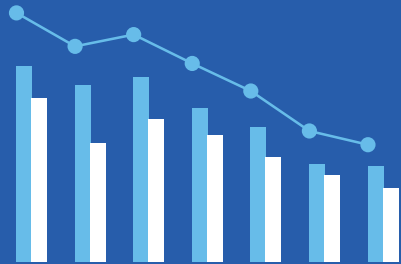


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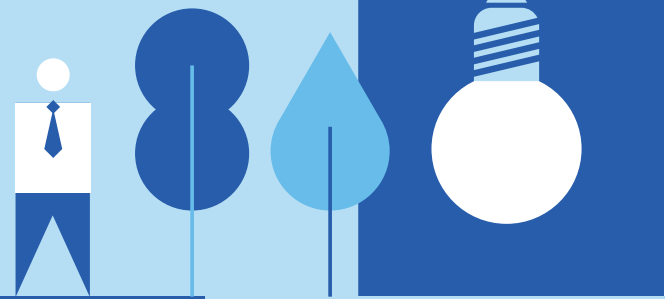
Coefficient of Performance



Energy Utilisation Index

EUI

kWh/m²/year



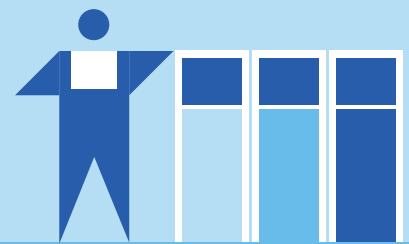
BEAM Plus Existing Schools Technical Guidebook

Version 1.0 (2022.10)



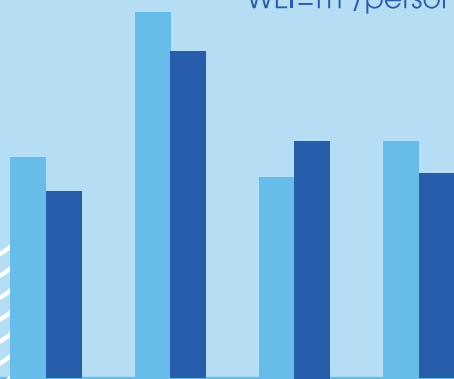
RRI

Resources Recycling Index



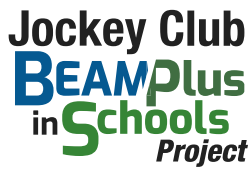
Water Efficient Index

WEI=m³/person/year



ppm





Funded by



The Hong Kong Jockey Club Charities Trust

BEAM Society Limited (BSL) is committed to creating a sustainable community and a green liveable built environment in harmony with nature through the development and implementation of BEAM Plus Assessment Tools. With the funding support from The Hong Kong Jockey Club Charities Trust, BSL in collaboration with Hong Kong Green Building Council (HKGBC), and the lead organiser, Business Environment Council (BEC), embarked on a green school project named “Jockey Club BEAM Plus in Schools Project” which is aimed at reducing carbon footprint and instilling the concept of green building into our next generation.

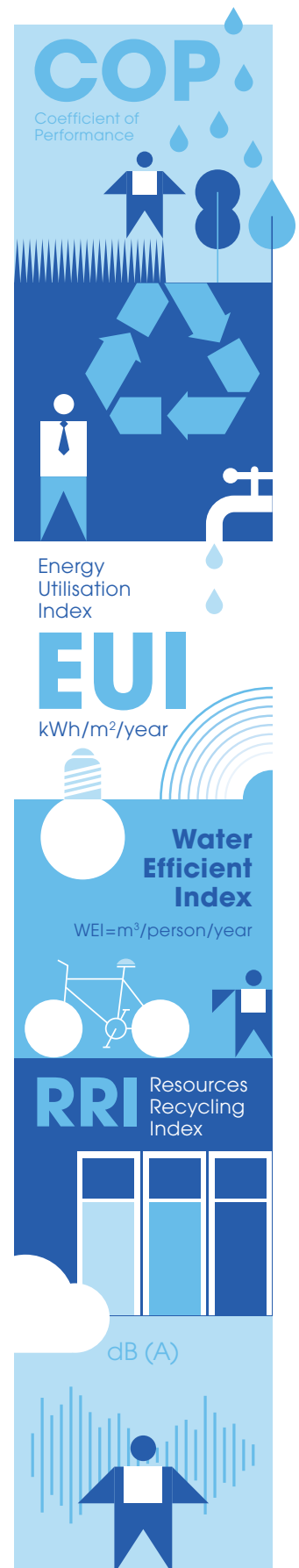
The Assessment Tool, BEAM Plus Existing Schools has been successfully developed to embrace various sustainability issues in the school sector.

We would like to express our heartfelt gratitude towards the funding organisation, The Hong Kong Jockey Club Charities Trust that has donated and devoted their efforts to the development of BEAM Plus Existing Schools Version 1.0.



Table of Contents

1. Introduction		
1.1	General	1
1.2	Submission Process	1
1.3	Documentation Requirements	1
1.4	Summary of Credits	4
2. Sustainable Leadership and Learning		
SLL-01-01	Environmental Policy, Plan and Target	5
SLL-01-02	Good Environmental Practices	7
SLL-02-01	Staff Awareness	9
SLL-02-02	Green Prefect	10
SLL-02-03	Extended Environmental Education	11
SLL-02-04	Other Learning Experiences	12
SLL-03-01	Environmental Corner	13
SLL-03-02	Environmental Communication	14
3. Efficient Use of Resources		
EUR-01-01	Energy Efficient Equipment	15
EUR-01-02	Energy Efficient Measures	18
EUR-01-03	Renewable Energy	20
EUR-01-04	Water Efficient Fixtures	21
EUR-01-05	Water Efficient Measures	23
EUR-01-06	Recycling Facilities	24
EUR-02-01	School Environmental Performance	25
EUR-02-02	Carbon Audit	27
EUR-02-03	Data Disclosure	28
4. Sustainable Campus Environment		
SCE-01-01	Campus Greening	29
SCE-01-02	Agriculture Education	30
SCE-02-01	Low Carbon Commuting	31
SCE-02-02	Neighbourhood Amenities	32
SCE-02-03	Shared-Use Facilities	33
SCE-03-01	Response to Extreme Weather	34
5. Health, Comfort & Happiness		
HCH-01-01	Healthy Air	35
HCH-01-02	Openable Windows	36
HCH-01-03	Illuminance Levels	37
HCH-01-04	Background Noise	38
HCH-02-01	Drinking Water Quality	39
HCH-02-02	Healthy Lifestyle	40
HCH-03-01	Health Protection Measures	41

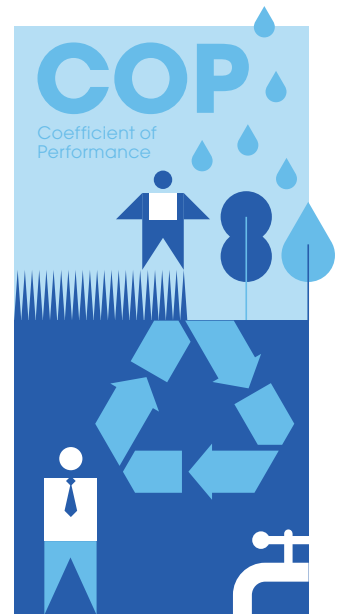


6. Innovations and Additions

IA-01-01	Innovations and Additions	42
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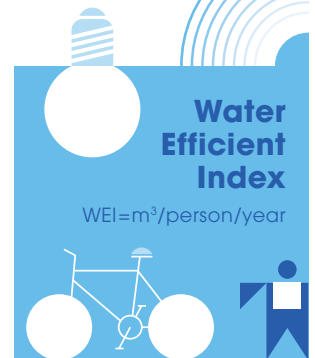
7. Appendix

7.1	Glossary	43
7.2	Documentation Reference	45



Energy
Utilisation
Index

EUI
kWh/m²/year



RRI Resources
Recycling
Index



dB (A)



Click on the chapters
to find out more...



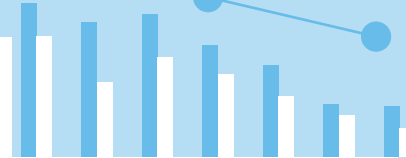
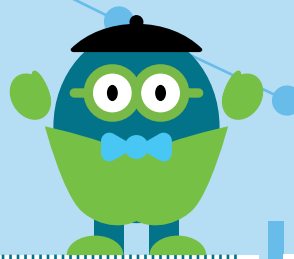
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1.0 Introduction

Energy Utilisation Index

EUI
kWh/m²/year

Water Efficient Index
WEI = m³/person/year



1.1 General

This Technical Guidebook (hereafter “Guidebook”) is developed together with the BEAM Plus Existing Schools Assessment Manual to provide a comprehensive guidance for schools pursuing BEAM Plus Existing Schools Version 1.0 (ES v1.0) certification.

Schools should refer to this Guidebook when preparing the submission materials. This Guidebook provides further interpretation of the assessment requirements of credit heads. For specific credit head, step-by-step calculation is also provided for the Applicant as reference. Furthermore, documentation requirements are also provided for each required submittal.

1.2 Submission Process

The submission process is streamlined under BEAM Plus ES v1.0 to facilitate the Applicant throughout the certification process. The following figures depict the submission arrangement:








The Applicant is required to complete a Credit Summary comprising the following information:

- i. General project information;
- ii. Summary of overall score; and
- iii. Attempted credit heads.

The Applicant shall provide all the documentations as specified in each credit head and organise the submittals in the standard file structure for submission.

1.3 Documentation Requirements

The documentation requirements are standardised and categorised as follows:

Submittals Category	Description
 Drawings	Architectural/ engineering drawings, layout plan, sketch drawings, survey map, etc.
 Records	Photographs/ Screen capture, documentation (e.g. implementation records, training records, teaching records, utility bills, waste disposal and recycling records, certificates, etc.)
 Technical Documents	Calculations, technical reports, technical specifications, catalogues, schedule, product registry, etc.
 Management Documents	School top-level management plan, action plan, policy, procedure, school annual report, shared-use policy, terms and conditions, etc.
 Narratives	Descriptive document, summary table, inspection checklist, teaching materials, teaching plan, etc.

A summary of documentation requirements is provided at the following table as reference.

Assessment under BEAM Plus ES v1.0 focuses on the daily operation of the schools, the Applicant shall prepare adequate past year school operation data for assessment. To facilitate the preparation of proper records for the assessment, the Applicant may opt to








prepare all record related submittals as per one of the following timeframes:

- i. Past school calendar year; or
- ii. A separated 12-month period. (A 6-month buffer period is allowed for this option. For example, if the Applicant is making the 1st submission on 1 Jan 2020, then the Applicant may opt to provide a continuous 12 months record from 1 Jul 2018 to 30 Jun 2019 to fulfill the credit requirement.)

In addition, for specific credit head that requires 3 years of records, such as EUR-01-01, same approach is followed, i.e., either past 3 school calendar year or a separated 36-month period with a 6-month buffer period. However, the timeframe must be consistent throughout the assessment. A summary of documentation requirements is provided in the following table as reference.

Summary Table of Documentation Requirements

Credit Heads	 Drawings	 Records	 Technical Documents	 Management Documents	 Narratives
SLL-01-01 Environmental Policy, Plan and Target		●		●	●
SLL-01-02 Good Environmental Practices					●
SLL-02-01 Staff Awareness		●			
SLL-02-02 Green Prefect		●			●
SLL-02-03 Extended Environmental Education					●
SLL-02-04 Other Learning Experiences		●			●
SLL-03-01 Environmental Corner		●			
SLL-03-02 Environmental Communication					●
EUR-01-01 Energy Efficient Equipment	●	●	●		●
EUR-01-02 Energy Efficient Measures			●		
EUR-01-03 Renewable Energy		●			●
EUR-01-04 Water Efficient Fixtures		●	●		
EUR-01-05 Water Efficient Measures			●		
EUR-01-06 Recycling Facilities	●	●			
EUR-02-01 School Environmental Performance		●	●		
EUR-02-02 Carbon Audit			●		
EUR-02-03 Data Disclosure		●		●	



Credit Heads	Drawings	Records	Technical Documents	Management Documents	Narratives
SCE-01-01 Campus Greening			●		
SCE-01-02 Agriculture Education		●			●
SCE-02-01 Low Carbon Commuting	●	●			●
SCE-02-02 Neighbourhood Amenities	●	●			●
SCE-02-03 Shared-Use Facilities	●			●	
SCE-03-01 Response to Extreme Weather					●
HCH-01-01 Healthy Air	●	●	●		●
HCH-01-02 Openable Windows	●	●	●		●
HCH-01-03 Illuminance Levels			●		
HCH-01-04 Background Noise			●		
HCH-02-01 Drinking Water Quality	●		●		
HCH-02-02 Healthy Lifestyle		●			●
HCH-03-01 Health Protection Measures					●
IA-01-01 Innovations and Additions					●

In addition to the specified documentations under each credit head, the following information should also be provided:

- i. School layout plan;
- ii. School site area (m²);
- iii. Credit Summary;
- iv. School occupancy;
- v. School operation schedule.



