CORVALLIS SCHOOL DISTRICT

2018 FACILITIES BOND

PROGRAM MANAGEMENT PLAN

July 3, 2019

Corvallis School District
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TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

BOND PROGRAM GOALS 1

CORE VALUES FOR EDUCATIONAL DESIGN 2

BOND OVERSIGHT COMMITTEE 3

ORGANIZATIONAL FRAMEWORK 3

MANAGEMENT STRATEGIES 4

- Program Scope 4
- Design Standards 4
- Budget Management 5
- Project Management Techniques 8
- Additional Sources of Funding 8
- Cost Estimates Updating Strategy 9

APPENDIX A: Bond Program Organizational Chart 10

APPENDIX B: Approved Bond Projects Listed by School 12

APPENDIX C: Master Schedule 17

APPENDIX D: Budget Management Controls Matrix 18

APPENDIX E: Contract Delivery Methods 19

ATTACHMENT 1: Design Standards: District-Wide Elementary Education Specification

ATTACHEMENT 2: Design Standards: Design Guidance Team Process Summary

EXECUTIVE SUMMARY

This 2018 Facilities Bond Program Management Plan provides the strategies and procedures that will be implemented by the district to successfully execute the bond program. This plan establishes an organizational framework, roles and responsibilities of key participants, decision making protocols, cost management strategies, and reporting requirements. Program scopes, schedules and budgets will also be articulated in the plan and **updated on a regular basis**.

The primary leadership body of the bond program (the Bond Leadership Team) is composed of key district staff and consultants that direct critical initiatives within the limitations of the bond program. The role of each participant is to provide expertise and insight in their given topic area, accountability for timely decision making and to partner with the other participants in developing recommendations and participating in the decision-making process to successfully implement the bond program. The Bond Leadership Team is to provide clear leadership and support to all individual project teams to:

- Complete design and construction in a timely and cost-effective manner
- Meet the functional requirements of the district
- Ensure compliance with contract documents and applicable laws and regulations.
- Provide accurate and timely financial and schedule status and associated progress information to the school board, Bond Oversight Committee, and the public.

In addition to the technical expertise and support available from within the district, substantial technical support in architectural and engineering design, construction management, quality assurance, and regulatory reviews and approvals and continuous improvement will be solicited and engaged.

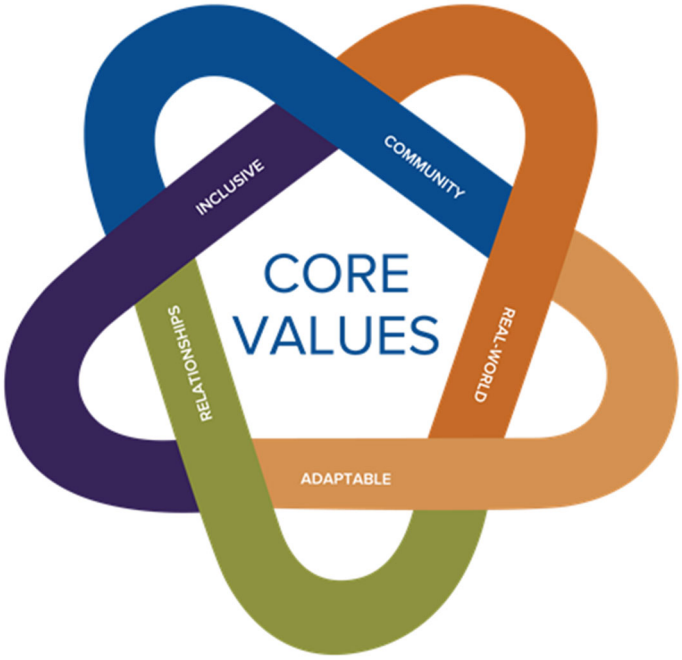
BOND PROGRAM GOALS

The primary goal of the bond program is to support future generations by building and renovating school facilities that foster best practices for teaching and learning, inspire our students to achieve their educational goals, exceed community expectations, sustain our resources, and enhance our community. Specifically, the district will:

- Develop and renovate facilities to ensure that our school environments are aligned with the district's core values for education design.
- Manage bond proceeds diligently and prudently.
- Create equitable opportunities in public purchasing and contracting.
- Integrate real-world learning opportunities for students into the bond program.
- Establish a Bond Oversight Committee to monitor bond program execution and to report its observations to the school board.
- Engage stakeholders throughout the bond program.

CORE VALUES FOR EDUCATIONAL DESIGN

A diverse group comprised of district leadership, school board members and school staff formed a district Innovation Team in the spring of 2016. This group toured exemplary facilities around the region, held intense discussions, gathered valuable student feedback, and spoke with educational leaders to develop a set of guiding principles. This intensive process of investigation and study led to the articulation of a set of core values to provide direction to the facility planning process and execution of the bond program.



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.

BOND OVERSIGHT COMMITTEE

An important part of the bond program is the Bond Oversight Committee, an independent community-based body in charge of monitoring the planned improvements, costs, schedule and progress of the bond program. The committee will be established as a superintendent's committee (public meeting laws do not apply) and will actively monitor the bond program to:

- Ensure bond revenues are used only for the purposes consistent with the voter-approved 2018 bond measure and consistent with state law.
- Reduce long-term maintenance, construction costs and improving efficiency and longevity, and innovative practices.
- Actively communicate key information related to the bond to ensure transparency to all stakeholders.
- Review bond program performance and financial audits; may inspect school facilities and grounds related to bond activities accompanied by district staff.
- Review quarterly reports produced by the district each year the bond proceeds are spent in order to assess general compliance with the bond measure approved by voters.

The committee will prepare and deliver quarterly meeting minutes as well as an annual report to the superintendent regarding project progress including an overall assessment of the projects, schedules, spending trends, cost projections and recommendations for budget changes for specific projects to ensure the purpose and promise of the bond program is fully realized.

The committee will review project improvements, monitor spending (program progress), and monitor schedules. They will also consider and recommend project modifications to the superintendent if inflationary increases in construction costs exceed current budget estimates. If projects are completed under the current budget estimates or if bond proceeds exceed projected funding, the committee will make recommendations to the superintendent for additional projects to be funded in accordance with the district's long range facilities master plan.

The committee will be composed of seven members and an ex-officio representative from the school board and staff liaison members. Committee members shall primarily be professionals with experience in construction, finance, auditing, public budgeting, banking and general business and selected through an application process and approved by the superintendent.

At the first meeting of the committee, a chairperson will be elected. The chairperson will work with staff liaisons to plan committee meetings and activities and to facilitate committee meetings. The committee will meet at least quarterly, and will sunset when all bond projects have been completed and financial statements have been successfully audited and approved by the school board.

ORGANIZATIONAL FRAMEWORK

See Appendix A (Bond Program Organizational Chart) for the organizational framework for the bond program, including a description of roles and responsibilities.

MANAGEMENT STRATEGIES

Program Scope

The bond program scope is based upon the approved bond projects (see Appendix B) and includes work that is necessary or required to deliver the intended scope. Code standards, jurisdictional requirements, and differing site conditions are not scope changes. Similarly, bidding market conditions, weather impacts, design refinements, and contractor claims are not scope increases. Scope changes include discretionary and significant modifications to the functional purpose of the project, or discretionary and significant space additions or deletions.

Approved Bond Projects. The bond program project content was developed and refined in 2017. Project budget estimates were also established at that time. A Long Range Facilities Planning Committee convened by the superintendent recommended a bond program package to the superintendent, which was ultimately approved by the school board with a resolution to submit the program to the voters at the election in May 2018. The project documents, with their scope definitions, provided the foundation of the information provided to voters about what the bond program would deliver and they remain valid.

These approved scope and budget documents are provided to project managers assigned to execute projects, district principals and other staff who are the beneficiaries of the completed projects, and to design teams of architects and engineers who provide the detailed designs for construction projects. The overall bond program and project documents are compiled in Appendix B. The preliminary master schedule is presented in Appendix C.

Design Standards

Two different types of standards have been developed for the bond program - educational specifications and technical specifications.

Educational Specifications. The basis of educational specifications is the educational program. Educational programs require space which needs to be configured with certain physical attributes and characteristics. In essence, the shape and nature of place supports educational programs. Without a place to teach and careful consideration of a school's educational needs, learning is impacted.

An educational specification is a document that facility planners, architects and engineers use to develop, plan and design new schools or modernize existing ones. Educational specifications describe the facility vision, spaces, relationships between spaces and specific physical characteristics of each space in a new or modernized school.

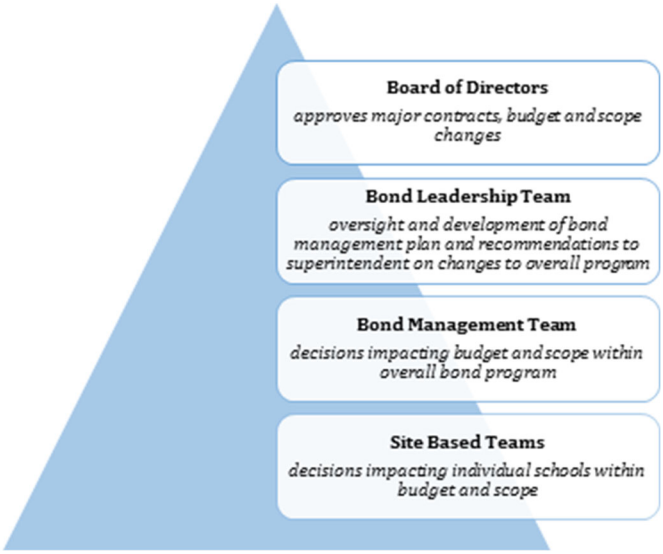
Technical Specifications. The technical specifications provide uniform and consistent quality standards for design and construction of all district facilities. They outline the minimum acceptable standards for products, materials and systems used in all facility improvements, including new construction, renovation, remodeling and maintenance.

The district seeks to procure products and materials through open, competitive bidding to the greatest degree possible. However, in order to control costs and ensure long- term maintainability, the district prefers known or proven products and materials to unknown or experimental items. In accordance with ORS 279C.345, the school board can approve a list of brand name products to be used for construction projects. When a product specification is followed by "or equal," it is being used as the basis of design; an alternate product requires district approval.

See Attachment 1 and Attachment 2 for the district's design standards. There will be a formal deviation process to consider individual design features that may need to differ from the standards due to specific circumstances relevant to a particular project or to embrace new technical information. Deviation requests are typically initiated by consultants early in the design process or by project stakeholders as the designs progress. Required process inputs include a rough order of magnitude costs or savings, schedule impacts or benefits, supporting documentation, and a classification of whether or not the item is outside of the scope of the original intent, i.e., a want. The process moves through various stakeholder reviews including consideration of budget, maintenance impacts, life-cycle cost analysis, district-wide implications, etc.

Budget Management

Project managers operate in a highly dynamic environment where good judgement and rapid decision making are essential. In order to provide budget management guidance and delegation of appropriate levels of authority to project managers and senior staff, the district created a budget management work process to provide the project teams with policy and guidance in these areas:



- Guiding principles
- Delegation of authority levels
- Initial project budgets
- Changes to project budgets
- New projects
- Monitoring and reporting

This work process addresses the major elements for conducting effective budget management of the district's bond program. The district will use two cost systems to record and manage information about project costs, Infinite Visions and ProCore. Infinite Visions provides the official accounting records for all district expenditures, while ProCore provides cost and budget management information for project managers and other district staff. The coordination of data between these two cost systems will be led by district staff, however, project managers are responsible for budget planning, cost data entry, invoice approval, and cost management through ProCore.

Budget Management Guiding Principles

- Project quality, maintainability, and life cycle cost considerations are more important than the first cost to construct.
- Deliver the intended scope as described in the original bond program documents.
    - *Program scopes are based upon the original bond project documentation and include work that is necessary or required to deliver the intended scope. Code standards, jurisdictional requirements, and differing site conditions are not scope changes. Similarly, bidding market conditions, weather impacts, design refinements, and contractor claims are not scope increases. Scope changes include discretionary and significant modifications to the functional purpose of the project, or discretionary and significant space additions/deletions.*
- Project budget surpluses will be placed in the project contingency rather than be used to expand the scope of the project.
- If a planned project is no longer needed, the funding for that project will be placed in the project contingency.
- Value engineering may be used to help control project costs, but will be applied in a manner that does not significantly impact the program scope or quality.
- Project budget adjustments will be made subject to the Bond Program Budget Management Controls matrix (Appendix D).

Establishment of Project Budgets

Original Budget. The total amount of the original budget must match the amount in the bond program for the project as of May 2018. The original budget record will be retained unchanged as a reference point through the life of the bond program.

Project budget breakdowns are established by the project manager, approved by the district, and then managed by the project manager. A standard budget breakdown template will be used, however project managers may select the line-items to apply based upon relevance to the specific project. At the summary level, the standard budget elements will include:

- Bond and Legal Related (bond sales, bond counsel, insurance, other legal costs)
- Administration (travel, district staff, testing and inspection, special inspections, planning and permitting, electrical/utility fees, printing, reprographics and postage, other)
- Off-Site Related Costs (temporary classrooms/offices, other)
- Professional Fees (project management, architectural and engineering fees, survey, geotechnical engineer, hazardous materials consultants, building envelope consultant, commissioning, other)
- Building Construction (pre-construction fees, construction costs, construction and estimating contingency)
- Furnishings and Equipment (furniture, playground, equipment and technology, moving expenses)
- Project Contingency and Program Reserves

Changes to Original Project Budgets

Increases. The total amount of a project budget may be increased only in accordance with the Core Values for Education Design and the Bond Program Budget Management Controls matrix (Appendix D).

