

Beware the Energy Vampires!

At school and at home, Energy Vampires can be using up your resources and increasing energy costs. Unused electronics can continue to draw power, even when turned off. These devices can include: cell phone, laptop, and tablet chargers that are not actively charging; small appliances that are plugged in, but not being used; or televisions and other household or classroom electronics. By unplugging these devices — or plugging them into a power strip that can be turned off when not in use— you can save as much as 10% on your electric bill.



Click on the Energy Vampire for more information and energy saving tips at Energy.Gov.

Bring ENERGY STAR to the Classroom!

In an effort to promote energy efficiency within the District, the DMPS Energy Team wants to help teachers discuss this valuable message in the classroom. Director of Facilities Jamie Wilkerson and Energy and Environmental Specialist Dave Berger would like to visit interested schools and classes. From light bulb efficiency to heating and cooling, discussions are intended to educate students on the efforts the District is making and how they, too, can make an impact. To schedule a visit, please contact Sarah Holland at extension 7860.



We're midway through the 2015 Battle of the Buildings and all four DMPS teams have shown decreases in energy use! More information can be found at www.energystar.gov/battleofthebuildings

LED LIGHTING UPGRADES



Did you know that the lighting in our homes and workplace account for, on average, 30-percent of the electricity that we use? Always looking for a way to improve energy efficiency and the environments in which our students learn, the DMPS Facility Management Department has recently set out to transition to LED lighting in a number of DMPS schools. Following on last year's switch to reduced-wattage fluorescent lamps in many of the District's elementary schools and the conversion of the District's exterior lighting to LED, the Facility Management Department is beginning to install high-efficiency LED light fixtures in select interior locations throughout the district. These new LED fixtures provide better quality light, use less energy and will provide educators with the ability to dim light levels in their classrooms to better suite their particular classroom needs. To date, Oak Park Elementary and the Dean Avenue Operations center have received new LED interior lighting with Roosevelt High School and a number of the District's middle and elementary schools to follow.

LabVolt training system

By: Isaac Appel, Roosevelt



In the IESA program the class uses a very special piece of equipment. The solar and wind energy training system has three goals. Of those three, one is to educate people on the positives of sustainable energy. Another is to educate people on how to efficiently and safely use electricity. The final goal of the solar and wind training system is to help people differentiate different energy types (potential, kinetic) or forms (thermal, radiant, nuclear)

One of the goals of the solar and wind training system is help people understand the positives of sustainable energies. By utilizing the training system people are trained on the energy output of sustainable technologies. They can then compare this to the energy output of other sources of power (oil, nuclear, coal). From this they can form their own opinions on sustainable energy.

A different goal of the system is to safely use electricity. When people leave IESA they will know how to use energy safely without getting injured. When they understand how to safely use electricity it can lead to safer technology in the real world. With an increase of people knowing how to safely use electronics we won't see people misusing electricity. Nor will we see injuries resulting from this. When you have skills like this you won't have to call an electronics company to build basic electronic devices. This goal is an important step towards the safety of the world.

The training system forces people to differentiate different types of electrical power. In order to use it you have to know the difference between AC and DC. You need to know about energy resistance (ohms Ω). You need to know and understand the energy input and output of energy forms. For example solar energy takes in nuclear power and outputs electrical power which then power a fan (mechanical power). Then you need to understand what kind of energy is being inputted. When you know these basic things people are being trained for applying technology in the real world. And by understanding these basics you will be able to understand and keep up with technical advancements in a world outside of school.

As you can see there are several goals of the energy training system. All of these goals have a global impact. All of these goals have an important impact. And all of these goals will only become more important in the near future.



ENERGY REPORT CARD

There was a 13% decrease in the total number of degree days during the comparison timeframe. Degree days provide a way to evaluate the amount of fuel required to heat or cool a building by comparing average daily temperatures to a standard temperature of 65°.

SITE ENERGY USAGE REPORT

September 1, 2014 to August 31, 2015

Percentage change compared to same time period of previous year.

