What does Sustainability look like to you?

an activity modeled after the AIA Framework for Design Excellence

START HERE

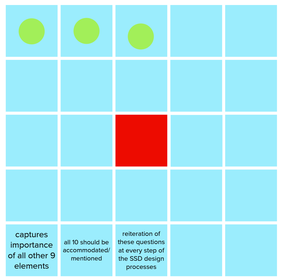
Read through the 10 concepts for sustainability below. Take 2 dots from the bank on the right to 'vote' for the concept you'd like to discuss with the group. Out of the 10, which two concepts can make the biggest impact on the school campuses?

Design for Integration

Good design elevates any project, no matter how small, with a thoughtful process that delivers both beauty and function in balance. It is the element that binds all the principles together with a big idea.

Food for Thought

- What is the concept or purpose behind this school evolution, and how will the priorities within the nine other principles inform the unique approach to future school improvements?
- How will the project engage the senses and connect people to place?
- What makes the project one that people will fight to preserve?
- What design strategies can provide multiple benefits across the triple bottom line of social, economic, and environmental value?

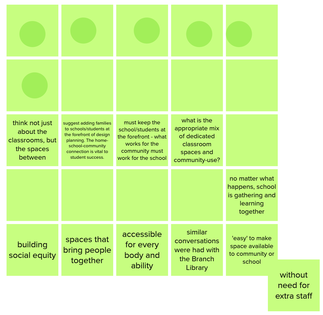


Design for Equitable Communities

Design solutions affect more than the client and current occupants. Good design positively impacts future occupants and the larger community.

Food for Thought

- Who might these improvements be forgetting? How can the design process and outcome remove barriers and promote inclusion and social equity, particularly with respect to vulnerable communities?
- What opportunities exist within the district's campuses to include, engage, and promote human connection?
- How can the design support health and resilience for the community during times of need or during emergencies?

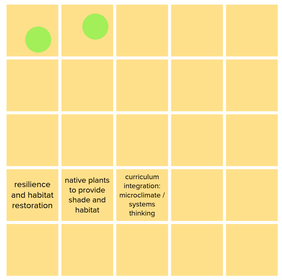


Design for Ecosystems

Good design mutually benefits human and nonhuman inhabitants.

Food for Thought

- How can the design support the ecological health of its place over time?
- How can the design help users become more aware and connected with the school's place and regional ecosystem?
- How can future improvements build resilience while reducing maintenance?
- How is the project supporting regional habitat restoration?

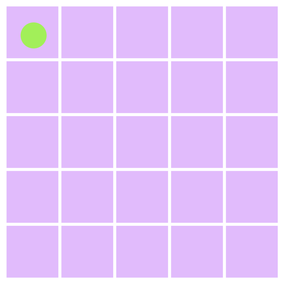


Design for Water

Good design conserves and improves the quality of water as a precious resource

Food for Thought

- How can school sites use water wisely, addressing efficiency and consumption while matching water quality to appropriate use?
- How can the school's water systems maintain function during emergencies or disruptions?
- How do the facilities handle rainfall and stormwater responsibly?
- How do the facilities contribute to a healthy regional watershed?

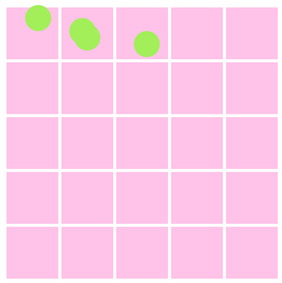


Design for Economy

Good design adds value for owners, occupants, community, and planet, regardless of project size and budget.

Food for Thought

- How do we provide abundance while living within our means?
- How will future improvement choices balance first cost with long-term value?
- How can the performance of the facilities be improved in ways that are cost and design neutral?

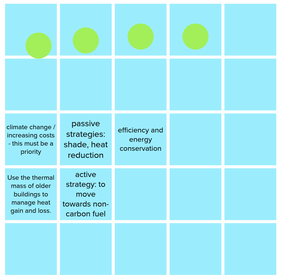


Design for Energy

Good design reduces energy use and eliminates dependence on fossil fuels while improving building performance, function, comfort, and enjoyment.

Food for Thought

- How can passive design strategies contribute to the school's performance and form?
- How can the school exceed building code efficiency standards to approach net zero energy and net zero carbon?
- Can the school be powered by clean, renewable energy sources?
- How can the school provide for continuous performance improvements over its lifetime?

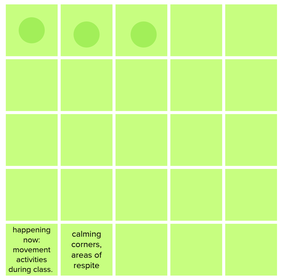


Design for Well-Being

Good design supports health and well-being for all people, considering physical, mental, and emotional effects on building occupants and the surrounding community.

Food for Thought

- How can the design encourage a healthy lifestyle?
- How can future improvements provide for greater occupant comfort?
- How can school sites be welcoming and inclusive for all?
- How can school facilities connect people with place and nature?
- How can material selection reduce hazards to occupants?

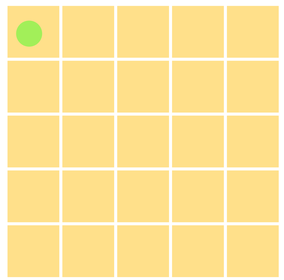


Design for Resources

Good design depends on informed material selection, balancing priorities to achieve durable, safe, and healthy projects with an equitable, sustainable supply chain to minimize possible negative impacts to the planet.

Food for Thought

- What factors (priorities) will be considered in making material selection decisions?
- How are materials and products selected and designed to reduce embodied carbon and environmental impacts while enhancing building performance?
- How can material selection reduce hazards and support equitable labor practices in the supply chain?
- How do future improvements promote zero waste throughout its life cycle?
- How do future improvements celebrate local materials and craft?
- How long are the improvements meant to last, and how does that affect your material?



Design for Change

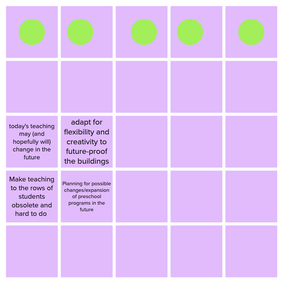
Adaptability, resilience, and reuse are essential to good design, which seeks to enhance usability, functionality, and value over time.

Food for Thought

- How can the school address future risks and vulnerabilities from social, economic, and environmental change?
- How can the school be designed for adaptation to anticipate future uses or changing markets? How do future school improvements address passive survivability and/or livability?

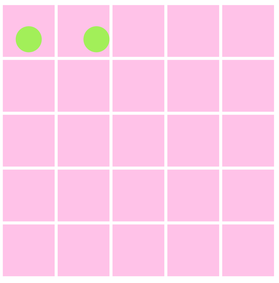
This item for me is important, but seems a step after designing for ecosystems

a hand-in-hand relationship



Design for Discovery

Every project presents a unique opportunity to apply lessons learned from previous projects and gather information to refine the design process.

Food for Thought

- How can the design process foster a long-term relationship between designers, users, and operators to ensure design intentions are realized and the building project performance can improve over time?
- How are performance data and experiential stories shared, even if the findings fall short of the vision?
- What strategies promote a sense of discovery and delight?