DESIGN GUIDANCE TEAM

PROCESS SUMMARY

DECEMBER 20, 2018

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CONTRIBUTORS (Listed in alphabetical order)

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VISIONING

The visioning for the Design Guidance Teams (DGT process started long before the first meeting with the development of the Bond Program Organization Chart, the establishment of the DGT charter, and the guidance of the published Core Values for Educational Design. This foundational work was brought to the design guidance process to help provide context to the overall effort. See the appendix for supporting documentation.

COMMITTEE SELECTION PROCESS

Design Guidance Teams (DGT)) were assembled from a pool of interested applicants. Each volunteer submitted an online application, indicating their topic of interest, experience and area of expertise. Nearly 80 individuals were distributed amongst the teams to assure that each team would be comprised of an assortment of community members including parents, teachers, facility personnel, staff members, subject area experts, and practitioners. The teams were intentionally formed to bring together diverse perspectives and voices. Alternative perspectives activate conversation because no one person sees these subject areas the same.

The Design Guidance Teams were divided into four topic areas, including Health & Wellness, Operations, Safety, and Teaching & Learning. Architects from both PIVOT Architecture and DLR Group, and staff liaisons facilitated the discussions in these four areas to prioritize recommendations for district-wide standards that will serve as the foundation for technical specification development, and each school's Design Advisory Committee.

PROCESS OVERVIEW

The purpose of the **Design Guidance Team (DGT)** was to: identify and define needs in topic areas; provide design consistency that meets CSD needs, and to reflect the district's Core Values for Educational Design.

The intended outcomes of the DGT: Create design principles for each school-based design team to utilize during the design process. The principles will be used to evaluate how the design response meets the larger goals of the district and its core values.

The design principles were developed over the course of three team workshops and one community meeting.

Workshop 1	October 24, 6:00 to 9:00 pm (Western View Center and District Offices)
Workshop 2	November 7, 5:30 to 9:30 pm (Linus Pauling Middle School)
Community Listening Session	November 19, 6:30-8:30 pm (Lincoln Elementary)
Workshop 3	November 28, 6:00 to 9:00 pm (Linus Pauling Middle School)

The work of the DGT was to develop planning and design characteristics which should be considered for all schools covered under the Bond program. Technical application of the Design Guidance Principles will be considered and developed at each school by the Design Advisory Committees as it relates to the specific needs and scope of work at each school.

A community meeting scheduled midway through the process, provided the community with an opportunity to provide feedback. Engaging the student voice was also designed in to the process. The students were provided with an overview of the work that was underway and asked to provide their thoughts and opinions as it related to the four topic areas.

The work of the DGT was summarized and distilled following each workshop and community listening session. A summary of the final draft Design Guidance Principles was reviewed by the DGT staff liaisons, bond leadership team, and the facilitators to merge duplicate statements and to build on synergies between the four topic areas. During this review, it was found that the statements could be refined into more comprehensive principles that supported several topic areas and core values. The final refinement of the principles is represented here and are no longer compartmentalized under four separate topic area headings.

WORKSHOP 1 – VISIONING

The first workshop introduced the team members to each other, familiarized the committee members with the overall topic areas, brought to light individual areas of interests or expertise and explored the overall goals of the DGT meetings.

Teams participated in a visualization activity where their collective responses started to create the initial list of considerations by topic area. By thinking broadly about the topic each team was able to produce a long list of ideas, experiences, outcomes, and considerations.

Grouping the considerations was the next step towards identifying key sub-categories for each topic area.
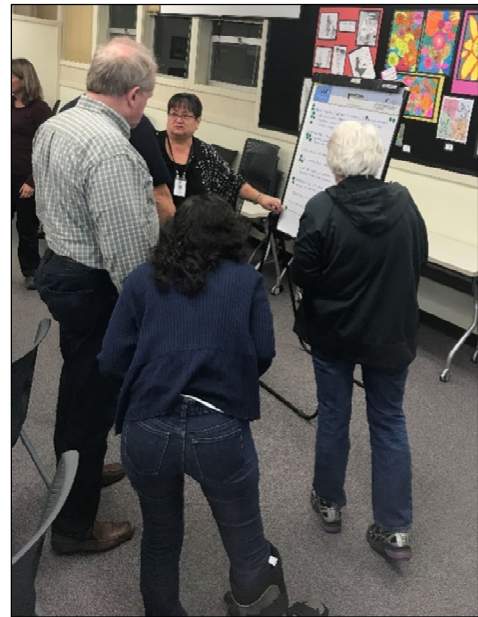
WORKSHOP 2 – DRAFT DESIGN GUIDANCE PRINCIPLES

In the second workshop teams developed broad statements using the considerations as a reference. Each statement was intended to be broad enough that it could be considered applicable to each school site. The considerations from the initial meeting were then associated with each statement.

During the dinner break activity, representatives from each topic area team formed small groups to engage in dialogue and to share focused discussion around a particular draft statement.

Individuals shared perspectives and goals that their respective groups had discussed. These discussions revealed several synergies and overlaps of the four topic areas.

Topic teams spent the final part of the evening refining the initial subject areas into specific responsive statements. The outcome of this session was the creation of informed draft Design Guidance Principles, which would be the focus of discussion at the Community Listening Session.
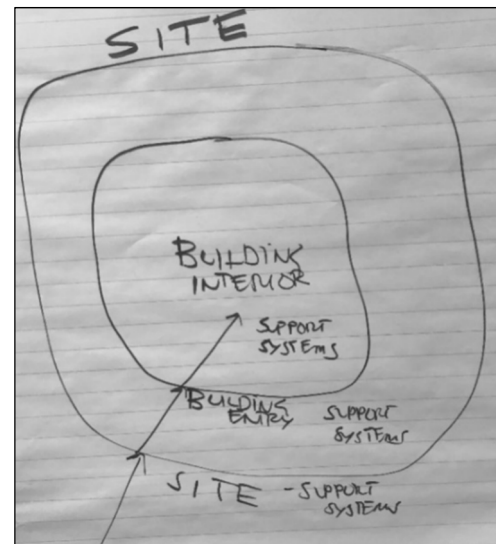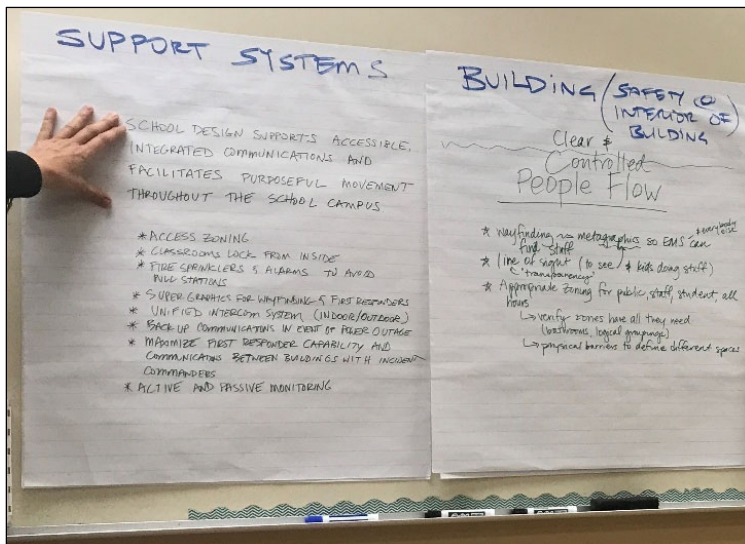
COMMUNITY LISTENING SESSION