Project Contingency. The project contingency is part of a project's budget. Use of project contingencies will be as defined in Bond Program Budget Management Controls matrix (Appendix D).

Program Reserves. Program reserves available to the bond program but not yet allocated to any project budget. Funding from program reserves may be added to project budgets in accordance with the Bond Program Budget Management Controls matrix (Appendix E). The bond leadership team will recommend the use of bond program reserves as needed to ensure that all bond promises are met.

Reductions. Project budgets may be reduced based upon forecasted cost savings when deemed appropriate considering factors including the project manager's estimated cost at completion and the remaining cost-related risk to the project. Savings taken from a project will be posted as additional resources in the project contingency in the Monthly Bond Financial Status Report.

New Projects. Projects not specifically included in the original bond program may be added with the approval of the school board.

Monitoring & Reporting

Current Budget. The current budget will be used by the project manager to reflect approved changes to the original project budgets. Project managers may move funding between budget line-items, including allocation of the project contingency when needed, or schools provided that these adjustments are in accordance with the Core Values for Educational Design.

Estimate at Completion and Contingency Estimate. Project managers will update the project contingency estimate when significant changes occur, but not less often than at the end of each calendar month. It is expected that this number will change, up and down, during the execution of a project. Comparing this estimate with the contingency targets will be a key management tool for identifying budget problems early when the most flexibly exists to address them. The estimate at completion is the forecasted final cost of a project and is updated in concert with Appendix E when the project contingency estimate is insufficient.

Financial Reports. A monthly Bond Financial Status Report will reflect the budget status of each project in the program reconciled to the total funding in the program. This report will also be provided to the Bond Oversight Committee at its regular meetings.

Project Management Techniques

The project management team uses a wide array of tools and approaches to control program scope, cost, and schedule during the design and construction phases of projects. Some of the key techniques are included below.

Bidding construction projects early in the season. The construction market in the Willamette Valley is saturated with work. Demand for quality contractors and workers is very high and straining the supply of these resources. Market conditions, coupled with the fact that many district construction projects must be fit into the narrow summer break period, are both negatively impacting costs. These realities make it doubly important to bid projects early, preferable in January, in order to secure contractor capacity while it is still available and to allow early ordering of long-lead equipment items in order to get the best pricing possible.

Early Initiation of Land-Use Process. Permitting jurisdictions normally allow applicants to utilize a pre-application process in order to shorten the overall time required to obtain land-use permits. This approach will be used for all large projects.

Architect & Engineer (A&E) Selection Process. Cost management of design work must be approached differently than for construction contractors. State law requires use of a qualifications-based competition for A&E services on publicly funded projects. Price cannot be a consideration. Design fees are negotiated after the most highly qualified firm is selected. The district must carefully negotiate reasonable fees based upon the size and complexity of the project.

Construction Manager/General Contractor (CM/GC) vs. Hard Bid for construction contracting. The district may use either approach depending upon the circumstances. It is important to consider the advantages of each method recognizing that one approach is not the best in every situation.

Change orders to construction contracts. Change orders are common and expected during construction contracts. Each change order will be classified as to the cause of the change in order to develop a consolidated record of change order drivers and costs. As part of an ongoing lessons-learned effort, the Bond Leadership Team will periodically review this data and submit a report to the Bond Oversight Committee for review.

Additional Sources of Funding

Several additional sources of funding to support the bond program are available to augment the $199.9 million bond approved by voters.

Bond Sale Premium. The district received a premium of about $28.7 million from the first bond sale. Bond counsel has advised that this funding is fully available to the district to apply to

capital projects. This funding may not be used for operational expenses. Future bond sales may, or may not, also produce a premium, but none has been assumed to be available at this time.

Bond Interest Earnings. The proceeds from the first bond sale will be invested in low-risk financial instruments being drawn down as the cash-flow needs of the bond program require. These investments are estimated to earn about $8.5 million. This funding may not be used for operational expenses. Future bond sale proceeds will be similarly invested, but no additional interest earnings have been assumed to be available at this time.

Oregon School Capital Improvement Matching (OSCIM) Grant. The district qualified to receive a matching grant of $6,234,147 from the Oregon Department of Education (ODE) through the OSCIM program. These funds will be applied to the approved bond projects.

Other Funding. Additional grants and reimbursements are available from several sources. They include energy conservation reimbursements from the SB 1149 program and from the Energy Trust of Oregon, and seismic rehabilitation grants.

Cost Estimates Updating Strategy

The bond program contains a variety of investments with several different cost control mechanisms. In addition, cost forecasting for the construction projects inherently has a variable level of precision depending upon the status of the work on individual projects. The closer to completion a project becomes, the costs are more certain. Conversely, for construction projects that will not start for several years, cost estimating and forecasting is more problematic. This is especially true before architectural and engineering designs commence. It is imperative to make a fresh evaluation of the forecasted costs of the total program matched up with the total amount of funding available.

As construction projects progress through their execution cycle, updated cost estimates are being continually developed. The milestones selected for updated cost estimates depend upon the size and complexity of the project. For large projects, updated estimates are important at three key design milestones - completion of schematic design, completion of design development, and completion of construction documents.

Estimates are developed at these milestones for large projects by both the design team (or, in the case of a CM/GC procurement, the construction manager) and an independent cost estimating firm working directly for the 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, Dale Kuykendall

Bond Management Team
Kim Patten, Patrick Linhart, Joni Olsen, Brenda Downum, Amy Lesan, Paul Jennison, Tim Trivett, Dave Fishel, Melanie Quaempts, Dale Kuykendall, Luisa Ardila, Alexis Silwinski, Brian Frey, Julie Haymart, Nikki McFarland

Scope Package

PACKAGE A: Lincoln, Hoover
PROJECT MANAGER: Wenaha Group, Dale Kuykendall
ARCHITECT: DLR Group, Brian Frey
CONTRACTOR: TBD

PACKAGE B: Adams, Franklin, Jefferson, Mountain View, Wilson, Garfield
PROJECT MANAGER: Wenaha Group, Dale Kuykendall, Patrick Linhart
ARCHITECT: DLR Group, Brian Frey
CONTRACTOR: Fortis Construction, Brian Gruenemay

PACKAGE C: CHS, CVHS, Linus Pauling, Harding/College Hill, Cheldelin
PROJECT MANAGER: Wenaha Group, Dave Fishel
ARCHITECT: Pivot Architects, Alexis Silwinski
CONTRACTOR: Gerding Builders, John Vorhees

EQUITY PRINCIPLES
SUSTAINABILITY PRACTICES
STAKEHOLDERS
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.

School Team

DESIGN ADVISORY COMMITTEE (DAC)

Provides program input and feedback on evolving school designs and ensure alignment with design guidance principles, core values, and bond promises.

Each DAC will be composed of no more than fifteen members that represent the demographics of the school community including staff, parent/guardians, and community members including neighborhood group representation.

SITE TEAM

Includes the following two groups:

CORE TEAM
Provides management of day to day design and construction activities. Includes Principal, Architect, Contractor and Project Manager.

USER GROUP
Small teams that bring specific knowledge (i.e. custodial, maintenance, Career and Technical, staff, students, teachers) to see that design addresses stake-holder needs.

Bond Program Organizational Chart

School Board
GOVERNANCE

Advisory to the Superintendent
Oversight of Policy

Meets bi-weekly

- 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 from program reserves
- Approves/rejects program scope changes or new projects

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

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
- Provides equity leadership and core value alignment
- Approves/rejects increase of budget from OSCIM Grant, Seismic Rehabilitation Grants, SB 1149 Funds or Energy Trust Incentives
- Approves/rejects transfer of budgeted amounts between schools or sites

Bond Management Team
OVERSIGHT & MANAGEMENT

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

Meets bi-weekly

- Provides equity assurance within project decision making and design advisory committee support
- 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)
- Monitors and maintains project schedule and budget
- Monitors and reviews school design advisory committee compliance feedback on design and construction phases in alignment with the education specifications
- Establishes 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

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
- Assist in the development of design principles in four comprehensive areas that are applied to construction at each school
  - » Health & Wellness
  - » Operations
  - » Safety
  - » Teaching & Learning

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

School Teams

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

Site Teams
RECOMMENDING BODY

Core Teams
STAKEHOLDER INPUT

Advisory to the
Design Advisory Committee

Meets as needed

- Provides management of day to day design and construction activities
- Includes Principal, Architect, Contractor and Project Manager

User Groups
STAKEHOLDER INPUT

Advisory to the
Design Advisory Committee

Meets as needed

- Small teams that bring specific knowledge (i.e. custodial, maintenance, Career and Technical, staff, students, teachers) to see that design addresses stakeholder needs.

APPENDIX B
APPROVED BOND PROJECTS LISTED BY SCHOOL

School	Project Description	Type of Work	Cost
Adams	Add five permanent classrooms	new	$ 2,778,625
Adams	Create collaborative/small group learning areas	new/major	$ 1,100,000
Adams	Create dedicated PE space by adding multi-use cafeteria	new/major	$ 1,546,520
Adams	Renovate existing classroom space for student support services	light remodel	$ 132,362
Adams	Improve ADA accessibility	capital repair	$ 49,335
Adams	Install energy efficient lighting	capital repair	$ 750,800
Adams	Replace covered play shelter	new	$ 360,044
Adams	Upgrade finishes in hallways and shared spaces including floors, paint, and ceilings	light remodel	$ 1,296,031
Adams	Upgrade mechanical infrastructure including electrical, heating and plumbing systems	capital repair	$ 2,055,250
Adams	Improve emergency lighting	capital repair	$ 198,624
Adams	Improve seismic safety	capital repair	$ 567,580
Adams	Replace emergency communication systems	capital repair	$ 74,484
Adams	Secure front entry and office modifications	new/major	$ 1,255,586
Cheldelin	Renovate classroom to create a STEM lab	light remodel	$ 568,969
Cheldelin	Renovate library/media center	light remodel	$ 431,374
Cheldelin	Improve ADA accessibility	capital repair	$ 76,257
Cheldelin	Install elevator to upper gym for ADA access	capital repair	$ 131,741
Cheldelin	Renovate cafeteria	light remodel	$ 444,690
Cheldelin	Renovate restrooms	capital repair	$ 364,820
Cheldelin	Replace kitchen flooring	capital repair	$ 44,792
Cheldelin	Resurface track	capital repair	$ 400,000
Cheldelin	Upgrade mechanical infrastructure including electrical, heating and plumbing systems	capital repair	$ 4,549,000
Cheldelin	Improve emergency lighting	capital repair	$ 336,445
Cheldelin	Improve seismic safety	capital repair	$ 3,036,920
Cheldelin	Replace wooden bleachers in the gym	capital repair	$ 374,954
College Hill	Add multi-use cafeteria	new/major	$ 1,629,102
College Hill	Renovate two classrooms to support science construction	light remodel	$ 616,818
College Hill	Improve ADA accessibility	capital repair	$ 160,369
College Hill	Renovate locker room	light remodel	$ 296,617
College Hill	Renovate restrooms	capital repair	$ 747,882

College Hill	Replace cabinetry in classrooms	light remodel	$ 400,000
College Hill	Replace roof and gutter system	capital repair	$ 1,527,685
College Hill	Upgrade mechanical infrastructure including electrical, heating and plumbing systems	capital repair	$ 4,128,884
College Hill	Improve emergency lighting	capital repair	$ 182,410
College Hill	Improve seismic safety in one story portion of the building	capital repair	$ 1,500,000
College Hill	Install access control system	capital repair	$ 45,603
College Hill	Replace emergency communication systems	capital repair	$ 68,404
College Hill	Replace fire monitoring system	capital repair	$ 456,025
Corvallis High School	Expand covered outdoor learning area for career technical education	new	$ 309,726
Corvallis High School	Renovate classroom spaces for career and technical education	major	$ 1,265,626
Corvallis High School	Improve softball facilities, including restroom and concessions	capital repair	$ 675,000
Corvallis High School	Install ADA door openers	capital repair	$ 84,365
Corvallis High School	Install covered walkway to applied technology buildings	light remodel	$ 750,000
Corvallis High School	Replace artificial turf field	capital repair	$ 742,000
Corvallis High School	Replace hallway carpet	capital repair	$ 589,185
Corvallis High School	Replace roof on the main building & greenhouse roof	capital repair	$ 2,818,890
Corvallis High School	Resurface track	capital repair	$ 400,000
Corvallis High School	Enhance video surveillance system	capital repair	$ 449,945
Corvallis High School	Increase restroom connections to emergency generator, toilets and faucets	capital repair	$ 50,669
Corvallis High School	Replace field lighting at Taylor Field	capital repair	$ 240,000
Crescent Valley High	Expand covered outdoor learning area for career technical education	new	$ 839,656
Crescent Valley High	Renovate and expand classroom space for career and technical education	add/major	$ 3,003,021
Crescent Valley High	Install a new artificial turf field	capital repair	$ 1,776,000
Crescent Valley High	Improve ADA accessibility	capital repair	$ 155,809
Crescent Valley High	Install elevator in gym building and replace main ramp for ADA access	capital repair	$ 1,530,219
Crescent Valley High	Refurbish, repair, and weatherize building exterior	capital repair	$ 358,578
Crescent Valley High	Replace fire suppression system in kitchen	capital repair	$ 23,308
Crescent Valley High	Resurface bus drop-off/pickup lane	capital repair	$ 324,285
Crescent Valley High	Resurface track	capital repair	$ 400,000

