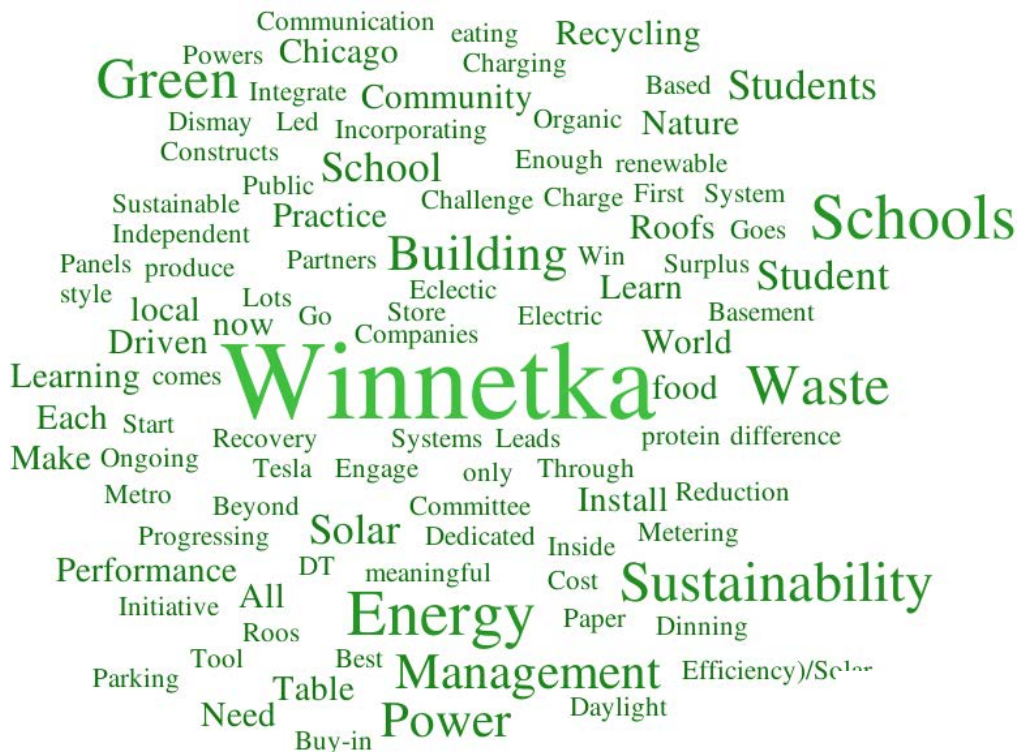# VALUES Eco-Charrette Report

Executive Summary

This report aims to summarize the outcomes of the Eco-Charrette where the VALUES framework was followed, which relies on an integrated design process to identify user values related to sustainability. A list of KPIs were identified for these contexts, and details the Design Strategies to be implemented in order to satisfy these KPIs.

- Students & Teachers
  - Air Quality
  - Student Centric Design
  - Connectivity to Outdoors
  - Nutrition
  - Thermal Comfort
  - Healthy Materials
  - Daylight
  - Sustainability Curricula
  - Acoustics
  - Carbon Emissions
  - Lighting Control
  - Sustainable Operations
  - Indoor Biophilia
  - Outdoor Biophilia
  - Interior Fitness
  - Native Plantings
  - Innovative Building Systems

- Administration
  - Sustainable Operations
  - Transparency
  - Renewable Energy
  - Interior Fitness
  - Innovative Building Systems
  - Low Energy Materials

- Neighbors & Community
  - Energy Consumption
  - Waste Management
  - Carbon Emissions
  - Doing Less Harm
  - Transparency
  - Renewable Energy
  - Water Consumption
  - Recycled Materials

Contents

Eco-Charrette Overview

> *- An interactive brainstorming and team-building exercise that generates and targets sustainability goals for a green building*

An Eco-charrette is an important project visioning session used to establish sustainability and wellness goals, while also taking into consideration project specific challenges and resources. The process encourages the team to identify issues, develop solutions, understand technical and budgetary constraints, and establish the next steps forward.

During Winnetka D36 Eco-Charrette attendees participated in the following activities, which were separated by a series of educational topics ranging from Big Picture Sustainability to cutting edge trends in Resource Conservation, Human Health and Ecology.

- ➢ Activity 1 – Consensus
- ➢ Activity 2 – Visioning
- ➢ Activity 3 – Prioritization

This report aims to summarize the outcomes of the Eco-Charrette, make recommendations for the district to consider in the future.

VALUES

- Viewing Architecture through the Lens of User Experience for Sustainability: A dynamic, adaptive, framework to design, promote, and prove sustainability that aligns with end user values by enhancing user experience.