Site	Total Energy (mBtu)	kBtu/SqFt	% Change	ENERGY STAR Score	Site	Total Energy (mBtu)	kBtu/SqFt	% Change	ENERGY STAR Score
Stowe	1,582	27.8	-40.63%	96	Madison	1,581	37.6	-9.16%	97
North	10,781	43.2	-37.88%	90	Moulton	7,119	58.5	-8.47%	92
Central Campus	27,606	60.5	-29.28%	86	Lincoln	23,165	74.1	-7.35%	79
Lincoln RAILS	6,023	56.6	-25.81%	51	Prospect	5,383	102.4	-7.08%	38
VAN METER	4,719	82.3	-25.24%	65	Carver	2,194	24	-6.63%	94
Dean Ave	3,389	34.8	-23.89%	76	Smouse	6,161	114.5	-6.40%	45
East	23,957	69.6	-20.18%	80	Hubbell	2,734	51.3	-6.23%	87
Studebaker	1,652	36.4	-19.41%	90	Oak Park	2,034	34.2	-6.10%	90
Phillips	2,041	48.7	-18.65%	88	Morris	1,749	24.8	-5.80%	98
Roosevelt	16,637	69.5	-17.35%	68	Garton	3,046	46.4	-5.37%	68
McCombs	3,409	38.6	-17.30%	96	Goodrell	3,102	28.1	-5.11%	96
Walker St	2,116	45.5	-16.81%	45	Pleasant Hill	1,026	24.9	-3.84%	97
Cattell	2,005	41.9	-16.04%	98	Cowles	1,868	43.6	-3.54%	63
Capitol View	2,958	39.1	-14.92%	98	Jackson	1,407	30.9	-3.17%	96
King	1,198	22.1	-14.91%	99	Hiatt	3,609	32.8	-3.10%	86
Harding	4,513	36	-14.82%	94	Hanawalt	1,496	34.6	-2.49%	91
Willard	2,520	42.5	-14.51%	90	Findley	1,456	33.4	-2.43%	91
Walnut St	7,639	65.6	-14.17%	42	Brubaker	2,458	31.4	-2.27%	94
Central Nutrition Center	12,588	224	-14.16%	N/A	Samuelson	2,076	35.4	-2.19%	88
Central Academy	4,617	53.4	-13.26%	54	Howe	1,355	35.2	-2.10%	80
Weeks	5,030	44.8	-12.48%	92	Merrill	4,833	51.3	-1.52%	96
Windsor	1,553	25.7	-12.06%	95	South Union	2,138	31.2	-1.49%	94
Edmunds	1,492	19.5	-11.21%	97	Wright	1,145	37.8	-1.11%	79
McKinley	2,579	51.6	-11.10%	86	Hoover/ Meredith***	18,457	61.7	-0.64%	81
Hoyt	5,815	57.7	-10.98%	94	Park Avenue	2,037	31.4	2.29%	95
McKee	729	16.8	-10.57%	98	Mitchell	1,224	38.6	2.91%	64
Greenwood	1,724	27.9	-10.37%	94	Woodlawn	1,100	23.6	3.41%	N/A
Perkins	1,546	27	-10.32%	97	Monroe	4,986	67.4	5.75%	55
Lovejoy	1,556	39.8	-9.52%	82	Callanan	5,099	43.9	6.35%	88
Jefferson	1,510	33	-9.45%	75	Brody	6,714	68.5	8.82%	79
Riverwoods	3,452	55.7	-9.33%	86	Hillis	1,909	33.1	11.73%	92
					Welcome Center*	892	144	68.70%	1
					Moore**	N/A	N/A	N/A	N/A

Only buildings with a score of 75 or higher are eligible for ENERGY STAR Certification

Green = decrease in energy use

Yellow = maintained usage within 10%

Red = Increase in energy use

* Welcome Center has a large increase due to the addition of the walk-in freezer.

** No data available for Moore due to renovations.

*** Hoover/Meredith buildings are combined due to combined meters.

Visit www.dmschools.org for more details of the district's energy mission and building performance. Do you want to share your ideas for saving energy or helping our environment? Or want to let us know about your projects? Tell us about it! E-mail Sarah.Holland@dmschools.org