1.4 Summary of Credits

Performance Category	Performance Sub-Category	Credit Head Items	Credit Point(s)
 <p>Sustainable Leadership and Learning (SLL)</p>	High Level Commitment	SLL-01-01 Environmental Policy, Plan and Target SLL-01-02 Good Environmental Practices	6 15
	Environmental Learning	SLL-02-01 Staff Awareness	1
		SLL-02-02 Green Prefect	1
		SLL-02-03 Extended Environmental Education	2
		SLL-02-04 Other Learning Experiences	5
	Engagement	SLL-03-01 Environmental Corner	2
		SLL-03-02 Environmental Communication	1
			33
 <p>Efficient Use of Resources (EUR)</p>	Decarbonisation Actions	EUR-01-01 Energy Efficient Equipment	5
		EUR-01-02 Energy Efficient Measures	6
		EUR-01-03 Renewable Energy	2
		EUR-01-04 Water Efficient Fixtures	4
		EUR-01-05 Water Efficient Measures	5
		EUR-01-06 Recycling Facilities	3
	Benchmarking and Disclosure	EUR-02-01 School Environmental Performance	9
		EUR-02-02 Carbon Audit	1
		EUR-02-03 Data Disclosure	1
			36
 <p>Sustainable Campus Environment (SCE)</p>	Biophilia	SCE-01-01 Campus Greening	5
		SCE-01-02 Agriculture Education	1
	Neighbourhood Integration	SCE-02-01 Low Carbon Commuting	2
		SCE-02-02 Neighbourhood Amenities	1
	SCE-02-03 Shared-Use Facilities	1	
Climate Resilience	SCE-03-01 Response to Extreme Weather	5	
			15
 <p>Health, Comfort & Happiness (HCH)</p>	Healthy Indoor Environment	HCH-01-01 Healthy Air	1
		HCH-01-02 Openable Windows	1
		HCH-01-03 Illuminance Levels	1
		HCH-01-04 Background Noise	1
	Healthy Living	HCH-02-01 Drinking Water Quality	1
		HCH-02-02 Healthy Lifestyle	6
	Health Protection	HCH-03-01 Health Protection Measures	5
			16
 <p>Innovations and Additions</p>	Innovations and Additions	IA-01-01 Innovations and Additions	10B

Total Credit Points 100+ 10B



Sustainable Leadership and Learning
SLL-01 High Level Commitment

SLL-01-01 Environmental Policy, Plan and Target

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	(a) Environmental Policy 1. A copy of <i>environmental policy</i> endorsed by the school's principal or his/ her delegate.	
1	(b) Environmental Target 1. A copy of <i>environmental targets</i> endorsed by the school's principal or his/ her delegate.	
2	(c) Environmental Management Plan 1. A copy of <i>environmental management plan</i> endorsed by the school's principal or his/ her delegate.	
1	(d) Green Purchasing Plan 1. A copy of <i>green purchasing plan</i> endorsed by the school's principal or his/ her delegate.	
1	(e) Electronic Operation and Maintenance (O&M) Facility 1. One-page <i>narrative</i> describing the electronic O&M platform. 2. <i>Screenshot records</i> showing the following documents are uploaded to the electronic platform: i. School layout plan; ii. Engineering drawings; and iii. O&M instructions.	

Documentation Requirement

(a) Environmental Policy

1. *Management Documents – Environmental Policy*
- 1.1. The Applicant shall provide an environmental policy endorsed by the school top management to demonstrate the commitment.
- 1.2. School top management refers to the Principal or his/ her delegates.
- 1.3. The scope of the environmental policy is not confined. The following aspects are listed for consideration, i.e., energy, water, waste and recycling, carbon reduction, etc.

(b) Environmental Targets

1. *Management Documents – Environmental Targets*
- 1.1. The Applicant shall provide the environmental targets endorsed by the school top management.
- 1.2. School top management refers to the Principal or his/ her delegates.
- 1.3. The targets could be in the form of descriptive statement or metric KPIs, for example:

- 1.3.1. Reducing at least 5% of energy consumption by Year 2025;
- 1.3.2. To promote environmental awareness of students through organising different types of activities.
- 1.4. There is no specific requirement for schools in terms of the targets. Schools can set up their own environmental targets in accordance with their own operational mode and development plan.

(c) Environmental Management Plan

1. *Management Documents – Environmental Management Plan*
- 1.1. The Applicant shall provide an environmental management plan endorsed by the school top management.
- 1.2. School top management refers to the Principal or his/ her delegates.
- 1.3. **1** credit point for providing an environmental management plan covering one of the listed aspects,



and maximum **2** credit points could be achieved:

- 1.3.1. Energy;
- 1.3.2. Water;
- 1.3.3. Waste & recycling;
- 1.3.4. Carbon footprint reduction.
- 1.4. The Applicant shall provide the environmental management plan with the following elements as a minimum:
 - 1.4.1. Objectives and targets;
 - 1.4.2. High level commitment;
 - 1.4.3. Strategies in improving the environmental performance of the claimed aspect;
 - 1.4.4. Monitoring of performance;
 - 1.4.5. Feedback channels; and
 - 1.4.6. Progress report to top management.
- 1.5. There is no specific requirement for schools in terms of the environmental management plan. Schools can set up their own plan in accordance with their own operational mode and development plan.

(d) Green Purchasing Plan

1. *Management Documents – Green Purchasing Plan*
 - 1.1. The Applicant shall provide a green purchasing plan endorsed by the school top management.
 - 1.2. School top management refers to the Principal or his/her delegates.
 - 1.3. The Applicant shall make reference to the following listed items in developing their own plan:
 - 1.3.1. Durable materials, goods, products and equipment;
 - 1.3.2. Materials with low embodied carbon;
 - 1.3.3. Locally produced materials where available;
 - 1.3.4. Wood products from well-managed sources;
 - 1.3.5. Products which do not use CFCs, HCFCs, halons;
 - 1.3.6. Finishes; paints, adhesives, etc., with low levels of emissions;
 - 1.3.7. Minimal packaging and/ or recyclable packaging;
 - 1.3.8. Products with high recyclable contents;
 - 1.3.9. Products that are recyclable;
 - 1.3.10. Energy efficient appliances and equipment;
 - 1.3.11. Water efficient appliances.
 - 1.4. The above list is not exhaustive and it serves as a reference for schools. It is not necessary to include all the above listed items in the green purchasing plan. The Applicant shall compose their green purchasing plan which adequately covers the materials with respect to

their own operational needs.

(e) Electronic Operation and Maintenance (O&M) Facility

1. *Narratives – Electronic O&M Facility Narrative*
 - 1.1. The Applicant shall provide a one-page narrative to describe the electronic operation and maintenance (O&M) platform adopted in the school.
 - 1.2. The electronic O&M platform could be in the form of the following:
 - 1.2.1. School intranet;
 - 1.2.2. Share drive;
 - 1.2.3. Cloud storage.
2. *Records – Screenshot Record*
 - 2.1. Sample screenshots shall be provided to demonstrate the following documents are uploaded to the O&M platform for easy retrieval:
 - 2.1.1. School layout plan;
 - 2.1.2. Engineering drawings; and
 - 2.1.3. O&M instructions.



Sustainable Leadership and Learning
SLL-01 High Level Commitment

SLL-01-02 Good Environmental Practices

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
5	(a) Energy Conservation 1. A short <i>narrative</i> describing the implemented energy conservation practices.	
5	(b) Water Conservation 1. A short <i>narrative</i> describing the implemented water conservation practices.	
5	(c) Waste and Recycling 1. A short <i>narrative</i> describing the implemented waste & recycling practices.	

Documentation Requirement

(a) Energy Conservation

1. *Narratives – Good Energy Conservation Practices*
- 1.1. The short narrative shall include the following:
 - 1.1.1. A summary table summarising the adopted good practices; and
 - 1.1.2. Implementation records of the adopted good environmental practices.
- 1.2. The Applicant could achieve **1** credit point for implementing any one of the following listed strategies.
- 1.3. Maximum **5** credit points could be achieved.
- 1.4. Below are some recommended good practices in energy conservation. *Recommended submittals* are also provided for reference:
 - 1.4.1. Setting up guidelines for the operation of air-conditioning system in classrooms (*Classroom guideline showing the A/C should only be switched on at certain outdoor temperatures*);
 - 1.4.2. Turn off lights, computers, monitors and other electrical equipment when not in use (*Photographs showing equipment is switched off*);
 - 1.4.3. Display energy saving reminder signs/ stickers/ posters for power-off action (*Photographs showing the displayed reminder signs/ stickers/ posters*);
 - 1.4.4. Adopt natural ventilation (i.e., open windows and doors) and use fans when the outdoor air temperature is under prescribed conditions according to school's own operation needs (*Classroom guideline/ photographs*);

- 1.4.5. Maintain indoor temperature between 24°C to 26°C for all air-conditioned rooms (*Classroom guideline/ photographs*);
- 1.4.6. Turn on the fan together with the air conditioner to increase the airflow distribution, so a higher temperature set-point of air conditioner temperature can be set, i.e., beyond 26°C (*Classroom guideline/ photographs*);
- 1.4.7. Remove lighting tubes at over-lit areas (*Photographs showing lux measurement and de-lamping*);
- 1.4.8. Regular cleaning of air-conditioner filters and lighting tubes (*Cleaning schedule/ records/ photographs showing the regular cleaning*);
- 1.4.9. Standby electrical appliances need to be switched off via the wall socket (*Photographs*);
- 1.4.10. Staff and students to report failing lamps for maintenance when possible (*Extract of reporting logbook/ instructions*).
- 1.5. The above list (both the good practices and recommended submittals) is not exhaustive. The Applicant shall adopt the good practices with respect to their own operational needs.

(b) Water Conservation

1. *Narratives – Good Water Conservation Practices*
- 1.1. The short narrative shall include the following:
 - 1.1.1. A summary table summarising the adopted good practices; and
 - 1.1.2. Implementation records of the adopted good environmental practices.



- 1.2. The Applicant could achieve **1** credit point for implementing any one of the following listed strategies.
 - 1.3. Maximum **5** credit points could be achieved.
 - 1.4. Below are some recommended good environmental practices in water conservation. **Recommended submittals** are also provided for reference:
 - 1.4.1. Turn off all taps, drinking fountains and water dispensers when not in use (*Photographs*);
 - 1.4.2. Display water saving reminder signs/ stickers/ posters to encourage water saving action (*Photographs showing the displayed reminder signs/ stickers/ posters*);
 - 1.4.3. Staff and students to report all water leakage (*Provide extract of reporting logbook/ instructions*);
 - 1.4.4. Avoid using running water for cleaning purpose (*Photographs*);
 - 1.4.5. Check water meters or water bills regularly to locate irregular water consumption (*Water meter records/ water bills*);
 - 1.4.6. Regular inspection of water fixtures (*Inspection records/ photographs*);
 - 1.4.7. Avoid watering the plants between 11:00 to 14:00 of the day to minimise evaporation loss (*Irrigation records/ logbook/ timer setting of irrigation/ photographs*).
- (c) Waste and Recycling**
1. *Narratives – Waste and Recycling Practices*
 - 1.1 The short narrative shall include the following:
 - 1.1.1 A summary table summarising the adopted good practices; and
 - 1.1.2 Implementation records of the adopted good environmental practices.
 - 1.2 The Applicant could achieve **1** credit point for implementing any one of the following listed strategies.
 - 1.3. Maximum **5** credit points could be achieved.
 - 1.4. Below are some good environmental practices in waste and recycling aspect. Recommended submittals are also provided for reference:
 - 1.4.1. Display recycling reminder signs/ posters to encourage recycling (*Photographs showing the displayed reminder signs/ stickers/ posters*);
 - 1.4.2. Adopt electronic-notice system (*Screen capture of the electronic-notice system*);
 - 1.4.3. Use of electronic teaching materials and assignments (*Softcopy of the electronic teaching materials/ assignments*);
 - 1.4.4. Utilise reuse/ refillable office and classroom stationeries when possible, rather than buying new ones (*Photographs*);
 - 1.4.5. Provide a recycle box for paper in every classroom (*Photographs*);
 - 1.4.6. Printing/ photocopying on both sides of paper (*Photographs*);
 - 1.4.7. Use of printing credit/ quota system (*Photographs*);
 - 1.4.8. Reuse of festive decorations (*Photographs*);
 - 1.4.9. Organising recycling campaign for “school materials” such as school blazers/ school jackets/ textbooks/ musical instruments etc. (*Photographs*);
 - 1.4.10. Avoid using single-use plastics in school, such as straws/ tea & coffee cup etc. (*Photographs*);
 - 1.4.11. Use of refillable water bottles (*Photographs*);
 - 1.4.12. Encourage students to bring their lunch boxes in reusable containers (*Photographs*);
 - 1.4.13. Provision of reusable containers and encourage staff/ students to use when buying take-away (*Photographs*);
 - 1.4.14. Surplus lunch boxes ordered can be shared with the community in need (*Photographs showing the surplus lunch boxes are shared with the community*);
 - 1.4.15. Implementation of measure(s) on Food Waste Reduction Good Practice Guide (*Photographs showing the implemented measures*);
 - 1.4.16. Adopt upcycling practices (*Photographs of the upcycling products*).
 - 1.5 The above list (both the good practices and recommended submittals) is not exhaustive. The Applicant shall adopt the good practices with respect to their own operational needs.