The Community Listening Session was an open meeting for all community members in the district. The evening meeting was held in the gym at Lincoln Elementary School. Following a brief introduction and description of the process, community members were encouraged to review each of the four topic areas, where architects and district team members engaged them in discussions about the Design Guidance Principle intentions and outcomes. Participants marked up boards, noted questions, added post-it notes and provided ideas for discussion and consideration. All ideas were equally collected. Following the community meeting the draft principles were also published on the district website to allow anyone who was unable to attend the opportunity to provide additional feedback and perspective.
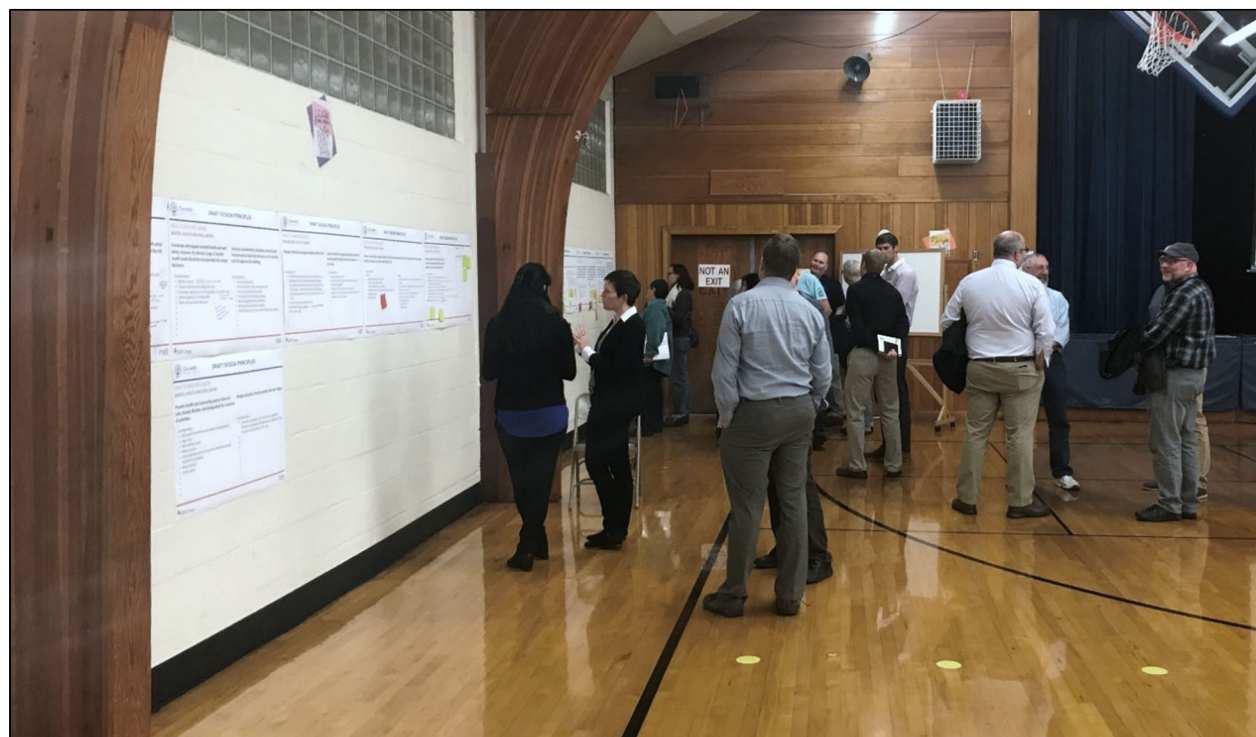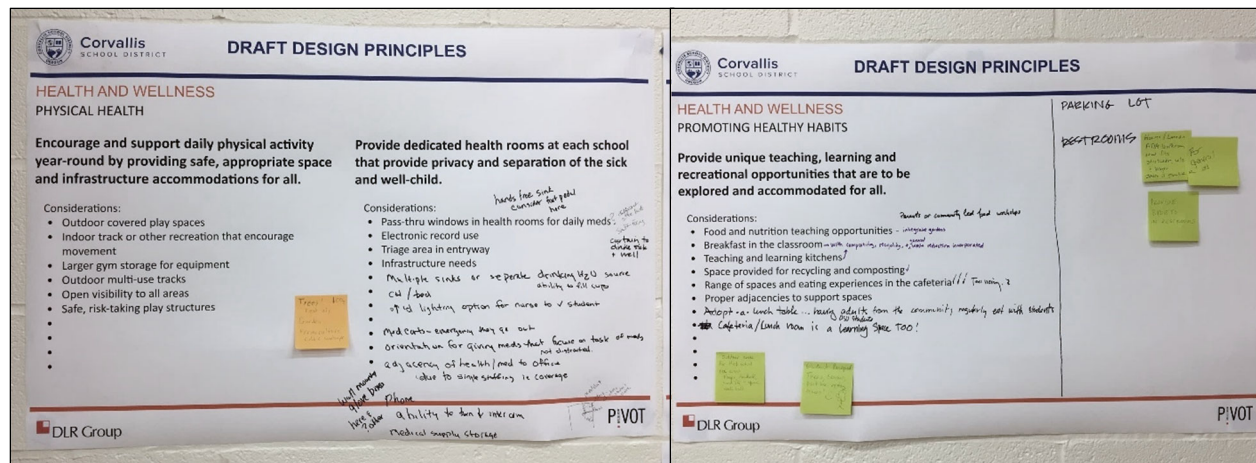
WORKSHOP 3 – REVIEW, REVISE, ALIGN

The third and final DGT workshop was used to synthesize and refine the design guidance principles. Facilitators started the meeting with a review of the feedback gathered at the Community Listening Session which was recorded on the boards in a different color. In response to the comments, teams spent time combining principles, restating principles or removing a statement entirely. This activity also evaluated the statements in relationship to the district's guiding framework of core values, sustainability, and equity.