Sustainability is an evolved conversation today. It has moved beyond a resource conservation movement to include climate change, human health and well-being, resilience, regeneration, and eco-system integrity. Such a broadened definition of sustainability today requires new perspectives in processing competing design parameters to provide a holistic solution that values the health of end users, the immediate local communities and the larger eco-systems. Simply put, thinking beyond the building.

Our approach to sustainability stems from people. We build buildings for people. There is a growing amount of research that connects the built environment's impact on human experience and their health and well-being. VALUES is adaptable and scalable based on the complexity of users and their activities, relative to different contexts. VALUES evaluates sustainable design and its impact on user experience.

The VALUES framework relies on an integrated design process that starts with an Eco-Charrette to identify user values related to sustainability.

The first step in the VALUES process is to define the User Experience (UX). The next step is to identify the success measures that are identified and synthesized as Key Performance Indicators (KPIs) specific to each user type. The final step is to determine a set of good, better, best Strategies based on user priorities.

Before going through these steps, attendees participated in two activities to help them conceptualize what they already have versus what they would like Winnetka to have.
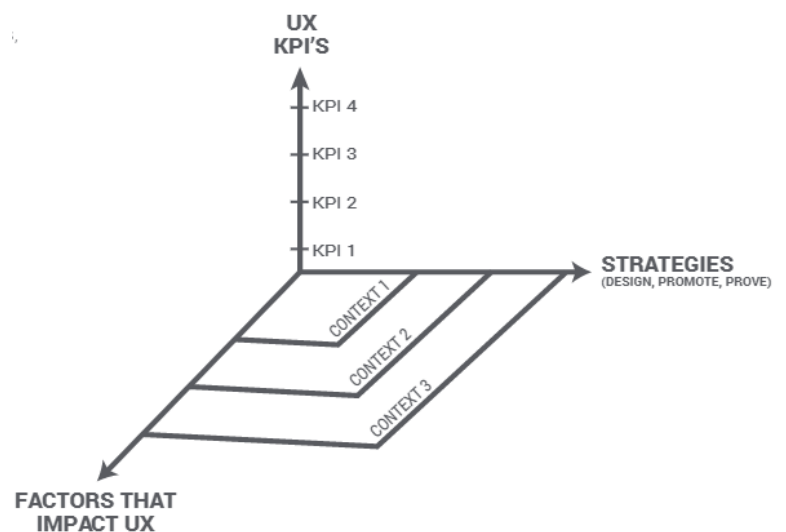
Activity 1 – Consensus

The Eco-Charrette opened with a group discussion about Sustainability at Winnetka. The consensus of this passionate group was that Winnetka could do more to make Sustainability central to the district. Topics discussed were:

➢ Keys to Success
  • Knowledge Management
  • Communication
  • Breaking Down Constructs
  • Willingness to Learn
  • Ad Hoc Committee

➢ Barriers
  • Winnetka Laws
  • Implementation
  • Buy-in

➢ Initial Ideas
  • Green Roofs
  • Daylight Controls
  • Net Metering
  • Beyond the Building; Incorporating Nature
  • Make Value Driven Decisions versus First Cost Driven
  • Ongoing Operation – Need for a Dedicated Sustainability Coordinator
  • Waste Management
    o Waste Reduction
    o Paper Recycling
    o Technology Recycling
    o Food scraps
  • Energy Recovery
  • Rainwater Harvesting
  • Community Solar
  • Building as a Teaching Tool; Social and Practice
  • Nutrition
    o Organic
    o Family style food eating
    o Need for a kitchen

Activity 2 - Visioning

In this activity, attendees were asked to imagine it was the year 2050 and asked to imagine what 'Breaking News Headline' Winnetka D36 Schools would have due to their Sustainability Initiatives.
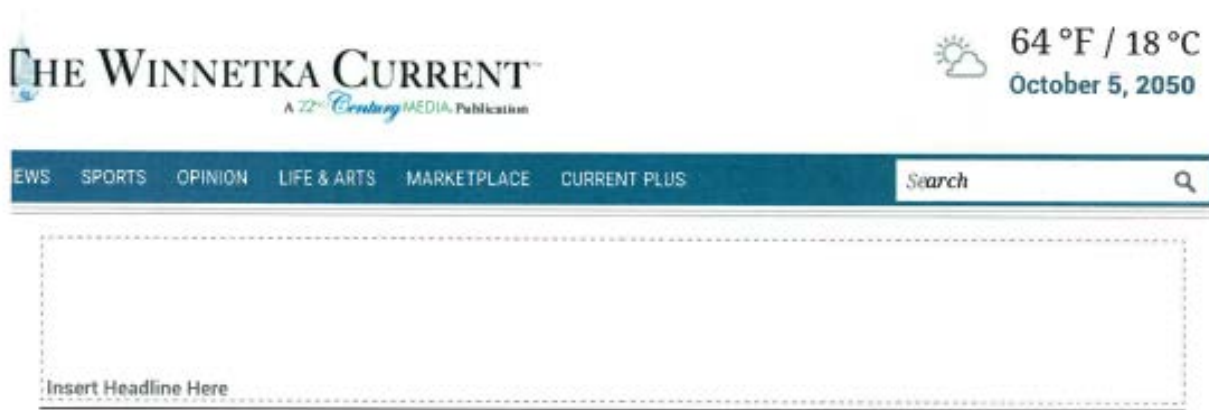
Headlines

All headlines created are summarized below. These naturally fell into the two buckets of Sustainability so are grouped as such.