Crescent Valley High	Upgrade mechanical infrastructure including electrical, heating and plumbing systems	capital repair	$ 1,712,040
Crescent Valley High	Enhance video surveillance system	capital repair	$ 753,962
Crescent Valley High	Improve seismic safety	capital repair	$ 5,500,000
Crescent Valley High	Increase power connections to generator circuit	capital repair	$ 20,268
Crescent Valley High	Replace access control system	capital repair	$ 251,321
Crescent Valley High	Replace emergency communication systems	capital repair	$ 376,981
Franklin	Create collaborative/small group learning areas	major	$ 260,000
Franklin	Renovate two classrooms to support middle school science instruction	light remodel	$ 467,875
Franklin	Improve ADA accessibility	capital repair	$ 39,980
Franklin	Install energy efficient lighting	capital repair	$ 651,205
Franklin	Renovate restrooms	capital repair	$ 443,865
Franklin	Replace exterior windows	capital repair	$ 815,000
Franklin	Replace flagpole	capital repair	$ 9,121
Franklin	Replace kitchen flooring	capital repair	$ 36,887
Franklin	Replace roof	capital repair	$ 800,000
Franklin	Upgrade finishes in hallways and shared spaces including floors, paint, and ceilings	light remodel	$ 1,657,500
Franklin	Upgrade mechanical infrastructure including electrical, heating and plumbing systems	capital repair	$ 1,578,601
Franklin	Improve emergency & exterior lighting	capital repair	$ 537,096
Franklin	Improve seismic safety	capital repair	$ 1,800,000
Franklin	Repair sidewalks	capital repair	$ 76,004
Franklin	Replace emergency communication systems	capital repair	$ 64,604
Franklin	Secure front entry and office modifications	capital repair	$ 97,285
Garfield	Add six permanent classrooms	new/major	$ 8,886,680
Garfield	Create collaborative/small group learning areas	new/major	$ 2,200,000
Garfield	Expand library/media center	major	$ 710,548
Garfield	Renovate existing classroom space for student support services	major	$ 629,315
Garfield	Add a covered play shelter	new/major	$ 360,044
Garfield	Improve ADA accessibility	capital repair	$ 39,980
Garfield	Install energy efficient lighting	capital repair	$ 886,716
Garfield	Renovate restrooms	capital repair	$ 486,427
Garfield	Repair concrete floor foundation	capital repair	$ 101,339
Garfield	Replace kitchen flooring	capital repair	$ 26,348
Garfield	Upgrade finishes in hallways and shared spaces including floors, paint, and ceilings	light remodel	$ 1,106,865
Garfield	Upgrade mechanical infrastructure including electrical, heating and plumbing systems	capital repair	$ 2,791,169
Garfield	Enhance emergency communication systems	capital repair	$ 40,536

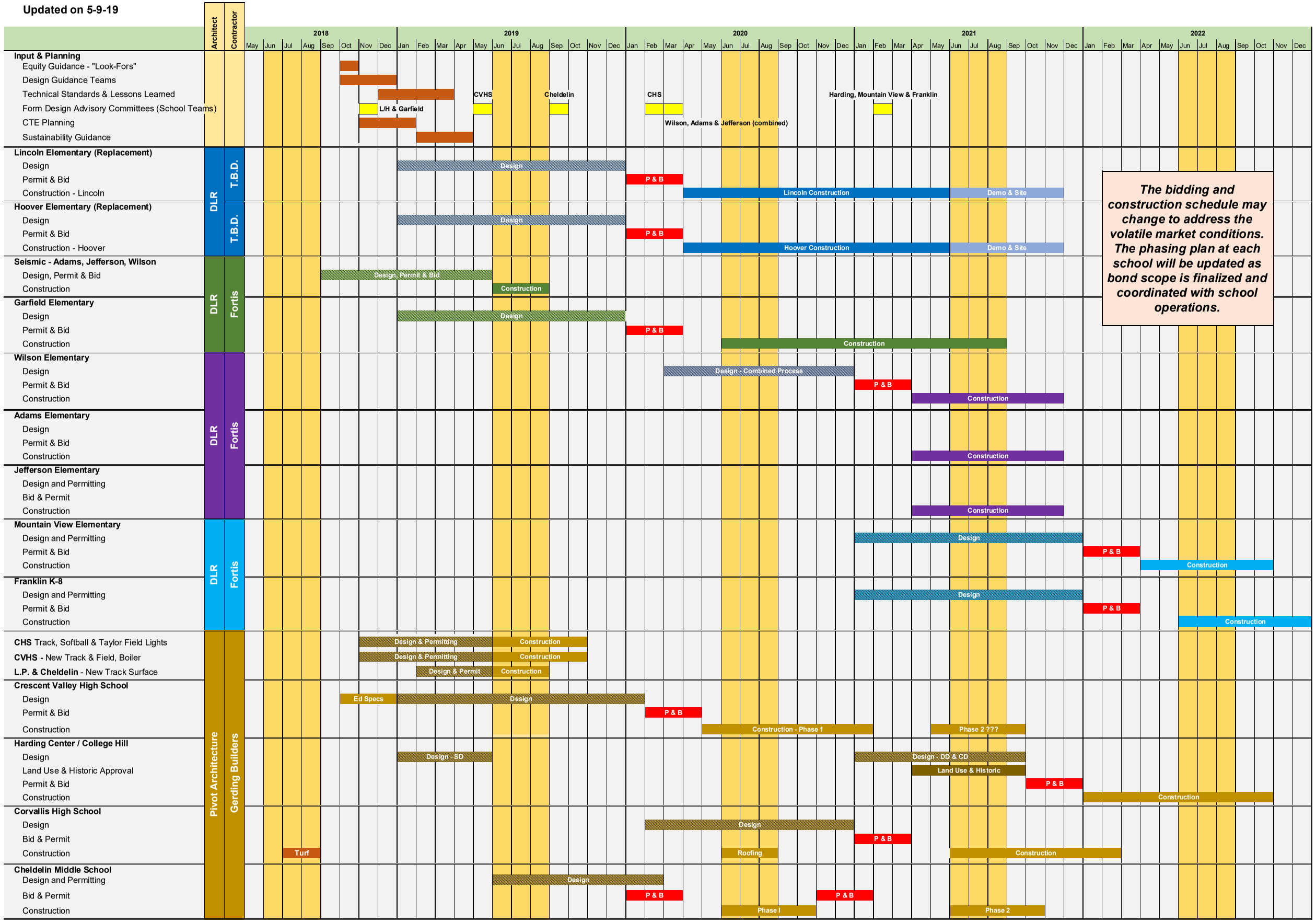
Garfield	Improve playground lighting	capital repair	$ 510,748
Garfield	Improve seismic safety	capital repair	$ 1,166,000
Garfield	Improve site circulation and parking	capital repair	$ 243,214
Garfield	Replace sidewalks	capital repair	$ 9,729
Garfield	Secure front entry and office modifications	new/major	$ 1,240,147
Hoover	Construct a new building on the existing site	new	$ 37,084,000
Jefferson	Add six permanent classrooms	new	$ 3,737,335
Jefferson	Create collaborative/small group learning areas	new/major	$ 1,100,000
Jefferson	Create dedicated PE space by adding multi-use cafeteria	new/major	$ 1,546,520
Jefferson	Renovate existing classroom space for student support services	light remodel	$ 132,362
Jefferson	Add ADA accessible restroom in Life Skills classrooms	capital repair	$ 70,937
Jefferson	Improve ADA accessibility	capital repair	$ 43,871
Jefferson	Install energy efficient lighting	capital repair	$ 658,865
Jefferson	Replace covered play shelter	new	$ 360,044
Jefferson	Upgrade finishes in hallways and shared spaces including floors, paint, and ceilings	light remodel	$ 1,307,736
Jefferson	Upgrade mechanical infrastructure including electrical, heating and plumbing systems	capital repair	$ 1,761,365
Jefferson	Improve emergency lighting	capital repair	$ 174,303
Jefferson	Improve seismic safety	capital repair	$ 505,106
Jefferson	Improve site circulation and parking	capital repair	$ 194,571
Jefferson	Replace emergency communication systems	capital repair	$ 65,364
Jefferson	Replace sidewalk	capital repair	$ 14,593
Jefferson	Secure front entry and office modifications	new/major	$ 1,255,586
Lincoln	Construct a new building on the existing site	new	$ 36,917,098
Linus Pauling	Resurface track	capital repair	$ 400,000
Mountain View	Add three permanent classrooms	new	$ 3,563,040
Mountain View	Convert existing office to classroom space	major	$ 325,000
Mountain View	Create collaborative/small group learning areas	major	$ 260,000
Mountain View	Improve ADA accessibility	capital repair	$ 39,980
Mountain View	Install energy efficient lighting	capital repair	$ 405,356
Mountain View	Replace kitchen flooring	capital repair	$ 34,253
Mountain View	Upgrade finishes in hallways and shared spaces including floors, paint, and ceilings	light remodel	$ 1,561,979
Mountain View	Upgrade mechanical infrastructure including electrical, heating and plumbing systems	capital repair	$ 1,687,532
Mountain View	Enhance emergency communication systems	capital repair	$ 20,000
Mountain View	Improve emergency lighting	capital repair	$ 194,571
Mountain View	Improve seismic safety	capital repair	$ 1,200,000

Mountain View	Improve site circulation and parking	capital repair	$ 50,000
Wilson	Add three permanent classrooms	new	$ 2,768,335
Wilson	Create collaborative/small group learning areas	new/major	$ 1,100,000
Wilson	Create dedicated PE space by adding multi-use cafeteria	new/major	$ 1,546,520
Wilson	Renovate existing classroom space for student support services	light remodel	$ 132,362
Wilson	Improve ADA accessibility	capital repair	$ 43,831
Wilson	Install energy efficient lighting	capital repair	$ 919,347
Wilson	Replace covered play shelter	new	$ 360,044
Wilson	Upgrade finishes in hallways and shared spaces including floors, paint, and ceilings	light remodel	$ 1,310,371
Wilson	Upgrade mechanical infrastructure including electrical, heating and plumbing systems	capital repair	$ 2,329,347
Wilson	Enhance emergency communication systems	capital repair	$ 20,000
Wilson	Improve emergency lighting	capital repair	$ 243,214
Wilson	Improve seismic safety	capital repair	$ 359,919
Wilson	Secure front entry and office modifications	new/major	$ 1,255,586
		TOTAL	**$ 199,916,925**

Corvallis School District - 2018 Bond Projects - Master Schedule

WENAHA GROUP

Updated on 5-9-19



The bidding and construction schedule may change to address the volatile market conditions. The phasing plan at each school will be updated as bond scope is finalized and coordinated with school operations.

