check the Illuminating Engineering Society's (IES) recommended lighting levels for the activity in this space Lighting Audit Worksheet: Use this sheet to determine if your room is too dim, too bright, or what we call Right Lighting. To determine the right lighting

)	<u></u>	Ro
You will audit the lighting of the roc	1. Write down the number of light switches in the room.	Room # LICE Room Us
m to find the Right Ligh	tches in the room.	e Chestron
2 You will audit the lighting of the room to find the Right Lighting. If you have more than one switch start by measuring w		Room Use <u>Character</u> IES Recommended light level for this room <u>30 - 50</u>
start by measuring with all of them on, then turn them of	-	Hours Used/Day5

- one at a time until you've measured every combination. Circle Right Lighting combination in the box below (the one that comes closest to the IES recommendation). If you have more switches, draw them in.
- ļω If windows are covered by shades or blinds, audit with them open and closed. If you have other coverings, consult with the classroom teacher how to Be sure and take a minimum of three footcandle readings in the room per lighting combination. Remember to only take readings in areas where work is address the issue.

4.

	Kiroten Fo	ùco_				
Motion Sensor (circle one): Yes (No) If yes, write how long before lights shut off:	Average	- FC	FC	FC	All On	
one): Yes (No)	Average	FC	70	FC	All Off	Draw swite
7 0	Average	FC	FC	FC		Lig ches in top boxes. Inser ore light switch combina
	Average	FC FC	FC	FC		Lighting Level Draw switches in top boxes. Insert average footcandles (FC) in lower boxes. If you have more light switch combination draw them on a separate piece of paper.
	Average	FC	FC	FC) in lower boxes. arate piece of paper.
	Average	FC	FC	FC FC		

space, indicating number and location of light fixtures, windows, free-standing lights, or other items in the room that would impact footcandle readings. This Once you've taken your light level readings for the room, make note of the light bulb types (your facilities staff can help with these) and draw a map of the will help in creating the best use of natural and artificial lighting in any given space.

Room Lights:				Map Room:	
Type of light bulb	Total number	Wattage	# Hours on per day	teachers desk	Door
Overhead					
Fluorescent))			
Tubes (T-5, 14.) (T-8) or T-12)	6	K			
Overhead other	. 3	ano?	nggapa (te		
(indicate type)	2	- 5	5		
Incandescent	•			the state of the s	
€ 314	う お	Ž.	<u>5</u>		
CF.	5	<u>5</u>	5		
LED	7	<u></u>	5	Wind	
Other (aquarium, night light, etc.)	5	3	<u>5</u>		

If you have questions about the wattage of the light bulbs, please check with your facilities staff

HVAC AUDIT SHEET

Classroom # : <u>[[] </u>	Teacher:
	TEMPERATURE AUDIT Dept. of Energy recommends 68-78°
	Temp 1: <u>15</u>
	Temp 2: 14.5
	Temp 3:
	Average: 7493
	Too Hot Too Cold Just Right
	Can the teacher control the temperature?
	Yes No Somewhat
	Are doors & windows closed when HVAC is on?
	(Yes/No

:				
				,
·				

Appliance Audit Sheet

Most classrooms have the same equipment, so once you have audited one appliance you can assume other similar appliances have the same energy load.

Appliance	Can the appliance be turned off when no one is using it? (ask teacher)	How many w does it use?	atts
Chrometook Chrometook	☐ Yes	Active:	Sleep:
	⊠ No		
Monitor	☑ Yes	Active:	Phantom:*
	□ No	26. hu	0.30
Projector	☑ Yes	Active:	Phantom
	□ No	188	9.0.
Smart board	☑ Yes	Active:	Phantom:
SMART Bound	□ No	5.0.	A Company of the Comp
TV	☐ Yes	Active:	Phantom:
6	☑ No		
Mini-fridge	☐ Yes	Active:	
	☑ No		
Space Heater	Yes	Active	Phantom
	No No		
Other			
forex deskip	□ No		

*PHANTOM LOAD: Electric power consumed by an appliance even when it's turned off.

Use this form to help with your schoolwide appliance audit calculations. Fill in the information below as you audit each room. Refer to the Appliance Audit Worksheet to calculate the amount of energy being used.