➢ Resource Conservation
  - "Winnetka Schools Go Off the Grid"
  - "All of Winnetka Schools Are Now Energy Independent to the Dismay of the Local Energy Companies"
  - "Winnetka Village Eliminates Waste Management"
  - "Winnetka Powers Chicago!"
  - "Sustainability Changes in Winnetka Public Schools Creates Enough Surplus Energy to Power One of Chicago Metro.

➢ Curriculum
  - "Winnetka Students LEED"
  - "Winnetka Schools Integrate Progressing / PBL Learning / DT with Green Challenge to make a meaningful difference"
  - "Winnetka Schools Win World Sustainability Award!"

Bold Ideas

Attendees were asked to record bold ideas under their headline, which are summarized below.

- ➢ Renewables
  - Install Solar Panels (High Efficiency)/Solar Roofs on the Roos of Each School
  - Install Tesla Power Packs in the Basement of Every Building to Store Power
  - Solar Roads in Winnetka
  - Charging Stations in the Parking Lots for Eclectic Cars
  - Students Engage in Inquiry Learning to Develop the Best Alternative Energy for
  - 70% of power comes from renewable energy
  - Low Energy=High Performance

- ➢ Biophilia
  - Inside Out – Student and Teachers Learn About Themselves Through Nature Based Classroom!

- ➢ Transparency
  - Sustainability Dashboard
  - Green Light on Performance
  - Community Partners

- ➢ Thought Leadership
  - Student Summit Led by Winnetka 36 on Sustainable Future Practice
  - Winnetka Innovation Incubator Leads to Student Start Up Business
  - Internships in Green Industries
  - World Leader in Sustainability Efforts
  - No Green Initiative Left off the Table
  - Students Leading the Charge

- ➢ Waste Management
  - ALL Houses & Building & Commercial Have System where Waste Goes Directly to Waste Management District Underground Systems.

- ➢ Transport
  - Electric Hybrid bus
  - Transportation to and from schools is 0% emissions

- ➢ Nutrition
  - The cafeteria now serves only local produce and protein.
  - "School to Table Dinning"

Step 1: Defining UX

User Experience (UX) is the totality of the effects felt by a user as a result of interaction with the building, including the influences of usability, usefulness and emotional impact during interaction, and savoring the memory after interaction.

Enhancing user experience through the VALUES framework promises the following outcomes.

- ➢ Social and Cultural Impact
    - o Sustainable design features can influence the culture within the facility while promoting the users to influence their lives.
    - o When sustainability is proven to improve user experience and success, the community is more engaged in propelling that message in a larger context.
- ➢ Environmental and Economic Impact
    - o Sustainable design that focuses on human health brings user engagement to resources consumed and promotes conservation.
    - o When sustainability is proven to save constrained resources, the community is more engaged in the larger conversation of our ecological future.

By acknowledging the ripple effect that a building can have, we identify numerous UX contexts, each with a different level of importance to the building owner. At Winnetka D36 district, we have established be 3 UX Contexts:

1. Students & Teacher – This group will be inside the building the majority of the week, hence the indoor environment provided is extremely important to them.

2. Administration – This group is responsible for ongoing operations and maintenance of the building, so design decisions that impact their logistics will be of most interest.

3. Neighbors & Community – While this group may never enter the building, they are impacted by its existence and their perception matters.

Representatives from each of these key groups were present during the Eco-Charrette. The Charette started with polling questions, to gain a deeper understanding of what different groups found important in Winnetka's Sustainability Plan. The group then participated in a visioning session to define big ideas, summarized on the following pages.

Step 2 - Key Performance Indicators

- a measurable value that demonstrates how effectively an entity is achieving key objectives. Organizations use KPIs to evaluate their success at reaching targets.

This phase of the VALUES process delves deeper into the User Experience for Sustainability by identifying what "sustainability" means to the project stakeholders and defining Key Sustainability Performance Indicators, relative to each UX context.

This particular group was extremely interactive throughout the session. This allowed Key Performance Indicators (KPIs) to be refined through continuous feedback during the educational period of the Eco-Charrette.