APPENDIX D
BUDGET MANAGEMENT CONTROLS MATRIX

Budget Change Category	Responsibilities				
	PM	DFT	BLT	SUP	SB
Use of Budgeted Project Contingencies	P/R	A			
Use of OSCIM Grant	P	R	A		
Use of Seismic Rehabilitation Grants	P	R	A		
Use of SB 1149 Funds or Energy Trust Incentives	P	R	A		
Transfer of Budgeted Amounts Between Schools	P	R	A		
Use of Program Reserves *(Bond Sale Premium or Interest Earnings)*	P/R	P/R	P/R	P/R	A
Program Scope Changes *(See definition of Program Scope on page 4)*	P/R	P/R	R	R	A
New Projects	P/R	P/R	R	R	A

Definitions

Roles

PM	Project Manager
DFT	Director of Facilities and Transportation
BLT	Bond Leadership Team
SUP	Superintendent
SB	School Board

Responsibilities

A	Approval
P	Propose or Initiate
R	Review and Forward with a Recommendation

Contract Delivery Method	SELECT LIST – LUMP SUM BID	CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC)
Projects Best Suited to This Method	Lincoln Elementary and Hoover Elementary schools Replacements – School Committee A	Primary and Secondary Remodel Projects – School Committees B & C
Relevant Oregon Law	ORS 279C.430	ORS 279C.330, ORS 279C.335, ORS 279C.337
Core Values for Educational Design	Select List – Lump Sum Bid process identifies a pool of General Contractors that will embrace and support our Core Values.	District will select a CM/GC that will embrace and support our Core Values.
Operating School Campus	Projects will be physically separated from ongoing school operations making a complex safety and logistics plan less critical than for renovation projects.	The CM/GC will be involved early to help develop phasing, safety, and logistic plans.
Specialized Expertise	This process will identify contractors that have experience and proven track records on similar projects.	District will select a CM/GC with experience and a proven track record in similar complex K-12 projects.
Lessons Learned	Lincoln and Hoover will likely be very similar, if not prototypical designs. Having the same contractor on both projects and staggering the start dates will enhance our ability to apply lessons learned to both projects.	Having the same contractor on each phase will enable us to more effectively apply lessons learned.
Estimating & Budgeting	An outside firm will be hired to provide ongoing estimates during the design phase to make sure the designs stay within budget.	Contractor will provide ongoing estimates during the design phase to make sure the design stays within budget.
Market Conditions	Projects will be actively marketed to local subcontractors and suppliers to increase the likelihood of strong competition and aggressive pricing.	CM/GC process will help mitigate risk associated with current market conditions.
Local Involvement	Local knowledge and community involvement can be integrated into the scoring criteria in the Request for Qualifications (RFQ) for General Contractors.	CM/GC process allows some flexibility to enhance opportunities for local involvement and local economic impact.
Process for Utilizing This Method of Procurement	• Issue RFQ. • Establish Selection Committee consisting of community members, District staff, Wenaha Group, and architects. • Establish selection criteria incorporating Core Values for Educational Design and emphasizing a track record of success in similar communities and similar projects. • Receive and score proposals, check references, and create list of pre-qualified General Contractors. • General Contractor conducts public bid process once design is complete. • Award contract to lowest cost pre-qualified General Contractor. • Begin Construction.	• Advertise "Findings of Fact" justification for CM/GC process. The bond team will formalize the public comment process. • School Board convenes as the Local Contract Review Board and adopts "Findings of Facts." • Create the criteria and Request for Proposal (RFP), the scoring criteria, and the makeup and function of the selection committee. • Issue RFP. Receive and score proposals. • Create the list of candidates for interviews. Conduct interviews. • Finalize scoring and make selection. • Award contract to highest ranked firm(s). • Begin Preconstruction Services. • General Contractor conducts public bidding process to identify all subcontractors and suppliers. • General Contractor and District staff establish Guaranteed Maximum Price (GMP). • Begin construction.
Additional Notes	The Select List – Lump Sum Bid method of procurement does not require Local Contract Review Board action.	As mandated in the relevant Oregon Revised Statutes (ORS) in the Appendices and further discussed in the **Guide to CM/GC Contracting**, there is a prescribed protocol for utilizing the CM/GC process for public procurement
Next Steps – Contractor Selection Process	Bond Project Leadership Team will begin working on "Findings of Fact" notice for public comment to be advertised in October of 2018.	Bond Project Leadership Team will begin work on the RFQ and assembling a selection committee. The target date for issuing the RFQ is June of 2019.

GLOSSARY

Construction Management/General Contractor (CM/GC) – A proposal based procurement method that incorporates partnering with the district through a process that combines preconstruction and construction services.

Guaranteed Maximum Price (GMP) – This is a type of contract between the district and contractor that compensates the contractor for actual costs as well as incurred fees that are subject to a fixed maximum not to exceed price.

Local Contract Review Board – Corvallis school board is the local government entity that meets the ORS defined role and responsibilities.

Procurement – A process for preparation and securing goods and services.

Request for Qualifications (RFQ) and **Request for Proposals (RFP)** – References documents that outlines a public proposal-based process for procuring services or products.

Select List – Lump Sum Bid – Utilizing an RFQ process, a group of contractors provide lump sum bids for a project.

Time and Materials – The district agrees to pay the contractor based on the time spent by the contracting and/or subcontracting firms' staff members and construction materials used to complete the agreed upon work.

Preconstruction Services – Preconstruction involves project planning that includes project schedule, project priority alignment, preliminary costs and resource identification, identifying site specific logistical issues, and design.

CORVALLIS SCHOOL DISTRICT

DISTRICT-WIDE ELEMENTARY EDUCATION SPECIFICATION

2018

DLR Group

DLR Group

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PORTLAND, OREGON 97204

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TABLE OF CONTENTS

INTRODUCTION 4

- Purpose
- Objectives
- History
- Education Specifications Process
- Contributors

CORE VALUES 8

- Collaboration
- Diversity
- Learning
- Community
- Adaptability

PLANNING CONSIDERATIONS 10

- Adaptability
- Equity
- Warm and Welcoming
- Transparency
- Connection to Nature
- Community

SPACE TYPES / PROGRAMMING 18

- Elementary School Renovations, Additions and Replacements
- Learning Suites - Classrooms
- Learning Suites - Collaborative spaces
- Student Support Services
- Specialized Learning - Music
- Specialized Learning - Art + Science
- Media Center
- Physical Education
- Multi-Use Cafeteria Commons
- Food Service
- Outdoor Space
- Administration
- Other Considerations
- Numeric Program

INTRODUCTION

PURPOSE

The purpose of this Educational Specification is to provide design guidance for facility planners, architects and engineers to plan, develop, and design new schools and to modernize existing ones by maximizing space to support educational programs.

OBJECTIVE

The overall objective of this Educational Specification is to support the Districts Core Values for Educational Design.

Additional objectives include:

- Establishing planning considerations and space types that can be applied to all elementary school projects.
- Supporting the 2017 Long-Range Facilities Master Plan.
- Development of a numeric program that can be applied to the design of the replacement elementary schools.
- Development of desired space requirements and program adjacencies that can be applied to both new construction as well as renovations.

HISTORY

The foundation of this work began in the Spring of 2016 with the creation of "The Road Ahead" document. This process was kicked off with the Future of Learning Summit, involving community members, civic leaders, the Innovation Team, board members and district staff. Emerging themes were developed into draft guiding principles that focused on real-world hands-on learning, the importance of fostering positive relationships and an atmosphere of respect, the strength of building community for learning success, the critical need for flexibility and adaptability, and the absolute that learning environments must be culturally relevant and inclusive. From this and subsequent school tours and workshops, Core Values were articulated for educational design.

In the fall of 2016, the Innovation Team began working on what implementation of the Core Values could look like in Corvallis Schools. From this process, a set of criteria was developed from which all school buildings were assessed for their ability to support learning. This Educational Adequacy Assessment provided data on the deficiencies of each school and what would be needed in facility improvements to best implement the Core Values.

The Facilities Master Planning Committee comprised of more than 30 community members commenced in January 2017. Through an eight-workshop process spanning the entire year, the Committee worked diligently to review the lists of needs generated from the district-wide physical needs assessment and the educational adequacy assessments, as well as enrollment projections and student capacity analyses of all schools. This work was conducted through the lens of how the Core Values can best be implemented to create optimal learning experiences for Corvallis students and resulted in the Long-Range Facilities Master Plan. It was adopted by the School Board and supported by the Corvallis community through a successful bond election in May 2018.

The plan called for the replacement of two elementary schools and renovations and/or additions at all other elementary schools. All of this work became the foundation upon which this District-wide Elementary Educational Specifications has been built.

EDUCATION SPECIFICATION PROCESS

The following meetings and workshops were conducted to gather information and feedback in the development of these Education Specifications.

June 27-28	Interviews (sustainability, facilities & maintenance, transportation, food & nutrition services, technology services, teaching & learning)
July 26	Core team review meeting
July 31	Administrator workshop
August 23	School Board workshop
August 29	All staff workshops
September 12	Innovation team meeting
September 27	Presentation to School Board

CONTRIBUTORS

Corvallis School District:
Ryan Noss, Superintendent
Kevin Bogatin, Assistant Superintendent
Olivia Meyers Buch, Director - Finance and Operations
Kim Patten, Director - Facilities And Transportation
Jennifer Duvall, Director - Human Resources
Brenda Downum, Communications Coordinator
Byron Bethards, Principal
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Beth Martin, Principal
Leigh Santy, Principal
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Sami Al-Abdrabbuh, Vice Chair
Judy Ball
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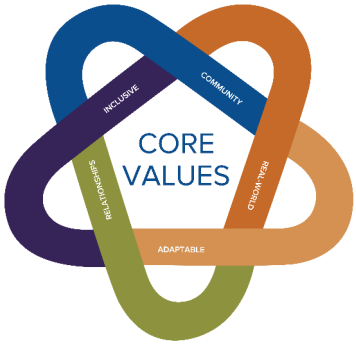
Wenaha Group:
Dave Fishel, Vice-President
Melanie Strey, Ed.D, Director of Educational Planning

CORE VALUES



Corvallis School District, through the work of the Innovation Team, has developed a set of Core Values for Educational Design. Together, the Core Values provide the direction and guidance to the facility planning process required to attain the learning environment goals of the District. These goals include providing safety and accessibility, inspiring innovative, accommodating evolving instructional practices and promoting collaboration between students, staff and the community.

RELATIONSHIPS

Relationships Build Communities 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

Inclusive Learning Environments are Culturally Relevant

Nurturing and inclusive schools exhibit vibrant leaning 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

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 through exhibition. With high expectation, our programs and spaces nurture creativity and a sense of accomplishment and joy.

COMMUNITY

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

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.

PLANNING CONSIDERATIONS

LEARNING

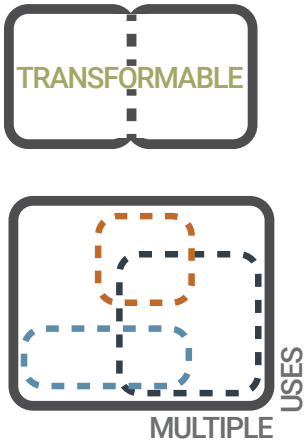
Create learning environments that allow and support learning to take place anywhere and everywhere.

Learning is a process that can take many forms. Consider the ability to create different sized spaces to comfortably accommodate individual learning, small and medium collaborative groups as well as school wide assembly events.

Student work is an important part of the educational process and should be celebrated. Consider how a variety of two and three dimensional student work can be easily displayed throughout the building.

Conway School | Mt Vernon, WA | DLR Group

ADAPTABILITY



Create learning environments that can anticipate and adapt to changing modes of use by providing flexibility and choice at all scales.

All spaces should have more than one type of use or function and care should be taken not to make any room or space too program specific.

Consider the relationship between the efficient use of individual spaces and the feeling of being one continuous space when connected.

Consider the ability to quickly rearrange spaces to accommodate different types of learning modalities.

Consider the location of fixed components, infrastructure and teaching tools that would be difficult or impractical to relocate.

Learning takes many forms and the ability to create different size and shaped learning environments contributes and supports a variety of learning strategies.

A.G. Bell Elementary School | Kirkland, WA | DLR Group

EQUITY

Create diverse learning environments that support equity by being accessible to students of all backgrounds and abilities.

Consider the age appropriateness of room scale, configuration and furnishings.

Spaces should have the flexibility to support students with a wide range of educational, physical and social needs.

Wainwright Intermediate School | Kirkland, WA | DLR Group

WARM AND WELCOMING

Create learning environments that support inclusive learning by feeling warm and welcoming.

Consider how the school responds to its context to provide occupants with an experience that is highly connected to its place within the community.

Spaces should feel comfortable and not institutional.

Balance planning concepts with building security to provide safe and secure spaces.

Consider the impacts of daylighting, acoustics, air quality and thermal comfort on the functionality of each space.

Panther Lake Elementary School | Federal Way, WA | DLR Group

TRANSPARENCY

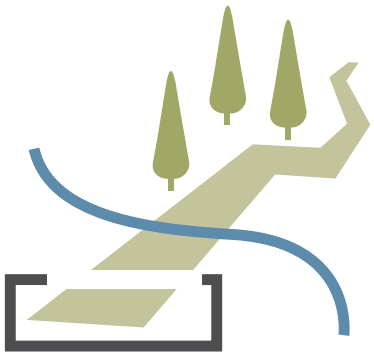
Create learning environments that support a strong sense of community and collaboration through the use of transparency to create a total leaning environment.

Consider how transparency can provide a visual and experiential connection to a larger group.

Explore how transparency can improve supervision and security and the perception of safety.

Wainwright Intermediate School | Tacoma, WA | DLR Group

CONNECTION TO NATURE



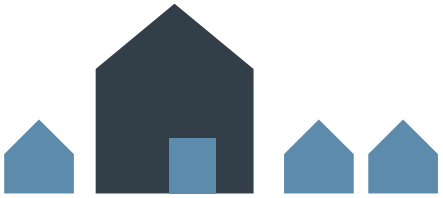
Create learning environments that have a strong connection with nature to stimulate curiosity, imagination and learning.

Consider how nature can be brought into interior learning spaces and how the interior learning spaces can extend out into nature.

Consider how the natural characteristics of the site and surrounding environment can enhance the experience of the building users .

Panther Lake Elementary School | Federal Way, WA | DLR Group

COMMUNITY



Create learning environments that are a shared public resource that welcome the participation and support of the community and promote life long learning.

Community amenities need to be welcoming to the public while remaining safe and secure for students and staff.

Consider how to zone the building to physically separate off-hour community use from other areas of the building.

McCarver Elementary School | Tacoma, WA | DLR Group

SPACE TYPES / PROGRAMMING

ELEMENTARY SCHOOL RENOVATIONS, ADDITIONS AND REPLACEMENTS

The space descriptions in the following pages are meant to be applied to all elementary school projects. This includes existing building renovations, new additions to existing buildings as well as full school replacements. The matrix below indicates the space types applicable to each school as outlined in the bond program documentation.

Every effort, within reason given existing site and building constraints, should be made to bring the renovated school spaces up to the standards set for the new schools.

