

EAA
STAFF ENERGY REPORT FORM

List the responses from each group on a separate form.

Attendance Area

EAA

Group: Student / Staff / Public

Staff

Category:

- A. Transportation
- B. School Calendar
- C. District Buildings
- D. Programs
- E. Other

Person Completing the Report

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Reponse Summary - If the response was listed more than one (1) time, list the suggestion input and place a number after it indicating the number of times it was discussed or placed on a chart, such as: *Reducing temperature in the schools (3)*.

A. Transportation - EAA Staff Responses

| <i>Suggestions</i> | <i># of Times</i> |
|--|-------------------|
| Stop busing Sheffield students to AV. All children should go to the closest school to their home. Change the cut-off line to equally separate the two schools. This should be a number one priority. | |
| There are too many vans and SUV's transporting children. If a child cannot ride a bus, then the child's parent should be responsible for transporting. | (2) |
| There seems to be too many vans and buses running at less than full capacity. Combine routes or reassign students to buses that also serve their attendance areas. | |
| Save one day of gas (bus, etc.) for a four-day week. | |

B. School Calendar - EAA Staff Responses

| <i>Suggestions</i> | <i># of Times</i> |
|--|-------------------|
| Instead of four-day weeks during the winter, teachers, students, and staff should start the day at 10:00 a.m., like a two-hour delay. Then the heat would not have to be turned up until 9:30 a.m. | |
| Cancel costly in-service and Act 80 Days for the year. | |
| I am in support of four-day weeks in January and February. Add an hour and a half to each school day four days a week. This way the building is already warm. | (3) |
| Start the school day at 7:30 a.m. and end at 4:00 p.m. Monday through Thursday. This way you would only have to heat the buildings four days a week. | |

C. District Buildings - EAA Staff Responses

| <i>Suggestions</i> | <i># of Times</i> |
|---|-------------------|
| Motion detectors for all lights on and in buildings. | |
| Foam insulation for all buildings would save 30% if not more on heating and cooling. | |
| | |
| Move Central Office to an empty school already owned by the district. Move all the other specialists not already there to top floor at AV. | |
| No personal microwaves, refrigerators, or ceramic heaters should be used in the classrooms. | |
| Close Sheffield Elementary BEFORE winter! Cost savings would occur with the combining of the elementary schools in the EAA. More efficiency would occur in utilizing one building. Maintaining two buildings is inefficient | (5) |
| On bright sunny afternoons, ask teachers to turn off one-half of their lights. | (2) |
| Close off the elementary buildings at night. Move programs and basketball games to the YMCA or the high schools. | (2) |
| One lunch period | |
| Move first grade [SES] upstairs. You are heating a whole first floor for one A.M. Kindergarten and only one classroom all afternoon. Yes, the lab is there, but it requires cooler temperatures anyway. | |
| Don't lower the heat because last year students sat with coats on. Last year was too cold for younger students. | |

D. Programs - EAA Staff Responses

| <i>Suggestions</i> | <i># of Times</i> |
|---|-------------------|
| Rather than run buses for field trips, bring the programs to the school. A tremendous amount of money is wasted in transportation of students. The savings would affect the parent groups that provide the funds for these trips. | |
| Tutoring after school—rooms cool down quickly—perhaps the grants should pitch in for heating bills. | |

E. Other - EAA Staff Responses

| <i>Suggestions</i> | <i># of Times</i> |
|---|-------------------|
| Get rid of top-heavy staff in the main office! | |
| Find a way to update the computers during the day, so the computers can be turned off nights and weekends. (Think about how many computers and labs there are in our district.) | |
| Discontinue contract with Service Master and go back to just using district employees. | |