Middle and high school students met as a group and were provided an overview of the process. They joined the larger group during the dinner break.
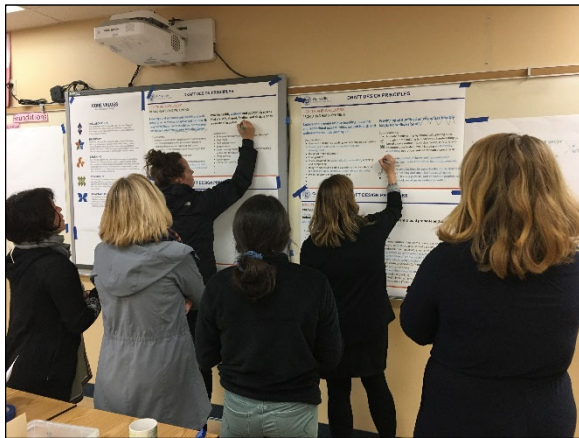
After the dinner break the topic teams assembled for a gallery walk of all of the statements. A few students joined each team, armed with yellow dots, yellow Post-it notes, and black pens. They were ready to contribute to the dialogue. The students provided an enlightening perspective
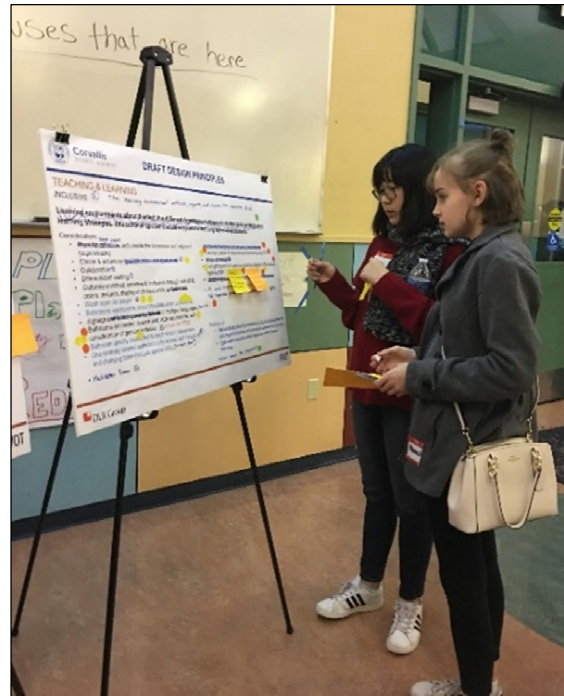
and voice to each of the topic areas. Their contributions to the discussion were considered in the finalization of the work.

With the assignment of visiting each of the topic areas, facilitators guided the teams through reading each statement. Through a consensus process, the teams added colored dots to denote synergy within the topics and Post-it notes to provide additional comments. Each team completed the gallery walk at their own topic area. Here, teams took the final opportunity to review notes from other teams, add any additional comments, and take note of the dots indicating the synergy between all four topic areas.

DESIGN GUIDANCE PRINCIPLES

FINALIZATION OF DRAFT PRINCIPLES

The architects consolidated the input from the final workshop and created a draft summary of the principles. A meeting was held with the bond leadership team, architects, and DGT staff liaisons with the specific goal to review the statements and synthesize related principles. The result of this effort is reflected on the pages to follow as the Design Guidance Principles.

These principles also include key considerations that would be useful to the site-based design teams as a metric to understand the breadth of the principles and how they could be implemented within project specific scope. Principles are organized by topic, from outdoor to indoor. The considerations are listed in alphabetical order.

1. **Schools are safe, welcoming, controlled, accessible facilities with purposeful movement and integrated communication throughout the campus with a clear, intentional layout and visibility.**

Considerations:
- Access zoning with multiple means of control (i.e. central, local)
- Active and passive monitoring (i.e. limited points of entry with monitoring, staff adjacent to entries, physical barriers without limiting student access to classes and visitor identification, security cameras)
- Appropriate zoning for public, staff, and students at all hours. (i.e. zones include bathrooms and logical groupings, physical barriers to define different spaces and safe zone at classroom level)
- Classroom locks from inside
- Consider first responder access and communications
- Create intentional incident response spaces (i.e. cool zone for triage or de-escalation)
- Design space, flow, and furniture to ensure clear egress
- Door access control system with electronic programming (avoid locking out students from exterior)
- Lighting (access) system
- Lines of sight (transparency) to see students and limited sight-lines from above
- Materials of appropriate durability and thickness to address safety
- Minimize hiding places in commons (i.e. passive supervision in restrooms and other areas)
- Super graphics for wayfinding with multiple languages where applicable
- Resiliency to natural disasters (i.e. earthquake, flooding)
- Unified intercom system (i.e. indoor/outdoor)

2. Site design provides outdoor spaces that enhance safety and meet the needs of the school. Solutions need to address traffic, parking, clear site circulation and connections for each mode of transportation.