	Adams	Garfield	Jefferson	Mt. View	Wilson	Franklin	Hoover	Lincoln
LEARNING SUITES	X	X	X	X	X	X	X	X
STUDENT SUPPORT SERVICES	X	X	X		X		X	X
SPECIALIZED LEARNING							X	X
MEDIA CENTER		X					X	X
PHYSICAL EDUCATION							X	X
FOOD SERVICE / COMMONS	X		X		X		X	X
ADMINISTRATION	X	X	X	X	X	X	X	X
OUTDOOR LEARNING	X	X	X		X		X	X

LEARNING SUITES - CLASSROOMS

Space:	Area:	Design Capacity:
Classroom - Pre-K / Early-Learning	960 sf	20
Pre-k toilet	65 sf	
Classroom - Kindergarten	960 sf	27 average, 31 maximum
Kindergarten Toilet	65 sf	
Classroom - Grades 1-5	960 sf	27 average, 31 maximum

General Notes:

- Classrooms shall support and maximize the ability to provide instruction on various subjects including core curriculum classes, small art and science activities and the use of technology devices.
- Provide the ability support dual immersion programs where applicable.
- Classroom design shall be standardized with a measure of flexibility that can be customized.
- The balance between content display, windows and storage shall be explored.
- Provide maximize flexibility in where and how content can be displayed.

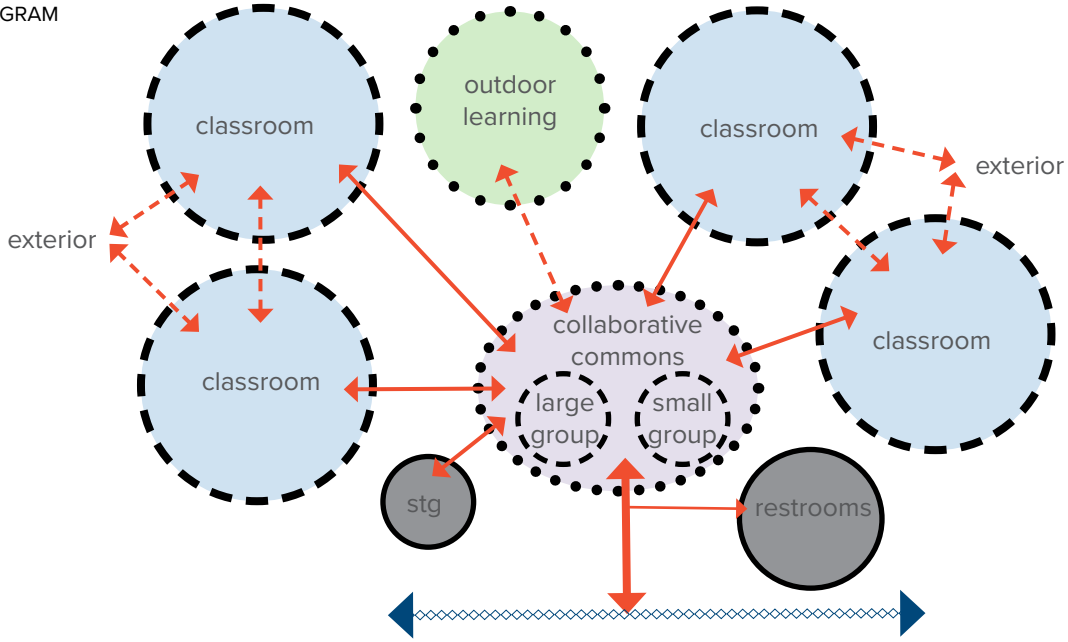
Access and Adjacencies:

- Visibility and acoustic separation into adjacent collaborative common spaces shall be provided.
- Explore the ability to interconnected classroom for both team teaching and dual immersion programs.
- Movements between classrooms and other areas of the school shall not disrupt adjacent classes.
- Direct exterior access from classrooms to secured outdoor spaces is preferred.
- Minimize the travel distance to restroom facilities.
- Travel distances for pre-k and kindergarten students shall be minimized.

Finishes / Furniture, Fixtures and Equipment / Services:

- Classrooms shall have the ability for dual teaching stations to support dual immersion and team teaching.
- Provide for LCD short throw projection.
- Provide for 1:1 technology usage and the ability to charge carts at different locations within the classroom to allow for room layout flexibility.
- Provide water, hand washing sink, drinking water and each classroom.
- Provide flexible furniture and fixtures to allow various room configurations.

ADJACENCY DIAGRAM



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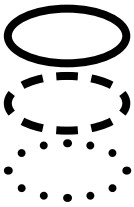


visually & physically contained space

physically contained space with optional transparency

physically uncontained space

primary connection

secondary connection

main building circulation

ability to open to adjacent space

New Meadow Park Elementary School | North Little Rock, AR | DLR Group

LEARNING SUITES - COLLABORATIVE SPACES

Space:	Area:	Design Capacity:
Collaborative Commons	960 sf	60
Small Group Gathering	20 sf	2-4
Large Group Gathering	180 sf	408
Commons Storage	100 sf	

General Notes:

- The collaborative commons support the instructional classrooms by fostering student-student, student-teacher, and teacher-teacher interactions.
- Provide flexible spaces to accommodate a range of uses, including informal learning, group work, collaboration, mentoring and tutoring, classroom expansion and combined classroom activities.
- Provide the ability display a wide variety and type of student work.
- Visibility and acoustic separation into adjacent classrooms shall be provided.
- Group gathering areas shall have direct supervision.

Access and Adjacencies:

- Minimize the disruptive impact of circulation on the open gathering spaces.
- Direct exterior access to secured outdoor spaces is preferred.
- Minimize the distance to restroom facilities.

Finishes / Furniture, Fixtures and Equipment / Services:

- Provide flexible furniture and fixtures to allow various room configurations.
- Provide for LCD short throw projection.
- Provide surfaces suitable for exhibiting a wide range of student work.

Lakeland Elementary School | Auburn, WA | DLR Group

Laird K-8 | Tempe, AZ | DLR Group

STUDENT SUPPORT SERVICES

Space:	Area:	Design Capacity:
Learning Resource Center/ Classroom	960 sf	20
Special Education Toilet / Shower	220 sf	
Special Education Storage	120 sf	
Specialist Instruction - Small	120 sf	4
Specialist Instruction - Large	180 sf	8
Speech Pathologist Office	120 sf	4
Community / Flex Classroom	960 sf	25
Wellness Room / Area	200 sf	1

General Notes:

- Student support services provide learning and life skills to students with a variety of learning and behavioral impairments.
- The wellness room or area shall be designed to be a student deescalation space.
- Spaces shall be comfortable and welcoming and provide a relaxing and therapeutic environment.

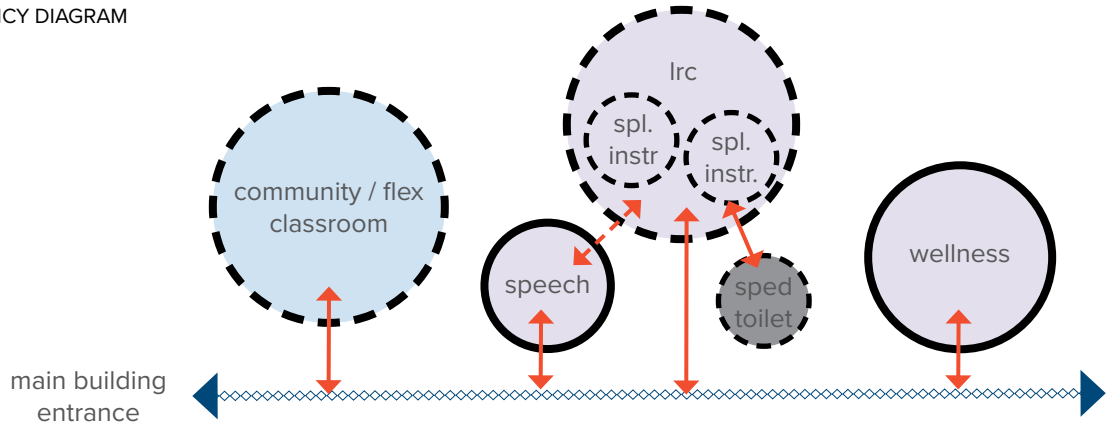
Access and Adjacencies:

- Student support services should be located adjacent to administration, but needs to be accessible without going through administration.

Finishes / Furniture, Fixtures and Equipment / Services:

- The wellness room or area shall offer a place where students can have control of their environment including sound and light control.

ADJACENCY DIAGRAM



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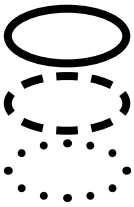


visually & physically contained space

physically contained space with optional transparency

physically uncontained space

primary connection

secondary connection

main building circulation

ability to open to adjacent space

Bessie Carmichael Elementary School | San Francisco, CA | DLR Group

SPECIALIZED LEARNING

Space:	Area:	Design Capacity:
Music Classroom	1,100 sf	35
Instrument Storage	200 sf	

General Notes:

- The music classroom is a specialized learning space for music instruction that exposes students to a variety of musical experiences, including vocals as well as a wide variety of musical instruments.
- Music classroom layout shall provide for a quick transition between classes.

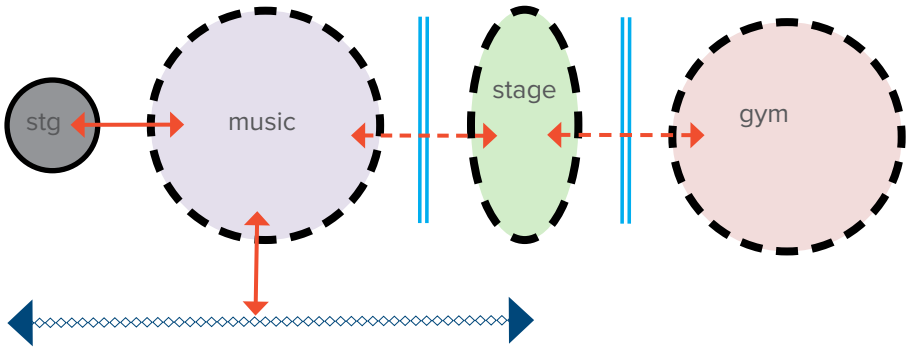
Access and Adjacencies:

- Music classroom shall be located near the stage.
- The ability for the music classroom to open up and become a part of the stage should be explored.

Finishes / Furniture, Fixtures and Equipment / Services:

- Careful attention to proper acoustics and lighting shall be provided.
- Provide for LCD short throw projection.
- Provide for the storage of bulky instruments and equipment.

ADJACENCY DIAGRAM



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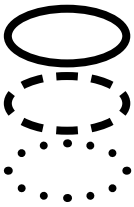

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Petersen Elementary School | Scapoose, OR | DLR Group

SPECIALIZED LEARNING

Space:	Area:	Design Capacity:
Art + Science Lab	1,400 sf	35
Art Materials Storage	100 sf	
Science Materials Storage	100 sf	
Kiln Room	120 sf	

General Notes:

- The art + science lab is intended to be a shared space to support teacher led art and science instruction.
- Flexibility is important to support a wide range activities.
- The space and components within shall be accessible to students with a wide range of abilities.
- As a shared space, the lab will need the ability to quickly reconfigured between multiple classes each day.

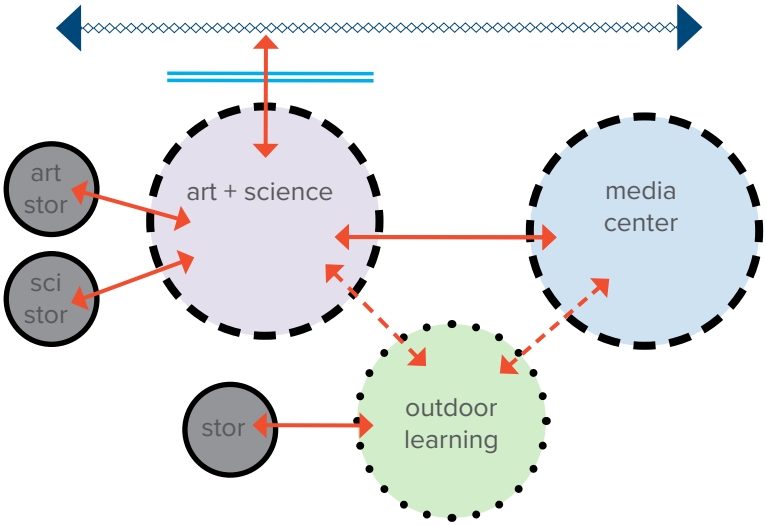
Access and Adjacencies:

- Provide a high level of visibility to the school common areas.
- Provide direct access to secured outdoor learning areas and the covered play area.
- Locate and provide a direct connection to the media center.

Finishes / Furniture, Fixtures and Equipment / Services:

- Provide durable and cleanable finishes to withstand wet and messy activities.
- Provide for LCD short throw projection.
- Provide movable furniture suitable for art and science.
- Allow for the introduction of specialized infrastructure and equipment such as 3-d printers.
- Provide for a variety of surfaces suitable for exhibiting student work.

