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Horne Street Elementary School
Dover, NH

NECHPS-Scorecard Details
December 7th, 2009

The following are excerpts from the Northeast Collaborative for High Performance Schools Protocol, Version 1.2 dated August 2008. These excerpts contain detailed information regarding the items, products, policies, etc. needed by the Horne Street Elementary School to obtain the the NE-CHPS certification. In addition to these details a NH High Performance Schools scoresheet has been developed and submitted to the NH Department of Education (see attachment). This scoresheet outlines all of the points that will be attempted as part of the certification process. If detailed information is required for items not listed below, please feel free to contact me.

Policy and Operations Prerequisites

The following prerequisites are essential to the construction and maintenance of a high performance school. Together they form the foundation upon which Northeast-CHPS is built and set the framework for successfully completing a project that meets Protocol requirements and provides a high quality educational environment for years to come.

Policy Prerequisite 1: Establish High Performance Design Advisory Committee

Required **PO P 1.** The school district must create a high performance design advisory committee or appoint an individual trained in high performance school issues to oversee the implementation of an integrated design approach and ensure that the high performance standards and the overall goals of the Protocol are met, and that they are consistent with state policy.

District leaders who institutionalize high performance are not just building better schools, they are protecting student health, improving test scores, and lowering the district's operating expenses. To qualify for this prerequisite, the district's school board must pass a resolution that establishes the advisory committee and directs the committee to pursue an integrated design approach that complies with Northeast-CHPS for the projects under consideration.

Documentation for Policy Prerequisite 1

Submit a copy of the signed resolution passed by the School Board or official documentation of School Board vote.

Policy Prerequisite 2: Develop a Policy for the Efficient Joint Use of the Facility

Required **PO P 2.** Develop policies and procedures for the sharing of facilities between the school district and the town for recreational and other community purposes.

The most successful schools have a high level of parent and community involvement. High performance schools are designed in such a way that the sharing of spaces for neighborhood meetings, recreational activities, adult education, and other community functions can take place in a safe and secure environment.

Building or renovating a school provides an opportunity for the community to incorporate municipal programs and services into the building program. During the planning stages, school districts should give careful thought to the types of programs, services, and facilities they may

wish to offer via the future school building (e.g., library services, recreation services, meeting space, space for special events, etc.). As an example, if the community lacks a library, it could plan a library for shared school and community access in the new facility.
Other strategies that contribute to shared use of the school building include designing separate entrances for spaces likely to be shared, adjusting building orientation and layout to separate classroom and administration areas from shared spaces during events, and designing special features into the school that the community can use.

Joint use of recreational space is a growing trend across the country. Schools are used by a variety of community organizations for a variety of recreational purposes. Use of school playing fields by the local recreation department allows the community to optimize resources dedicated to community recreation. This prerequisite is intended to reward both schools that share their recreational space with the community at large AND communities that allow schools to use common fields and open spaces (in lieu of having the school construct its own playing fields).

Documentation for Policy Prerequisite 2

Credit S 1.8:

1) Copies of community meeting notes, minutes, or other relevant communications documenting discussions and conclusions about how the school building will be shared with the community.

2) A narrative signed by the project architect and the school superintendent documenting how the school building has been designed to optimize community use.

3) Regulations and/or policy statement governing the use of parks and recreation spaces.

4) Copy of agreement between school district and municipality on joint use of facilities.

Policy Prerequisite 3: Establish Indoor Environment Management Plan

Required **PO P 3.** Implement the EPA's Tools for Schools program or an equivalent indoor health & safety program for the new or renovated school. Designate a trained staff person as a point of contact for the EPA Tools for Schools program or its equivalent.

EPA's Tools for Schools program is designed to identify, address, and prevent indoor air quality problems in schools. The prevention and comprehensive planning for indoor air problems is more effective and far less costly than crisis-reaction approaches. The Tools for Schools kit provides a basic set of operations and maintenance guidelines that will help prevent IAQ problems in schools. It establishes responsibilities and clear communication channels so that indoor air problems can be prevented and problems can be quickly identified and solved. In addition, the Tools for Schools system can be used to address other environmental health and safety conditions that arise.