Room #: Teach	er Name:	Room #:Teac	her Name:
Type of appliance:	How many are there?:	Type of appliance:	How many are there?:
Room #: Teach Type of appliance:	er Name: How many are there?:	Room #: Teac	ther Name:
Room #: Teach	er Name:	Room #: Teac	her Name:
Type of appliance:	How many are there?:		

check the Illuminating Engineering Society's (IES) recommended lighting levels for the activity in this space Lighting Audit Worksheet: Use this sheet to determine if your room is too dim, too bright, or what we call Right Lighting. To determine the right lighting

							.4	ယ	. i	Roc
Motion Sensor (circle one): (ves) No If yes, write how long before lights shut off:	Average	70	FC	T	All On		address the issue. Be sure and take a minimum of three footcandle readings in the room per lighting done. Write down each reading on the lines below and then record your average.	recommendation). If you have more switches, draw them in. If windows are covered by shades or blinds, audit with them open and closed. If you have other coverings, consult with the classroom teacher how to	Write down the number of light switches in the room	Room #R
ne): (ves) No efore lights shut off: _	Average	FC	reconstant.	FC	All Off	Draw switch If you have mor	1 of three footcandle reading on the lines below	ve more switches, draw hades or blinds, audit w	ight switches in the room the room to find the Rij easured every combina	Room Use Classification
	Average	FC	FC FC	FC		Ligh nes in top boxes. Insert e light switch combinat	adings in the room per l and then record your a	them in. ith them open and clos	m ght Lighting. If you have tion. Circle Right Lightin	
	Average	FC FC	FC	FC FC		<u>Lighting Level</u> Draw switches in top boxes. Insert average footcandles (FC) If you have more light switch combination draw them on a sepa	ighting combination. R verage.	ed. If you have other co	a more than one switch ng combination in the bo	IES Recommended light level for this room.
	Average	FC	FC	FC) in lower boxes. arate piece of paper.	emember to only take I	verings, consult with th	start by measuring with	30 au 6m/0
	Average	FC	FC	FC			address the issue. Be sure and take a minimum of three footcandle readings in the room per lighting combination. Remember to only take readings in areas where work is done. Write down each reading on the lines below and then record your average.	e classroom teacher how to	Write down the number of light switches in the room	Hours Used/Day 1 - 4 Source
] "		n o	V (2)

will help in creating the best use of natural and artificial lighting in any given space. space, indicating number and location of light fixtures, windows, free-standing lights, or other items in the room that would impact footcandle readings. This Once you've taken your light level readings for the room, make note of the light bulb types (your facilities staff can help with these) and draw a map of the

Type of light bulb	Total number	Wattage	# Hours on per day
Overhead Fluorescent Tubes (T-5,	9)	300 300	
Overhead other (indicate type)	<u> </u>		Managery Parket Control of the Contr
Incandescent			
CFL &			Secretary Secret
LED		Ş	
Other (aquarium, night light, etc.)			

If you have questions about the wattage of the light bulbs, please check with your facilities staff

HVAC AUDIT SHEET

Are doors & windows closed when HVAC is on?

Yes/No

Classroom # : <u>16104</u>	Teacher: <u>Mo. 162000 20 20</u>	<u> </u>
	<u>TEMPERATURE AUDIT</u> Dept. of Energy recommends 68-78°	
	Temp 1: 67.5	
	Temp 2:	
	Temp 3: 10.5	
	Average:	
	Is the room:	
·	Too Hot Too Cold Just Right	
	Can the teacher control the temperature?	
	Yes (No) Somewhat	

·		

Appliance Audit Sheet

Most classrooms have the same equipment, so once you have audited one appliance you can assume other similar appliances have the same energy load.

Appliance	turned of	ippliance be ff when no one t? (ask teacher)	How many ward does it use?	
Computer	☐ Yes		Active:	Sleep:
	□ No	n/a		
Monitor	☐ Yes		Active:	Phantom:*
	□ No	rida.	03.7	6.3
Projector	☐ Yes		Active:	Phantom
0 9:1	□ No	() /cz	978	9
Smart board	□ Yes	agan ing salam s	Active:	Phantom:
SWANT Bound	□ No	C)/Q	4.4	
TV	☐ Yes		Active:	Phantom:
	□ No	11/2		
Mini-fridge	☐ Yes		Active:	
	☑ No			
Space Heater	☐ Yes		Active	Phantom
	□ No	Comment of the commen		
Other Muscowave,	☐ Yes			
On Mason Mary Togeter	☐ No			

*PHANTOM LOAD: Electric power consumed by an appliance even when it's turned off.

Use this form to help with your schoolwide appliance audit calculations. Fill in the information below as you audit each room. Refer to the Appliance Audit Worksheet to calculate the amount of energy being used.

