PROJECT MEMO

TO:	Cristina Haworth City of Issaquah	**DATE:**	February 24, 2021
FROM:	Todd Sawin Tacoma - (253) 383-2422	**PROJECT NO.:**	2180412.10
		PROJECT NAME:	IHS #4 and ES #17
SUBJECT:	Design Criteria Checklist Narrative		

This memo provides a review of the design criteria checklist and description and how this project addresses each of these items. The format provides the item and a description below of how it was met.

DESIGN CRITERIA CHECKLIST ITEMS:

A. Site Layout and Overall Design Concepts

1. Building Location: *Building locations and their orientation to one another provide for pedestrian/people areas such as courtyards, plazas, pocket parks, etc.*

How Criteria has been met:
Each building has been laid out such that there are significant plaza spaces at the front and rear entries of the buildings to create an open, welcoming entry. For the HS, an additional large plaza/courtyard has been created on the west side between the building and the track and field spaces. The plaza/courtyard spaces for the HS have seat walls, boulders, and stumps to connect to the site theme. The rear courtyard of the ES ties into the playground spaces. Site landscaping and furnishing elements have been selected to connect throughout the site. Additional courtyard/plaza spaces have been created between the baseball and softball fields as well as on top of the parking structure for the tennis court users.

2. Energy Efficient Design: *The project is oriented to receive maximum winter sun benefit and uses architectural features and/or landscaping to screen summer sun.*

How Criteria Has Been Met:
The buildings and fields have been oriented to provide the most benefit for natural daytime lighting. Both the elementary and high school buildings have been oriented to span the east-west direction such that the front of the buildings generally face north and the backs face south with shading devices to optimize daylight but reduce glare. This is the optimal solar orientation for school buildings.

3. Functional Site Design: *Design and layout of the buildings, parking areas, pedestrian areas, landscape and open areas are conducive to the existing topography and existing features of the site. Parking areas are designed so that they function well with the overall site design; for instance, parking areas provide safe and efficient nonmotorized movement, and traffic flow is predictable within the designated parking areas and driveways.*

How Criteria Has Been Met:
The proposed site is constrained based on available areas for site access, topography, and tree retention requirements and as a result limited in design solutions to meet the school district program needs. The location of the school buildings and associated program areas have been laid out to best fit the topography to limit grading, minimize retaining wall heights, and maximize tree retention. The tree retention areas have been maintained at the perimeter of the site in order to retain a natural buffer for the neighbors. The buffer and tree retention were two of the most voiced comments during the community meeting in July of 2020. Parking areas have been placed such that they are centrally located with walks connecting them to the buildings and other site elements. The majority of traffic flow to and from the site will be high school passenger vehicles for students and staff, then staff and parent passenger vehicles for the elementary school, and finally bus traffic. Site circulation has been laid out such that the major traffic flow contributors have been removed from the traffic flow in order of their significance. For clarification the first vehicles to leave the main traffic flow for the site are the high school passenger vehicles, then the

elementary school parents for drop off, followed by staff parking on the east side of the road, and finally bus traffic for the elementary school then the high school.

4. Lighting:

a. Lighting standards and fixtures are of a design and size compatible with the general character of the building and adjacent areas, including other lighting standards/fixtures. Design compatibility includes the following lighting standard/fixture characteristics: architectural style, standard/fixture color, light color, decoration, material, placement, texture and shape.

b. Lighting complies with IMC 18.07.107, Outdoor lighting.

How Criteria Has Been Met:

a. Fixture characteristics such as fixture design and color, as well as placement and scale were considered to provide and compliment the overall site design, and various sport and recreational facilities. Exterior lighting at the elementary school and high school are located at building entrances, canopies, and building facades to compliment the architectural style while providing security around each building. Site lighting fixtures are typical for other school facilities in the region, and provide security throughout the site, and allow for sport and recreational activities to occur during the evenings.

b. Outdoor lighting is consistent and complies with IMC 18.07.107.

5. Natural Setting – Views: *The relationship of the natural setting of the valley and surrounding mountains is used to enhance the overall design and layout of the plan in the following ways:*

a. Hillside Design: Structures built on hillsides are designed so that they blend into the hillside to minimize their visible impact to surrounding areas. The ridgeline of the hillside is not broken by any structures, lighting standards/fixtures, or loss of vegetative cover. Methods to integrate the structure into the hillside include: height control; colors that are muted instead of brilliant or bright colors; maintenance of existing trees to the greatest extent possible; and/or other appropriate methods.

b. Primary Views: Public views of Mount Rainier, Cougar, Squak and Tiger Mountains are not blocked; for example, the view of Mount Rainier from Rainier Blvd. and the railroad ROW pathway should remain unobstructed.