After KPIs were defined by the group, they were prioritized based on the level of interest expressed during the in-person session. This helps determine the level of emphasis that will be put on each KPI in the **Design**, in addition to the need to **Promote** this KPI when the building is occupied and the best methods through which to **Prove** the KPI was, in fact, achieved.

Each of the KPIs has an impact on Human Health, Resource Conservation, Ecology, or a combination of all three, which is also highlighted in the table on the next page.

Step 3 – Design Strategies

Using the UX and KPIs identified during the Eco-Charrette, DLR Group developed detailed Design Strategies informed by the prioritization matrix. DLR Group also factored in what was important to Promote through Education, Engagement or Empowerment opportunities, both during design and during operation of the facility. Certain factors that impact UX were given special emphasis in terms of Proving the design either through Surveys, Meters or Sensors – or an appropriate combination of these tools.
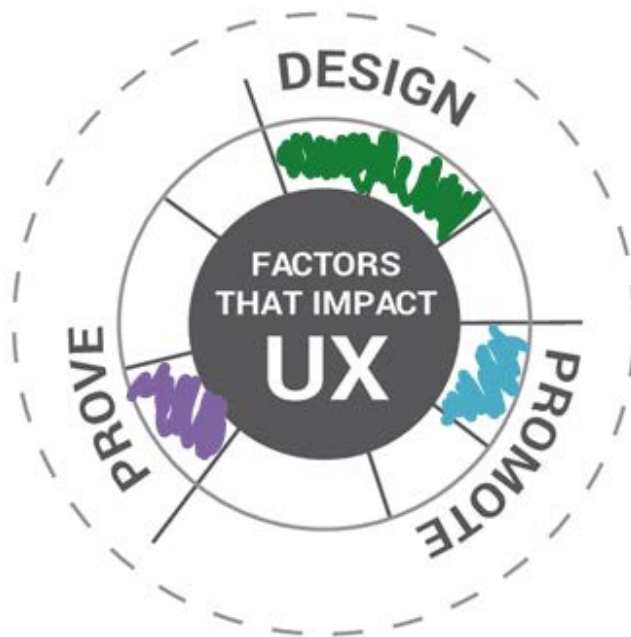
DESIGN
GOOD | BETTER | BEST

PROMOTE
EDUCATE | ENGAGE | EMPOWER

PROVE
SURVEY | METER | SENSOR

Activity 3 – Prioritization

Attendees completed VALUES worksheets on their own that:

- Define links between Key Performance Indicators and UX
- Prioritize Key Performance Indicators
- Categorize decisions under Design, Promote, and Prove

All worksheets were compiled into the following 'Sustainability Scorecards,' which are unique to Winnetka D36. These are grouped by user groups, showing what each group feels are the most important aspects of the Winnetka Sustainability story.

- UX1: Students and Teachers
    - Air Quality
    - Student Centric Design
- UX2: Administration
    - Sustainable Operations
- UX3: Neighbors and Community
    - Energy Consumption

The group also defined whether the design should take a Good, Better or Best approach to incorporating each KPI -- with Best having the highest associated cost. How the KPI(s) will be incorporated into the curriculum was indicated by the terms Educate, Engage or Empower. Finally, attendees were asked how best to prove that each KPI was achieved, using the terms Survey, Sensor and Meter.

As we move forward in the process, we must establish strategies to fulfill each one of these recommendations in a detailed strategy checklist.

UX1-Students and Teachers

User Experience (UX)	Key Performance Indicator (KPI)	Human Health	Resource Conservation	Ecology	Priority (1 to 10)	Design Good Better Best	Promote Educate Engage Empower	Prove Survey Meter Sensor
Students & Teachers	Air Quality	■			8	Best	Educate	Sensor
	Student Centric Design	■	■	■	8	Best	Empower	Survey
	Connectivity to Outdoors	■		■	7	Best	Empower	Survey
	Nutrition	■			6	Best	Empower	Survey
	Thermal Comfort	■			6	Best	Educate	Sensor
	Healthy Materials	■			6	Best	Educate	Survey
	Daylight	■	■		5	Better	Educate	Meter
	Sustainability Curricula	■	■	■	4	Best	Empower	Survey
	Acoustics	■			4	Best	Educate	Meter
	Carbon Emissions	■		■	4	Best	Empower	Meter
	Lighting Control	■	■		4	Best	Educate	Sensor
	Sustainable Operations		■	■	4	Best	Engage	Meter/Sensor
	Indoor Biophilia	■		■	3	Better	Educate	Survey
	Outdoor Biophilia			■	2	Best	Engage	Survey
	Interior Fitness	■			2	Better	Engage	Survey
	Native Plantings	■	■	■	2	Best	Engage	Survey
	Innovative Building Systems	■	■		2	Best	Educate	Survey

FUTURE READY D36
Honoring our past.
Planning our future.