Sustainable Leadership and Learning
SLL-02 Environmental Learning

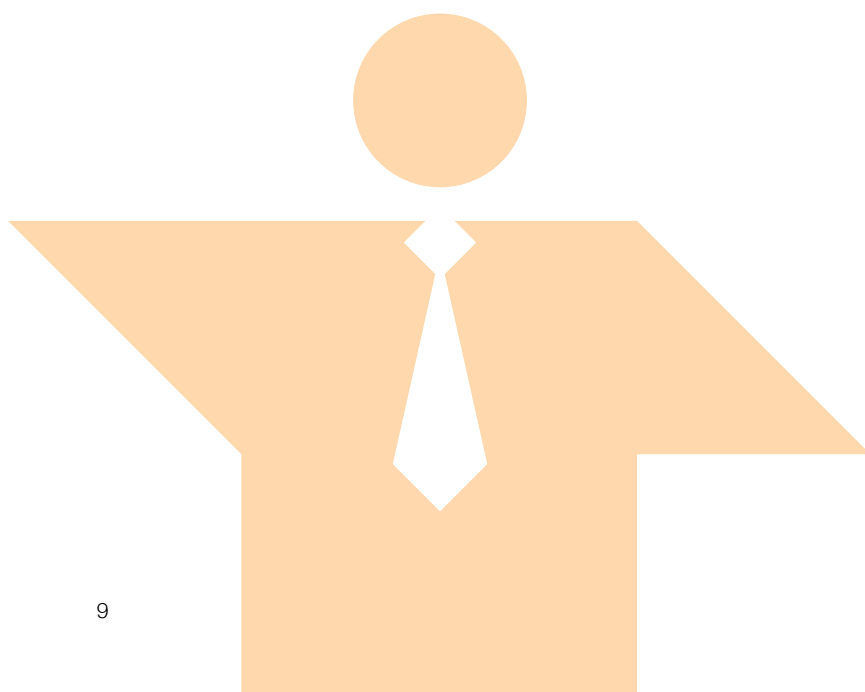
SLL-02-01 Staff Awareness

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
	1. <i>Training records</i> of the staff members.	

Documentation Requirement

1. *Records – Staff Training Records*
 - 1.1. The Applicant shall provide internal/ external training records, for the relevant staff members, such as:
 - 1.1.1. Attendance list showing the staff members’ training records, **OR**
 - 1.1.2. Photographs of the training sessions.
 - 1.2. The themes and topics of the training shall be related to environmental and sustainability issues.
 - 1.3. There is no requirement on the number of staff members to attend the training. However, the staff members who are responsible for school environmental affairs shall attend the training.
 - 1.4. There is no minimum training hour requirement for the assessment.









Sustainable Leadership and Learning
SLL-02 Environmental Learning

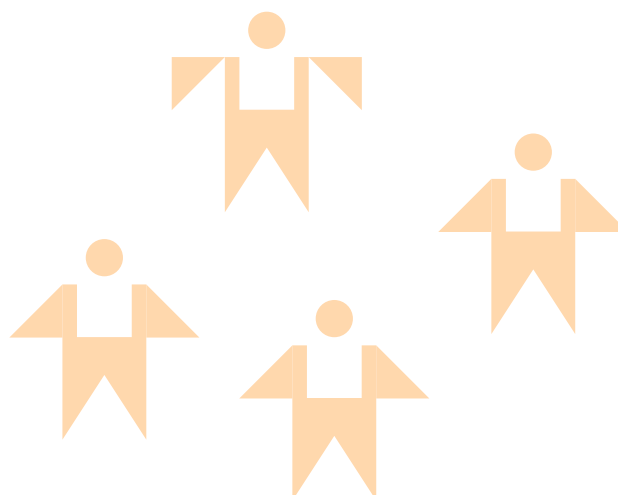
SLL-02-02 Green Prefect

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<ol style="list-style-type: none"> 1. A <i>summary table</i> listing the appointed green prefects and responsible teacher advisor(s). 2. Sample of completed <i>inspection checklists</i>. 3. <i>Photographic records</i> of the inspection. 4. <i>Copy of Certificate of Appreciation</i> issued by ECC. (For Alternative Route) 	   

Documentation Requirement

1. *Records – School Green Prefect Record*
 - 1.1. The Applicant shall appoint at least 1 student from each class as Green Prefect.
 - 1.2. The Applicant shall appoint at least 1 student as the Head of Green Prefect.
 - 1.3. The Applicant shall provide a summary table listing the appointed green prefects and the responsible teacher advisor(s) for the assessment.
2. *Records – Implementation Records*
 - 2.1. The following implementation records of the performance year shall be provided for assessment:
 - 2.1.1. Samples of completed inspection checklists with reference to the Environmental Campaign Committee (ECC) Green Prefect (GP) programme; and
 - 2.1.2. Photographic records of inspections carried out in 2.1.1.
3. *Records – Certificate of Appreciation (For alternative route only)*
 - 3.1 **Alternatively,** 1 credit point can be achieved for submitting a valid Certificate of Appreciation of GP programme issued by ECC demonstrating the participation of GP programme.





Sustainable Leadership and Learning
SLL-02 Environmental Learning

SLL-02-03 Extended Environmental Education

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
2	1. A narrative/ teaching plan describing the teaching materials.	
	2. Softcopies of sample teaching materials.	

Documentation Requirement





1. Narratives – A narrative/ teaching plan describing the teaching materials
 - 1.1. The Applicant shall provide a narrative/ teaching plan, describing the teaching contents are beyond the requirements of Education Bureau's (EDB) teaching syllabus.
 - 1.2. The teaching plan shall cover different levels of students in school.
 - 1.3. The environmental topics include:
 - 1.3.1. Energy conservation;
 - 1.3.2. Water conservation;
 - 1.3.3. Green building;
 - 1.3.4. Resources management;
 - 1.3.5. Biodiversity & nature conservation;
 - 1.3.6. Introduction of UN's Sustainable Development Goals;
 - 1.3.7. Climate change;
 - 1.3.8. Fair-trade;
 - 1.3.9. Other themes proposed by the Applicant.
 - 1.4. There is no minimum teaching hour requirement. The extended teaching materials shall cover at least 2 or 4 topics as stated in item 1.3 above to achieve 1 or 2 credit points, respectively.
2. Records – Softcopies of sample teaching materials
 - 2.1. The Applicant shall provide copy of the samples teaching material(s), such as teaching notes/ presentation slides/ worksheets/ assignments for the assessment. There is no specific requirement on the teaching format and contents of the teaching materials. The teaching themes shall cover the listed topics in item 1.3 above.



Sustainable Leadership and Learning
SLL-02 Environmental Learning

SLL-02-04 Other Learning Experiences

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	(a) Duration of Other Learning Experiences 1. A <i>summary table</i> summarising the information of the organised school activities. 2. <i>Implementation records</i> of the organised activities.	 
4	(b) Type of Other Learning Experiences 1. A <i>summary table</i> summarising the information of the organised school activities. 2. <i>Implementation records</i> of the organised activities.	 

Documentation Requirement

(a) Duration of Other Learning Experiences

1. *Records – Environmental Activities Summary Record*
- 1.1. Schools shall regularly organise activities to promote environment and sustainability awareness.
- 1.2. 1 credit point for organising at least **10 hours** of environmental activities.
- 1.3. The context of the activity must be related to environmental and sustainability.
- 1.4. The Applicant shall provide a summary table (in MS Excel format) listing out the environmental activity(ies) organised in the past school performance year. A template of the summary table is provided in **Appendix 7.2** for reference.
- 1.5. The participation rate is not assessed.
2. *Records – Implementation Records*
- 2.1. The Applicant shall provide records of the organised activity(ies), i.e., promotional materials/ photographic records, etc., for assessment.

(b) Type of Other Learning Experiences

1. *Records – Environmental Activities Summary Record*
- 1.1. Schools shall organise different types of activities to promote environmental and sustainability awareness.
- 1.2. 1 credit point for organising any one type of activities from the following list and a maximum of 4 credit points can be achieved. **Recommended submittals** are also provided for reference:
 - 1.2.1. Education talk (*Photographs*);
 - 1.2.2. In-class training course by teachers (*Training materials/ photographs*);
 - 1.2.3. Environmental competition (*Promotion materials/*

photographs;

- 1.2.4. Participation in BEAM Plus submission (*Photographs*);
- 1.2.5. Green building tour (*Promotion materials/ photographs*);
- 1.2.6. Training video (*Softcopy of the video*);
- 1.2.7. Education digital game (*Screenshot of the digital game*);
- 1.2.8. Field trip study (*Promotion materials/ photographs*);
- 1.2.9. Environmental week (*Promotion materials/ photographs*);
- 1.2.10. Other activities proposed by the Applicant (*Narrative and photographs*).

- 1.3. The above list of recommended submittals is not exhaustive. The Applicant shall organise the environmental activity(ies) with respect to their own needs.
- 1.4. The context of the activity must be related to environmental and sustainability.
- 1.5. The Applicant shall provide a summary table listing out the different environmental activity(ies) organised in the past school performance year. A template of the summary table is provided in **Appendix 7.2** for reference.
- 1.6. The participation rate is not assessed.
2. *Records – Implementation Records*
- 2.1. The Applicant shall provide records of the organised activity(ies), i.e., promotional materials/ photographic records, etc., for assessment.



Sustainable Leadership and Learning

SLL-03 Engagement

SLL-03-01 Environmental Corner

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<p>(a) Environmental Corner Display</p> <p>1. <i>Photographs or screen captures</i> (if electronic platform is adopted) demonstrating the required information is posted at the Environmental Corner/ Board.</p>	
1	<p>(b) Environmental Bulletins</p> <p>1. <i>Photographs or screen captures</i> (if electronic platform is adopted) demonstrating the environmental bulletins is posted at the Environmental Corner/ Board.</p>	

Documentation Requirement

(a) Environmental Corner Display

1. *Records – Environmental Corner Display Records*
- 1.1. Schools shall have an Environmental Corner with adequate environmental information and learning materials covered.
- 1.2. The format of the Environmental Corner is not regulated. It could be a notice board at a prominent location in the school or an electronic platform, e.g., school intranet, social media, mobile application, etc.
- 1.3. The Applicant is required to provide records (i.e., photographs/ screenshots of electronic platforms) showing the following items are displayed at the Environmental Corner:
 - 1.3.1. School’s environmental policy and targets; **AND**
 - 1.3.2. At least 2 of the following school environmental performance indicator:
 - Annual electricity consumptions;
 - Annual fresh water consumptions;
 - Energy Utilisation Index (EUI);
 - Water Efficient Index (WEI);
 - Resource Recycling Index (RRI);
 - Carbon footprint.

- 1.1.3. Green building;
- 1.1.4. Resources management;
- 1.1.5. Biodiversity & nature conservation;
- 1.1.6. Introduction of UN’s Sustainable Development Goals;
- 1.1.7. Climate change;
- 1.1.8. Fair-trade;
- 1.1.9. Other themes proposed by the Applicant.
- 1.2. Photographic records/ screenshots records of the electronic platforms are required to demonstrate the required information are displayed at the Environmental Corner.

