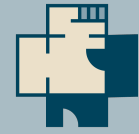


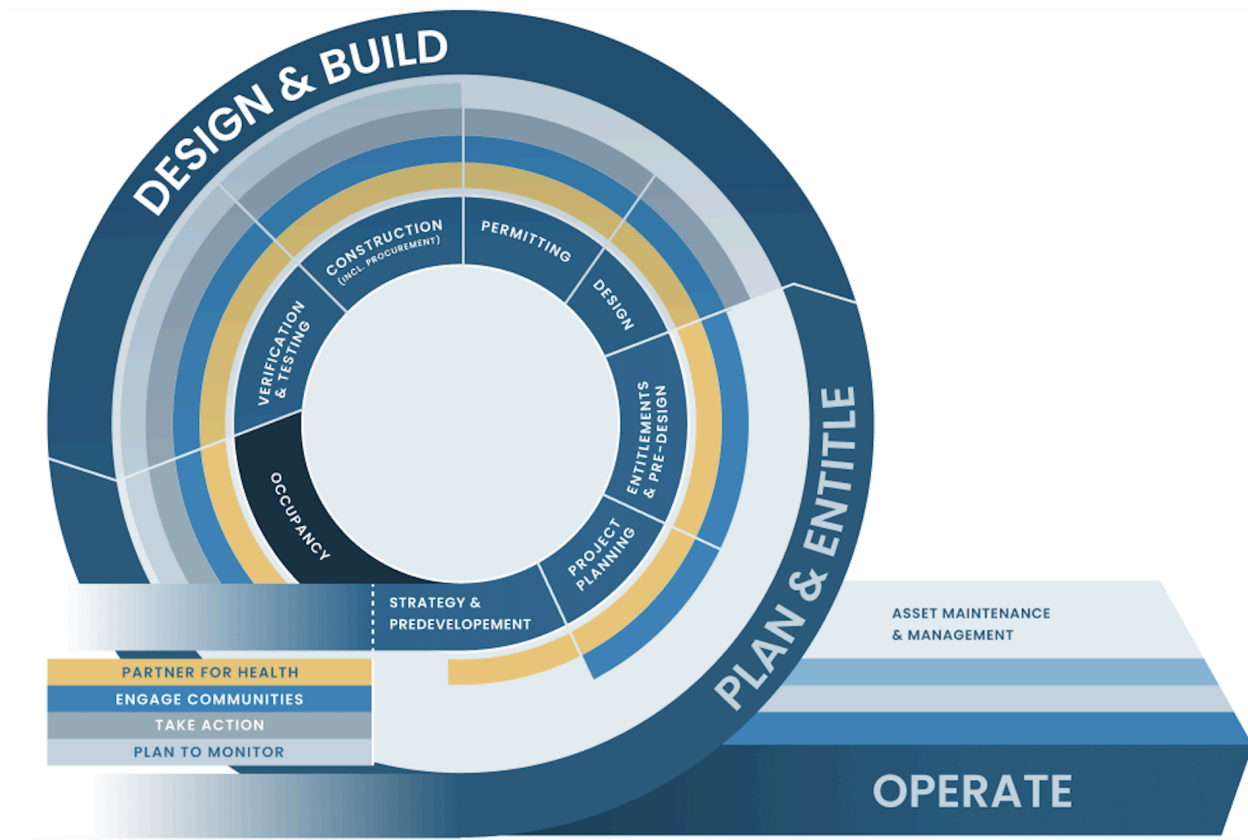
LEED Health Process - School Districts Workshops Guide



This document provides the Health Process Coordinator with guidance on facilitating health promotion workshops within the LEED Health Process. Workshops create a platform for interdisciplinary conversations between district staff and design teams to discuss health promotion through school facility design, construction and operation.

This guide supports three distinct types of workshops:

- **Internal planning workshop:** This internal workshop is held before the design team is selected. It allows school district health staff, facilities teams and/or school principals to begin getting to know each other to set overarching health goals for school facilities.
- **Goal-setting workshop:** This workshop is held after the design team is selected. It allows school district staff and the design team to review collected community health data and refine the project's health goals.
- **Health design charrette:** The health design charrette is an opportunity for the district staff and design team to prioritize health design strategies to address the project's health goals.



