidence that they comply with district Resource Conservation Policy guidelines.
7. Site must provide evidence of limiting personal lamps and appliances. Personal lamps that utilize compact fluorescent or LED lamps in appropriated wattages are allowed.
8. Site must designate an "energy champion." The "champion" will be responsible for identifying waste and reporting it to the district's Resource Conservation Manager.

All items above must be verifiable.

Performance (20%)

Note-In order to be eligible for the Performance portion of the incentive, sites must meet 80% of the Participation and Effort requirements respectively.

Has overall building energy and water use, as well as solid waste generation, declined over the past year based on available data? Sites vary on their ability to reduce their utility use and waste production based on specific benchmarks for each site. Performance reimbursements will take into account these benchmarks as well as guidelines provided for site-types (square footage, usage) as provided by energy conservation agencies. Consideration will also be given for energy and water use reduction efforts as well as waste reduction efforts that are reported to the district Resource Conservation Manager.

Effort (20%)

What additional steps has the site taken to reduce energy consumption or limit solid waste production, beyond those directed by the district?

Each site will need to submit a written detail delineating the extent to which their savings efforts have gone above and beyond that which is required by the district. Efforts will be evaluated by a district committee and incentives will be awarded accordingly.

Amounts (listed in potential earnings)

Level	Participation	Performance	Effort	Total
High School	\$1200	\$ 400	\$ 400	\$ 2000
Middle School	\$ 900	\$ 300	\$ 300	\$ 1500
Elementary School	\$ 900	\$ 300	\$ 300	\$ 1500

Examples

The screenshot displays the Better Buildings website interface. At the top, the 'Better Buildings' logo is accompanied by social media icons for Facebook, Twitter, and LinkedIn, and a 'PARTNERSHIPS' button. A search bar is located to the right. Below the navigation bar, the breadcrumb trail reads 'Home > Partnerships > Districts > Camas School District'. The main content area features the Camas School District logo and name. A 'CHALLENGE COMMITMENT' section shows a goal of 952 Thousand Square Feet. A 'GOALS' section indicates a 20% reduction in energy intensity, and a 'PROGRESS' section shows a green checkmark for 'Goal Achieved'. A photograph of a brick building is shown with the text 'OVER FREEDOM NOT FUND'. Below the photo, a paragraph describes the district's commitment to a 20% energy reduction goal by 2020 and its Resource Conservation Management Program. A 'Find Energy Solutions' button is located at the bottom of the page.

Better Buildings
U.S. DEPARTMENT OF ENERGY

Facebook Twitter LinkedIn PARTNERSHIPS

Home Partnerships Solutions Webinars Newsroom Get Involved Summit SWAP About

Home > Partnerships > Districts > Camas School District

CAMAS SCHOOL DISTRICT
A COMMITMENT TO EXCELLENCE

Camas School District

SHOWCASE PROJECTS
[J.D. Zellerbach Administration Headquarters](#)
[Lacamas Heights Elementary Modernization](#)

IMPLEMENTATION MODEL
[Resource Conservation Management Policy Empowers School District to Achieve Continuous Savings](#)

ENERGY PERFORMANCE
[View details on Camas School District's progress to date](#)

CHALLENGE COMMITMENT
952
Thousand Square Feet

GOALS
20%
Reduction in Energy Intensity

PROGRESS
Goal Achieved

OVER FREEDOM NOT FUND

Camas School District located in the beautiful Evergreen State of Washington, serves over 6,000 students and includes ten schools totaling approximately 952,000 square feet across school buildings and support facilities. As a Better Building Challenge Partner, Camas School District is committing to a 20% energy reduction goal by 2020. The Camas School District adopted a Resource Conservation Management Program policy in the spring of 2009 and has since been working on reducing energy consumption Districtwide. Their approach to conserving energy through cultivating behaviors and partnerships promotes responsible stewardship of natural resources while providing educational opportunities about alternative clean energy. The District's next project is a full renovation including efficiency equipment upgrades to an elementary school.

Find Energy Solutions

Examples

13501 NE 28th St., P.O. Box 8910, Vancouver, WA 98668 | F 360.604.4088 | F 360.892.5307 | www.evergreen.org



OVERVIEW

Evergreen Public Schools opened the 2014-15 school year by welcoming students to the newly rebuilt Crestline Elementary School. Fast-tracked permitting, purchasing and construction allowed this school to open just 18 months after a devastating fire burned it to the ground. Students, staff and community members celebrated as Governor Jay Inslee helped cut the ribbon on the school.