DLR Group

UX2 – Administration

User Experience (UX)	Key Performance Indicator (KPI)	Human Health	Resource Conservation	Ecology	Priority (1 to 10)	Design Good Better Best	Promote Educate Engage Empower	Prove Survey Meter Sensor
Administration	Sustainable Operations		■	■	4	Best	Educate	Survey/Meter/Sensor
	Transparency	■	■	■	3	Best	Empower	Survey
	Renewable Energy		■		3	Best	Empower	Meter
	Interior Fitness	■			2	Best	Empower	Survey
	Innovative Building Systems	■	■		2	Best	Engage	Meter/Sensor
	Low Energy Materials		■	■	1	Best	Engage	Survey/Sensor

UX3 – Neighbors and Community

User Experience (UX)	Key Performance Indicator (KPI)	Human Health	Resource Conservation	Ecology	Priority (1 to 10)	Design Good Better Best	Promote Educate Engage Empower	Prove Survey Meter Sensor
Neighbors & Community	Energy Consumption		■	■	8	Best	Empower	Meter/Sensor
	Waste Management		■	■	4	Best	Empower	Meter
	Carbon Emissions	■		■	4	Best	Empower	Survey
	Doing Less Harm	■	■	■	4	Best	Empower	Meter/Sensor
	Transparency	■	■	■	3	Best	Empower	Survey
	Renewable Energy		■		3	Best	Empower	Survey
	Water Consumption		■	■	1	Best	Empower	Meter
	Recycled Materials		■	■	1	Better	Educate	Survey

Appendix

All attendee worksheets have been scanned and included in this section.

THE WINNETKA CURRENT™
A 22ⁿᵈ Century MEDIA Publication

64 °F / 18 °C
October 5, 2050

EWS   SPORTS   OPINION   LIFE & ARTS   MARKETPLACE   CURRENT PLUS

Search

Winnetka Students LEED

Insert Headline Here
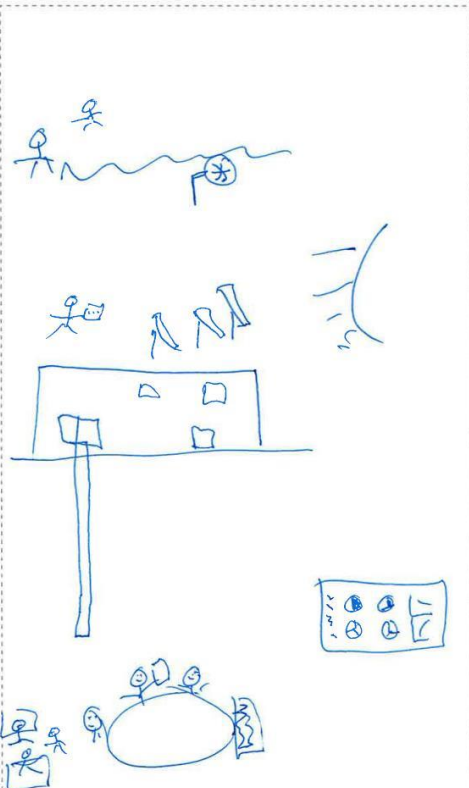
Draw Photo Here

Winnetka Schools integrate Progressive / PBL learning / PI with Green Challenges to make a meaningful d. ference

Insert Sub-Heading Here

- Students engage in inquiry learning to develop the best Att. Expert for Each School.

- Inside Out — Student and teachers learn about themselves through Nature based Classroom.

- Sustainability Dashboard

- Student Summit led by W36 on Sustainable Future Practices

- Winnetka Innovation Incubator leads to student Start Up Business

- Internships in Green Industries.

Insert Bold Ideas Here

- Green Light on Performance.
  Low Energy = High Performance
- Electric Hybrid Bus
- "School to Table Dining"

Draw Photo Here

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Planning our future.

THE WINNETKA PUBLIC SCHOOLS DISTRICT 36

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THE WINNETKA CURRENT™
A *22nd Century* MEDIA Publication

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October 5, 2050

EWS   SPORTS   OPINION   LIFE & ARTS   MARKETPLACE   CURRENT PLUS

Search

WINNETKA VILLAGE ELIMINATES WASTE MANAGEMENT

Insert Headline Here

Village & GARBAGE TRUCKS GONE

- ALL HOUSES & BLDG & COMMERCIAL HAVE System whereby waste GOES DIRECTLY to
- WASTE MANAGEMENT District underground Systems

Insert Bold Ideas Here

Draw Photo Here

Insert Sub-Heading Here

FUTURE READY D36
Honoring our past, Planning our future.