(b) Environmental Bulletins

1. *Records – Environmental Corner Display Records*
- 1.1. The Applicant is required to share news bulletins or learning materials on the Environmental Corner, the information must cover at least 2 of the following environmental topics:
 - 1.1.1. Energy conservation;
 - 1.1.2. Water conservation;





Sustainable Leadership and Learning

SLL-03 Engagement

SLL-03-02 Environmental Communication

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	1. A <i>narrative</i> describing the communication channels adopted.	

Documentation Requirement

1. *Narratives – Environmental Communication Narrative*
 - 1.1. The Applicant shall provide a One-page narrative describing the communication channels adopted and implementation records of the environmental communication channels.
 - 1.2. The Applicant shall setup at least 2 of the following communication channels for exchanging and sharing knowledge/ feedback on school environmental issues. [Recommended submittals](#) are also provided for reference:
 - 1.2.1. Suggestion box (*Photographs*);
 - 1.2.1. Assembly talk (*Photographs*);
 - 1.2.3. Recess/ lunch break sharing session (*Photographs*);
 - 1.2.4. Open day (*Photographs*);
 - 1.2.5. Sharing on joint-school or outside event (*Photographs*);
 - 1.2.6. Environmental related programmes organised by Parent-Teacher Association (*Promotion material/ photographs*);
 - 1.2.7. Campus TV Channel (*Photographs*);
 - 1.2.8. Other channels proposed by the Applicant (*Narratives and photographs*).
 - 1.3. The above list of recommended submittals is not exhaustive. The Applicant shall adopt their communication channels in accordance with their own needs.
 - 1.4. **1** credit point for adopting at least 2 of the above communication channels.
 - 1.5. Photographic records of the event shall be provided for assessment.



Efficient Use of Resources

EUR-01 Decarbonisation Actions

EUR-01-01 Energy Efficient Equipment

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<p>(a) Air Conditioning Units</p> <p>1. <u>For schools equipped with window-type and split-type air conditioning (A/C) units:</u></p> <p>1.1. A summary table showing information of all the A/C units.</p> <p>1.2. Photographs of the installed A/C units with energy label.</p>	
1	<p>2. <u>For schools equipped with other A/C equipment:</u></p> <p>2.1. A summary table showing information of all the central A/C equipment.</p> <p>2.2. Photographs of the central A/C equipment.</p> <p>2.3. Equipment catalogue of the central A/C equipment.</p>	
1	<p>(b) School Equipment</p> <p>1. A summary table showing information of all the listed school equipment.</p> <p>2. Photographs of the installed school equipment with energy efficiency label.</p>	
1	<p>(c) Efficient Lighting System</p> <p>1. A lighting summary calculation demonstrating at least 30% of the school floor areas are served by LED lighting.</p> <p>2. As-fitted school lighting layout drawings.</p> <p>3. Lighting catalogue of the installed fixtures.</p> <p>4. Photographs of the installed lighting fixtures.</p>	
1	<p>(d) Provision of Task Lighting</p> <p>1. Annotated layout plan showing that at least 80% of the workstation in staff rooms and general offices are equipped with task lighting.</p> <p>2. Photographs showing the provision of the task lighting at staff rooms and general offices.</p>	

Documentation Requirement

(a) Air Conditioning Units

1. For schools equipped with window-type and split-type air conditioning (A/C) units:
 - 1.1. **1** credit point for all A/C units, including both window-type and split-type units, retrofitted within the past 3 years, shall be certified under EMSD **Grade 1** Energy Efficiency Label at the time of retrofitting works.
 - 1.1.2. Energy Efficiency Label refers to both Mandatory Energy Efficiency Labelling Scheme (MEELS) and Voluntary Energy Efficiency Labelling

- 1.1.3. The Applicant shall provide a summary table showing the following information of the A/C units. A template of the summary table is provided in **Appendix 7.2** for reference.
 - Quantity;
 - Year of installation;
 - Brand and model number;
 - EMSD registration number; **AND**
 - Area of serving.
- 1.1.4. **Alternatively**, if no retrofitting works were carried out in the past 3 years, credit point can also



- be achieved if 100% of the A/C units installed in the school are certified with EMSD Grade 1 Energy Efficiency Label.
- 1.2. *Records – Photographic Records*
 - 1.2.1. Photographs of the installed A/C with EMSD Grade 1 energy label.
 2. For schools equipped with other A/C equipment:
 - 2.1. Other A/C equipment refers to the following types of A/C equipment:
 - 2.1.1. Multi-split type/ Variable refrigerant flow (VRF) systems;
 - 2.1.2. Air-cooled chiller;
 - 2.1.3. Water-cooled chiller;
 - 2.1.4. Chilled water provided from District Cooling System (DCS) plant.
 - 2.2. **1** credit point for demonstrating compliance of the following paths where applicable:
 - 2.2.1. Compliance Route 1:
 - (a) For multi-split type/ VRF/ chiller systems, the minimum coefficient of performance (COP) should be **2%** better than the specified requirement under the applicable version of the Building Energy Code at the time of installation works; **AND**
 - (b) **All** the associated A/C water pump(s) and cooling tower(s) (if water-cooled chiller system is adopted) are variable speed driver (VSD) driven. **OR**
 - 2.2.2. Compliance Route 2:
 - (a) Schools with chilled water that is supplied from District Cooling System (DCS) plant.
 - 2.3. *Technical Documents – A/C Equipment Summary Schedule:*
 - 2.3.1. For **Compliance Route 1**, the Applicant shall provide a summary table showing the following information of the central A/C equipment. A template of the summary table is provided in **Appendix 7.2** for reference.
 - Quantity
 - Year of installation;
 - Brand and model number;
 - COP showing the compliance of the credit requirement; **AND**
 - Area of serving.
 - 2.4. *Technical Documents – Equipment Catalogue*
 - 2.4.1. For **Compliance Route 1**, the Applicant shall provide **equipment catalogues** of the central A/C equipment.
 - 2.5. *Records – Photographic Records*
 - 2.5.1. For **Compliance Route 1**, the Applicant shall provide *photographs* of name plate of the installed A/C equipment, VSD driven A/C water pumps and cooling tower.
 - 2.5.2. For **Compliance Route 2**, the Applicant shall provide photographs of the DCS sub-station at school.

(b) School Equipment

 1. *Technical Document – School Equipment Summary Schedule*
 - 1.1. **1** Credit point for demonstrating at least 3 types of the following listed equipment procured within the past 3 years are with EMSD Energy Label or ENERGY STAR certified, including:
 - 1.1.1. Photocopiers;
 - 1.1.2. Multifunction devices;
 - 1.1.3. Printers;
 - 1.1.4. LCD monitors;
 - 1.1.5. Fax machines;
 - 1.1.6. Hot/ cold bottled water dispensers;
 - 1.1.7. Refrigerators;
 - 1.1.8. Televisions;
 - 1.1.9. Computers.
 - 1.2. **Alternatively**, if no procurement was carried out in the past 3 years, credit point can also be achieved if at least 3 types of the above school equipment are 100% certified with EMSD Energy Label or ENERGY STAR.
 - 1.3. The Applicant shall provide a summary table showing the following information. A template of the summary table is provided in **Appendix 7.2** for reference.
 - 1.3.1. Quantity;
 - 1.3.2. Year of Installation
 - 1.3.3. Brand and model number;
 - 1.3.4. EMSD/ ENERGY STAR registration number; **AND**
 - 1.3.5. Area of serving.
 2. *Records – Photographic Records*

(c) Efficient Lighting System

 1. *Technical Document - Lighting Summary Calculation*
 - 1.1. The Applicant shall provide a summary table showing at least 30% of the school floor areas are served by LED lighting.
 - 1.2. The summary table shall include the following information to demonstrate the compliance. A template



of the summary table is provided in **Appendix 7.2** for reference.

- 1.2.1. School total floor area;
- 1.2.2. Space areas installed with LED lighting; and
- 1.2.3. Calculation of percentage of school floor area served by LED lighting.

2. *Drawings – As-fitted School Lighting Layout*

- 2.1. The Applicant shall provide the as-fitted school lighting layout drawings with area indication showing the provision of LED lighting.

3. *Technical Document – Lighting Catalogues*

- 3.1. The Applicant shall provide catalogues of the installed LED lighting.

4. *Records – Photographic Records*

- 4.1. The Applicant shall provide photographs of the installed LED lighting at the claimed area.

(d) Use of Task Lighting

1. *Drawings – Annotated Layout Plan*

- 1.1. **1** credit point for providing task lighting (i.e., desk lamp) for the teachers and staff members.
- 1.2. The Applicant shall provide an annotated layout plan showing at least 80% of the workstations in the staff rooms and general offices are equipped with desk lamp.

2. *Records – Photographic Records*

- 2.1. The Applicant shall provide photographs showing the provision of task lightings.



Efficient Use of Resources

EUR-01 Decarbonisation Actions

EUR-01-02 Energy Efficient Measures

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<p>(a) Energy Audit</p> <p>1. A walk-through <i>energy audit report</i>.</p>	
5	<p>(b) Energy Efficient Measures</p> <p>1. A <i>report</i> describing the listed energy efficient measures adopted in school within the past 3 years.</p>	

Documentation Requirement

(a) Energy Audit

1. *Technical Document – Energy Audit Report*
- 1.1. 1 credit point for engaging a competent professional to conduct a walk-through energy audit for school within the past 5 years from the date of submission.
- 1.2. The Applicant shall provide the walk-through energy audit report endorsed by the competent professional for assessment.
- 1.3. The report shall include the energy consumption for the selected 36-month period, findings and energy management opportunities (EMOs).

(b) Energy Efficient Measures

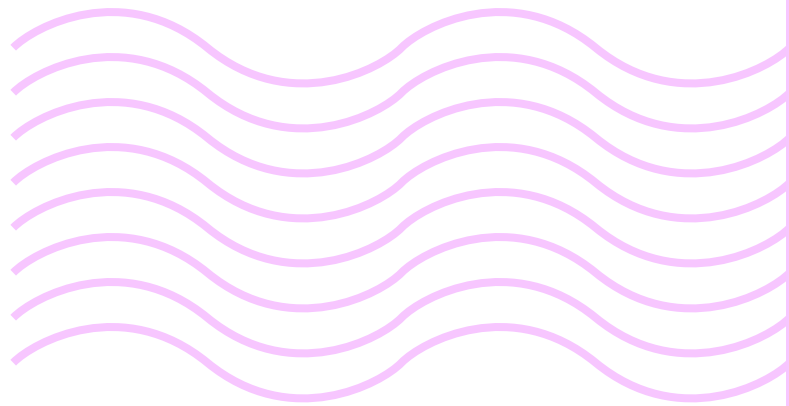
1. *Technical Document – Energy Efficient Measures Report*
- 1.1. The Applicant shall implement different energy efficient measures to enhance the school's energy performance through the following approaches.
- 1.2. 1 credit point for implementing any one of the following energy efficient measures. Maximum 5 credit points can be achieved.
 - 1.2.1. Install timer control for lighting and air conditioning systems and cover at least 80% of the classrooms and special rooms;
 - 1.2.2. At least 30% of all not normally occupied areas including break rooms, copy rooms, corridors, entrance lobby, toilets, staircases, lift lobbies, and plant room areas, etc., are installed with lighting control, such as photo and/ or occupancy sensors;
 - 1.2.3. Having zoning controls for interior lighting. Lighting fixtures at the window perimeter can be dimmed or turned off on a sunny day;

- 1.2.4. Replacing ≥80% T8 lighting fixtures to LED lightings;
- 1.2.5. 50% of window areas facing East or West with direct access to sunlight are applied with solar window film;
- 1.2.6. Use light reflectors such as, mirror reflectors and nano- technology reflector;
- 1.2.7. A/C outdoor units should be shielded from direct sunlight by louvres or located under canopies;
- 1.2.8. Regular inspection and maintenance of air-conditioning units, insulation of pipe works and window glazing;
- 1.2.9. Install power meters for energy monitoring;
- 1.2.10. Conduct retro-commissioning;
- 1.2.11. Other energy efficient measures proposed by the Applicant.
- 1.3. The following table summarises the submittals for each energy efficient measure.

