

EXAMPLE

Date: November 20, 2007
To: **Principal, C.E.**
ABC Elementary, MS: YZ-123



**Re: Shared Savings Program
Percent Change in Natural Resource Use
SEPTEMBER**

The most recent utility data is in! We compared utility use at your facility during the time period stated below. Your facility type is: *Elementary School*. Please see the attached document(s) for more detailed information. If the numbers below are negative (-) then you are using fewer resources during the described timeframe than last year. Keep it up and you will be modeling environmental stewardship and teaching ethics while protecting the environment and our health! If the numbers are positive then there may be more your school can do to conserve.*

**Your natural resource use has changed by
-2.58% for a total change in cost of \$ -850 from**

Sept. - [Month] 2005/06 vs. Sept. - [Month] 2006/07

[School]	ELECTRICITY (kWh)	NATURAL GAS (Therms)	WATER (CCF)	SEWER (CCF)	DEMAND (kW)
Change in Use ¹	-1.48 %	-1.15 %	0.01 %	0.02 %	0.02%
Estimated Change in Cost ²	\$ -417	\$ -456	\$ 3	\$ 7	\$ 1

*Nicole Riss, Resource Conservation Specialist, is here to assist you in reducing your use of natural resources! If you have any questions about the Shared Savings Program³ or would like more information about your utility use, please call 206-252-0599 or email nariss@seattleschools.org.

Thank you for your participation in this program!

Sincerely,

Frank Griffin
Manager of Custodial
& Grounds

Beth Dolan
Resource Conservation
Specialist

Nicole Riss
Resource Conservation
Specialist

(See reverse for ways that you can reduce your natural resource consumption!)

¹ See reverse for utility information. See attached graphs for actual use in 2005-06 vs. 2006-07. Demand is not graphed.

² Note that rates, charges, and fees change and are specific to each facility. Estimated cost based on change in use, not actual change in cost.

³ See reverse for more information on Shared Savings Awards.

Shared Savings Awards (to be awarded when utility invoices have been processed for 2006-07)

<i>Facility Type</i>	<i>For each 1% reduction in base year (below) utility consumption¹</i>	<i>Maximum earnable per school for 06/07</i>	<i>Maintaining 2006-07 use in future years²</i>
Elementary	\$260	\$1,300	\$700
Middle School	\$300	\$1,500	\$1,000
High School	\$340	\$1,700	\$1,400

UTILITY INFORMATION

I. ELECTRICITY

Pricing may increase more dramatically in the future to encourage less consumption. Your electricity graph should decrease dramatically during the summer months when school is not in session, provided that there are fewer people in the facilities during these months.

A. KiloWatt-Hours

The most common component of the electric bill is the kilowatt-hour (kWh). The kWh is based on consumption... the more you leave something on, the more you are charged. Electrical equipment is usually rated in watts, and is sometimes rated in horsepower. Either term represents the 'draw' on the electrical system's resources. A 100-watt light bulb, for example, will use 1 kWh after 10 hours of operation (1000 watts = 1 kW; 100 watts * 10 hours * 1 kW/1000 watts = 1 kW.) If the cost of electricity kWh's is \$.05, then the light bulb costs \$.05 for 10 hours, or \$.005 for 1 hour.

To reduce the use, either reduce the hours of operation (behavioral change) or wattage (conservational change.) For example, suppose the light bulb mentioned above is located in a closet that is rarely used. If the light bulb was historically left on during the day, then turning the bulb off will save most of its energy cost.

B. Demand Charge

The demand, or kW, of an electrical system usually refers to the maximum amount of energy used during the billing period, measured in 15-minute intervals. To reduce demand, evaluate what your demand pattern is and implement strategies that affect changes during the anticipated demand period. Ideally your demand should be about the same every month. In all cases, demand is billed for the highest period during the month. If your strategy does not guarantee reductions in load during that high point, then no savings can be achieved.³ If you can successfully reduce your demand to less than 50 kW for an extended period of time your demand will be zero, resulting in big utility use savings!

II. NATURAL GAS

As with electricity kWh usage, Therm reduction is accomplished either by turning equipment off when not needed, or by installing more efficient equipment. The most common use for natural gas in our facilities is for heat. A typical natural gas graph will have a steep increase during the middle of the school year when outside temperatures are colder. You may have no information on your natural gas graph. This simply means that your facility does not use natural gas.

III. WATER & SEWER

Water use is measured and billed by CCF (100 Cubic Feet) coming into the building and being read by the water meter. 1 CCF is equal to 748 gallons. There are two different rates for water use, depending on the season. Rates are lower in winter (Sept. 16 – May 15) than in summer (May 16 – Sept. 15) to reflect the increasing scarcity of water during hotter summer months. A large volume of water is used for irrigation in the summer so you may notice that your water graph dips in the middle of the year and peaks at the beginning and end. (Note: Irrigation may not include sewer use since irrigation is measured separately.)

IV. OIL (note: oil use is not currently part of the Natural Resource Shared Savings Program)

Oil is typically billed when it is delivered. Prices will tend to fluctuate, especially on a seasonal basis. Billing is based on number of gallons delivered; sometimes discounts can be obtained by signing a contract for minimum purchases during the year.

¹ Total utility consumption for 2005/06 will be compared to total utility consumption for 2006/07 after all utility data for 2006/07 has been processed by the District. Shared Savings will be distributed at that time, not on a monthly basis.

² "Future Years" money is available only to facilities that have successfully reduced their base year resource consumption.

³ For more detailed information on spikes in your demand, contact Nicole Riss at 206-252-0599 or nariss@seattleschools.org