Considerations:
- Active transportation - Bus, bike, skate, walk to school, covered bike parking and adequate storage for bike helmets, skateboards and rain gear that can be secured
- Address safety, security, accessibility, deliveries, student transportation, loading areas, maintenance, access and connections to the community through gate access and security (i.e. fence territoriality)
- Adequate lighting for on site activities; consider night sky impacts
- Awareness of riparian zones/native plants and habitat
- Follow CPTED tenets (Crime Prevention Through Environmental Design)
- Provide accessible loading/unloading for wheelchair users
- Provide outdoor spaces for community use (playgrounds) after hours
- Secured outdoor space during school hours

3. **Exterior site and landscape design should incorporate solutions that are easy and efficient to maintain. Landscape design should prioritize low maintenance selections that are appropriate to this region, resilient to weather extremes, and require little to no additional irrigation.**

Considerations:
- Create connections between indoor and outdoor spaces
- Easy to maintain and clean
- Play structures that are easy to maintain, sharable, accessible, have loud and quiet areas, option for covered areas and imaginative areas
- Support curriculum opportunities
- Support improved water quality by reducing and treating pavement runoff
- Support safety objectives

4. Indoor and outdoor spaces provide all students all-season opportunities to connect to the larger physical world around them through active learning, creative play and exploration.

Considerations:

Indoor:

- All-season, maintainable transition spaces (i.e. mudrooms for rain gear, boots, bike helmets and scooters)
- The building/grounds as central teaching opportunities (i.e. modeling sustainability, food/nutrition, teaching gardens)
- Hydration stations easily accessible in/from classrooms
- Indoor recreation/playspaces, both big and small (i.e. indoor track, more spacious classrooms, hopscotch game markings in flooring patterns, social spaces under stairs)
- Indoor/outdoor connections (i.e. views to outside, incorporation of plants, gravel floors, green walls, natural daylighting and ventilation)
- Interior finishes which include shapes, colors and finishes that are reminiscent of nature (i.e. biophilic) and encourage inclusive learning (i.e. unit conversation or measurement graphics on walls/floors)
- Library as a hub with a connection to hands on learning
- Range of wellness spaces that provide opportunity for self-direction, choice, differentiation and self-regulation (i.e. calm, private, social, physical)

Outdoor:

- Bike accommodations (i.e. covered bike parking , safe route to school, bike education space and bike workshop space for after school real-world learning)
- Covered outdoor classrooms, learning patios, play areas and eating space
- Distinction between the indoor and outdoors is blurred, and strengthened
- Incorporation of simple machines into play structures (i.e. pulley, wheel, wedge, inclined plane)
- Recreation space for varied activities with open visibility to all areas
- Variety of environments ranging from natural to structured (i.e. park-like spaces, school gardens, edible landscape, permaculture, greenhouses, multi-use tracks and safe, risk-taking play structures)

5. **Buildings and systems are standardized, yet adaptable, solutions which are energy efficient, sustainable, easy to maintain, inclusive and cost efficient.**

Considerations:
- Accessibility - go beyond code standard for more inclusive solutions
- Building zoning and local control
- Classroom specifi c technology that supports learning
- Consider the cost to operate, maintain and replace
- Design for function (i.e. doors wide enough for deliveries on pallets)
- Durability (i.e. low maintenance, hardworking, long-lasting, "kid-tested")
- Ease of use for security access and keying - simple, understandable
- Ease of use and standard components
- Healthy indoor air quality and circulation
- Lighting controls, HVAC, security, intercoms, technology
- Maintainability - easily cleaned, repaired, maintained
- Minimize life cycle costs
- Standardize replacement items throughout all district facilities
- Standardization & reliability; serviceability with local support
- Sustainability in building materials, supplies, cleaning products (i.e. low toxicity)
- Thermal comfort, air quality, acoustics, lighting and finishes that support well-being

6. **Technology infrastructure of each school is designed to provide a reliable, resilient network with audio/visual connections for teaching, learning, communications and community use.**

Considerations:
- Assess special needs for technology both in teaching and learning
- Backup communication system
- Ease of use and standard components
- Flexibility in design for technology not yet invented
- Supportive of learning and students needs

7. **Mental health and well-being for all is encouraged and supported. A diverse, adaptive and inclusive range of spatial attributes honoring age, citizenship, color, sex, sexual orientation, ability, gender expression, gender identity, national origin, parental status, marital status, race and religion is incorporated.**

Considerations:
- Inclusive restrooms and bathroom stalls (i.e. gender, ADA)
- Incorporate positive, inclusive wellness and public service signage (i.e. breathe, smile, health tips, exercise, drink water)
- Promote handwashing by strategically placing sinks throughout the building to incorporate handwashing as part of a daily routine (i.e. in classrooms, cafeteria and classroom pods/suites), while keeping sustainability, accessibility, operations and maintenance concerns in mind
- Safe place for self regulation and emotional balancing
- Sensory considerations incorporated at building entries and throughout the facilities (i.e. indirect lighting for calming effect, open and organized wall space, connection to the outdoors, sound dampening in gym, music room, and cafeteria)
- Trauma informed space design and care
- Universal, accessible, size inclusive rooms, furniture and playground equipment
- Wellness spaces

8. **The learning environment is inclusive and reflects, supports, and inspires the education of all.**

Considerations:
- All spaces designed for full accessibility
- Break spaces, both inside the classroom and adjacent (supervisable)
- Choice and autonomy
- Collaboration
- Culturally enriched, sensitive and inclusive through use of colors, textures, display of student work
- Daylighting and full spectrum lighting instead of fluorescent lighting
- Differentiated seating
- Fluid and supervisable movement between classroom, pod, and outdoor spaces
- One centrally located bathroom fully access with Hoyer lift and changing table
- Restroom access from classroom
- Restrooms connected to each pod, ADA accessible, with consideration of gender inclusive
- Restrooms equipped to accommodate other cultures (i.e. wash room for prayer)
- Signage in multiple languages
- Thermal comfort and indoor environmental quality

9. **Common use spaces, classrooms and student learning areas are flexible and adaptable. Solutions encourage collaboration and enhance student learning opportunities.**

    Considerations:
    - Building as a teaching tool that is flexible and adaptable
    - Flexible and future-ready technology
    - Spaces adaptable to future use and growth (i.e. movable walls and furniture)
    - Review fixed café furniture vs. flexible, varied use furniture
    - Use materials that are varied and appropriate for use while taking into consideration maintenance (i.e. non-reflective, hard surface flooring) as well as carpeted areas

10. **Gender inclusive spaces are provided throughout the building that support safety, privacy of choice and individual space.**

Considerations:
- Inclusive signage
- Restroom/classroom adjacency
- Restrooms, locker rooms/changing areas and showers
- Series of individual restrooms located together
- Single stalls