Items	Drawings	Calculation	Records/ Report	Equipment Catalogue	Photo Records
1.2.1.	✗	●	✗	✗	●
1.2.2.	●	●	✗	●	●
1.2.3.	✗	✗	✗	✗	●
1.2.4.	●	●	✗	●	●
1.2.5.	●	●	✗	✗	●
1.2.6.	✗	✗	✗	✗	●
1.2.7.	✗	✗	✗	✗	●
1.2.8.	✗	✗	✗	✗	●
1.2.9.	✗	✗	✗	●	●
1.2.10.	✗	✗	●	✗	●



- 1.4. For other energy efficient measures proposed by the Applicant, narrative and implementation records of the proposed measures shall be provided.
- 1.5. The Applicant shall provide a detailed report describing the listed energy efficient measures adopted in school and the corresponding implementation records. The report shall include the following elements as a minimum:
 - 1.5.1. A narrative to describe the adopted energy efficient measures;
 - 1.5.2. A summary table showing the energy efficient measures adopted/ installed and the date of implementation; **AND**
 - 1.5.3. The required submittals for each of the claimed energy saving measures.









Efficient Use of Resources

EUR-01 Decarbonisation Actions

EUR-01-03 Renewable Energy

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<p>(a) Renewable Energy</p> <ol style="list-style-type: none"> 1. A <i>narrative</i> summarising the provision of renewable energy feature(s) installed on campus. 2. <i>Photographs</i> of the installed renewable energy feature(s). 	 
1	<p>(b) Education and Learning</p> <ol style="list-style-type: none"> 1. A <i>narrative</i> summarising how to make use of the installed renewable energy feature(s) for educational purposes. 2. <i>Photographs</i> of teaching. 	 

Documentation Requirement

(a) Renewable Energy

1. *Narrative – Renewable Energy Narrative*
 - 1.1. The Applicant shall provide a narrative describing the provision and details of **at least one** type of renewable energy feature is installed on campus.
 - 1.2. The quantity and power output of the installed renewable energy feature(s) will not be assessed.
2. *Records – Photographic Records*
 - 2.1. The Applicant shall provide photographs of installed renewable energy feature(s).

(b) Education and Learning

1. *Narrative – Renewable Energy Education Narrative*
 - 1.1. The Applicant shall provide a narrative/ teaching plan summarising how to make use of the installed renewable energy feature(s) for educational purposes
 - 1.2. There is no minimum teaching hour requirement and regulation on the context, format and style of the teaching.
2. *Records – Photographic Records*
 - 2.1. The Applicant shall provide photographs of teaching.



Efficient Use of Resources

EUR-01 Decarbonisation Actions

EUR-01-04 Water Efficient Fixtures

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
2	(a) Water Efficient Devices	
	1. A <i>schedule</i> summarising all water devices installed in school and calculation demonstrating the quantity could fulfill the requirement.	
	2. <i>Registry of the WELS</i> products extracted from WSD’s website/ registration certificate of WELS.	
2	(b) Water Efficient Flushing Devices	
	1. A <i>schedule</i> summarising all water flushing devices installed in school and calculation showing the quantity could fulfill the requirement.	
	2. <i>Registry of the WELS products</i> extracted from WSD’s website/ registration certificate of WELS.	
	3. <i>Photographs</i> of the installed water efficient flushing devices.	

Documentation Requirement

(a) Water Efficient Devices

1. *Technical Document – Water Efficient Devices Schedule*
- 1.1. The Applicant shall install water efficient devices/ flow controllers that are certified under Water Supplies Department’s (WSD) WELS Grade 1 for the following types of water fixtures:
 - 1.1.1. Basin taps and mixers;
 - 1.1.2. Shower heads;
 - 1.1.3. Kitchen/ pantry sink taps;
 - 1.1.4. Flow controllers.
- 1.2. The Applicant shall provide a schedule summarising the required information of all water devices installed in schools and the calculation demonstrating the quantity could fulfill the requirement. A template of the schedule is provided in **Appendix 7.2** for reference.

Number of Credit Points	1	2
Total number of water devices are certified under WELS Grade 1 or equipped with flow controllers of WELS Grade 1	≥30%	≥50%

2. *Technical Documents – Registry of the WELS Products*

- 2.1. The Applicant shall provide the registry of the WELS products extracted from WSD’s website or registration

certificate of WELS to demonstrate the compliance.

3. *Records – Photographic Records*

- 3.1. The Applicant shall provide photographs of the installed water efficient devices.

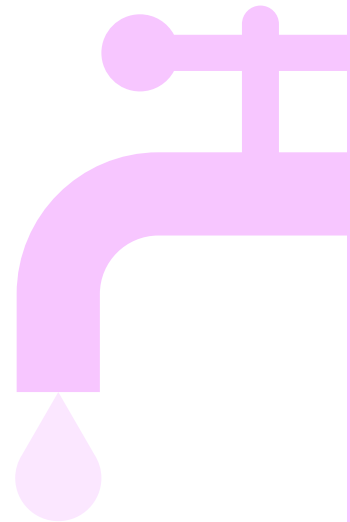
(b) Water Efficient Flushing Devices

1. *Technical Document – Water Efficient Flushing Devices Schedule*
- 1.1. The Applicant shall install water efficient flushing devices that are certified under Water Supplies Department’s (WSD) WELS Grade 1 for the following types of equipment:
 - 1.1.1. Water closets;
 - 1.1.2. Urinal equipment.
- 1.2. The Applicant shall provide a schedule summarising the required information of all flushing devices installed in school and the calculation demonstrating the quantity could fulfill the requirement. A template of the schedule is provided in **Appendix 7.2** for reference.

Number of Credit Points	1	2
Total number of water efficient flushing devices are certified under WELS Grade 1	≥30%	≥50%



2. Technical Documents – *Registry of the WELS Products*
 - 2.1. The Applicant shall provide the registry of the WELS products extracted from WSD’s website or registration certificate of WELS to demonstrate the compliance.
3. *Records – Photographic Records*
 - 3.1. The Applicant shall provide photographs of the installed water efficient flushing devices.





Efficient Use of Resources

EUR-01 Decarbonisation Actions

EUR-01-05 Water Efficient Measures

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
5	1. A report describing the listed water efficient measures adopted in school.	

Documentation Requirement

1. Technical Document – Water Efficient Measures Report

1.1. The Applicant shall implement different water efficient measures to reduce potable water consumption through the following approaches.

1.2. **1** credit point for implementing any one of the following water saving measures. Maximum **5** credit points can be achieved.

- 1.2.1. Install rainwater harvesting system;
- 1.2.2. Install greywater recycling facility;
- 1.2.3. Reuse air-conditioning condensate water;
- 1.2.4. Install water sub-metering systems;
- 1.2.5. Install water leakage detector;
- 1.2.6. Use tap timers or a controlled water irrigation system;
- 1.2.7. Planting with native species to reduce irrigation water use;
- 1.2.8. Develop and maintain water use inventory;
- 1.2.9. Conduct annual water audit;
- 1.2.10. Other water efficient measures proposed by the Applicant.

1.3. The following table summaries the submittals for each water efficient measure:

Items	Drawings	Records/ Report	Equipment Catalogue	Photo Records
1.2.1.	●	✗	●	●
1.2.2.	●	✗	●	●
1.2.3.	●	✗	✗	●
1.2.4.	●	✗	●	●
1.2.5.	●	✗	●	●
1.2.6.	✗	✗	✗	●
1.2.7.	✗	●	✗	●
1.2.8.	✗	●	●	●
1.2.9.	✗	●	✗	✗

- 1.4. For other water efficient measures proposed by the Applicant, narrative and implementation records of the proposed measures shall be provided.
- 1.5. The Applicant shall provide a report describing the adopted water saving measures in school and the report shall include the following element as a minimum:
 - 1.5.1. A summary table showing the adopted water efficient measures;
 - 1.5.2. A narrative describing the adopted water efficient measures; **AND**
 - 1.5.3. The required submittals for each of the claimed water efficient measures.





Efficient Use of Resources

EUR-01 Decarbonisation Actions

EUR-01-06 Recycling Facilities

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<p>(a) Basic Recycling Facilities</p> <ol style="list-style-type: none"> <i>Annotated location plan</i> to indicate the provision of basic recycling facilities at prominent locations. <i>Photographs</i> of the basic recycling facilities. 	 
2	<p>(b) Enhanced Recycling Facilities</p> <ol style="list-style-type: none"> <i>Photographs</i> of the claimed enhanced recycling facilities. 	

Documentation Requirement

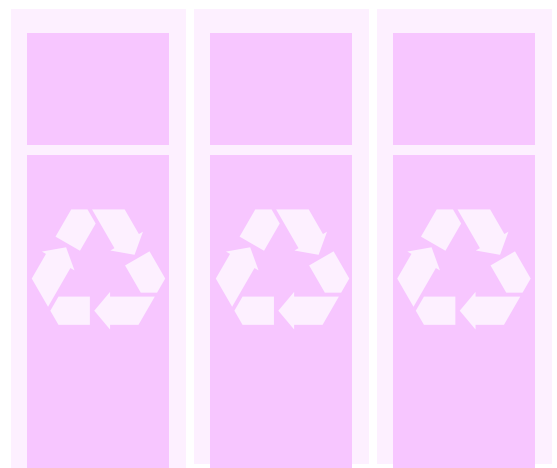
(a) Basic Recycling Facilities

- Drawings – Recycling Facilities Location Plan*
 - Basic recycling facilities for paper, plastic and metal shall be provided at prominent locations of the campus. Examples of prominent location are canteen, tuck shop, playground (open and covered), classrooms, lobbies and corridors, etc. It is not necessary to have the basic recycling facilities at all these prominent locations.
 - The size and quantity of the recycling facilities as well as the collection frequency will not be assessed.
 - Annotated school layout drawing indicating the location of the basic recycling facilities.
- Records – Photographic Records*
 - The Applicant shall provide photographs of the recycling facilities to demonstrate the compliance.

- The location and size of the enhanced recycling facilities as well as the collection frequency will not be assessed.
- The Applicant shall provide photographs of the claimed enhanced recycling facilities to demonstrate the compliance.

(b) Enhanced Recycling Facilities

- Records – Photographic Records*
 - 1 credit point for providing any one of the following recycling facilities/ areas. Maximum 2 credit points can be achieved:
 - Glass bottles;
 - Clothes;
 - Fluorescent lamps (CFLs and fluorescent tubes);
 - Rechargeable batteries;
 - Beverage cartons;
 - Composter for organic waste, including food waste and organic landscape waste;
 - Other recyclables proposed by the Applicant.
 - For each waste stream, provide at least one storage bin/ storage area for recycling.





Efficient Use of Resources

EUR-02 Benchmarking and Disclosure

EUR-02-01 School Environmental Performance

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	(a) Performance Indices	
	1. Energy Utilisation Index (EUI):	
	1.1. <i>Spreadsheet calculation</i> of the annual EUI.	
1	1.2. <i>Electricity bills</i> of the performance period.	
	2. Water Efficient Index (WEI):	
1	2.1. <i>Spreadsheet calculation</i> of the annual WEI.	
	2.2. <i>Water bills</i> of the performance period.	
1	3. Resource Recycling Index (RRI)	
	3.1. <i>Spreadsheet calculation</i> of the annual RRI.	
	3.2. <i>Waste disposal and recycling records</i> of the performance period.	
	(b) Self-Improvement	
2	1. Annual energy use reduction	
	1.1. <i>Spreadsheet</i> showing the calculation of percentage of energy reduction.	
2	1.2. <i>Electricity bills</i> of the baseline and performance period.	
	2. Annual freshwater usage reduction	
2	2.1. <i>Spreadsheet</i> showing the calculation of percentage of freshwater reduction.	
	2.2. <i>Water bills</i> of the baseline and performance period.	
2	3. Annual waste reduction/ Annual RRI enhancement	
	3.1. <i>Spreadsheet</i> showing the calculation of percentage of waste reduction/ RRI enhancement.	
	3.2. <i>Waste disposal/ recycle records</i> of the baseline and performance period.	

Documentation Requirement

(a) Performance Indices

1. *Technical Documents – Annual Environmental Performance Indices*

1.1. The Applicant shall calculate below listed annual environmental performance indices for assessment.

1 credit point for reporting any one of the environmental indices. Maximum **3** credit points can be achieved.

- 1.1.1. Energy Utilisation Index (EUI);
- 1.1.2. Water Efficient Index (WEI);
- 1.1.3. Resource Recycling Index (RRI).

1.2. The Applicant shall provide spreadsheet calculation of the claimed environmental indices and shall include both the monthly and annual data. A calculation template is provided in **Appendix 7.2** for reference.

1.3. The EUI should be calculated based on the following equation:

$$EUI = \frac{\text{Annual school electricity consumption}}{\text{School total area}}$$

Where,

Annual school electricity consumption = the total electricity consumption of the performance period.

School total area = the Internal Floor Area of the school.

The unit is kWh/m²/year.