Documentation for Policy Prerequisite 3

Submit a resolution from the school board or letter from the Superintendent declaring participation in EPA's Tools for Schools (or an equivalent program) for the school.
Documentation must include the name and position of the designee who will be the point of contact for the EPA or equivalent program.

Resources

EPA, http://www.epa.gov/iaq/schools; http://www.epa.gov/iaq/schools/tools4s2.html.

Region I Environmental Protection Agency, Northeast office in Boston, Massachusetts, phone: (888) 372-7341.

Policy Prerequisite 4: Establish Maintenance Plan

Required **PO P 4.** Implement a school maintenance plan that includes an inventory of all equipment in the new or renovated school and its preventive maintenance needs.

The inventory should cover at least the following systems:

- HVAC
- Plumbing
- Non-HVAC mechanical systems
- Lighting
- Building Control Systems
- Life and Safety Systems
- Interior Finishes
- Roof systems
- Switchgear

The plan must address the preventive maintenance needed, include staff/vendor time and materials costs for each maintenance task, a schedule for these tasks, and clearly define who is responsible for performing the task, as well as the overall management of maintenance activities.

Regular maintenance is critically important to the operation and performance of schools. Every district has unique maintenance needs, but districts should invest sufficient staff and resources to ensure that the school's building systems continue to operate as they were designed.

High performance schools are not maintenance intensive. However, all buildings and building systems require preventative – not deferred – maintenance if performance goals are to be met.

Qualifying maintenance plans will include all regularly scheduled preventative maintenance tasks over the lifetime of the building system or equipment. These tasks include cleanings, calibrations, component replacements, and general inspections. A commissioning plan and the required maintenance documentation is an excellent starting point and reference for developing the maintenance plan. The plan must include staff/vendor time and materials budgets for each maintenance task and clearly define who is responsible for performing the task, as well as the overall management of maintenance activities.

Documentation for Policy Prerequisite 4
Submit a copy of the district maintenance plan as outlined above.

Policy Prerequisite 5: Specify Equipment Performance Levels (ENERGY STAR)

Required **PO P 5.** Establish a written policy that all newly purchased equipment and appliances to be used in the school be energy efficient and at least ENERGY STAR compliant. Additionally, the policy must prohibit the purchase of low efficiency products, including incandescent task lights, halogen torchieres, and portable electrical resistance heaters.

The energy use of a school is not only associated by the building systems (HVAC, lighting, etc.), but also by the supplementary equipment associated with typical school operations. So called "plug loads" have become a rapidly growing portion of school operating budgets because of the reliance on computer systems and other equipment. Choosing efficient equipment has a large impact on energy consumption and costs.

The ENERGY STAR program was established to provide accuracy and consistency in energy usage ratings and to encourage the purchase of efficient equipment. The program maintains a database of compliant manufacturers and products including computers, monitors, copy machines, water coolers, printers, scanners, refrigerators, ceiling fans, and washing machines. In many cases, equipment that exceeds ENERGY STAR's efficiency requirements is available and should be considered. When ENERGY STAR compliant equipment is not available, the project owner should submit a notice of exception to the relevant high performance school administrators.

Documentation for Policy Prerequisite 5
Submit a copy of the signed resolution passed by the School Board.

Resources
ENERGY STAR, http://www.energstar.org/.

Policy Prerequisite 6: Anti-Idling Measures

Required **PO P 6.** Adopt a no idling policy that applies to all school buses used to transport the students of the school. The policy must include the following minimum provisions:

- School bus drivers will shut off bus engines upon reaching destination, and buses will not idle for more than five minutes while waiting for passengers. This rule applies to all bus use, including daily route travel, field trips, and transportation to and from athletic events. School buses will not be restarted until they are ready to depart and there is a clear path to exit the pick-up area.
- Prohibit idling of all vehicles for more than five minutes (including all passenger vehicles and delivery trucks) in the school zone AND post appropriate signage.