The LEED Health Process, here mapped out along a typical project development timeline. These three workshops typically fall within the Partner for Health, Engage Communities, and Take Action phases.

Image: The Green Health Partnership, inspired by [Centering Health Equity](#).

Recognizing that each school project is unique, the district and/or design team may add to or combine any of these workshop sessions to suit the needs of a particular project and team. It is most effective to host different workshops throughout the LEED Health Process. Yet, depending on the team's capacity, workshops - internal, goal-setting or design-oriented - may be completed in one combined session and/or incorporated into existing meetings such as green charrettes. The guidance below will help the Health Process Coordinator facilitate these workshops, either as standalone meetings or as components of existing meetings.



Internal Planning Workshop: Partner for Health

When?

- The internal planning workshop will ideally take place within the Partner for Health step of the process, during the Plan & Entitle phase of development. Though internal planning can still happen at a later phase of the project development timeline, holding this workshop early on can help teams establish clear objectives for the school that set the tone for the rest of the project lifecycle.

Who?

- The internal planning workshop should be led by the Health Process Coordinator and include staff from district facilities, health services and school administration. If a Health Process Coordinator has yet to be identified, a member of the facilities team may temporarily serve as the Health Process Coordinator and initiate the internal planning workshop.

What?

- Desired outcomes for the internal planning workshop include establishing a connection between the school facilities and health teams, developing a shared understanding of the social determinants of health and beginning to plan community engagement efforts.

School districts benefit from having a variety of public health practitioners on staff. Health services, nursing, food and nutrition, physical education and counseling professionals are familiar with a school population's health and well-being. They are also responsible for the district's health programming. These district health stakeholders are valuable resources throughout the LEED Health Process. An internal planning workshop creates space for district facilities staff to begin collaborating with district health staff before engaging a design team on a specific school project.

Think broadly and inclusively when gathering health and well-being stakeholders. Stakeholders may come from nontraditional health backgrounds. Examples include:

- Public health practitioner, local health department or public health organization (health data, community-based research methods).
- Community-based organizations (local neighborhood conditions, organizing and advocacy efforts, lived experience of health and well-being issues).
- School facilities managers, nurses, nutritionists and physical education professionals.
- University/academic, schools of public health and beyond (published literature, ongoing research and graduate student/intern opportunities).
- Philanthropy/foundations (RFPs and other grant opportunities).
- Air quality management district.
- Building occupants or representatives from the target population.

Interdisciplinary collaboration often leads to a more holistic approach. However, effective interdisciplinary collaboration requires all team members first understand one another and “speak the same language.” In preparation for the internal planning workshop, the Health Process Coordinator should consider sharing background reading on core public health and design concepts with participants. Relevant resources include:

- [Centering Health Equity: Conceptual Framework - Green Health Partnership & Mithun](#)
- [Culture of Health Framework - Robert Wood Johnson Foundation](#)
- [Inclusive Healthy Places: A Guide to Inclusion & Health in Public Space - Gehl Institute](#)
- [Foundations for Student Success: How School Buildings Influence Student Health, Thinking, and Performance - Harvard T.H. Chan School of Public Health](#)

During the internal planning workshop:

- Discuss health and well-being goals, values, and principles for the project or for the district as a whole.
- District facilities staff will become (more) familiar with the breadth of public health knowledge and expertise held by district health staff. Facilities staff will learn more about the baseline population health status, community needs / priorities and planned health programming at the school(s) undergoing design and construction.
- District health staff will become (more) familiar with the district facility planning and design process. Staff will review or learn more about existing health and wellness and sustainability policies in place at the district, including food and nutrition, physical education, energy usage, and IAQ.
- The full internal team will become (more) familiar with the relationship between school facility design, construction and operation and school population health and well-being. The internal team will learn about the LEED Health Process and begin discussing how the school project(s) may impact population health and well-being.
- The full internal team will become (more) familiar with each other’s roles and responsibilities and establish pathways of communication and collaboration for the project.
- The internal team will begin discussing plans for community engagement and the gathering of relevant population health data. Potential external data sources include: local health department, community-based organizations, EJSCREEN, County Health Rankings and Roadmaps, Enterprise Opportunity360, 500 Cities, City Health Dashboard.
- Suggested questions for stakeholder engagement:
 - How do you define health and well-being?
 - What motivates you to promote population health through this project?
 - Do you see a connection between the built environment and health in your work? How would you describe that connection?
 - What role could you play on a built environment project team to influence design and construction strategies to maximize health and well-being impact?