11. Health and wellness spaces are safe, flexible, and designated for a variety of learning and recreational activities.

Considerations:
- Inclusive variation of spaces through finishes, furniture types/sizes and noise level (i.e. small/large group, vibrant/quiet, bright/dim in spaces like the cafeteria, classrooms, gym and hallways)
- Meeting rooms for services provided by outside entities for the district
- Proper adjacencies to infrastructure and support spaces
- Space for waste reduction education, recycling and composting
- Wellness spaces (i.e. health rooms, staff wellness room, mother rooms, counseling spaces, yoga room, safe space for everyone with dietary considerations, family space, social services, food pantries and food gardens)

12. **Connectedness is encouraged through creating spaces that are culturally inclusive, sensitive, warm, welcoming and provide opportunities for spontaneous interaction, conversation and collaboration, fostering student success for all.**

Considerations:
- Calm, simple and active learning environments
- Collaboration between grade levels
- Culturally sensitive and inclusive colors/textures
- Display walls for student work
- Easily accessible family resource services
- Flexible furniture that encourages student interaction (peer to peer) and movable for a variety of learning groups
- Grade level groupings
- Graphics and art with learning content, including multi-media projection
- Inviting entry/living room to the school that promote interactions with families
- Lighting, acoustics and finishes
- Mentoring relationships
- Smaller scale volumes of space
- Visual connections through use of interior and exterior transparency at appropriate heights for age range
- Signage in multiple languages using positive instruction (i.e. "please check in at office" as opposed to "do not enter")
- Spaces outside the classrooms promote informal interactions
- Support families by providing appropriate and intentional after school programing spaces
- Team teaching opportunities through flexible connections between teaching spaces
- Whole family relationships

13. Community access to schools is reasonably provided to flexible, multi-use spaces.

Considerations:
- Connectivity to community (i.e. disaster preparation and/or response)
- Community or partner access to classrooms
- Compartmentalize school space (i.e. better community access, zoning with local controls for after hours use, secure storage)
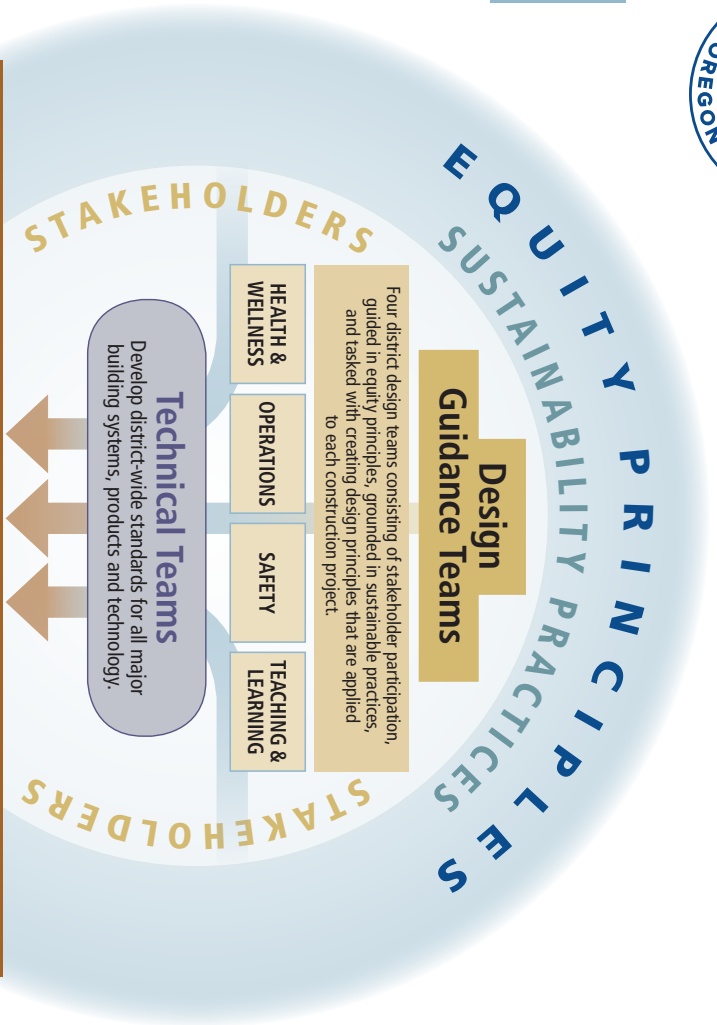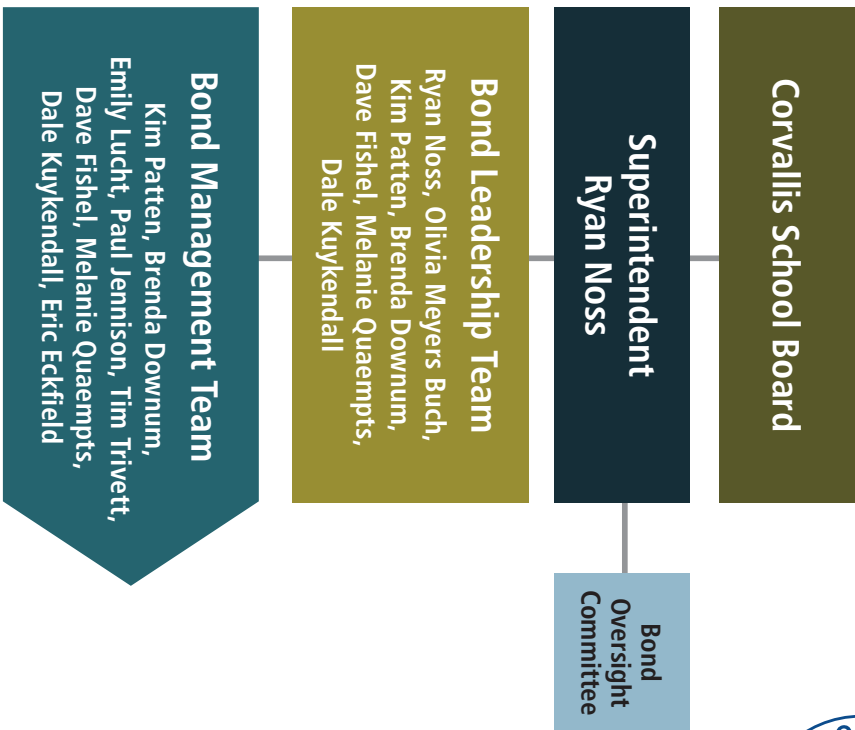- Ease of use for students, faculty, parents, community