How Criteria Has Been Met:

The site is located at the top of a hill with significant topographic changes. The buildings and site elements have been laid out on the site to step along with the existing topography and take as much advantage of the natural flat areas as possible to limit the amount of earthwork and retaining wall height while maximizing tree retention. The buildings and site elements have been placed in the middle of the site to utilize the existing natural tree buffer around the site to the max extent feasible. The proposed high school building will be the highest building on the site. However, while it will be the highest building on the site, its top elevation will still be below the top elevation of the existing trees and existing water tower at the highest elevation on the site. All existing views will be maintained.

6. Existing Vegetation/Topography Features*: Existing vegetation, topography and other features of the site are preserved and integrated into the overall site design. Suitable existing vegetation shall be preserved, and measures to assure its preservation shall be provided.*

How Criteria Has Been Met:

The site has been designed to maximize the retainage of existing trees and vegetation. Approximately 9.20 acers of the existing 40.79 acres will remain in its existing condition. This results in only approximately78% of the existing site being developed. These existing areas of native vegetation will be maintained to remove any invasive, noxious species. In addition, trees and boulders removed during site construction will be salvaged for reuse onsite. Some of the lumber from the trees will be milled to be used to create benches and finishes within the buildings. Some of the boulders and stumps from trees removed will be utilized throughout the site for decorative, natural elements.

7. Historical/Cultural Landmarks: *Historical and cultural landmarks, and Issaquah Treasures (as adopted by Resolution 93-15) are preserved and integrated into the overall site design.*

How Criteria Has Been Met:
To our knowledge, no historical or cultural landmarks currently exist on the site. The previous buildings have been removed from the site. None of the 35 items listed on the Issaquah Treasures exists nor occurs on this site.

B. Landscape Design and Use of Plant Materials

1. Design Elements: *Architectural screens, fountains, and pavings of wood, brick, stone, gravel and/or other similar methods and materials are used in conjunction or combination with plant materials (or in place of plant materials where planting opportunities are limited).*

How Criteria Has Been Met:
In addition to selecting plant species that will integrate with the native vegetation, boulders and stumps from the existing site will be reutilized throughout the site with focus on pedestrian walkways and plazas to incorporate the natural surrounding into the project. Existing trees from the site are being harvested and milled into lumber to be used in the finish material for both schools further the natural feel and tie the buildings to the site. Greenscreen underplanted with climbing vines will be utilized in locations where space is limited.

2. Design Unity: *Unity of design is achieved through repetition of certain plant varieties and other materials and by correlation with adjacent developments.*

How Criteria Has Been Met:
The site design retains existing vegetation on the perimeter of the site and utilizes similar plant varieties that will be utilized throughout the developed site to create correlation with the natural buffers and surrounding areas.

3. Enhanced Design:

a. *The landscape design of the site strengthens vistas and important focal points, provides for both solar exposure and shading where desirable, and retains significant existing vegetation.*
b. *Trees and shrubs are planted in parkways or paved areas where building sites limit plantings.*
c. *Parking areas and traffic ways are enhanced with landscaped areas that contain trees and tree groupings (see also "Nonmotorized and Vehicular Areas – Design – Parking Areas").*

How Criteria Has Been Met:
Trees and shrubs are incorporated throughout the site to both enhance parking areas, roadways and paving areas and to provide continuity and cohesiveness to these spaces through the planting design. The overall planting design seeks to enhance existing vistas and provide respite for pedestrians as they navigate the site. Significant swaths of existing vegetation have been retained around the entire perimeter of the site.

4. Usable Open Space Design: *The usable open space includes significant areas which have aesthetic value and/or value for recreational purposes and is easily accessible to the users of the development and to the general public (in cases where the open space has been dedicated), unless this guideline conflicts with the purpose and intent of the critical areas regulations.*

How Criteria Has Been Met:
The usable open space for this site includes significant areas for both aesthetic and recreational value for both site users (students and staff) and for the community (adjacent neighbors and neighborhood). These areas include athletic fields, plazas, and future trails.