ADJACENCY DIAGRAM



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ability to open to adjacent space

Wainwright Intermediate School | Tacoma, WA | DLR Group

MEDIA CENTER

Space:	Area:	Design Capacity:
Library / Learning Commons	1,800 sf	35
Testing Center	960 sf	35
Library Work & Storage	200 sf	

General Notes:

- The media center is intended to be a multimedia resource and information center to support formal and informal learning opportunities.
- The testing center area is intended to be open to, and a part of, the media center, but shall have the ability to be closed-off and separated when necessary to allow for standardized testing.
- The media center center as a whole shall have the ability to be configured and reconfigured into use zones as necessary to create spaces that facilitate reading, creating, playing and the use of technology devices.
- Spaces should be student focused.

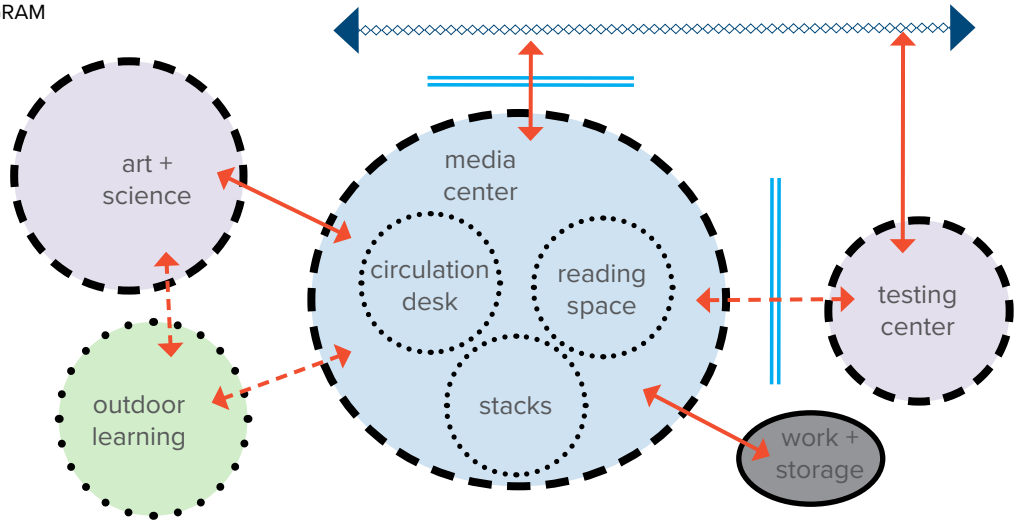
Access and Adjacencies:

- Centrally locate within the school and provide easy visual and physical access for all students and staff.
- Provide for the direct access to secured outdoor spaces.
- Locate media center adjacent to the art + science lab.

Finishes / Furniture, Fixtures and Equipment / Services:

- Provide for LCD short throw projection.
- Provide infrastructure for media center technology such as printers.
- Locate a Circulation Desk that allows for proper supervision of the entire media center.
- Utilize book cases on wheels with limited height for all-student access.
- Provide re-configurable tables and chairs.

ADJACENCY DIAGRAM



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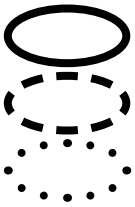

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Sato Elementary School | Beaverton, OR | DLR Group

PHYSICAL EDUCATION

Space:	Area:	Design Capacity:
Gym / Multipurpose	5,640 sf	500
Stage	200 sf	
PE Office	120 sf	
PE Storage	250 sf	
Community Storage	250 sf	

General Notes:

- The gymnasium supports the districts physical education program, as well as community events.
- Provide a fun and safe space for physical education instruction for a variety of sports and movement activities for all grades and special needs students as well as a multipurpose space that can be used for school assemblies, school fairs and other school-wide events.
- Provide for community use for various meetings and events outside regular school hours.
- The gym shall be dividable to accommodate two separate teaching areas.
- Sound absorption and acoustical separation from adjacent spaces shall be considered.
- Provide a ceiling and structure height that does not interfere with sport play.

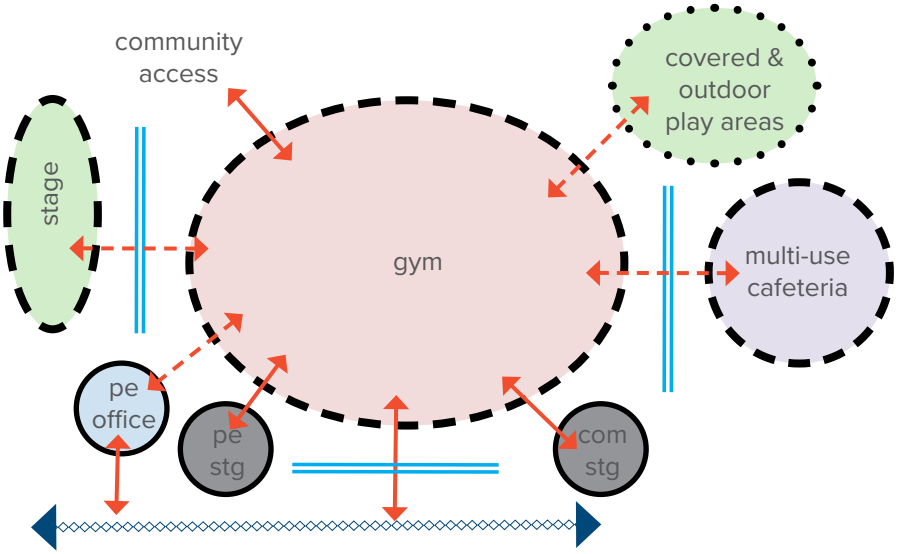
Access and Adjacencies:

- Provide direct access from the gym to secure outdoor play areas and the covered play area.
- Provide for community access to the gym outside of regular school hours.
- Provide the ability to zone off the gym from other areas of the building.
- Consider the ability to open the gym up to the multi-purpose commons as well as the main circulation areas to allow for large school and community events.

Finishes / Furniture, Fixtures and Equipment / Services:

- Provide digital projection and video for teaching and assembly purposes.
- Retractable basketball hoops for two small courts and one full court; provide adjustable height hoops for flexibility to serve elementary school students as well as standard regulation.
- Provide volleyball standards for both small courts.
- Climbing rope, one per side.
- Low height chin-up bar.
- Marker board and tackable surfaces.
- Flooring shall be durable, easily maintained and offer some give.
- Provide lockable storage to accommodate various physical education equipment.

ADJACENCY DIAGRAM



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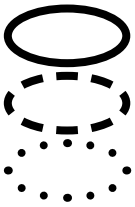

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Lakewood Elementary School | North Little Rock, AR | DLR Group

MULTI-USE CAFETERIA COMMONS / FOOD SERVICE

Space:	Area:	Design Capacity:
Multi-Use Cafeteria Commons	2,500 sf	165 - 3 lunch shifts
Table / Chair Storage	450 sf	

General Notes:

- The multi-purpose cafeteria commons serves as the social hub of the school as well as functioning as an eating space.
- The space shall be sized to serve all students in three lunch shifts.
- Other uses may include: large group collaborative space, student club meetings, rainy day indoor activities, after school programs and community meetings.

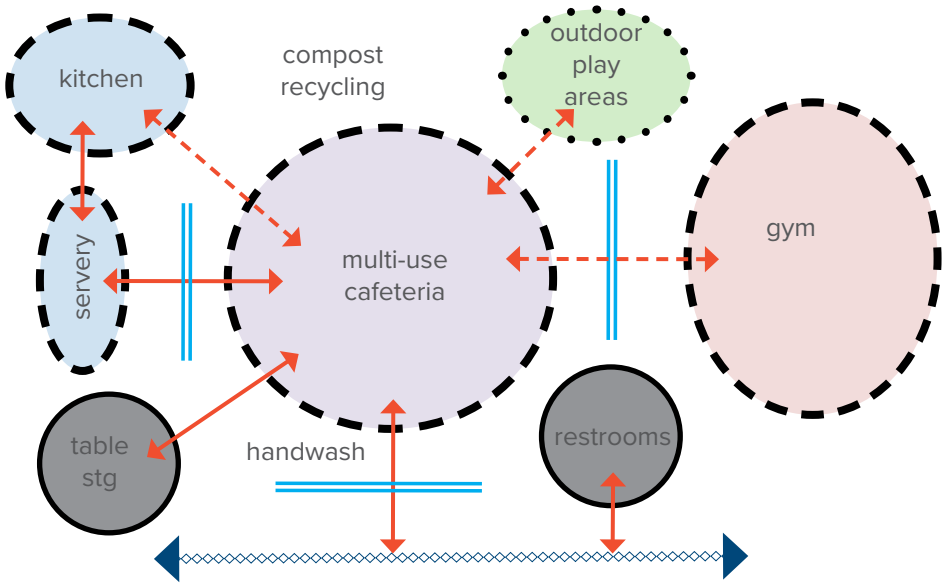
Access and Adjacencies:

- Provide direct access to the kitchen, servery, and exterior areas.
- Minimize distance to restroom facilities.
- Provide efficient sight lines.
- Provide acoustic separation from any adjacent learning spaces.
- Minimize congestion and provide an efficient flow for the lunch serving process.

Finishes / Furniture, Fixtures and Equipment / Services:

- Provide digital projection and video for teaching and assembly purposes.
- Locate drinking fountains and hand washing stations near the entry to the cafeteria.
- Variety of seating choices, including tackable chairs and folding tables.
- Flooring shall be durable and easily cleaned.

ADJACENCY DIAGRAM



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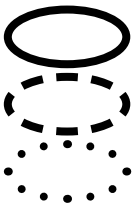

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Lakewood Elementary School | North Little Rock, AR | DLR Group

MULTI-USE CAFETERIA COMMONS / KITCHEN

Space:	**Area:**
Kitchen / Servery	1,200 sf
Desk Area	50 sf
Storage	150 sf

General Notes:

- The kitchen supports the nutritional program of the district.
- Provide a compact kitchen to reduce travel distances and to maximize the efficient delivery of food service.
- Serving line heights shall serve a range of children heights.

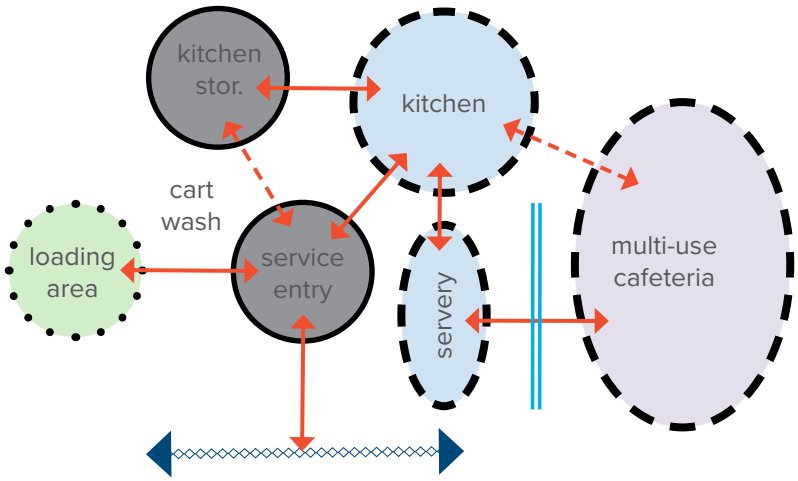
Access and Adjacencies:

- Locate the servery directly adjacent to cafeteria.
- Provide direct access from the kitchen to an exterior delivery area that is weather protected, screened, access controlled, and sized to accommodate coolers, carts, trash, recycling.
- Provide for a weather protected exterior cart washing station.

Finishes / Furniture, Fixtures and Equipment / Services:

- Provide easy access to compost, recycling, and garbage bins.
- Provide dishwashers to reduce the load returning to central processing.
- 3 compartment sink with adequate drying area.
- Provide adequate plug locations and circuit capacity.
- Walk-in fridge and freezers are preferred.
- Consider the emergency power infrastructure needed for disaster preparedness.
- Provide auto actuated plumbing fixtures.
- Provide durable and easily cleaned surfaces, including stainless steel countertops, polished concrete flooring, and washable ceilings.

ADJACENCY DIAGRAM



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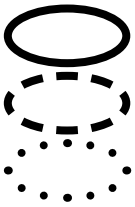

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Norris Elementary School | Firth, NE | DLR Group

OUTDOOR SPACE

General Notes:

- Provide for a variety of areas that can be utilized for outdoor learning, including a learning garden.
- Hard and soft surface playground areas with a separate areas for pre-k.
- Covered outdoor play area for rainy day recess and physical education instruction.
- Consider safety and security with adequate sight lines for supervision.

Access and Adjacencies:

- Consider site access paths for pedestrians, bikes, buses, and vehicles.
- Bus and parent loading areas shall be off-street and adjacent to covered queuing areas.
- Bus and parent loading areas shall be separated.
- Provide an integrated fire access.
- Provide covered bike parking.
- A storage shed will be necessary to support the learning garden.
- Provide a service entrance for the building, separate from student, parent and community access.
- Consider the location for storm water retention.
- Consider the inclusion of a fitness trail into the school grounds.
- Provide grass play fields for a variety of sports.
- Exterior learning and activity spaces need easy access to restroom facilities.