Not only did a brand-new Crestline Elementary open to students, but it also included the reuse from a centralized Early Childhood Center to neighborhood, school-based centers so there is a wing to the new school, as well as in several other elementary schools, to accommodate the earliest struggling learners starting at age three. Crestline was also one of four elementary schools that opened the school year with a new Family and Community Resource Center—joining the existing center at Silver Star Elementary—and adding centers at Burton, Marston and Orchards.

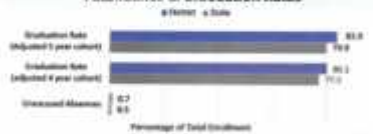
The new Family and Community Resource Centers continue to serve a growing and diverse population. At the end of the 2014-15 school year, more than 47 percent of students qualified for free or reduced lunch. The number of students who did not have fixed or stable housing continued to grow. Dual language programs continue to flourish at two elementary schools, a cadre of National Leaders—fluent in other languages—volunteer at schools, and students who are proficient in another language can test and receive credit for it.

As the student population changes, and enrollment remains stable at over 26,000 students, the district continues to provide venues for personalized learning options. Exploration in using technology to drive enhanced curriculum options remains a priority for Evergreen students and staff. The high school graduation rate for the district continues to exceed state averages.

District financial resources continue to be targeted at school/student-based programs resulting in more dollars spent in classrooms than other peer districts. Savings in bond refinancing to energy savings provide additional resources, and reduce taxpayer burden.

ATTENDANCE

Attendance & Graduation Rates



Evergreen School District #14
13501 NE 28th St.
P.O. Box 8910
Vancouver, WA 98668-8910

Non-Profit Org.
U.S. Postage
PAID
Vancouver, WA
Permit No. 105

ECRWSS
RESIDENTIAL CUSTOMER

FACILITIES AND OPERATIONS

Overall, student population growth remained fairly flat at over 26,000 students for the school year. However, the student distribution among schools provided some unequal distribution, and some schools were capped with enrollment limits. With the uptick in the economy, and more new family and multi-family construction coming down the pipeline, Evergreen Public Schools Board of Directors and staff monitored development plans and looked at current and future school capacity levels.

For the sixth year in a row, Evergreen Public Schools received the Energy Star Partner designation for its conservation efforts. In one step further, Image Elementary School was one of four schools in Washington State to be named a Green Ribbon School by the U.S. Department of Education. This honor celebrates the reduction of energy costs and impacts, the improvement of health and wellness of the school, students and staff, and the use of effective environmental and sustainable education at Image.

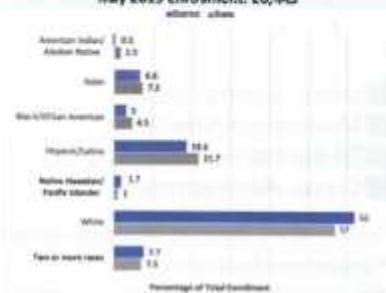
The Evergreen Transportation Department, operating at 100 percent efficiency rating from the Washington State Superintendent of Public Instruction's office and a 100 percent safety passage rating by the Washington State Patrol, provided over 27,865 student trips a day. The 250 buses ran 668 routes and traveled 2,324,914 miles a year.

The priority is to keep schools at top operating levels and provide regular and on-going maintenance. With 40 buildings ranging from 63 years old to brand-new, the district has facilities and maintenance staff that do both preventive work as well as respond to emergencies. For instance, plumbing issues are a daily occurrence.

By the 2017-18 school year, the district is committed to 1:1 technology for students in grades 4-12. To ensure optimal device operation, the district is ramping up the network infrastructure side by adding additional wireless capability at all schools, ensuring safety, security and firewall software is in place, and deploying devices to teachers and students in pilot projects. For the 2014-15 school year, more than 3,300 student devices were in place, with another 2,500 coming soon. A technology group is working on fire-tuning routers and processors, testing hardware and software, and monitoring network performance.

DEMOGRAPHICS

May 2015 Enrollment: 26,443





Label • Performance

References/Resources

- ENERGY STAR www.energystar.gov
- ECOVA (Utility Manager) www.ecova.com
- US Green Building Council www.usgbc.org
- Northwest Energy Efficiency Alliance www.nea.org
- BetterBricks www.betterbricks.com
- Northwest Energy Education Institute www.nweei.org
- Building Operators Certification www.theboc.info



Thank You

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