***5. Plant Materials – Selection**:*

a. Appearance/Maintenance: Plant materials are selected for their structure, texture, and color as well as their ultimate growth and ease of maintenance.

b. Noxious or Destructive: Plant materials used for landscaping purposes are not destructive to sewer or water systems, sidewalks, building foundations or any other structure or utility. Noxious weeds and other plant materials including purple loosestrife and invasive species of ivy are not utilized in landscape planting plans.

c. Safety: Alder trees, cottonwood trees or other trees that typically grow very quickly, have weak trunks and branches and are prone to falling are not proposed for planting in parking areas, next to buildings or other structures or in any pedestrian-oriented area. Tree selection and placement should not diminish required outdoor lighting illumination of the intended pedestrian areas and parking lots. Tree selection and placement may be used to screen lighting from adjacent properties or downgrade viewing.

How Criteria Has Been Met:
Planting materials have been selected to comply with the above criteria.

C. Design Harmony and Compatibility

***1. Accessory Structures:** Street furniture, mailboxes, kiosks, lighting standards/fixtures, and accessory structures located on private property, public ways and other public properties are designed as part of the architectural concept of the building and landscape design.*

How Criteria Has Been Met:
Unifying elements across the site are a palette of building and planting materials. These design elements are incorporated in and around buildings and accessory structures throughout the site and create elements of continuity that tie the structures across the entire site into a cohesive design.

2. Building Materials/Components:

a. Scale: Building components, such as windows, doors, eaves, parapets, and signage have the same proportions, scale and relationship to one another. Building materials shall incorporate fire protection and emergency services access.

b. Durability/Maintenance: Materials and finishes are selected for their durability and wear. Proper measures and devices are incorporated for protection against the elements, neglect, damage, and abuse. Configurations that tend to catch and accumulate debris, leaves, trash, and dirt should not be used.

How Criteria Has Been Met:

a. The elementary school and high school relate to one another using similar building materials, color palette, proportion and details. Both offer covered entry vestibules that are one story tall. Windows into classrooms at grade wrap around the building and offer a pedestrian scale. The large glass curtain wall provides expansive connections from exterior plazas through the Commons. Each elevation is carefully composed utilizing building components to provide a consistent and thoughtful design.
Fire protection and emergency services access are provided around the building as required by code.

b. Durability is a major factor in school design. To help minimize maintenance costs, and resist damage, masonry veneer, and ultra-high performance concrete panels are placed at ground level to withstand abuse and aid in easy maintenance. Other building materials that are used are mineral fiber reinforced cementitious panels, and metal wall panels, which are common durable building materials used in typical school facilities.

***3. Compatibility:** The proposed development is designed and oriented to be compatible with existing permitted land uses adjacent to the site and with the surroundings, both manmade and natural. Elements influencing compatibility include but are not limited to color, signage and lighting, size, scale, mass, and architectural style and design.*

How Criteria Has Been Met:
The proposed public school development compliments the surrounding residential community. Both schools are limited to three-story in height, per the zoning code and is similar to the adjacent three and four story apartment buildings and community complexes.

The heavily wooded site influenced the choice of building materials and color palette. Natural earth toned colors, as well as material articulation help blend the buildings into the natural surroundings. The buildings are oriented near the center of the site offering generous landscape buffers to the neighbors. Site lighting is specified to meet code and safety requirements while limiting spill onto neighboring parcels. Site plazas, landscape, pedestrian amenities all contribute to make this development a welcoming facility to the community.

4. Design Components:

a. *Colors: Bright and/or brilliant colors are used only minimally for accent.*
b. *Modulation: Modulation has been incorporated in the overall design to reduce the bulk and mass of the building(s).*
c. *Facade: Articulate the different parts of a building's facade by use of color, arrangement of facade elements, or a change in materials.*
d. *Ground Level: Avoid blank walls at the ground level. Utilize windows, trellises, wall articulation, arcades, changes in materials, or other features.*
e. *Large Structures: Large dominating structures should be broken up by creating horizontal emphasis through use of trim, adding windows or other ornamentation, use of colors, and landscape materials.*
f. *Corporate Style: The use of standard "corporate" architectural style associated with chain-type business is strongly discouraged.*

How Criteria Has Been Met:

a. Natural earth toned colors were chosen to blend the buildings into the site and compliment the heavily, wooded surroundings. Accent colors are minimally used to reinforce building massing, and to articulate and breakup the building's façades.
b. Modulation and scale of materials helps break up the building's façade and massing. Programmatic elements, such as the glassy Commons, cantilevered library and classroom wings also showcases these important programmatic features.
c. Each façade is carefully composed using color, texture, changes in depth of materials to express the buildings design, reduce scale, address site features and emphasize massing.
d. Modulation of materials as well as the use of vegetative support systems are placed to breakup any blank walls.
e. Massing, modulation, expression of programmatic elements and human scale detailing help make the elementary school and high school welcoming buildings to staff, students, and the community. Building materials, windows, and mullion spacing help reduce the scale of these buildings.