- School bus companies and drivers will limit idling time during early morning warm-up to manufacturers' recommendations – generally five minutes in all but the coldest weather and for pre-trip safety inspections.
- Establish provisions for an indoor waiting space for drivers.
- Evaluate and shorten bus routes whenever possible, particularly for older buses with the least effective emissions control.
- All bus drivers will receive a copy of the school district's No Idling Policy or equivalent educational materials at the beginning of every school year.
- Exceptions to this policy are appropriate only to meet state regulations or when running an engine is necessary to operate required safety equipment or perform other functions that require engine-assisted power, e.g. waste-hauling vehicles, handicap accessible vehicles, etc.

According to the Environmental Protection Agency (EPA), exposure to diesel exhaust, even at low levels, is a serious health hazard and can cause respiratory problems such as asthma and bronchitis. Diesel emissions are well-documented asthma triggers and may increase the severity of asthma attacks. Asthma is currently the number one cause of missed school days for American children, and asthma affects more than one in nine children in the Northeast. (Source: Asthma Regional Council website – see resources below)

Documentation for Policy Prerequisite 6

Submit a copy of signed resolution or signed school district policy including, at a minimum, the provisions outlined in this credit. Additional provisions may apply – see sample policy on Asthma Regional Council website for guidance:
http://www.asthmaregionalcouncil.org/about/BusToolkit.htm.

Resources

http://www.asthmaregionalcouncil.org/about/BusToolkit.htm.
http://www.asthmaregionalcouncil.org/about/documents/SchoolBusNoIdlingPolicy7.29.04.doc

Policy and Operations Elective Credits

Policy Elective Credit 1: Purchase a Computerized Maintenance System

1 Credit **PO EC 1.** In addition to prerequisite P 4 above, the school district shall purchase and use a computerized maintenance management system (CMMS) in the new or renovated school. If the district already uses a CMMS, the system must be expanded to incorporate automated maintenance scheduling for the new or renovated school.

Computerized maintenance management systems offer the opportunity to enhance maintenance practices through the automatic scheduling and tracking of maintenance procedures. Web based services and stand-alone products are available.

Documentation for Policy Elective Credit 1

Submit a copy of a signed contract or receipt for the purchase of a CMMS.

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IEQ Prerequisite 15: Do Not Use Fossil Fuel Powered Machinery within the Building

Required **IEQ P 15.** Prohibit fossil fuel powered mobile machinery from being used inside the building.

Prohibit mobile equipment inside the building that burns fossils fuels. This is to prevent accumulation of exhaust from equipment such as polishers, burnishers, material lifts, etc. Equipment such as gas stoves, chemistry equipment, and vocational equipment are not included in this requirement.

Documentation for IEQ Prerequisite 15:

Submit a letter signed by the school superintendent stating that no indoor mobile fossil fuel burning equipment will be used in the new or renovated facility.

IEQ Prerequisite 18: Adopt an Integrated Pest Management Program

Required **IEQ P 18.** Adopt or develop an Integrated Pest Management program designed to exclude undesirable pests from the school buildings.

Integrated pest management (IPM) includes a set of techniques that are used to exclude pests from buildings and to destroy the habitat of pests by limiting their access to food, water, and free movement without dependence upon chemicals that are harmful to human health. Regular monitoring and record keeping is used to determine when treatments are needed to keep pest numbers low enough to prevent damage. Chemical controls are used only when necessary and in the least toxic formulations that are effective.

As discussed elsewhere in the Protocol, asthma is one of the most common chronic childhood ailments and is associated with frequent school absences among children. Insect and rodent allergens are known triggers for asthma, and pest infestation affects a range of other human health issues. In addition pest infestation can be damaging to building structure and systems.

Research demonstrates that the use of insecticides and rodenticides helps to limit infestations, but does not eliminate them. Over time, repeated application of pesticides may lead to resistance among targeted species, requiring greater amounts, or the use of more toxic materials to achieve the same effect.