For additional support, see this [slide deck](#) with a template workshop agenda and suggested exercise. Consider utilizing the [Centering Health Equity Influence Map and Critical Path Decisions Worksheet](#) to support project planning.



Goal-Setting Workshop: Engage Communities

When?

- The goal-setting workshop will ideally take place within the Engage Communities step of the process, during the Pre-Design phase. District teams may choose to hold multiple goal setting workshops if more than one school project is underway at a time.

Who?

- The goal-setting workshop should be led by the Health Process Coordinator and include the full internal team, the design team and community representatives.

What?

- An agreed upon set of health promotion goals for the project.

During the *Engage Communities* step, the Health Process Coordinator will convene a goal-setting workshop to define clear health promotion goals for the school project(s). This workshop will include the district facilities team, district health staff, the hired design team and community organizations or representatives (when feasible).

The goal-setting workshop should be held after initiating community engagement and creating the school community health profile(s). The Health Process Coordinator will share the school community health profile with workshop participants ahead of the meeting. The Health Process Coordinator should also consider sending prep questions for workshop participants to consider in preparation for the meeting:

1. What populations / communities are impacted by this school facility project?
2. How do you define health and well-being?
 1. How might the definition change specific to your school community?
3. How does school facility design, construction and operation support the school community's health and well-being?

During the workshop, district health staff will provide an overview of school community health needs, priorities and planned health programming. Ideally, community representatives would join this workshop to directly communicate their priorities. Participants will review the needs of the school community and prioritize the most pressing health goals for their project(s).

During the goal-setting workshop:

- The Health Process Coordinator will facilitate introductions and provide a brief overview of the LEED Health Process. Depending on the timing of workshops, this might be the first point of contact between the design team and district health staff. This workshop also provides an opportunity to introduce community representatives and highlight their expertise.
- The Health Process Coordinator, district health staff and/or community representatives will provide a brief overview of the school community health profile(s). Ideally, participants would have reviewed the health profile(s) in detail ahead of the meeting.

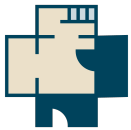
- Participants will utilize information from community representatives and school community health profile(s) to discuss the school community's most pressing health needs and establish associated health goals for the project(s).
- Participants will consider how the project's identified health goals integrated with the school's sustainability and educational goals.

Discussion questions to facilitate the workshop include:

1. What are the priority health needs and desires for the school's students, staff and surrounding community?
2. What is the primary health promotion opportunity for this school?
3. What are the school's sustainability and educational goals? How do these intersect or align with the school's health goals?
4. How does the health promotion approach at this specific school integrate with and support district-wide goals for health promotion?
5. Which internal and external partners may help advance the health and well-being goals and opportunities in this school project?

Depending on the number of workshop participants, the Health Process Coordinator may divide participants into small groups to allow everyone the opportunity to voice their opinion, then reconvene to share ideas.

For additional support, see this [slide deck](#) with a template workshop agenda and suggested exercise. Consider utilizing the [GHP Goal Setting Worksheet](#) to support the identification of project health goals.



Health Charrette Guide: Take Action

When?

- The health design charrette workshop should be held within the Take Action step of the process, no later than the design development phase and preferably during schematic design.

Who?

- Led by Health process coordinator and/or lead architect on the project and include the full internal team, the design team and community representatives.

What?

- A list of planned actions and strategies that will be implemented to make progress toward the project's health goals.
- Initial ideas on how to monitor the impact of planned health strategies.

The Health Process Coordinator, health experts, design teams and community stakeholders will use the health design charrette to collaborate and discuss how the design of the school can promote health, well-being and equity through built environment features. The “software” vs “hardware” frame of discussion presented in the Health Design Worksheet supports interdisciplinary collaboration about specific design strategies.