5. Signage:

a. *Architectural Element: Every sign is designed as an integral architectural element of the building and site to which it principally relates; lighting of signage is compatible with the architectural character of building; and is compatible with signs on adjoining premises.*
b. *Graphic Elements: Graphic elements are held to the minimum* needed to convey the sign's major message and are composed in proportion to the area of the sign face.
c. Materials: The colors, materials, and lighting are held to the minimum needed to convey the sign's major message and are composed in proportion to the area of the sign face.
d. Scale/Proportion: Every sign is of compatible scale and proportion in design and visual relationship to buildings and surroundings.

How Criteria Has Been Met:

Site signage is limited to the minimal needed to direct site visitors. Monument style entry and wayfinding signs typical in size and form for schools is proposed at the main access off 228th, in front of the baseball field, and in front of the elementary school access point. A larger sign wall is proposed at the northeast corner of the track and field to convey the entrance to the high school and break up the form of the larger block retaining wall behind it.

6. Transition:

a. *The proposed development transitions well with adjoining, permitted land uses through architecture and landscaping in conformance with allowable setbacks.*
b. *Conflicting Architectural Styles: In applicable cases, structures are made compatible with adjacent buildings of conflicting architectural styles by such means as screens and site breaks, or other suitable methods and materials.*

How Criteria Has Been Met:
In addition to code minimum setbacks, significant, additional buffering is provided along the west and north property lines to provide additional buffering of the schools from the neighboring residents.

7. Projects with Multiple Structures: *Variable siting of individual buildings, heights of buildings, building modulation or other methods are used in order to prevent monotonous design.*

How Criteria Has Been Met:

As previously stated, the elementary school and high school were located onsite to reduce impacts to grading and to take advantage of the natural topography. The elementary school, for example, takes advantage of grading by stepping the three-story classroom wing down a level to blend with the scale of adjacent structures. Breaking down the building massing to express programmatic functions and public spaces, along with the use of differing building materials, helps modulate each façade and creates playful yet natural expression of the surrounding site.

D. Nonmotorized and Vehicular Areas

1. Barrier-Free: *The location of the handicap access ramp is in close proximity to designated parking space(s).*

How Criteria Has Been Met:
ADA parking for the site has been located in close proximity to the entry areas to both buildings as required by ADA guidelines. At the high school the barrier-free stalls are located on the south side of the parking with direct access to the entry of the high school and athletic fields. For the elementary school the barrier-free stalls are located on the east side of the lot to provide a short path to the entry of the school and eliminate the need to cross vehicular traffic. One additional barrier-free parking space is also provided for the baseball and softball fields to meet the ADA parking requirements. This stall provides direct access to the plaza. All ADA paths have been designed to meet accessible guidelines with cross slopes less than 2-percent, exceeding the 44-inch width requirement, and ramps greater than 6-inches having landings and railings.

2. Circulation/Trail Access*: Linkages for safe circulation for pedestrians and bicycles are provided within the site, and connect adjoining existing or proposed sidewalks and bicycle paths. Developments, including single family subdivisions, maintain trail access to existing and established trails through dedication of public easements.*

How Criteria Has Been Met:
Defined pedestrian access to the site does not currently existing. A sidewalk will be provided along the west side of 228th along the project frontage. The main access drive extended into the site from 228th also will have sidewalks on both sides. Sidewalks are also continue to both buildings along their dedicated access roads.

3. Design – Parking Areas: *Vehicle parking areas are designed into the project in a manner that screens the majority of the parking area from both the public and the building occupants. Methods for limiting the visibility of the parking area to the surrounding area include: orienting parking areas away from building and pedestrian areas; placing the building adjacent to the main roadway, with parking behind the building; screening parking areas with intensive landscape barriers which provide solid screening during all seasons; using wooden fencing, berms or other solid method of screening; and/or other creative means.*

How Criteria Has Been Met:
Due to how schools are accessed via drop-off in front of the schools, putting the majority of parking behind the buildings is not feasible nor desirable due to student safety concerns. Thus, the majority of parking is provided in front of the high school and elementary school buildings. The parking areas will be landscaped with trees, shrubs, and ground cover to break up their form as required by the Issaquah Municipal Code. Screening and other visual barriers that limit visibility of the parking area create unsafe conditions for students, and hinder the ability of staff to monitor the site.