A qualifying IPM program must include, at a minimum, the following measures:

For all exterior walls, foundations, attics, roofs, utility chases, and interior partitions and ceilings in food storage, preparation and disposal areas, and penetrations:

Block all openings in the enclosure larger than 1/4 inch by 1/4 inch with concrete or mesh reinforced caulk, or copper or stainless mesh or screen over openings that must allow air flow.

Caulk all cracks larger than 1/16th inch, including all plumbing and electrical penetrations.

Keep all shrubbery a minimum of 3 feet from the building structure.

Utilize dumpsters and other rubbish containers that seal tightly and locate them as far away from the building as practicably possible.

Do not allow debris to collect near doors and other building openings.

Design building facades so that pigeons cannot roost.

Maintain a schedule for the cleaning and degreasing of stoves, refrigerators, cabinets, floors, and walls in kitchens, bathrooms, teacher lounges, etc.

Minimize the use of hazardous pesticides.

Maintain a schedule and record of treatment.

The adoption of the IPM methods detailed in the EPA's *IPM for Schools: A How-to Manual* is recommended. Appendix B of the manual provides a guide for the development of an IPM program. The manual may be downloaded free of charge from the following link: http://www.epa.gov/pesticides/ipm/schoolipm/index.html

Documentation for IEQ Prerequisite 18

1. Submit construction specifications that meet the above listed requirements for the sealing of penetrations, the design of building facades, and the location of shrubbery.
2. Submit an IPM plan or documentation that the school administration has adopted the EPA's *IPM for Schools: A How-to Manual* as the IPM plan, or another equivalent plan, for the school.

Resources

EPA: *IPM for Schools: A How-to Manual*
http://www.epa.gov/pesticides/ipm/schoolipm/index.html
State and Regional IPM Coordinators
http://www.epa.gov/pesticides/ipm/ipmcontacts.htm#region1

Materials Prerequisite 2: Storage and Collection of Recyclables

Required **M P 2.** The school shall provide an easily accessible area serving the entire school that is dedicated to the separation, collection, and storage of materials for recycling, including – at a minimum – paper (white ledger and mixed), cardboard, glass, plastics, and metals.

The recycling of many common materials is promoted throughout Northeast with a variety of recycling programs and services. Typical recyclables include aluminum cans, steel cans, newspaper, white paper, corrugated cardboard, single polymer plastics, and glass bottles. In order to qualify for this credit, school administrators must designate areas in the school where these materials can be handled and sorted.

Early in building occupancy programming, be sure to reserve space for recycling functions and show areas dedicated to the collection of recycled materials on space utilization plans. Consider the question of how recyclable materials will be collected and removed from classrooms and teachers' lounges. When recycling bins are used, they should be able to accommodate a 75% diversion rate (from normal waste basket contents) and be easily accessible to custodial staff

and recycling collection workers. Consider bin designs that allow for easy cleaning to avoid health issues.

Documentation for Materials Prerequisite 2

1) Submit plans showing recycling collection area and storage bins and/or dumpsters
2) Submit a description of how recyclable materials will be removed from classrooms, teachers' lounges etc. and how directions for separating recyclable materials will be communicated to teachers, students, and custodians.

Resources

Northeast Recycling Council, http://www.nerc.org/
California Integrated Waste Management Board Recycling Space Allocation Guide,
http://www.ciwmb.ca.gov/publications/localasst/31000012.doc
Technical assistance is available from the Northeast Resource Recovery association, www.recyclewithus.org, and the following state contacts:
Connecticut Department of Environmental Protection,
http://www.dep.state.ct.us/wst/recycle/ctrecycles.htm
Maine State Planning Office Waste Management and Recycling Program,
http://www.state.me.us/spo/recycle/
Massachusetts Department of Environmental Protection,
http://www.mass.gov/dep/recycle/recycle.htm
New Hampshire Department of Environmental Services,
http://www.des.state.nh.us/waste_intro.htm
Rhode Island Resource Recovery Corporation, http://www.rirrc.org/
Vermont Agency of Natural Resources,
http://www.anr.state.vt.us/dec/wastediv/R3/recycle.htm