APPENDIX I:

Corvallis School District Bond Program Organizational Chart
Design Guidance Team Charter
Core Values
Framework Lens: Sustainability

Corvallis School District
Bond Program Organizational Chart

Corvallis School Board

Superintendent
Ryan Noss

Bond Oversight Committee

Bond Leadership Team
Ryan Noss, Olivia Meyers Buch,
Kim Patten, Brenda Downum,
Dave Fishel, Melanie Quaempts,
Dale Kuykendall

Bond Management Team
Kim Patten, Brenda Downum,
Emily Lucht, Paul Jennison, Tim Trivett,
Dave Fishel, Melanie Quaempts,
Dale Kuykendall, Eric Eckfield

EQUITY PRINCIPLES

SUSTAINABILITY PRACTICES

STAKEHOLDERS

Design Guidance Teams

Four district design teams consisting of stakeholder participation, guided in equity principles, grounded in sustainable practices, and tasked with creating design principles that are applied to each construction project.

HEALTH & WELLNESS

OPERATIONS

SAFETY

TEACHING & LEARNING

Technical Teams
Develop district-wide standards for all major building systems, products and technology.

Design Advisory Committees

Each school has a design advisory committee consisting of project manager, architect, general contractor, maintenance department representative, principal, staff, students, and the greater community. Committees utilize the design principles and technical standards along with school based design decision making process.

SCHOOL COMMITTEE A
PROJECT MANAGER
Eric Eckfield
HOOVER, LINCOLN

SCHOOL COMMITTEE B
PROJECT MANAGERS
**Dale Kuykendall,
Eric Eckfield**
ADAMS, FRANKLIN,
JEFFERSON, MOUNTAIN
VIEW, WILSON, GARFIELD

SCHOOL COMMITTEE C
PROJECT MANAGER
Dave Fishel
CHS, CHELDELIN,
CVHS, HARDING,
LINUS PAULING

User Groups

User Groups consist of the architects, DAC members when appropriate, and school and district based staff members that represent a user's level of expertise on a particular topic.

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Corvallis School District
Bond Program Organizational Chart

School Board
GOVERNANCE

Advisory to the Superintendent
Oversight of Policy

Meets twice a month

- Reviews regular superintendent bond program updates
- Reviews alignment with core values
- Provides governance to board policies
- Supports superintendent compliance with voter approved bond program
- Reviews and approves major bond program procurements
- Key communicators to and from general public
- Approves/rejects increase of budget or new projects from additional sources of funds

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Bond Oversight Committee
MONITORS & REPORTS

Advisory to the Superintendent
Monitors Bond Program

Meets quarterly

- Reviews alignment with core values
- Consists of members representing areas of expertise and various stakeholder groups
- Monitors overall budget, schedule, scope, and funding to ensure compliance with voter approved bond program
- Advisory to the superintendent on major bond-related issues requiring board action

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Bond Leadership Team
DECISION MAKING PROCESS

Advisory to the Superintendent
Oversight of Bond Management Team

Meets weekly

- Monitors overall budget, schedule, and scope of work to ensure compliance with voter approved bond program
- Utilizes the Bond Management Plan as a foundational guide for decision making protocols
- Advisory to the superintendent on major bond-related philosophy and strategy approaches
- Ensures strategic path alignment to core values and sustainability efforts
- Reviews and approves contracts and issues that affect the overall program
- Makes recommendations to the superintendent on changes to overall program and/or scope alignment
- Provides equity leadership and core value alignment

Bond Management Team
OVERSIGHT & MANAGEMENT

Advisory to the Superintendent & Bond Leadership Team
Oversight of Design Advisory Committees

Meets weekly

- Provides equity assurance within project decision making and design advisory committee support
- Monitors and reviews school design feedback on design and construction phases in alignment with the education specifications
- Establishes weekly project priorities within scope
- Recommends change orders that do not change overall program budget and scope to the Director of Facilities and Transportation
- Ensures safety and security throughout all projects
- Monitors and maintains project schedule and budget
- Monitors and reviews school design advisory committee compliance
- Provides overall project management and oversight of school board approved bond program
- Recommends procurement within approved overall program
- Provides ongoing school leadership support and two-way communication with the school community
- Makes recommendations to the superintendent on major contracts for the architect(s) and general contractor(s)

Design Guidance Teams
STAKEHOLDER INPUT & RECOMMENDING BODY

Advisory to the Design Advisory Committees

- Equity principles are infused into all processing and product development
- Sustainability practices provide guidance for team discussions and recommendations
- Design Guidance Teams
- Assists in the development of design principles in four comprehensive areas that are applied to construction at each school
  - Design Principles
  - Health & Wellness: athletics, food services, outdoor learning and play-grounds, physical education, school gardens
  - Operations: custodial, community use of facilities, infrastructure, maintenance, site circulation, transportation, technology, and communication
  - Safety: door lock systems, environmental design, fire detection systems, intercoms, line of sight, and video surveillance
  - Teaching & Learning: community learning, career technical education, dual language, educational programming, innovation, project based learning, outdoor education, special education, and technology learning

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Technical Teams
RECOMMENDING BODY

Advisory to Project Management Team and Leadership Teams

- Develop district-wide standards for all major building systems, products, and technology
- Apply lessons learned from past projects to ensure projects are designed for ease of maintenance, durability, and longevity

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Design Advisory Committees
RECOMMENDING BODY

Advisory to the Project Management Team

Meets monthly or as needed

- Provides feedback to the Bond Management team on project review and compliance with district core values, equity and design guidance principles, technical standards, and sustainability practices
- Provides compliance feedback to the bond management team on design and construction elements aligned to the education specifications
- Serves as a liaison to students, families, staff, and the greater community

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User Groups
STAKEHOLDER INPUT