4. Public Access – Adjacent to Site: *In areas where lakes, parks and scenic or shared use corridors and other recreational areas are adjacent to the project boundaries, public access is encouraged and enhanced in an environmentally sensitive manner beyond the predevelopment status.*

How Criteria Has Been Met: No public use nor recreational areas exist adjacent to the site.

5. Public Access – Within Site: *In nonresidential projects, provisions are made for public access to any lakes and to scenic corridor areas within a site. The access is environmentally sensitive in design.*

How Criteria Has Been Met:
There are no lakes nor scenic corridor areas within the site.

6. Trail and Nonmotorized Facility Design: *Pedestrian and bicycle paths are designed to limit conflicts between motorized and nonmotorized modes, by providing a separated walkway system, bicycle facilities, permanent markings, and other methods. Trails or other nonmotorized facilities should use features such as setbacks, landscaping, fencing, grade separation, and sight lines to maximize the privacy provided to any adjacent single-family homes.*

How Criteria Has Been Met:
Where feasible and practical, landscape strips have been provided between the curbs and sidewalks to separate pedestrians and bikes from motorized traffic. Site road crossings will be constructed of concrete within the asphalt roads to create a defined crossing that is different in color and texture than the paths used by the vehicular traffic creating a safer intersection crossing for pedestrians. Bike racks will be located near the main entrance to both the Elementary School and High School.

7. Transition of Design Elements and Amenities: *The site plan provides a desirable transition in relation to the streetscape, including adequate planting, safe nonmotorized movement, and parking areas.*

How Criteria Has Been Met:
Separating non-motorized and motorized users of the site is critical design imperative of school site design. The location of parking, roads, bus loops, vehicular drop-offs, walks, and plazas have been oriented such that pedestrian/vehicular conflicts have been minimized. Drop-off locations for the elementary and high school buildings are on walks directly connected to each buildings' main entry points. Once dropped off on the walks, pedestrians can go directly into the buildings without needing to cross vehicular traffic areas. The majority of parking for the site can access site amenities with limited crossing of vehicular traffic. In most cases people leaving their car only needing to cross one vehicular traffic area to exit the parking area and enter the pedestrian areas of the site.

E. Service and Storage Areas

1. Screening – Service Yards and Outdoor Storage*: Service yards, machinery storage, other storage areas, dumpster/recycling areas and other places which tend to be unsightly are screened through the use of walls and/or fencing of solid material, softened or accented by plantings. The height of the walls/fencing shall be six (6) feet in height, or at least the height of the items to be screened. Screening will be effective in both winter and summer. For example, in the IC zone, although both would be softened by plantings, a six (6) foot solid fence/wall may be preferable to a twelve (12) foot solid wall/fence which completely screens heavy machinery since the adjacent uses could be "intensive commercial" as well.*

How Criteria Has Been Met:
Elementary school service area is screened by a 9'-4" decorative metal fence and the high school service are is screened by 10'-4" CMU wall.

2. Screening – Mechanical Equipment: *Mechanical equipment is completely screened. Screening will be effective in both winter and summer. Examples of mechanical equipment include electrical transformer pads and vaults, communication equipment, and other utility hardware on roofs, grounds or buildings.*

How Criteria Has Been Met:
Above ground site mechanical equipment have been located in the utility/service areas of the schools, and screened by decorative metal fencing, CMU walls, and chain link fencing. All mechanical equipment on top of the buildings will be screened by parapets, or metal panel mechanical screens that are integrated with the rest of the building's design.

3. Screening – Display Areas*: Outdoor display areas for vehicles, other equipment for sale or rent, or live plant material are landscaped in a manner that breaks up the mass of pavement or displayed items but need not be landscaped to have the same screening effect required for a service or storage area.*

How Criteria Has Been Met:
No outdoor display areas are proposed for this project. Thus, the item is not applicable.

TCS/

c: Tom Mullins, Issaquah School District
Jean Stolzman, Bassetti Architects

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