1.4. The WEI should be calculated based on the following equation:

$$WEI = \frac{\text{Annual school fresh water consumption}}{\text{School total population}}$$



Where,

Annual school freshwater consumption = the total freshwater consumption of the performance period.
 School total population = the total number of student and staff of the school.

The unit is m³/person/year.

- 1.5. The RRI should be calculated based on the following equation:

$$RRI = \frac{\text{Total amount of recyclables}}{\text{Total amount of Municipal Solid Waste disposed of (kg) + Total amount of recyclables (kg)}} \times 100\%$$

2. *Records – Consumption Records*

- 2.1. The Applicant shall provide consumption records of the performance year including utility bills, waste disposal/ recycling records to support the calculated environmental performance indices.
 2.2. The following table summaries the evidence of schedule to be submitted for each performance index:

Performance Index	Spreadsheet Calculation	Utility Bills	Others
EUI	●	●	School Total Area
WEI	●	●	School Population
RRI	●	✘	Waste disposal and recycling records

(b) **Self-improvement**

1. *Technical Documents – Consumption Calculations*
 1.1. The Applicant shall provide spreadsheet calculation showing the consumption records extracted from the bills/ metering data/ records and calculation of percentage reduction. A calculation template is provided in **Appendix 7.2** for reference.
 1.2. The number of credit point(s) to be achieved shall be determined by referencing the reduction percentage using the electricity bill, water bill or waste & recycling records. Baseline year can be any years in the past 3 years.

1.2.1. EUI

Number of Credit Points	①	②
Annual energy use reduction	≥3%	≥5%

1.2.2. WEI

Number of Credit Points	①	②
Annual freshwater use reduction	≥1%	≥3%

1.2.3. RRI

Number of Credit Points	①	②
Annual waste reduction or Annual RRI enhancement	≥2%	≥5%

- 1.3. Data/ records of the performance year shall be used to compare with the baseline period.
 1.4. School shall provide spreadsheet showing the performance data extracted from the bills/ records and the calculation showing the waste reduction or increase of the resource recycling rate.
 2. *Records – Supporting Records*
 2.1. The Applicant shall provide supporting records including utility bills, waste disposal/ recycling records of the baseline and performance period to support the calculation.
 2.2. The following table summaries the evidence of schedule to be submitted for each environmental performance:

Performance	Spreadsheet Calculation	Utility Bills	Others
Energy Use	●	●	✘
Water Use	●	●	✘
Waste reduction/ RRI	●	✘	Waste/recycling records



Efficient Use of Resources

EUR-02 Benchmarking and Disclosure

EUR-02-02 Carbon Audit

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	1. A carbon audit or GHG emissions verification report endorsed by a competent professional.	

Documentation Requirement

1. *Technical Document – Carbon Audit Report*

- 1.1. The Applicant shall engage a competent professional to conduct carbon audit to account for and report on annual GHG emissions and removals for the school.
- 1.2. School shall provide a carbon audit or GHG emissions verification report of the school for assessment.
- 1.3. The boundary of the GHG accounting and reporting process shall be based on the “physical boundary” of school.
- 1.4. School shall make reference to any one of the following guidelines/ standards, or equivalent:
 - 1.4.1. Guidelines to Account for and Report on Greenhouse Gas Emissions and Removals for Buildings (Commercial, Residential or Institutional Purposes) in Hong Kong, issued by Electrical & Mechanical Services Department (EMSD) and Environmental Protection Department (EPD);
 - 1.4.2. Greenhouse Gas Protocol: A Corporate Accounting and Reporting Standard (revised edition), issued by World Business Council for Sustainable Development and World Resources Institute;
 - 1.4.3. International Organization for Standardization (ISO) 14064-1 Greenhouse gases — Part 1: Specification with guidance at the organization level for quantification and reporting of greenhouse gas emissions and removals.
- 1.5. The report shall outline the scope, methodologies, emissions from different scopes and recommendation of potential measures on carbon footprint reduction.
- 1.6. The report shall be endorsed by a Qualified Service Provider (QSP) or equivalent (e.g., qualified person recognised by the Carbon Reduction Certificates Scheme under the Type I category).








Efficient Use of Resources

EUR-02 Benchmarking and Disclosure

EUR-02-03 Data Disclosure

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
	1. <i>Screen capture</i> or <i>School annual report</i> to demonstrate the performance indices/ data are disclosed to the public.	 

Documentation Requirement

1. Records – *Disclosure Records*
- 1.1. The Applicant shall disclose **school’s carbon footprints** and **at least any 2** of the following performance indices/ data to public via school webpage or other means.
 - 1.1.1. Annual energy consumption for the past 2 years;
 - 1.1.2. Annual water consumption for the past 2 years;
 - 1.1.3. Waste disposal for the past 2 years;
 - 1.1.4. Energy Utilisation Index (EUI);
 - 1.1.5. Water Efficient Index (WEI);
 - 1.1.6. Resource Recycling Index (RRI).
- 1.2. The Applicant shall provide supporting document, such as screen captures (if electronic platform is adopted) or copy of school newsletter/ annual report to demonstrate the performance indices/ data are disclosed to public.



Sustainable Campus Environment

SCE-01 Biophilia

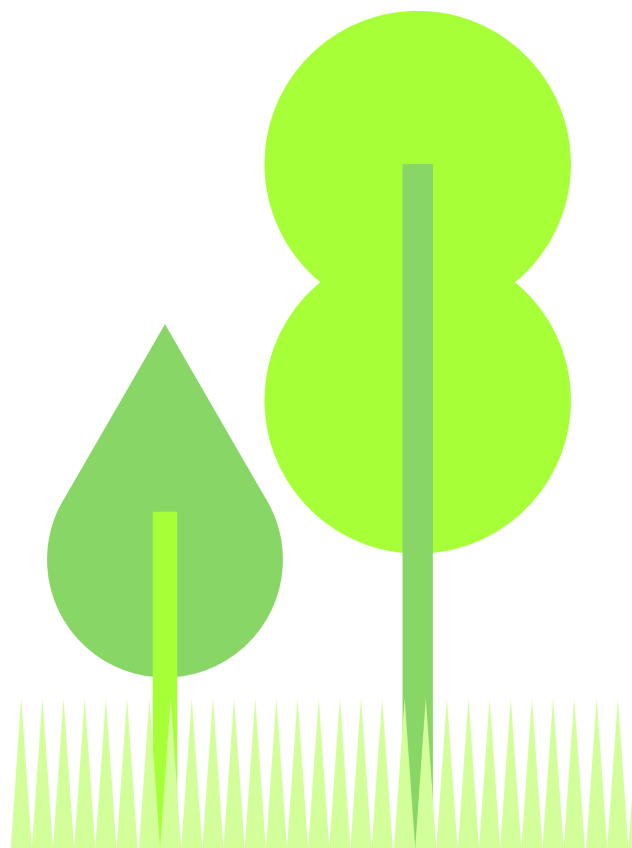
SCE-01-01 Campus Greening

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
5	1. A report describing the implemented greening strategies in school.	

Documentation Requirement

1. *Technical Document – Campus Greening Report*
 - 1.1. The Applicant shall provide a short report describing the implemented greening strategies, and the report shall include the following element as a minimum:
 - 1.1.1. A narrative summarising and describing the adopted greening strategies; and
 - 1.1.2. Implementation records of the claimed greening strategies.
 - 1.2. **1** credit point for implementing any one of the following greening strategies to expand the greenery and promote biodiversity within campus. Maximum **5** credit points can be achieved. [Recommended submittals](#) are also provided for reference:
 - 1.2.1. Greenery such as soft landscape areas, vertical green walls, planters, etc., that covers at least 10% or 20% of the school site area for **1** or **2** credit points respectively ([School layout plan showing greenery coverage and photographs](#));
 - 1.2.2. Provide pot planting in classrooms/ general office/ staff rooms/ corridor etc. ([Photographs](#));
 - 1.2.3. Provision of green roof ([Photographs](#));
 - 1.2.4. With planted tree(s) that is/ are able to reach at least 5 metres in height. ([Photographs](#));
 - 1.2.5. Have native plant species/ butterfly or bee friendly plants in school greening ([Descriptions on the species and photographs](#));
 - 1.2.6. Provision of plant ID sheet ([Photographs](#));
 - 1.2.7. No petrochemical fertiliser or pesticide shall be used for the maintenance of the landscape areas ([Maintenance procedure](#));
 - 1.2.8. Other greening strategies proposed by the Applicant.
 - 1.3. The above list of recommended submittals is not exhaustive. The Applicant shall adopt their own green strategies with respect to their own needs.








Sustainable Campus Environment

SCE-01 Biophilia

SCE-01-02 Agriculture Education

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<ol style="list-style-type: none"> 1. A narrative describing the agricultural facility(ies) adopted. 2. Photographs of the agricultural facility(ies). 3. Teaching records. 	  

Documentation Requirement

1. Narratives – School Agriculture Narrative
 - 1.1. 1 credit point for demonstrating **at least one** of the following listed provisions is available in school:
 - 1.1.1. Organic farm;
 - 1.1.2. Eco-Garden;
 - 1.1.3. Eco-Pond;
 - 1.1.4. Aquaponics facility;
 - 1.1.5. Hydroponic farming.
 - 1.2. The quantity and size of the provision(s) are not assessed.
 - 1.3. The Applicant shall also demonstrate the use of agricultural facility(ies) for educational purposes. However, there is no requirement on the format of teaching. It could be a formal class or extracurricular activity.
 - 1.4. The Applicant shall provide a narrative to describe the provision(s) and how to make use of the agricultural facility(ies) for educational purposes.
2. Records – Supporting Records
 - 2.1. The Applicant shall provide the following supporting records to demonstrate compliance:
 - 2.1.1. Photographs of the agricultural facility(ies); **AND**
 - 2.1.2. Teaching records.





Sustainable Campus Environment
 SCE-02 Neighbourhood Integration

SCE-02-01 Low Carbon Commuting

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	(a) Accessibility to Public Transport 1. A <i>narrative</i> summarising the availability of public transport. 2. A <i>public transport survey map</i> showing the information of public transport. 3. <i>On-site Photographs</i> of the public transport facility.	
1	(b) Bicycle Parking 1. A <i>school layout drawing</i> showing the designated bicycle parking space. 2. <i>Photographs</i> of the bicycle parking space.	

Documentation Requirement

(a) Accessibility to Public Transport

1. *Narratives – Public Transport Narrative*
 - 1.1. The Applicant shall provide a narrative to summarise the availability of public transportation facility within a safe pedestrian walking distance of 500m from the school main entrance.
 - 1.2. The narrative shall demonstrate the operating frequency of the claimed public transport(s) between 07:00 to 19:00 hours (Monday to Friday) is of 10 minutes or less.
2. *Technical Documents – Public Transport Survey Map*
 - 2.1. The Applicant shall provide a survey map (i.e., Hong Kong Geo-Info Map), showing the following information to demonstrate compliance:
 - 2.1.1. Walking distance between the school main entrance and public transportation facility.
3. *Records – Photographic Record*
 - 3.1. The Applicant shall provide the photographs of the claimed public transport facility.

(b) Bicycle Parking

1. *Technical Documents – School Layout Drawings*
 - 1.1. The Applicant shall provide a school layout drawing showing the designated bicycle parking space on campus.
 - 1.2. There is no requirement on the size and quantity of the bicycle parking space.
2. *Records – Photographic Record*
 - 2.1. The Applicant shall provide photographs showing clear signage is provided for the bicycle parking space.






Sustainable Campus Environment

SCE-02 Neighbourhood Integration

SCE-02-02 Neighbourhood Amenities

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<ol style="list-style-type: none"> 1. A <i>narrative</i> summarising the availability of the neighbourhood amenities. 2. A <i>neighbourhood amenities survey map</i> showing the information of amenities. 3. <i>Photographs</i> of the neighbourhood amenities. 	  