Advisory to the Design Advisory Committee

Meets as needed

- Forms as a result of architect and project manager request and for a specific purpose
- Provides information from a user/implementation perspective on project topics and elements
- Reviews Design Guidance Principles and Technical Standards
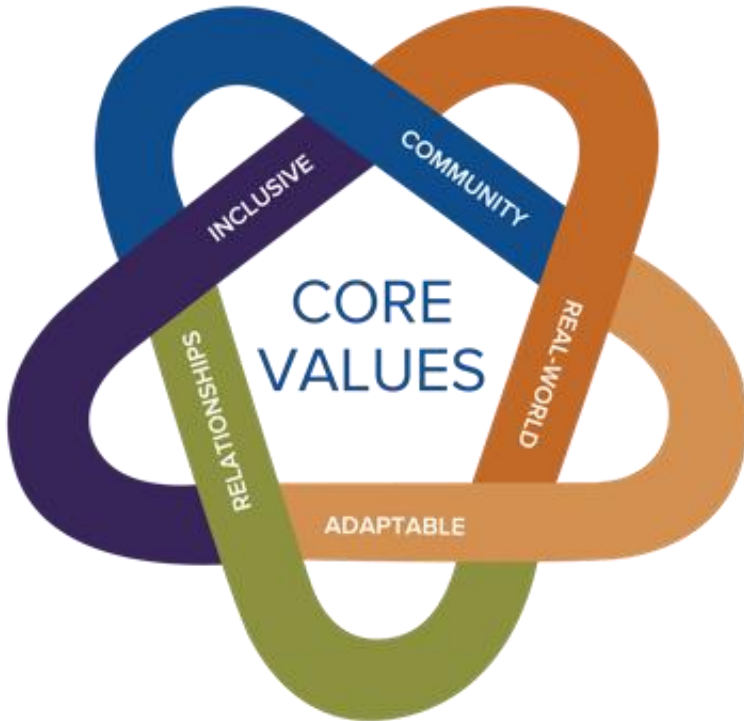- Reviews design documents and provides feedback

DESIGN GUIDANCE TEAMS CHARTER

Staff Leaders	Facilitators	Kick Off Date	Sunset Date
Ryan Noss, *Superintendent* Kim Patten, *Director of Facilities & Transportation*	DLR Group PIVOT Architecture *(design firms retained by the district)*	October 24, 2018	November 2020

Purpose	Assist in the development of design principles related to specific topic areas that align with the district's Core Values for Educational Design.
Goals & Objectives	The work of the Design Guidance Teams is to develop district-wide design principles that should be considered for all projects included in the 2018 facilities bond program. Four teams will be established as follows: • **Safety Design Guidance Team** will discuss topics such as security through environmental design, intercoms, video surveillance, and fire detection systems. • **Teaching & Learning Design Guidance Team** will discuss topics such as supporting educational programs through facility design and the needs of all students. There will be a focus on how the Core Values are implemented through design characteristics and learning spaces, such as classrooms, specialized spaces, and outdoor environments. • **Operations Design Guidance Team** will discuss topics such as maintenance and custodial needs, site circulation (bikes, pedestrians, cars), community use of facilities, and infrastructure. • **Health & Wellness Design Guidance Team** will discuss topics such as food services, student health services, physical education, athletic facilities, and playgrounds. The concepts of equity and sustainability will be a primary consideration in all topic areas.
Intended Outcomes	An initial set of design principles for each specific topic area that identify the overall purpose, definition and structure of any sub-topics, and district facility needs.

Scope	The work of the Design Guidance Teams is to develop design principles that should be considered for all schools. Each school's Design Advisory Committee will develop the application of the design principles as it relates to the specific needs and scope of work at each school. For example, a Design Guidance Team might establish a design principle for connections to the outdoors such as *"Each school shall seek to provide safe and equitable connections to nature. Connections shall support learning, physical activity and healthy group socialization."* The application of that design principle as developed for a specific site might be *"The cafeteria should directly connect to an exterior dining and socialization space. Exterior space shall be sized adequately to support at least 50% of the occupants of the cafeteria and should include a variety of seating, and a covered area."*
Meeting Frequency	The Design Guidance Teams will meet three times as follows: Workshop #1: Wednesday, October 24, 2018 Workshop #2: Wednesday, November 7, 2018 Workshop #3: Wednesday, November 28, 2018 The Design Guidance Teams may also reconvene periodically through the duration of the bond program design work.
Procedures & Process	DLR Group and PIVOT Architecture will facilitate all meetings. The process used to make recommendations will be consensus. All Design Guidance Team meetings are open to the public to observe.
Proposed Committee Members	Each Design Guidance Team will be composed of approximately fifteen members having a special interest or expertise in the given topic (safety, teaching and learning, operations, health and wellness).
Liaison Members (Steering Committee)	• District Bond Leadership Team *(Superintendent, Director of Finance and Operations, Director of Facilities and Transportation, Communications Coordinator)* • Representatives from Wenaha Group *(project management firm retained by the district)* • Representatives from DLR Group and PIVOT Architecture *(architecture firms retained by the district)*
Sunset Clause	The Design Guidance Teams may reconvene periodically through the duration of the bond program, but will fully sunset upon completion of design work for the bond program.

CORE VALUES FOR EDUCATIONAL DESIGN

RELATIONSHIPS BUILD A COMMUNITY OF TRUST AND RESPECT

With collaborative relationships, all feel known, valued, and encouraged to take risks. Each individual is inspired to perform at their highest potential.

INCLUSIVE LEARNING ENVIRONMENTS ARE CULTURALLY RELEVANT

Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all backgrounds and abilities to pursue their passions. We are dedicated to meeting each student's needs.

REAL-WORLD, EXPERIENTIAL LEARNING IS MEANINGFUL AND APPLIED

Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems, and make learning visible though exhibition. With high expectation, our programs and spaces nurture creativity and a sense of accomplishment and joy.

COMMUNITY CONNECTIONS SUPPORT LEARNING

Our schools foster a diverse array of partnerships to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.

ADAPTABILITY IS CRITICAL TO OUR SUCCESS

Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflect and stimulate curiosity, imagination and learning.