THE WINNETKA PUBLIC SCHOOLS
DISTRICT 36

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THE WINNETKA CURRENT™
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64 °F / 18 °C
October 5, 2050

EWS   SPORTS   OPINION   LIFE & ARTS   MARKETPLACE   CURRENT PLUS

Search

Winnetka Schools Win World Sustainability Award!

Insert Headline Here

Insert Bold Ideas Here

- The Winnetka Public schools have instituted many combined policies, that have contributed to this award.

  - 70% of power comes from renewable energy

  - Transportation to and from schools is 0% emmisions

  - The cafeteria now serves only local produce and protine

  - •

Draw Photo Here

Insert Sub-Heading Here

Draw Photo Here

WINNETKA POWERS CHICAGO!

Insert Headline Here

Draw Photo Here

- World leader in Sustainability efforts

- No green initiative left off the table

- Students leading the charge

- Community partners

Insert Bold Ideas Here

Sustainability changes in Winnetka Public Schools creates enough surplus energy to power Metro Chicago

Insert Sub-Heading Here

Visitors from around the world visit Winnetka

D36

UN Tour

Draw Photo Here

FUTURE READY D36
Honoring our past.
Planning our future.

THE WINNETKA PUBLIC SCHOOLS DISTRICT 36

DLR Group

DLR Group

In order to gain insights into your priories and goals, please:

1. Indicate what user group (Student, Teacher, Administration, Neighbors, Community) is impacted by each KPI
   (handwritten above: 1 2 3 4 5)
2. Divide a budget of 100 points between each KPI depending on your how important you believe them to be
3. Indicate how you would like to achieve this KPI in the Design, Promote and Prove columns

User Experience (UX)	Key Performance Indicator (KPI)	Human Health	Resource Conservation	Ecology	Priority (1 to 10)	Design 1 Good 2 Better 4 Best	Promote 1 Educate 2 Engage 4 Empower	Prove 1 Survey 2 Meter 4 Sensor
	Acoustics	■						
ALL GROUPS	Air Quality				10	4	1	4
	Carbon Emissions	■		■				
	Connectivity to Outdoors			■				
ALL	Daylight	■	■		10	2	1	2
ALL	Doing Less Harm	■	■	■	10	4	4	4
ALL	Energy Consumption		■	■	10	4	2	2
	Interior Fitness	■						
ALL	Healthy Materials	■			10	2	2	1
	Indoor Biophilia	■		■				
	Innovative Building Systems		■					
	Low Energy Materials		■	■				
	Lighting Control	■	■					
	Native Plantings		■	■				
Students Teachers adm.	Nutrition	■			10	4	2	1
Administ Community	Sustainable Operations		■	■	10	4	4	2
	Outdoor Biophilia			■				
all	Renewable Energy		■		10	2	4	2
	Recycled Materials			■				
	Stormwater Management		■					
all	Student Centric Design	■		■	10	4	4	4
	Sustainability Curricula	■						
	Thermal Comfort	■						
all	Transparency	■	■	■	5	4	4	1
	Waste Management		■	■				
all	Water Consumption		■	■	5	4	4	2

DLR Group

Key Performance Indictors

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S,T,A	Acoustics	■			3		1	1
S,T,A	Air Quality	■			5		1	4
	Carbon Emissions	■		■				
S,T,A	Connectivity to Outdoors			■	4		2	1
S,T,A	Daylight	■	■		3		1	1
S,T,A,C,N	Doing Less Harm	■	■	■	8		2	4
A,T,A,C,N	Energy Consumption		■	■	8		2	4
S,T,A	Interior Fitness	■			3		2	1
S,T,A	Healthy Materials	■			9		1	2
S,T,A	Indoor Biophilia	■		■	3		1	1
	Innovative Building Systems	■	■					
	Low Energy Materials		■	■	5		1	
S,T,A	Lighting Control	■		■	4		1	1
	Native Plantings	■	■	■				
S,T	Nutrition	■		■	8		2	1
S,T,A,C,N	Sustainable Operations		■	■	5		2	4
S,T,A,N,C	Outdoor Biophilia			■	4		2	1
	Renewable Energy		■	■				
	Recycled Materials		■	■				
	Stormwater Management		■	■				
S,T,A,C	Student Centric Design	■		■	10		2	
S,T,A,C	Sustainability Curricula				10		1	
S,T,A	Thermal Comfort	■			5		1	
	Transparency		■	■				
C,N	Waste Management		■	■	3		1	
	Water Consumption		■	■				

DLR Group

Key Performance Indictors

In order to gain insights into your priories and goals, please:

S   T   A   N   C

1. Indicate what user group (Student, Teacher, Administration, Neighbors, Community) is impacted by each KPI
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User Experience (UX)	Key Performance Indicator (KPI)	Human Health	Resource Conservation	Ecology	Priority (1 to 10)	Design 1 Good 2 Better 4 Best	Promote 1 Educate 2 Engage 4 Empower	Prove 1 Survey 2 Meter 4 Sensor
STA	Acoustics	■			10	1	1	2
STA	Air Quality	■			10	4	2	2
SNC	Carbon Emissions			■		2	4	
STANC	Connectivity to Outdoors			■	10	4	4	
STA	Daylight	■	■			2	2	2
STANC	Doing Less Harm	■	■	■		4	4	
ANC	Energy Consumption		■			2	4	2
STA	Interior Fitness	■				2	4	
STAN	Healthy Materials	■			10	4	2	
STA	Indoor Biophilia	■		■		2	4	
STAC	Innovative Building Systems	■	■			2	2	1
STAN	Low Energy Materials		■	■		2	1	
STA	Lighting Control	■		■		2	1	4
STANC	Native Plantings		■	■		4	2	
STAC	Nutrition	■			10	4	4	1
STANC	Sustainable Operations		■	■		2	2	
STAN	Outdoor Biophilia			■	10	4	2	1
STANC	Renewable Energy		■			2	2	2
NC	Recycled Materials			■		2	1	
NC	Stormwater Management		■			4	1	2
STC	Student Centric Design	■	■	■	10 *	4 *	4 *	1
STANC	Sustainability Curricula					4	4	1
STA	Thermal Comfort	■			10	4	1	4
STANC	Transparency	■	■	■	10	4	4	1
STANC	Waste Management		■	■	10	4	4	1/2
NC	Water Consumption		■	■		4	4	1/2

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DLR Group

Key Performance Indictors

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S.T.	Acoustics				6			2,4
S.T.	Air Quality							
C.N	Carbon Emissions				4			2
S.T	Connectivity to Outdoors				8	4	2	1
S.T	Daylight				8			4
	Doing Less Harm							
A.C	Energy Consumption				7	2	1	2
	Interior Fitness							2
S.T	Healthy Materials				10		1	
S.T	Indoor Biophilia				7		1	4
ST	Innovative Building Systems				9		4	
C	Low Energy Materials							
S.T	Lighting Control				3	2	2	2
STC N	Native Plantings				2		2	
S..	Nutrition				8	4	2	
	Sustainable Operations							
S.T	Outdoor Biophilia							
	Renewable Energy				4		4	
	Recycled Materials							
	Stormwater Management							
S.T	Student Centric Design				10		4	
ST	Sustainability Curricula				8		2	
	Thermal Comfort				9	2	2	2,4
	Transparency							
C.N	Waste Management							
	Water Consumption							

DLR Group

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S,T	Acoustics	■			5	4	1	4
S,T	Air Quality	■			7	4	1	4
S,T,A,N,C	Carbon Emissions	■		■	5	4	4	4
S,T,C	Connectivity to Outdoors	■		■	6	4	4	4
S,T	Daylight	■	■		2	4	1	4
	Doing Less Harm	■	■	■				
S,T,A,N,C	Energy Consumption		■		9	4	4	4
	Interior Fitness	■						
	Healthy Materials	■						
S,T	Indoor Biophilia			■	2	4	1	4
A,N,C	Innovative Building Systems		■		2	4	1	4
A,N,C	Low Energy Materials		■	■	2	4	1	4
S,T	Lighting Control	■			5	4	1	4
	Native Plantings	■		■				
S	Nutrition	■			10	4	4	4
S,T,A,N,C	Sustainable Operations		■	■	8	4	4	4
	Outdoor Biophilia			■				
A,N,C	Renewable Energy		■		2	4	4	4
	Recycled Materials		■	■				
	Stormwater Management		■	■				
S,T	Student Centric Design	■	■	■	7	4	4	4
S,T,A,	Sustainability Curricula	■			7	4	4	4
S,T	Thermal Comfort	■			2	4	1	4
S,T,A,N,C	Transparency	■	■	■	9	4	4	4
S,T,A,N,C	Waste Management		■	■	7	4	4	4
A,N,C	Water Consumption		■	■	3	4	4	4

DLR Group

Key Performance Indictors

In order to gain insights into your priories and goals, please:

1. Indicate what user group (Student, Teacher, Administration, Neighbors, Community) is impacted by each KPI
2. Divide a budget of 100 points between each KPI depending on your how important you believe them to be
3. Indicate how you would like to achieve this KPI in the Design, Promote and Prove columns