Pioneer Middle School | DuPont, WA | DLR Group

Southridge Elementary School | Casper, WY | DLR Group

Lakeland Elementary School | Auburn, WA | DLR Group

ADMINISTRATION

Space:	Area:	Design Capacity:
Secure Entry Vestibule / Lobby	incl.	
Staff Open Office / Reception	350 sf	2
Storage / Records	75 sf	
Health Room	220 sf	3
Health Toilet Room	65 sf	
Principal Office	185 sf	4
Manager Office	125 sf	2
Conference Room	275 sf	10-12
Staff Work Room / Volunteers	475 sf	
Staff Break Room	500 sf	25
Mother's Room	80 sf	1
Counselor Office	200 sf	2
Behavior Specialist Office	200 sf	2

General Notes:

- The entrance vestibule, lobby and reception areas provides students, parents and the community with a "first impression" of the school and should be warm and welcoming.
- The secure entry vestibule and reception areas shall provide security control between the main building entrance and the remainder of the school.
- The staff lounge shall provide teachers and staff with a respite location to re-energize, relax, and regroup.

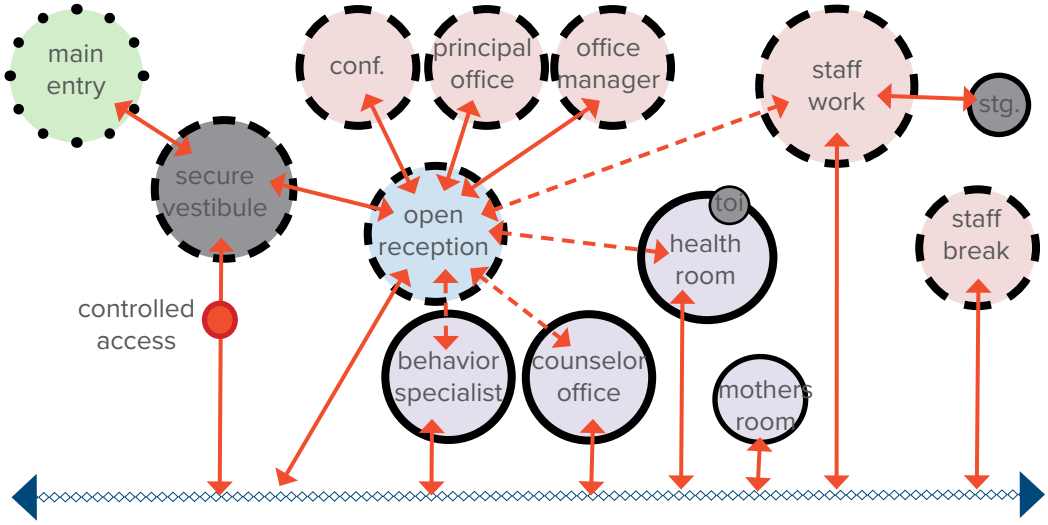
Access and Adjacencies:

- Administration to be directly adjacent to the main building entry with full visual access to the interior and exterior portions of the entry and parking lot.
- Staff lounge and work room shall be centrally located and easily access by staff without going through other administrative spaces.
- Staff workroom should be accessible throughout the day for production and assembly of curriculum documents.
- Offices, conference rooms, staff lounge, and staff work rooms shall be acoustically isolated.
- Administrative spaces shall be inviting, welcoming, comfortable and professional.

Finishes / Furniture, Fixtures and Equipment / Services:

- Provide connections and controls for security, phone, intercom and clock systems.
- Provide health suite finishes that are easily cleanable.
- Provide personal storage lockers or cubbies for staff and volunteers.
- Lounge and workroom to have tackable surfaces for posting notices.
- Work room to have standing height casework and shall include a large layout space.

ADJACENCY DIAGRAM



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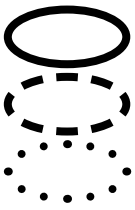

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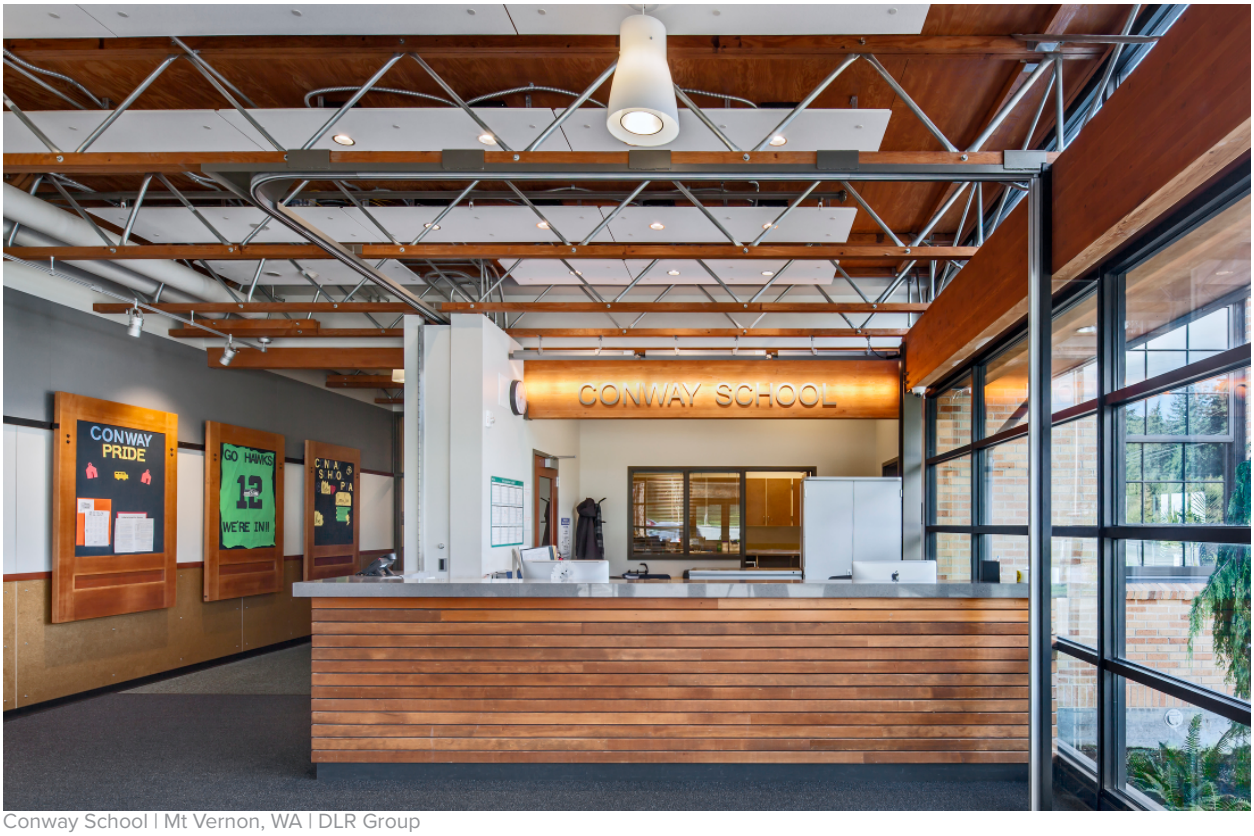


Conway School | Mt Vernon, WA | DLR Group

OTHER CONSIDERATIONS

Transportation:

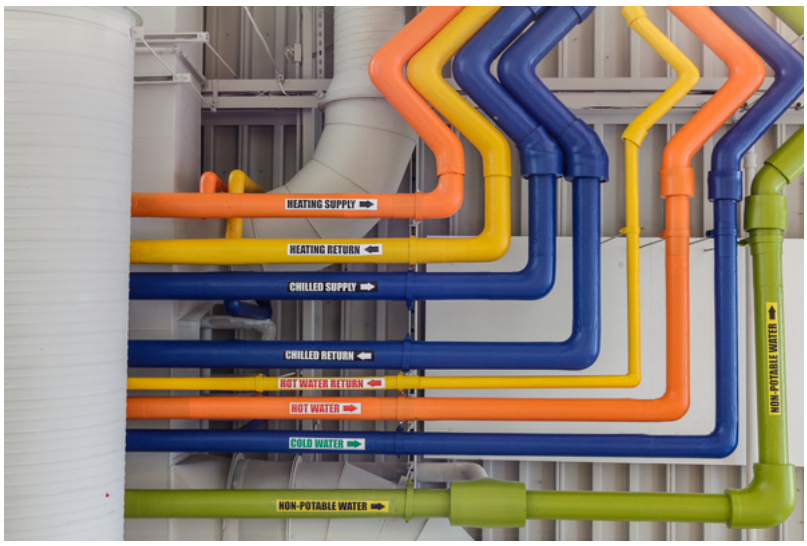
- Traffic, bus access, parking access, bike access and pedestrian access routed need to be carefully considered.
- Bus loading and parent loading areas need to be separated.
- Bus loading needs to be off-street and close to covered queuing areas.

Sustainability:

- Incorporate sustainability measures into the physical environment to the extent possible.
- Maximize views to green spaces and minimize views to hardscape spaces such as parking lots.
- Make energy use visible as a teaching and learning tool.
- Utilize LED lighting.
- Utilize low velocity ceiling fans for air movement.
- Minimize air conditioning to the extent possible.
- Select durable, long lasting finish materials.
- Select roofing materials to reduce heat load.

Facility Maintenance:

- Avoid the need for ladders to access roof areas. a ships ladder to an adequately sized roof hatch from a secure maintenance work area is preferred.
- Utilize manual flush valves and manual faucets, except at kitchens.
- Select finishes that require a minimum of maintenance.
- Ongoing facility issues currently include: total doors at fire separations, heat welded flooring seams, TPO roofing systems, light bulb accessibility, fire damper accessibility, replacing unique lighting fixture types, ADA door connections to the access control system, rubber stair nosings. Every effort should be made to minimize these issues.



NUMERIC PROGRAM

LEARNING SUITES	QTY	SF Each	SF Total	Design Capacity	Student Total
Pre-K / Early Learning	1	960	960	20	
Pre-K Toilet Room	1	65	65		
Pre-K Storage	1	65	incl		
Kindergarten Classroom	3	960	2,880	27	81
Kindergarten Toilet Room	3	65	65		
Kindergarten Storage	3	65	incl		
First Grade Classroom	3	960	2,880	27	81
Second Grade Classroom	3	960	2,880	27	81
Third Grade Classroom	3	960	2,880	27	81
Fourth Grade Classroom	3	960	2,880	27	81
Fifth Grade Classroom	3	960	2,880	27	81
Collaborative Commons	2	960	1,920	60	
Small Group Gathering		120	incl	2-4	
Large Group Gathering		180	incl	4-8	
Commons Storage	3	100	300		
	Sub Total		**20,590**		**486**

STUDENT SUPPORT SERVICES	QTY	SF Each	SF Total	Design Capacity
Learning Resource Center / Classroom	1	960	960	20
Special Ed Toilet Room	1	220	220	
Special Ed Storage	1	120	incl.	
Special Instruction -small	1	120	incl.	4
Special Instruction -large	1	180	incl.	8
Speech Pathologist Office	1	120	120	4
Community / Flex Classroom	1	960	960	25
Wellness area/room	1	200	200	1
	Sub Total		**2,460**	

SPECIALIZED LEARNING	QTY	SF Each	SF Total	Design Capacity
Art + Science	1	1,400	1,400	35
Art / Science Materials Storage	2	100	200	
Kiln Room	1	120	120	
Music Classroom	1	1,100	1,100	35
Instrument Storage	1	200	200	
	Sub Total		**3,020**	

MEDIA CENTER	QTY	SF Each	SF Total	Design Capacity
Library / Learning Commons	1	1,800	1,800	35
Library Storage / Work Room	1	200	200	1
Testing Center	1	960	960	35
	Sub Total		**2,960**	

PHYSICAL EDUCATION	QTY	SF Each	SF Total	Design Capacity
Gym / Multipurpose Room	1	5,640	5,640	500
Stage	1	200	200	
PE Office	1	120	120	1
PE Storage	1	250	250	
Community Storage	1	250	250	
	Sub Total		**6,460**	
Covered Play	1	3,500	3,500	

FOOD SERVICE / COMMONS	QTY	SF Each	SF Total	Design Capacity
Cafeteria / Commons	1	2,500	2,500	165
Table / Chair Storage	1	450	450	
Kitchen	1	1,200	1,200	
Office / Desk Area	1	50	50	
Storage	1	150	150	
Servery	1		incl.	
	Sub Total		**4,350**	

ADMINISTRATION	QTY	SF Each	SF Total	Design Capacity
Staff Open Office / Reception	1	350	350	2
Storage / Records	1	75	75	
Health Room	1	220	220	3
Health Toilet Room	1	65	65	
Principal Office	1	185	185	4
Manager Office	1	125	125	2
Conference Room	1	275	275	10-12
Staff Workroom / Volunteers	1	475	475	
Mailboxes			incl.	
Staff Break Room	1	500	500	25
Mother's Room	1	80	80	1
Counselor Office	1	200	200	
Behavior Specialist Office	1	200	200	2
	Sub Total		**2,750**	