Sustainability Design Guidance

Overarching Questions

1. What is the biggest opportunity to reduce negative environmental impact? (reduce greenhouse gas emissions, limit water quality impacts)
2. What does success look like? How would you measure and communicate success? (district wide Energy Use Intensity (EUI, Energy used/Square foot) target, increased number of students biking to school)
3. How should the district prioritize sustainable design strategies? What criteria should be used? (Return on Investment (ROI), co-benefits, ability to adapt/retrofit later)

Energy

1. How has energy efficiency been considered (ENERGY STAR target, maximum EUI)?
2. How is the district's desire to design and build to LEED standards been incorporated into these guidelines?
3. What guidelines are provided for common energy savings measures (cool roofs, LED lighting, building controls)?
4. How do the standards allow for maximizing environmental factors for energy savings? (Trees for shading, daylight to minimize electric lighting, natural ventilation)
5. What renewable energy options have been explored? (rooftop solar, community solar garden)

Water

1. In what ways have indoor water efficiency been considered? (low flow fixtures)
2. How do landscaping standards minimize irrigation requirements? (reduce turf area, native plants)
3. What applications for raw water and other recycled water have been considered? (irrigation, grey water)
4. How do landscaping standards mitigate the water quality impacts of site runoff? (rain gardens, permeable pavement)

Facilities

1. How do design standards address indoor air quality? (**A**ir **C**hanges per **H**our (ACH), high performance filters, low **V**olatile **O**rganic **C**ompounds (VOC) materials)
2. How do design standards address thermal comfort? (tightness, economizers, insulation)
3. In what ways does the building provide outdoor learning options? (outdoor classrooms, natural areas)
4. How have acoustics for better learning and teaching been considered in design standards?
5. How does the building design optimize daylighting throughout the building? (orientation, skylights, clerestory windows, light shelves)
6. How does the guidance provide flexibility to adapt to expected regional changes due to climate change such as warmer temperatures, more extreme heat days, and changes in precipitation patterns impacting water availability? (drought tolerant landscaping, air quality mitigation for fires, flood preparedness)

7. In what ways do the building designs allow the building to be used as a teaching tool for real-world learning? (energy use dashboard, student garden, wildlife habitat)
8. How do the guidelines promote the use of sustainable building materials? (rapidly renewable materials, locally produced, high recycled content, low VOCs)

Transportation

1. How do traffic flow patterns consider pedestrian safety? (clear pedestrian walkways)
2. In what ways do the guidelines discourage idling? (optimize traffic flow patterns for pickup/drop off)
3. How does the design promote cycling or other active forms of transportation? (centralized covered bike racks, prioritized bike access)

Food and Waste

1. What opportunities for healthy food learning are supported by the building design? (area for student garden, kitchen set up for scratch cooking)
2. How does the design standard promote occupant recycling, composting or other waste reduction opportunities? (co-located recycling, composting and waste bins and spaces with appropriate signage)
3. What guidance is provided for recycling construction waste? (target diversion rate)

Economic

1. What economic benefits may result from your sustainability design guidance? (lower utility bills, fewer sick days)
2. Where should resources be focused to ensure the highest return on investment? (building envelope, landscaping)
3. How is total cost of ownership balanced against first costs? (target ROI for efficiency upgrades, focus on durability)

APPENDIX II:

POST WORKSHOP 3:
The review, revise and alignment activities of Workshop 3 were enlightening, as the process uncovered overlap and synergy amongst the four topic areas. The conclusion of the three workshops resulted in 24 Design Guidance Principles, with several considerations for each statement.

A summary is provided below. The full document follows:

HEALTH AND WELLNESS
PROMOTING HEALTHY HABITS
1. *Encourage and support mental health and well-being for all. Incorporate a diverse, adaptive and inclusive range of spatial attributes honoring age, citizenship, color, sex, sexual orientation, ability, gender expression, gender identity, national origin, parental status, marital status, race, religion, and mental health.*

2. *Provide indoor and outdoor spaces of both the built and natural environment support an inclusive range of mental, physical and social well-being for all.*

3. *Provide health and wellness teaching, learning and recreational opportunities for all.*

4. *Provide health and wellness spaces that are safe, shared, flexible, and designated for a variety of activities.*

PHYSICAL HEALTH
5. *Encourage and support daily physical activity year-round by providing safe, appropriate space and infrastructure accommodations for all.*

6. *Provide more non-gender spaces throughout the building that support safety, privacy of choice and individual space.*

OPERATIONS
BUILDING SYSTEMS
1. *Building systems will provide energy efficient solutions that consider appropriate site-specific response, building zoning and local control. District standards for building systems shall consider ease of use and maintainability.*

2. *To enhance learning opportunities, each school should incorporate energy efficient systems with priority consideration for alternate and renewable energy sources. Such measures shall be accessible to students, staff and community.*

FACILITIES & GROUNDS

3. *Schools should provide reasonable community access to flexible, multi-use spaces throughout the year. These spaces should provide building system zoning that can be locally controlled for after-hours use as well as portioned for secure access and storage.*

4. *Exterior site and landscape design should incorporate solutions that are easy and efficient to maintain. Landscape design should prioritize low maintenance selections that are appropriate to this region, resilient to weather extremes, and require little to no additional irrigation.*

IN SUPPORT OF TEACHING & LEARNING

5. *The technology infrastructure of each school should be designed to provide a reliable network and audio/visual connections for teaching, learning, communications and community use.*

6. *Design of building and systems should incorporate thermal comfort, air quality, acoustics and lighting that support well-being, optimal learning and productivity.*

7. *Flexible and adaptable design options should be considered for common use spaces, classrooms and student learning areas. Solutions shall support the district's core values for educational design and enhance student learning opportunities.*

8. *Site design should reduce conflicts, enhance safety and meet the needs of the school. Solutions need to consider traffic, parking, site circulation and connections.*

STANDARDIZATION

9. *District wide standards will be implemented for ease of maintenance and cost efficiencies.*

SAFETY

SAFE SITE DESIGN

1. *Safe site design provides outdoor spaces that can be secured during school hours with clear circulation for each mode of transportation.*

SAFE BUILDING ENTRY

2. *Access to all buildings are welcoming yet controlled and visible.*

SAFE BUILDING INTERIOR

3. *The flow of people through the interior of the building has a clear and intentional layout.*

SUPPORT SYSTEMS FOR SAFETY

4. *School design supports accessible, integrated communication and facilitates purposeful movement throughout the school campus.*

TEACHING AND LEARNING

COLLABORATION

1. *Schools encourage conversations and connectedness.*

REAL WORLD

2. *Provide students with opportunities to connect to the larger physical world around them and engage in creative play and explorations.*

INCLUSIVE

3. *The learning environment reflects, supports, and inspires the education of all.*

COMMUNITY

4. *Relationships with the whole family are supported and strengthened. Student mentoring relationships are encouraged for student success.*

ADAPTABILITY

5. *Every space should be adaptable and encourage collaboration with learning opportunities in all areas.*