Respectfully submitted,

Robert J. Garand, Project Manager

(Shared:Horne St School_Dover:CA:NE-CHPS:HorneStElemSchool-NECHPS-Details121009.doc)

copy via email: Laurie Verville, John Urdi, Keith McBey

NH High Performance Schools Scoresheet					2007 Version
SCHOOL: Horne Street Elementary School		DISTRICT: Dover School District		SAU: #11	DATE: December 7th, 2009
(Circle One) PRELIMINARY FINAL					
RATER (Name, Title, Firm): Robert J. Garand, Project Manager, Dennis Mires PA The Architects					
CONTACT INFORMATION (Phone & Email): 603-625-4548 robert@thearchitects.net					
VERIFICATION: PRINCIPAL DESIGN PROFESSIONAL (Signature): John Urdi AIA					
(Name, Title, Firm, Date): John Urdi AIA, Vice President, Dennis Mires PA The Architects, Dec. 10, 2009					
VERIFICATION: CONSTRUCTION FIRM PROJECT MANAGER (Not required for preliminary application)(Signature):					
(Name, Title, Firm, Date): Kieth McBey, Vice President, Bonnette, Page & Stone					

STANDARD	POSSIBLE POINTS	STANDARD NAME	SCORE	DOCUMENT REFERENCE (SHEET NUMBER, SPECIFICATION SECTION OR CALCULATION)	COMMENTS
Policy & Operations - 8 possible points, 2 elective points required					
PO P 1	Req	High performance design advisory committee			Horne Street Elem.School
PO P 2	Req	Joint use of facilities			Horne Street Elem.School
PO P 3	Req	Indoor environmental management plan			Horne Street Elem.School
PO P 4	Req	Maintenance plan			Horne Street Elem.School
PO P 5	Req	ENERGY STAR equipment			Horne Street Elem.School
PO P 6	Req	No idling measures			Horne Street Elem.School
PO P 7	Req	Elimination of CFC and HCFC			Dennis Mires PA (Design Day Mech.)
PO EC 1	1	Computerized maintenance management system (CMMS)	1		Dennis Mires PA (Design Day Mech.) & Horne Street Elem. School
PO EC 2.1	1	Renewable energy certificates (RECs) 10%	0		
PO EC 2.2	2	Renewable energy certificates (RECs) 25%	0		
PO EC 2.3	1	Renewable energy certificates (RECs) local 200 miles	0		
PO EC 3.1	1	Alternative-fuel demonstration project	1		Horne Street Elem. School
PO EC 3.2	2	Alternative-fuel buses	0		
PO EC 3.3	2	Alternative-fueled maintenance vehicles and equipment	0		