Documentation Requirement

1. *Narratives – Neighbourhood Amenities Narrative*
 - 1.1. The Applicant shall provide a narrative to summarise the availability of neighbourhood amenities within a safe pedestrian walking distance of 500m from the school main entrance.
 - 1.2. 1 credit point for having at least 5 of the following neighbourhood amenities listed as follows:
 - 1.2.1. Restaurant/ Café/ Take-away food shop/ Food & Beverage Outlet;
 - 1.2.2. Convenience/ Grocery store;
 - 1.2.3. Supermarket/ Wet market;
 - 1.2.4. Retail shop;
 - 1.2.5. Banks or Automated Teller Machine;
 - 1.2.6. Pharmacy (with registered license and for retail purpose);
 - 1.2.7. Public arts venue;
 - 1.2.8. Places of Worship;
 - 1.2.9. Medical/ Health Facility (including dental clinic);
 - 1.2.10. Public library;
 - 1.2.11. Post office/ Postal facility;
 - 1.2.12. Community centre;
 - 1.2.13. Public recreational facility;
 - 1.2.14. Open space.
2. *Technical Documents – Neighbourhood Amenities Survey Map*
 - 2.1. The Applicant shall provide a survey map (i.e., Hong Kong Geo-Info Map), showing the following information to demonstrate compliance:
 - 2.1.1. Walking distance between the school main entrance and neighbourhood amenities.
3. *Records – Photographic Record*
 - 3.1. The Applicant shall provide photographs of the claimed neighbourhood amenities.



Sustainable Campus Environment
 SCE-02 Neighbourhood Integration

SCE-02-03 Shared-Use Facilities

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	1. <i>Floor plan</i> highlighting the shared-use facilities.	
	2. <i>Shared-use policy or Terms and conditions</i> for others to access the shared-used facilities.	

Documentation Requirement

1. *Technical Documents – Layout Drawings*
 - 1.1. The Applicant shall provide a floor plan highlighting the shared-use facilities for assessment.
2. *Management Document – Policy*
 - 2.1. The Applicant shall formulate a shared-use policy so that at least one of the facilities as illustrated at below can be used by others:
 - 2.1.1. Auditorium;
 - 2.1.2. School hall;
 - 2.1.3. Classroom;
 - 2.1.4. Sport field;
 - 2.1.5. Gymnasium;
 - 2.1.6. Swimming pool;
 - 2.1.7. Canteen;
 - 2.1.8. Religious premises;
 - 2.1.9. Others proposed by the Applicant.
 - 2.2. Fees for accessing the shared-use facilities will not be assessed.





Sustainable Campus Environment
SCE-03 Climate Resilience

SCE-03-01 Response to Extreme Weather

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
5	1. A <i>narrative</i> describing the adopted measures in response to extreme weather in school.	

Documentation Requirement

1. *Narratives – Extreme Weather Response Narrative*

- 1.1. The Applicant shall provide a narrative describing the implemented measures and provide implementation records of the claimed strategies.
- 1.2. **1** credit point for implementing any one of the following strategies in response to extreme weather conditions. Maximum **5** credit points can be achieved. [Recommended submittals](#) are also provided below for reference:
 - 1.2.1. Top management, i.e., the Principal or his/ her delegates, to develop action plan (*Action Plan*);
 - 1.2.2. Regular practice and review the action plan (*Meeting minutes*);
 - 1.2.3. Provision of covered playground (*Photographs*);
 - 1.2.4. Provision of weather protection facilities/ features, such as covered walkway, hanging devices (*Photographs*);
 - 1.2.5. Use of pervious materials for hard landscaped areas (*Photographs*);
 - 1.2.6. Regular maintenance of rainwater channel to prevent over-flow during heavy rain (*Inspection records/ Photographs*);
 - 1.2.7. Provision of free-standing shading structures to intercept sunlight (*Photographs*);
 - 1.2.8. Identify a safety zone as a shelter-in-place plan in the campus for at least 24 hours (*Policy/ Photographs*);
 - 1.2.9. Fix and anchor trees before the potential hoisting of typhoon signal (*Photographs*);
 - 1.2.10. Post-typhoon inspection (*Inspection records/ Photographs*);
 - 1.2.11. Regular maintenance of trees, slopes and retaining walls (*Inspection records/ Photographs*);
 - 1.2.12. Others as proposed by the Applicant (*Narrative/ Photographs*).

1.3. The above list of recommended submittals is not exhaustive. The Applicant shall adopt the strategies with respect to their own operational needs.



Health, Comfort & Happiness

HCH-01 Healthy Indoor Environment

HCH-01-01 Healthy Air

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<ol style="list-style-type: none"> 1. A narrative showing the information of the installed IAQ sensors. 2. A layout plan showing the locations of the installed IAQ sensors. 3. Catalogues of the installed IAQ sensors. 4. Photographs of the installed IAQ sensors. 	

Documentation Requirement

1. Narratives – IAQ Sensors Narrative

- 1.1. The Applicant shall provide a narrative summarising the information of the installed IAQ sensors:
 - 1.1.1. Summary table showing the installation locations; **AND**
 - 1.1.2. Calculation to demonstrate the compliance of the requirement.
- 1.2. 1 credit point for installing real-time Indoor Air Quality (IAQ) sensors on campus as per the following requirement (location and quantity):
 - 1.2.1. Required spaces:

Spaces	Requirement
General office	All
Staff rooms	All
Classrooms	At least 50%

- 1.3. The sensors shall be installed at 1.0 – 1.7 meters above the floor level and away from doors, windows and air supply/ exhaust outlets.
2. Technical Document – Layout Drawings
 - 2.1. The Applicant shall provide a layout plan showing the locations of the installed real-time IAQ sensors.
3. Technical Document – IAQ Sensors Catalogue
 - 3.1. The Applicant shall provide catalogue of the installed real-time IAQ sensors to demonstrate the compliance of the technical requirements:

3.1.1. IAQ parameters to be monitored:

IAQ Parameters		PM _{2.5}	CO ₂	Total VOCs
Technical Specification Requirements	Range	1-1,000 µg/m ³	400-5,000 ppm	1-2,000 µg/m ³
	Accuracy	25% at 50 µg/m ³	10% at 750 ppm	25% at 500 µg/m ³
	Resolution	0.1 µg/m ³	1 ppm	1 µg/m ³
	Interval	≤1 hour	≤10 minutes	≤1 hour

4. Records – Photographic Records
 - 4.1. The Applicant shall provide photographs of the installed real-time IAQ sensors to demonstrate compliance.



Health, Comfort & Happiness

HCH-01 Healthy Indoor Environment

HCH-01-02 Openable Windows

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<ol style="list-style-type: none"> 1. A report with window schedule and room schedule. 2. Elevation drawings showing the locations and the area of the openable windows. 3. Layout plan showing the area of the indoor spaces. 4. Calculation showing the openable window area could fulfill the requirement. 5. Photographs of the openable windows at the specified indoor spaces. 	

Documentation Requirement

1. Technical Documents – Openable Windows Report
 - 1.1. 1 credit point for demonstrating the following spaces are equipped with an openable window area equivalent to a minimum of 4% of the net occupiable floor area:
 - 1.1.1. Concerned spaces:

Spaces	Requirement of the openable window area
General office	At least 4% of the net occupiable floor area for each room or “for 100% of the concerned space”
Staff room	
Classroom	

- 1.2. The Applicant shall provide a report with the following information to demonstrate the compliance:
 - 1.2.1. Window schedule showing the area and location of the openable windows;
 - 1.2.2. Room schedule showing the occupiable floor area of each of the specified indoor spaces; **AND**
 - 1.2.3. Calculation showing the openable window area is at least 4% of the net occupiable area.
2. Technical Documents – Calculations

- 2.1. The Applicant shall provide calculation on the openable window area at each of the specified spaces fulfill the requirement:

$$\frac{\text{Total openable window area at the spaces}}{\text{Net occupiable floor area of the spaces}} \times 100\% \geq 4\%$$

- 2.2. The calculation shall be incorporated into the *Openable Windows Report*. A calculation template is provided in **Appendix 7.2** for reference.
3. Technical Documents – Window Drawings
 - 3.1. The Applicant shall provide the following types of drawings to support the calculation:
 - 3.1.1. Elevation drawings showing the area and location of the openable windows; **AND**
 - 3.1.2. Layout plan showing the occupiable area of the indoor spaces.
 4. Records – Photographic Records
 - 4.1 The Applicant shall provide Photographs of the openable windows at the specified indoor spaces to support the calculation.





Health, Comfort & Happiness

HCH-01 Healthy Indoor Environment

HCH-01-03 Illuminance Levels

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	1. An illuminance measurement report showing the results at different spaces.	

Documentation Requirement

1. *Technical Documents – Illuminance Measurement Report*
- 1.1. 1 credit point for demonstrating the average illuminance levels of the following spaces meeting the Lux requirement
- 1.1.1. Concerned spaces:

Spaces	Lux Requirement
General office	300 Lux (for mainly screen based work)
Staff room	500 Lux (for mainly paper based work)
Classroom	500 Lux

- 1.2. The Applicant should provide illuminance measurement result as per the following requirements:
 - 1.2.1. At least one measurement location for each type of space;
 - 1.2.2. All the lighting fixtures should be switched on during the measurement;
 - 1.2.3. The lux meter shall be calibrated;
 - 1.2.4. The average illuminance levels should be calculated from a minimum of 16 measurement points, evenly distributed at each room; **AND**
 - 1.2.5. The measurement point should be located at the working level, i.e., lux meter shall be placed on the working desk.
- 1.3. The Applicant shall provide a report summarising the measurement results for assessment, and the report shall include the following information:
 - 1.3.1. Summary table showing the measurement locations and corresponding results;
 - 1.3.2. Layout plans showing the measurement points; **AND**
 - 1.3.3. Photographs of the measurements.





Health, Comfort & Happiness

HCH-01 Healthy Indoor Environment

HCH-01-04 Background Noise

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	1. A background noise measurement report showing the results at different spaces.	

Documentation Requirement

1. *Technical Report – Background Noise Measurement Report*

- 1.1. 1 credit point for measuring the maximum background noise levels at the following spaces.
 - 1.1.1. Concerned spaces:

Spaces	Maximum Background Noise Levels
General office	45 dB (A)
Staff room	
Classroom	40 dB (A)

- 1.2. The Applicant should provide noise measurement results as per the following requirements:
 - 1.2.1. At least one measurement point for each type of space;
 - 1.2.2. The measurement shall be taken during the normal operation hour of school;
 - 1.2.3. The sound level meter shall be calibrated;
 - 1.2.4. All windows and doors shall be closed during the measurement; **AND**
 - 1.2.5. All air-conditioners shall be switched on during the measurement.
- 1.3. The Applicant shall provide a report summarising the measurement results for assessment, and the report shall include the following information:
 - 1.3.1. Summary table showing the measurement locations and corresponding results;
 - 1.3.2. Layout plan showing the measurement points; **AND**
 - 1.3.3. Photographs of the measurement.





Health, Comfort & Happiness

HCH-02 Healthy Living

HCH-02-01 Drinking Water Quality

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<ol style="list-style-type: none"> 1. A layout plan showing all the drinking water points. 2. Water sampling test results issued by an accredited laboratory. 	 

Documentation Requirement

1. *Technical Report – Water Testing Results*

1.1. The Applicant is required to engage an accredited laboratory to test the water quality at all drinking water points regularly, i.e., at least once a year, to ensure the drinking water meets the thresholds as stipulated by the Water Supplies Department (WSD).

1.2. 1 credit point for demonstrating the water samples collected from all drinking water points fulfill the following requirement:

	Tested Parameter	Acceptance Criteria
Chemical and Physical Parameters	Turbidity (NTU)	≤ 3.0
	Colour (HU)	≤ 5.0
	pH at 25°	≥ 6.5 and ≤ 9.2
	Free Residual Chlorine (mg/L)	> 0 and ≤ 1.5
	Conductivity at 25°C (µS/cm)	≤ 300
Metal Parameters	Iron (mg/l)	≤ 0.3
	Lead (µg/l)	≤ 10
	Chromium (µg/l)	≤ 50
	Nickel (µg/l)	≤ 70
	Cadmium (µg/l)	≤ 3
	Copper (µg/l)	≤ 2000
	Antimony (µg/l)	≤ 20
Bacteriological Parameters	E. coli (cfu/ 100ml)	0

1.3. Drinking water points refer to drinking fountain(s) and water dispenser(s).

1.4. The Applicant shall provide water sampling test results issued by an accredited laboratory to demonstrate compliance.

2. *Technical Documents – Water Sampling Points Drawings*

2.1. The Applicant shall provide an annotated drawings showing the water sampling points.



Health, Comfort & Happiness

HCH-02 Healthy Living

HCH-02-02 Healthy Lifestyle

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
1	<p>(a) Promotion of Healthy Lifestyle</p> <p>1. <i>Photographs</i> showing the promotional material(s).</p>	
5	<p>(b) Support of Healthy Lifestyle</p> <p>1. A <i>narrative</i> on the description of the strategies implemented to support healthy lifestyle.</p>	

Documentation Requirement

(a) Promotion of Healthy Lifestyle

1. *Records – Supporting Records*
- 1.1. 1 credit point for promoting any one of the following messages on campus by posters/ or other means:
 - 1.1.1. Balanced diet;
 - 1.1.2. Drink adequate amount of water;
 - 1.1.3. Physical exercise;
 - 1.1.4. Mindfulness and wellness;
 - 1.1.5. Other tips of healthy lifestyle proposed by the Applicant.
- 1.2. The Applicant shall provide photographs showing the displayed/ distribution of promotional materials for assessment.