Room #: T	eacher Name:	Room #:T	eacher Name:
Type of appliance:	,	Type of appliance:	•
Room #:	Teacher Name:	Room #:	Feacher Name:
	How many are there?:	Type of appliance:	
Room #: T	eacher Name:	Room #:T	eacher Name:
Type of appliance:	How many are there?:	Type of appliance:	How many are there?:

check the Illuminating Engineering Society's (IES) recommended lighting levels for the activity in this space Lighting Audit Worksheet: Use this sheet to determine if your room is too dim, too bright, or what we call Right Lighting. To determine the right lighting

Ņ	i,	Roc
You will audit the lighting of the room to find the Right Lighting. If you have more than one switch s	1. Write down the number of light switches in the room.	Room#Room Use
ighting. If you have more than one switch start by measuring v	9)	Room Use <u>(1) (2) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1</u>
start by measuring with all of them on, then turn them off	•	Hours Used/Day 4, 12 min.

w If windows are covered by shades or blinds, audit with them open and closed. If you have other coverings, consult with the classroom teacher how to address the issue. recommendation). If you have more switches, draw them in.

one at a time until you've measured every combination. Circle Right Lighting combination in the box below (the one that comes closest to the IES

₽. done. Write down each reading on the lines below and then record your average. Be sure and take a minimum of three footcandle readings in the room per lighting combination. Remember to only take readings in areas where work is

				one): Yes (No) Defore lights shut off	Motion Sensor (circle one): Yes (No) If yes, write how long before lights shut off:
		userson			
Average	Average	Average	Average	Average	Average
FC	FC FC	48_FC	T C	FC	62FC
FC	FC FC	FC	D) FC	FC	D) PFC
FC FC	FC	FC	S FC	FC	L. F.C
				All Off	All On
	C) in lower boxes. varate piece of paper.	<u>Lighting Level</u> Draw switches in top boxes. Insert average footcandles (FC) in lower boxes. If you have more light switch combination draw them on a separate piece of paper.	Li itches in top boxes. Inse nore light switch combin	Draw swi If you have n	

will help in creating the best use of natural and artificial lighting in any given space. space, indicating number and location of light fixtures, windows, free-standing lights, or other items in the room that would impact footcandle readings. This Once you've taken your light level readings for the room, make note of the light bulb types (your facilities staff can help with these) and draw a map of the

If you have questions about the wattage of the light bulbs, please check with your facilities staff

HVAC AUDIT SHEET

Classroom # : 13107

Teacher: Ms. Murphy

<u>TEMPER</u>	ATURE A	AUDIT

Dept. of Energy recommends 68-78°

Temp 1: <u>78</u>

Temp 2: _______

Temp 3: _______

Average:



Is the room:

Too Hot

Too Cold

Just Right

Can the teacher control the temperature?

Yes

No

(Somewhat

Are doors & windows closed when HVAC is on?

Yes/No

		·	
•			
4			

Appliance Audit Sheet

Most classrooms have the same equipment, so once you have audited one appliance you can assume other similar appliances have the same energy load.

Appliance		Can the appliance be turned off when no one is using it? (ask teacher)	How many w does it use?	atts
Computer		☑ Yes	Active:	Sleep:
Park Comment		□ No		
Monitor		∑ Yes	Active:	Phantom:*
		□ No		
			13-6 WG	115 0 - T 120 H
Projector	1444	Yes	Active:	Phantom
E ANOT) .	□ No		
processing and the second			118. Dagt	is I Twoth
Smart board	MACO NA	Yes	Active:	Phantom:
	SWART Board	□. No		. de la companya de l
TV		☐ Yes	Active:	Phantom:
		□ No		
Mini-fridge		☐ Yes	Active:	
0		□ No		
Space Heater		☐ Yes ☐ No	Active	Phantom
Other	.,,	☐ Yes		
Desktop Compat		□ No		
	<u> </u>	<u>l</u>		

*PHANTOM LOAD: Electric power consumed by an appliance even when it's turned off.

Use this form to help with your schoolwide appliance audit calculations. Fill in the information below as you audit each room. Refer to the Appliance Audit Worksheet to calculate the amount of energy being used.

,		eacher Name:
How many are there?:	Type of appliance:	How many are there?:
_ Teacher Name:	Room #: T	eacher Name:
How many are there?:	Type of appliance:	
_Teacher Name:	Room #: T	eacher Name:
How many are there?:	Type of appliance:	