User Experience (UX)	Key Performance Indicator (KPI)	Human Health	Resource Conservation	Ecology	Priority (1 to 10)	Design 1 Good 2 Better 4 Best	Promote 1 Educate 2 Engage 4 Empower	Prove 1 Survey 2 Meter 4 Sensor
ST A	Acoustics	■						
STA 10	Air Quality	■			10	4	2	4
STA 10	Carbon Emissions	■		■	10	4	4	4
STAN 10	Connectivity to Outdoors			■	10	4	4	1
STA	Daylight	■	■					
CA 10	Doing Less Harm	■		■	10	2	2	2
CA 10	Energy Consumption		■	■	10	2	4	2
STA 10	Interior Fitness	■			10	2	2	2
STA	Healthy Materials	■						
STA 10	Indoor Biophilia			■	10	2	1	1
STA	Innovative Building Systems	■	■					
SAC	Low Energy Materials		■	■				
STA	Lighting Control	■						
STA	Native Plantings	■	■	■				
STA	Nutrition	■						
SA	Sustainable Operations		■	■				
STAN	Outdoor Biophilia			■				
AC	Renewable Energy		■					
AC	Recycled Materials			■				
ANC	Stormwater Management		■	■				
STA 10	Student Centric Design	■	■	■	10	2	4	2
STA	Sustainability Curricula	■		■				
STA 10	Thermal Comfort	■			10	4	4	4
CNA	Transparency	■	■	■				
STACN 10	Waste Management		■	■	10	4	4	2
STANC	Water Consumption		■	■				

DLR Group

Key Performance Indictors

S   T   C

In order to gain insights into your priories and goals, please:

Parents 3

1. Indicate what user group (Student, Teacher, Administration, Neighbors, Community) is impacted by each KPI
2. Divide a budget of 100 points between each KPI depending on your how important you believe them to be
3. Indicate how you would like to achieve this KPI in the Design, Promote and Prove columns

User Experience (UX)	Key Performance Indicator (KPI)	Human Health	Resource Conservation	Ecology	Priority (1 to 10)	Design 1 Good 2 Better 4 Best	Promote 1 Educate 2 Engage 4 Empower	Prove 1 Survey 2 Meter 4 Sensor
S + T	Acoustics	■			5		1	2
S + T	Air Quality	■			10		4	4
S + T + C	Carbon Emissions	■		■	10		1	2
S + T	Connectivity to Outdoors	■		■	10		2.4	1
S + T	Daylight	■	■		10		2	1
S + T + C	Doing Less Harm	■	■	■	5		4	2
S + T + C	Energy Consumption		■	■	10		4	4
	Interior Fitness	■					2	1
	Healthy Materials	■					1	1
	Indoor Biophilia	■		■			2	1
	Innovative Building Systems	■	■				1	1
	Low Energy Materials		■	■			1	1
S + T	Lighting Control	■			10		4	1
S + T + C	Native Plantings	■	■	■	10		4	1
	Nutrition	■					4	1
S + T + C	Sustainable Operations		■	■			1	2
S + T + C	Outdoor Biophilia			■			4	1
	Renewable Energy		■				2	2
	Recycled Materials			■			1	1
C	Stormwater Management		■	■			1	1
S + T	Student Centric Design	■		■	10		2	1
S + T	Sustainability Curricula	■			5		4	1
S + T	Thermal Comfort	■			5		4	4
C	Transparency	■	■	■			1	1
S + T + C	Waste Management		■	■			2	2
S + T + C	Water Consumption		■	■			4	2

DLR Group

Key Performance Indictors

In order to gain insights into your priories and goals, please:

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User Experience (UX)	Key Performance Indicator (KPI)	Human Health	Resource Conservation	Ecology	Priority (1 to 10)	Design 1 Good 2 Better 4 Best	Promote 1 Educate 2 Engage 4 Empower	Prove 1 Survey 2 Meter 4 Sensor
	Acoustics	■						
•	Air Quality	■			10	4	1	2
	Carbon Emissions	■		■				
	Connectivity to Outdoors	■		■	7	1	4	1
•	Daylight	■	■		7	1	2	2
	Doing Less Harm	■	■	■				
•	Energy Consumption		■	■	7	4	4	4
	Interior Fitness	■						
	Healthy Materials	■			10	4	4	1
	Indoor Biophilia			■				
•	Innovative Building Systems		■	■	7	2	1	1
	Low Energy Materials		■					
•	Lighting Control	■			7	4	2	2
	Native Plantings	■	■					
	Nutrition	■			5	4	4	1
•	Sustainable Operations		■	■	7	2	2	1
	Outdoor Biophilia			■				
	Renewable Energy		■	■	10	4	4	3
	Recycled Materials		■	■	5	2	2	1
	Stormwater Management		■	■	3	1	1	1
•	Student Centric Design	■						
	Sustainability Curricula	■		■	3	1	4	1
•	Thermal Comfort	■			7	4	1	2
•	Transparency	■	■	■				
	Waste Management		■	■	5	2	4	2
	Water Consumption		■	■				

DLR Group