STANDARD	POSSIBLE POINTS	STANDARD NAME	SCORE	DOCUMENT REFERENCE (SHEET NUMBER, SPECIFICATION SECTION OR CALCULATION)	COMMENTS
Indoor Environmental Quality - 11 possible points, 4 elective points required					
IEQ P 1	Req	Access to views 70%			Dennis Mires PA
IEQ P 2	Req	Classroom daylighting			Dennis Mires PA (Reno Eng.)
IEQ P 3	Req	Low-glare lighting systems			Dennis Mires PA (Reno Eng.)
IEQ P 4	Req	ASHRAE 62.1-2004			Dennis Mires PA (Design Day Mech.)
IEQ P 5	Req	Walk-off system			Dennis Mires PA
IEQ P 6	Req	Prevent water accumulation			Dennis Mires PA (Design Day Mech.)
IEQ P 7	Req	Prevent spray on buildings			Dennis Mires PA (KNA)
IEQ P 8	Req	Prevent mold problems during construction			Dennis Mires PA & Bonnette, Page & Stone
IEQ P 9	Req	Use IAQ best practices			Bonnette, Page & Stone
IEQ P 10	Req	Replace all HVAC filters			Dennis Mires PA (Design Day Mech.)
IEQ P 11	Req	Filter requirements – MERV filter			Dennis Mires PA (Design Day Mech.)
IEQ P 12	Req	Only electric ignitions for gas fired			Dennis Mires PA (Design Day Mech.)
IEQ P 13	Req	Properly locate outside air intakes			Dennis Mires PA (Design Day Mech.)
IEQ P 14	Req	ASTM standard for ductwork			Dennis Mires PA (Design Day Mech.)
IEQ P 15	Req	Prohibit fossil fuel inside building			Horne Street Elem.School
IEQ P 16	Req	Acoustical standards – ANSI 12.60-2002			Dennis Mires PA (3rd party acoustical consultant report)
IEQ P 17	Req	ASHRAE 55-2004			Dennis Mires PA (Design Day Mech.)
1EQ P 18	Req	Integrated pest management			Dennis Mires PA (KNA) & Horne Street Elem.School
IEQ EC 1	1	Install dedicated exhaust for pollutant source control	0		
IEQ EC 2	1	Installed ducted air returns	1		Dennis Mires PA (Design Day Mech.)
IEQ EC 3	1	Install premium HVAC filtration	1		Dennis Mires PA (Design Day Mech.)
IEQ EC 4	1	Provide operable windows	1		Dennis Mires PA
IEQ EC 5	1	Install high intensity florescent lighting in gym	1		Dennis Mires PA (Reno Eng.)
IEQ EC 6	1	Construction management – provide ventilation	1		Bonnette, Page & Stone
IEQ EC 7	1	Construction management – protect ductwork	1		Dennis Mires PA & Bonnette, Page & Stone
IEQ EC 8	2	Construction management – provide HEPA vacuuming	2		Bonnette, Page & Stone
IEQ EC 9	2	Construction management - provide building flushout	0		
Energy Efficiency - 10 possible points, 2 elective points required					
EE P 1	Req	Energy efficiency standards			Dennis Mires PA (Design Day Mech.)
EE P 2	Req	Air barrier			Dennis Mires PA
EE P 3	Req	HVAC design and meet ASHRAE 55-2004			Dennis Mires PA (Design Day Mech.)
EE P 4	Req	Commission all energy using systems			Dennis Mires PA (Design Day Mech.)
EE P 5	Req	Training and documentation			Bonnette, Page & Stone
EE P 6	Req	Energy efficiency incentives			Dennis Mires PA (Reno Eng.)
EE EC 1A	1	Demonstrate superior energy performance – 30% reduction	1		Dennis Mires PA (Design Day Mech.)
EE EC 1B	2	Demonstrate superior energy performance – 40% reduction	0		
EE EC 1C	4	Demonstrate superior energy performance – 50% reduction	0		
EE EC 2	1	Incorporate daylighting and control at least 40%	0		
EE EC 3	1	Perform enhanced building commissioning	0		
EE EC 4	1	Minimize air conditioning	1		Dennis Mires PA (Design Day Mech.)
EE EC 5	1	Install variable air volume (VAV) system	0		
EE EC 6	1	Install energy management system	1		Dennis Mires PA (Design Day Mech.)
EE EC 7	1	Install submetering system	0		