(b) Support of Healthy Lifestyle

1. *Narrative – Support of Healthy Lifestyle Narrative*
- 1.1. 1 credit point for implementing any one of the following strategies on campus to support healthy lifestyle. Maximum 5 credit points can be achieved. **Recommended submittals** are also provided for reference:
 - 1.1.1. Water fountain/ water dispenser is provided *(Photographs)*;
 - 1.1.2. Fruits or vegetables are offered *(Photographs)*;
 - 1.1.3. Low sugar beverages are available *(Photographs)*;
 - 1.1.4. Healthy snacks are available *(Photographs)*;
 - 1.1.5. Meat-free day *(Poster/ Photographs)*;
 - 1.1.6. Provision of storage and cooking equipment to encourage home-made lunch box *(Photographs)*;
 - 1.1.7. Caterer shall provide healthy lunch choices *(Monthly menu/ Photographs)*;

- 1.1.8. Provide physical exercise equipment for staff members *(Photographs)*;
- 1.1.9. Organise mindfulness training course for staff members *(Photographs)*;
- 1.1.10. Other strategies as proposed by the Applicant *(Narrative/ Photographs)*.
- 1.2. The above list of recommended submittals is not exhaustive. The Applicant shall adopt the strategies with respect to their own operational needs.
- 1.3. The Applicant shall provide a narrative describing the implemented strategies, and the narrative shall include the following information:
 - 1.3.1. A summary table summarising the adopted strategies; **AND**
 - 1.3.2. Implementation records of the claimed strategies.



Health, Comfort & Happiness
HCH-03 Health Protection

HCH-03-01 Health Protection Measures

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
5	1. A narrative describing the implemented health protection measures.	

Documentation Requirement

1. Narratives – *Health Protection Measures Narrative*

1.1. **1** credit point for implementing any one of the following measures on campus to support healthy lifestyle. Maximum **5** credit points can be achieved. [Recommended submittals](#) are also provided for reference:

- 1.1.1. Provide training to school staff, students and parents about disease transmission, prevention, control & measures and improving hygiene ([Training materials/ Photographs](#));
- 1.1.2. Display posters to share preventive measures/ tips, such as close the toilet lid before flushing ([Poster/ Photographs](#));
- 1.1.3. Promote and provide vaccines information ([Poster/ Photographs](#));
- 1.1.4. Installation of fixed body temperature measuring station ([Photographs](#));
- 1.1.5. Provision of plastic partitions in appropriate school areas ([Photographs](#));
- 1.1.6. Provision of air purification device(s) ([Photographs](#));
- 1.1.7. Installation of contactless devices/ designs such as touchless lift buttons/ automatic door(s) etc. ([Photographs](#));
- 1.1.8. Identify areas within the school that can be used for isolation and quarantine ([Policy/ Photographs](#));
- 1.1.9. Provide indication/ mark to ensure sufficient space between students in the queueing line ([Photographs](#));
- 1.1.10. Adopt crowd control strategy(ies) to increase the social distancing between people within school campus ([Narrative/ Photographs](#));
- 1.1.11. Increase the frequency of cleaning & sanitation, especially for frequently contacted areas/ surfaces/ objects, air-conditioner filters,

plumbing & drainage systems, etc. ([Records/ Photographs](#));

- 1.1.12. Regularly apply anti-virus coating spray within school campus ([Photographs](#));
- 1.1.13. Ensure adequate hand washing stations is provided in school campus ([Photographs](#));
- 1.1.14. Provision of hand sanitiser ([Photographs](#));
- 1.1.15. Use general refuses bins/ recycling bins with lid or pedal to minimise contact ([Photographs](#));
- 1.1.16. Develop plans for stockpiling and distributing infection-control, cleaning, and disinfection supplies ([Action Plan/ Photographs](#));
- 1.1.17. Other measures proposed by the Applicant ([Narrative/ photographs](#))
- 1.2. The above list of recommended submittals is not exhaustive. The Applicant shall adopt the measures with respect to their own operational needs.
- 1.3. The Applicant shall provide a narrative describing the implemented strategies and the narrative shall include the following information:
 - 1.3.1. A summary table summarising the adopted measures;
 - 1.3.2. Descriptions highlighting the adopted strategies; **AND**
 - 1.3.3. Implementation records of the claimed strategies.



Innovations and Additions

IA-01 Innovations and Additions

IA-01-01 Innovations and Additions

Documentation Schedule

Credit Point(s)	Schedule of Supporting Documents	Types
	1. A narrative describing the implemented innovative green features or ideas.	

Documentation Requirement

1. Narratives – Innovative Green Features/ Ideas Narrative

- 1.1. Schools are encouraged to adopt innovative green features or ideas to uplift the environmental performance.
- 1.2. Maximum Bonus credit points for implementing innovative green features or ideas in school. Below is a non-exhaustive list of examples for reference:
 - 1.2.1. Install High Volume Low Speed (HVLS) Fan(s) in large space;
 - 1.2.2. Recognition and appreciation awarded from other environmental campaign(s);
 - 1.2.3. Participation in different environmental chartership campaigns established by government/ local environmental organisations;
 - 1.2.4. Machine Learning Energy Consumption Monitoring and Forecast;
 - 1.2.5. Smart-metering systems;
 - 1.2.6. Provision of EV charging facility (i.e., at least medium with output power not less than 7kW);
 - 1.2.7. Adopt environmentally friendly school bus (i.e., school bus equipped with EURO VI engine);
 - 1.2.8. Engagement of BEAM Professional to facilitate the submission process;
 - 1.2.9. Student initiated environmental programme(s);
 - 1.2.10. Achievement of IAQ Certificate;
 - 1.2.11. Other innovative green features or ideas proposed by Applicant.
- 1.3. An alternative approach to achieving Bonus credit points is to demonstrate significant performance enhancements, i.e., strategies and techniques that greatly exceed the requirements of existing credits. For example, features that result in significantly higher levels of service, energy, water or materials savings.

- 1.4. The Applicant shall provide a narrative describing the implemented innovative green features/ ideas or performance enhancements, the narrative shall include the following information:
 - 1.4.1. A summary table summarising the adopted innovative green features/ ideas;
 - 1.4.2. A description of the adopted strategies and the corresponding environmental benefits; **AND**
 - 1.4.3. Implementation records, including supporting photographs, videos, and/or related documentation demonstrating the actual implementation in school.

7. Appendix

7.1 Glossary



Baseline

A line serving as the basis for comparison in performance-based approach.

CFCs – Chlorofluorocarbons

CFCs cause ozone depletion when released into the atmosphere.

CFL – Compact Fluorescent Lamp

CFL also known as a compact fluorescent light, is a type of fluorescent lamp. The best of compact fluorescent lamp is combining the energy efficiency of fluorescent lighting with the convenience and popularity of incandescent fixtures. CFL can replace incandescent that are roughly 3–4 times their wattage, saving up to 75% energy. CFL have long rated life for around 8,000 service hours, while incandescent light bulbs typically last only 500 to 2,000 hours.

DCS – District Cooling System

A DCS distributes cooling capacity in the form of chilled water or other medium from a central source to multiple buildings through a network of underground pipes for use in space and process cooling. Individual user purchases chilled water for their building from the district cooling system operator and do not need to install their own chiller plants. For this system, a central chiller plant, a pump house and a distribution pipeline network are required.

EMOs – Energy Management Opportunities

EMOs are the ways to achieve energy efficiency and conservation.

EUI – Energy Utilisation Index

EUI in relation to the total energy consumption of the central building services installations in a building, means dividing

total energy consumption for a specific period by the total internal floor area of the building.

External Shading

External shading is a device incorporated in the building facade to limit the internal heat gain resulting from solar radiation.

GHG – Greenhouse Gas

GHG is a gas that absorbs and emits radiant energy within the thermal infrared range, causing the greenhouse effect.

HCFCs – Hydro-chlorofluorocarbons

HCFCs cause ozone depletion when released into the atmosphere.

IAQ – Indoor Air Quality

In modern city life, people spend most of their time indoors, e.g. at home, office, school, etc. Therefore, the quality of air in an indoor environment – Indoor Air Quality (IAQ) – has a significant impact on human health and comfort.

Good IAQ is important to safeguarding the health of the building occupants and contributes to their comfort and well-being.

Poor IAQ can lead to discomfort and health issues, such as headaches, itchy eyes, respiratory difficulties, skin irritation, nausea and fatigue. It can also result in increased absenteeism and lower productivity in the workplace.

MVAC

Mechanical ventilation and air-conditioning installations.

Normally Occupied Spaces

Normally occupied spaces are enclosed spaces where people normally stay more than 1 hour there. Examples include activity room, auditorium, classroom, conference room, exhibition hall, indoor sport hall, library and office.

Not Normally Occupied Spaces

Not normally occupied areas are enclosed spaces where people normally stay less than 1 hour there. Examples include corridor, entrance and lift lobby and locker room, etc.

Potable Water

Water that is safe enough to be consumed by human beings or used with low risk of immediate or long-term harm. Although the quality of water supplied to buildings in Hong Kong is strictly controlled, the quality of water drawn from consumers' taps may sometimes be affected by the condition of the inside plumbing system such as discolouration from rusty pipes. Consumers are responsible for proper maintenance of internal plumbing system and are required to engage a licensed plumber if the water quality is found to be affected due to the defects in the plumbing system.

RRI – Resource Recycling Index

RRI serves as the performance indicator for resource (waste) recycling efficiency, and refers to the amount of recyclables used per school activity indicator.

VOC – Volatile Organic Compounds

VOCs are a large group of chemicals that are found in many products we use to build and maintain our homes. Once these chemicals are in our homes, they are released or “off-gas” into the indoor air we breathe. They may or may not be able to be smelled, and smelling is not a good indicator of health risk.

VOCs are found in wide variety of everyday products such as solvent-based paints/ coatings, adhesives, sealants, printing inks, many consumer products, organic solvents and petroleum products.

VRF – Variable Refrigerant Flow

VRF sometimes refers to as “Variable Refrigerant Volume” (VRV). This is a kind of multi-split HVAC system which one external condensing unit/ heat pump is connected by refrigerant pipework to several indoor cooling/ cooling

and heating units. The volume or flow rate of refrigerant is accurately matched to the required heating or cooling loads therefore saving energy and providing more accurate control.

VSD – Variable Speed Drives

VSDs are electronic devices which can be attached to an induction motor with a control mechanism. They can be incorporated into any motor with a variable load, but the most common applications are pumps and fans.

Almost all pump and fan systems are sized to handle maximum load under worst case conditions and then leaving them to run at full power. By using Variable speed drives (VSDs) to vary the flow according to the actual demand can save a significant amount of energy.

WEI – Water Efficient Index

WEI serves as the performance indicator for water efficiency, and refers to the amount of water used per school activity indicator.

WELS – Water Efficiency Labelling Scheme

WELS label showing the level of water consumption and water efficiency of the plumbing fixtures and water-consuming devices helps consumers to make choices of purchase. The Water Supplies Department has launched the voluntary WELS since 2009 and implemented it in phases for six types of plumbing fixtures and water-consuming devices. showers for bathing, water taps, washing machines, urinal equipment, flow controllers and water closets.

7. Appendix

7.2 Documentation Reference

To facilitate the preparation of the document, a set of documentation reference is prepared for the Applicant to make reference for their submission.

This set of documents only serve as the reference guidance and are **NOT** the compulsory format for documentation. The Applicant may use their own format of document for submission.

The following table summarises the sample of documentation reference for information.

Credit Head	Documentation Reference
SLL-02-04 Other Learning Experience	Environmental Activities Summary Record
EUR-01-01 Energy Efficiency Equipment	A/C Units Summary Table Central A/C Equipment Summary Table School Equipment Summary Table
EUR-01-04 Water Efficiency Equipment	Water Efficiency Fixture Schedule
EUR-02-01 School Environmental Performance	EUI/ WEI/ Recycling Rate Calculation
HCH-01-02 Openable Windows	Window Openable Areas Calculation

The Applicant could download the above sample of documentation reference from the BSL website for reference.

https://www.beamsociety.org.hk/en_beam_plus_existing_schools.php