BUILDING SUPPORT	QTY	SF Each	SF Total	Design Capacity
General Storage	1	350	350	
Mechanical/Boiler Room/Fire systems	1	750	750	
Electrical Room	1	200	200	
Electrical Closet	1	120	120	
MDF	1	200	200	
IDF Room	1	80	80	
Laptop/Tablet Cart Storage	2	120	240	
Custodial Office	1	80	80	
Custodial Building Storage	1	200	200	
Custodial Closet	2	65	130	
Public/Family Toilet Rooms	2	75	150	
All User Toilet Rooms	4	340	1,360	
Staff Toilet Rooms	4	65	260	
Emergency Supplies	1	80	80	
Outdoor Play Storage	1	80	80	
	Sub Total		**4,280**	
TOTAL NET SF			46,870	
circulations and walls (30% nsf)			14,061	
TOTAL GROSS SF			**60,931**	

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Corvallis
SCHOOL DISTRICT

DESIGN GUIDANCE TEAM

PROCESS SUMMARY

DECEMBER 20, 2018

TABLE OF CONTENTS

Contributors 3

Visioning 4

Committee Selection Process 4

Process Overview 5
- Workshop 1 - Visioning 6
- Workshop 2 - Draft Design Guidance Principles 7
- Community Listening Session 8
- Workshop 3 - Review, Revise, Align 9

Design Guidance Principles 10
- Health & Wellness
- Operations
- Safety
- Teaching & Learning

Appendix I 24
- Corvallis School District Bond Organization Chart 25
- Design Guidance Team Charter 27
- Core values 29
- Framework Lens: Sustainability 30

Appendix II 32
- Post Workshop 3

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Alexis Sliwinski, PIVOT Architecture

Operations
Kelley Howell, PIVOT Architecture Ty
Koellmann, DLR Group
Curt Wilson, PIVOT Architecture

Safety
Brian Frey, DLR Group
Mariana Lavezzo, DLR Group
Karen Williams, PIVOT Architecture

Teaching & Learning
Todd Ferking, DLR Group
Karen Montovino, DLR Group
John Stapleton, PIVOT Architecture

BOND LEADERSHIP

Ryan Noss, Superintendent
Olivia Meyers Buch, Finance and Operations Director
Kim Patten, Facilities and Transportation Director
Brenda Downum, Communications Coordinator
Dave Fishel, Wenaha Group
Dale Kuykendall, Wenaha Group
Melanie Strey, Wenaha Group

LOGISTICS AND SUPPORT

Emily Lucht, Corvallis School District
Luisa Ardila, Wenaha Group
Julie Haymart, Wenaha Group
Eric Eckfield, Wenaha Group

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.

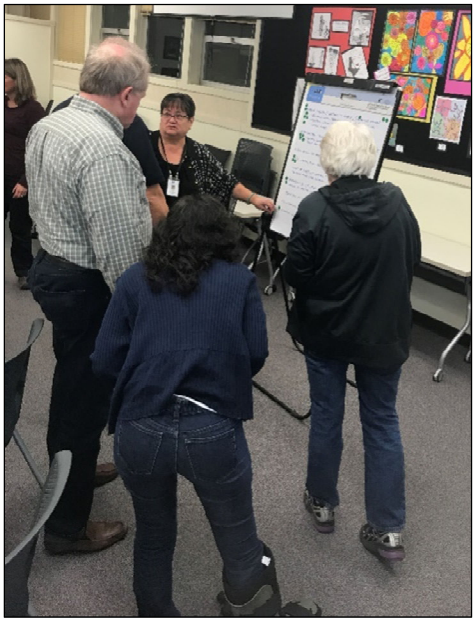
The work of the DGT was summarized and distilled following each workshop and community listening session. A summary of the final draft Design Guidance Principles was reviewed by the DGT staff liaisons, bond leadership team, and the facilitators to merge duplicate statements and to build on synergies 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.



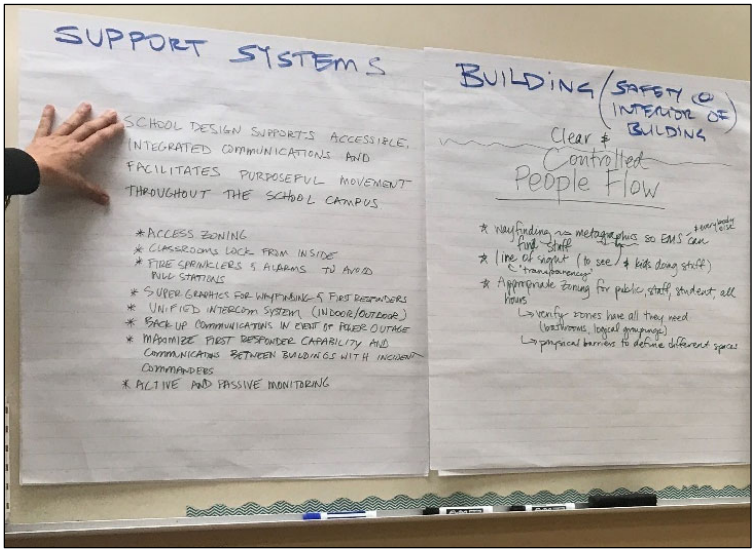
WORKSHOP 2 – DRAFT DESIGN GUIDANCE PRINCIPLES

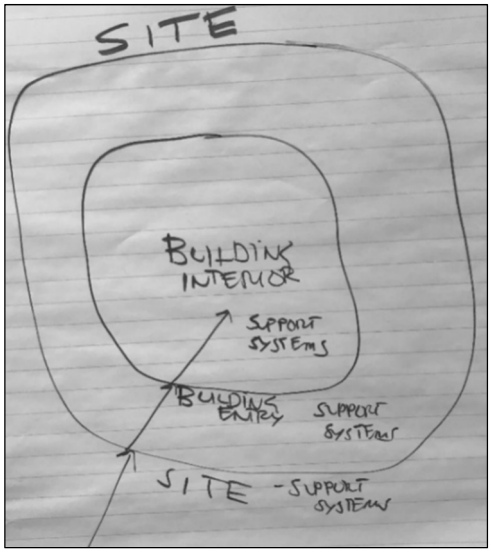
In the second workshop teams developed broad statements using the considerations as a reference. Each statement was intended to be broad enough that it could be considered applicable to each school site. The considerations from the initial meeting were then associated with each statement.

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.

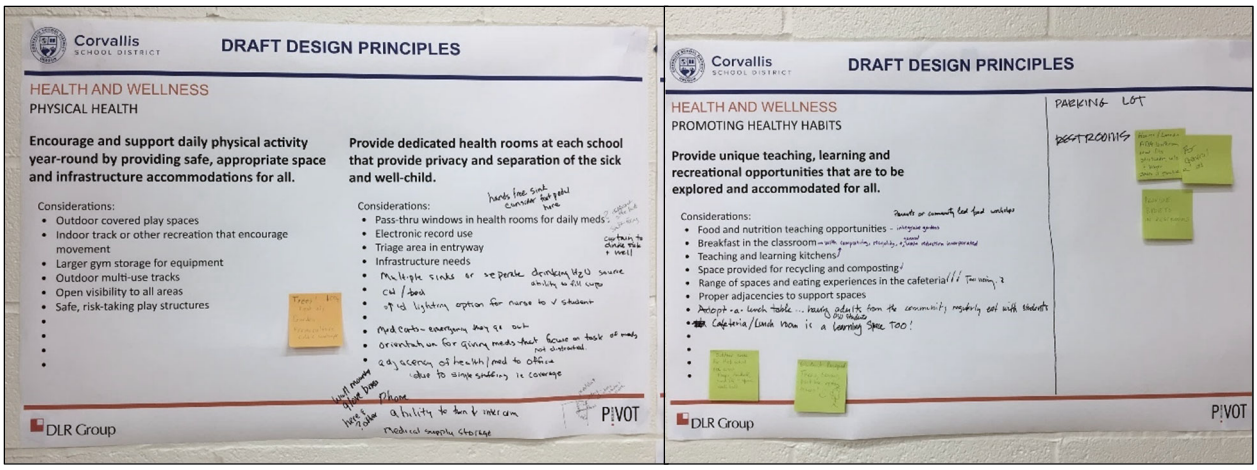
Topic teams spent the final part of the evening refining the initial subject areas into specific responsive statements. The outcome of this session was the creation of informed draft Design Guidance Principles, which would be the focus of discussion at the Community Listening Session.





COMMUNITY LISTENING SESSION

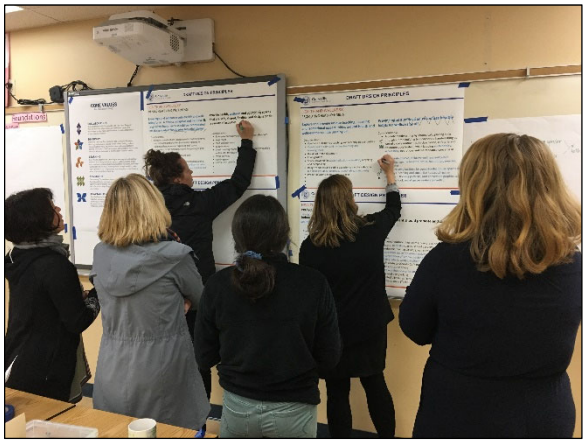
The Community Listening Session was an open meeting for all community members in the district. The evening meeting was held in the gym at Lincoln Elementary School. Following a brief introduction and description of the process, community members were encouraged to review each of the four topic areas, 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.



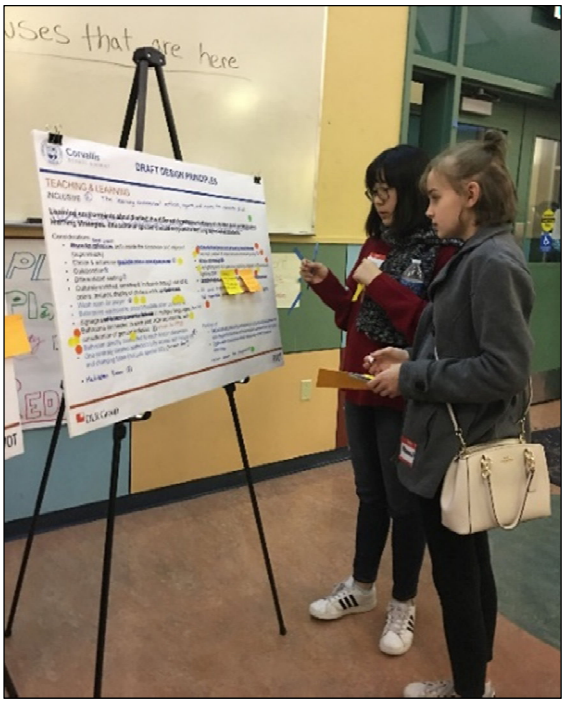
WORKSHOP 3 – REVIEW, REVISE, ALIGN

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

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	SCHOOL COMMITTEE B	SCHOOL COMMITTEE C
PROJECT MANAGER **Eric Eckfield**	PROJECT MANAGERS **Dale Kuykendall, Eric Eckfield**	PROJECT MANAGER **Dave Fishel**
HOOVER, LINCOLN	ADAMS, FRANKLIN, JEFFERSON, MOUNTAIN VIEW, WILSON, GARFIELD	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.

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

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

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
- 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
- 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)
- Monitors and maintains project schedule and budget
- Monitors and reviews school design advisory committee compliance 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

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

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

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

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

http://corvallisbond.org

LAST UPDATED 12/17/2018

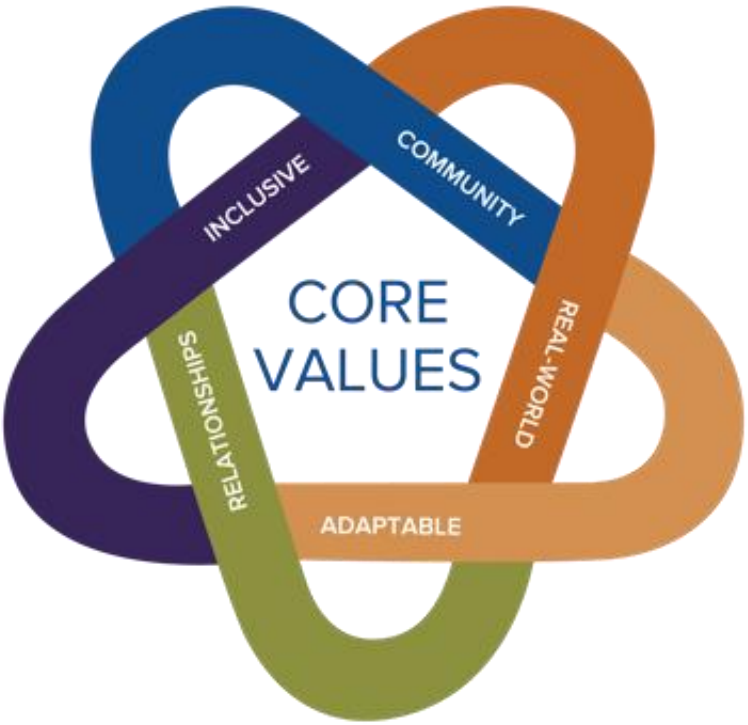
DESIGN GUIDANCE TEAMS CHARTER

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.

Corvallis SCHOOL DISTRICT

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.*

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following person has been designated to handle inquiries regarding discrimination: Jennifer Duvall, Human Resources Director and Title IX Coordinator, jennifer.duvall@corvallis.k12.or.us 541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333