STANDARD	POSSIBLE POINTS	STANDARD NAME	SCORE	DOCUMENT REFERENCE (SHEET NUMBER, SPECIFICATION SECTION OR CALCULATION)	COMMENTS
Renewable Energy - 18 possible points, no elective points required					
RE EC 1A	1	Renewable solar thermal energy 1%	0		
RE EC 1B	2	Renewable solar thermal energy 2%	0		
RE EC 2A	1	Renewable solar photovoltaic energy – 1%	0		
RE EC 2B	2	Renewable solar photovoltaic energy – 3%	0		
RE EC 2C	3	Renewable solar photovoltaic energy – 5%	0		
RE EC 2D	4	Renewable solar photovoltaic energy – 10%	0		
RE EC 3A	1	Install renewable wind energy system – 1%	0		
RE EC 3B	2	Install renewable wind energy system – 3%	0		
RE EC 3C	3	Install renewable wind energy system – 5%	0		
RE EC 3D	4	Install renewable wind energy system – 10%	0		
RE EC 4A	2	Install renewable biomass energy system – 10%	0		
RE EC 4B	3	Install renewable biomass energy system – 20%	0		
RE EC 5	1-5	Install unlisted renewable energy system	0		
Water Efficiency - 10 possible points, 1 elective point required					
WE P 1	Req	Reduce total interior water usage by 20%			Dennis Mires PA (Design Day Mech.)
WE EC 1	1	Eliminate irrigation for non-playing-field landscaping	1		Dennis Mires PA (KNA)
WE EC 2A	1	Reduce or eliminate irrigation for athletic fields	1		Dennis Mires PA (KNA)
WE EC 2B	2	Eliminate potable water consumption for athletic fields	0		
WE EC 3	1	Create an irrigation commissioning plan	0		
WE EC 4	2	Install a rainwater collection and water storage system	0		
WE EC 5	1	Reduce water used for sewage conveyance by at least 50%	0		
WE EC 6	2	Reduce total interior water usage by at least 30%	0		

STANDARD	POSSIBLE POINTS	STANDARD NAME	SCORE	DOCUMENT REFERENCE (SHEET NUMBER, SPECIFICATION SECTION OR CALCULATION)	COMMENTS
Materials - 10 possible points, 3 elective points required					
M P 1	Req	Specify low emission materials			Dennis Mires PA
M P 2	Req	Storage and collection of recyclables			Horne Street Elem School
M P 3	Req	Site waste management			Bonnette, Page & Stone
M EC 1	1	Building reuse	1		Dennis Mires PA
M EC 2	1	Reuse interior building elements	1		Dennis Mires PA
M EC 3A	1	Resources reuse .5%	0		
M EC 3B	2	Resources reuse 1%	0		
M EC 4A	1	Include recycled content in construction materials 5%	1		Dennis Mires PA & Bonnette, Page & Stone
M EC 4B	2	Include recycled content in construction materials 10%	0		
M EC 5	1	Specify rapidly renewable materials	0		
M EC 6	1	Utilize certified wood	0		
M EC 7A	1	Utilize locally produced materials 20%	0		
M EC 7B	2	Utilize locally produced materials 40%	0		
Site Selection and Layout - 10 possible points, 2 elective points required					
S P 1	Req	Comply with basic school site selection			Dennis Mires PA
S P 2	Req	Avoid air and water pollution sources			Dennis Mires PA
S P 3	Req	Manage construction erosion and sedimentations control			Dennis Mires PA (KNA)
S P 4	Req	Utilize best practice for site and building layout			Dennis Mires PA (KNA)
S EC 1	1	Preserve greenspace and parklands	1		Dennis Mires PA (KNA)
S EC 2	1	Avoid floodplains	1		Dennis Mires PA (KNA)
S EC 3	1	Protect wetlands	1		Dennis Mires PA (KNA)
S EC 4A	1	Protect greenfields – urban	0		
S EC 4B	1	Protect greenfields – rural	0		
S EC 5	1	Reduce building footprint	0		
S EC 6	1	Provide enhanced bicycle and pedestrian access	0		
S EC 7	1	Reduce post-construction stormwater runoff	0		
S EC 8	1	Landscape to reduce heat island effect	0		
S EC 9	1	Minimize light pollution from outdoor lighting	1		Dennis Mires PA (Reno Eng.)
S EC 10	1	Enhanced sustainable site design	0		
Innovation - 3 possible points, no elective points required					
I EC 1	1-3	Document additional high performance features	0		
Total Elective Points			22		Required: Meet all prerequisites and obtain a minimum of 16 elective credits.
Total Approved Points (For Office Use Only)					