Programmatic strategies planned for a school based on the specific health and well-being needs of the community. For example, a school-wide initiative to promote drinking water.



The design + construction strategies implemented to support an accompanying programmatic strategy. For example, drinking fountains strategically placed outside of gymnasiums or in highly-trafficked hallways.

In preparation for the health design charrette:

- Research health and well-being building rating certification systems and available health-focused design and operation strategies.
 - Such strategies may be found in a variety of tools and resources including LEED, the Living Building Challenge, Fitwel, WELL Building Standard, Inclusive Healthy Places Framework, the Building Healthy Places Toolkit and the Mariposa Healthy Living Initiative or in papers like the [Physical Activity](#) and [Healthy Eating](#) guidelines for school architecture.
- Consider the following questions:
 - How do you think your health and well-being is impacted by certain design features of your home or place of work?
 - What strategies for health promotion and design exist within the project’s designated certification method(s)?
 - Can we identify any potential unanticipated negative impacts / outcomes?
 - What metrics and indicators may we track to assess the impact of our chosen designs?

During the health design charrette:

- Review the project’s health and sustainability goals.
- Discuss any planned health programming that will take place at the school.
- Consider design strategies for health and well-being promotion.
 - How may our design support our health and well-being goals and values?
 - What design features do we have already and what can be added?
- Consider how the impact of health design strategies might be measured.
 - If your project team has outlined concrete goals, what metrics and indicators can track the impact?
 - Note: Knowledge of health and well-being data sources from preparation may be useful here.
 - How will we stay true to our health and well-being values and principles? Are there process measures or questions during the project timeline that we should ask ourselves?
 - Ex 1: Knowing more about the health and well-being context of the neighborhood and impacted populations, are there ways to enhance our community engagement efforts?
- Health and well-being stakeholders.
 - Do we have the appropriate stakeholders in the room?
 - From our conversation today, should we engage others?

- Review and conclusion.
 - Review goals and values.
 - Review design decisions and considerations.
 - Review any action steps on the plan, rating systems and stakeholders.


“SOFTWARE” What health promotion programming is planned at the school? 	TARGET POPULATION	“HARDWARE” What school design features would support this programming? What “standard” design features might inhibit this programming? 

Image: GHP Health Design Worksheet, Green Health Partnership

***Note:** If teams are participating in these workshops remotely, platforms like Google Jamboard and Miro have been helpful to facilitate collaboration discussion. Consider using the Health Design Worksheet as a template. Divide into teams and use sticky notes to brainstorm software and hardware strategies for promoting health within your school project.

For additional support, see this [slide deck](#) with a template workshop agenda and suggested exercise. Consider using the [GHP Health Design Worksheet](#) to support consideration of various health strategies.

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Additional Resources for Workshops:

Centering Health Equity Influence Map and Critical Path Decisions Worksheet. A worksheet used to determine when critical decisions occur during the project delivery process and to consider who is at the table when important decisions are made.

Goal Setting Worksheet. A collaborative document to be used in community needs and goals setting workshops that helps teams establish key opportunities for school health promotion. The worksheet also may help district facilities collaborate and build relationships with other health-oriented stakeholders and teams. (Located in the appendix of this document).

Health Design Worksheet. A collaborative document to be used in design workshops that frames health promotion into “software” and “hardware” strategies or programmatic and physical design strategies used to address specific health and well-being goals. (Located in the appendix of this document).

Physical Activity Design Guidelines for School Architecture. This paper aims are to provide architects and designers, as well as school planners, educators, and public health professionals, with strategies for making K-12 school environments conducive to healthy physical activity.

Healthy Eating Design Guidelines for School Architecture. This guide provides practitioners in architecture and public health with a practical set of theory-based strategies for promoting healthy eating in school environments, including education, physical resources, and learning spaces.

DCPS Design Meeting Example. A sample powerpoint agenda and discussion questions of the Health Promotion and Design Workshop at District of Columbia Public Schools (DCPS).

This Workshops Guide is part of the series “Green Schools for Health: A District’s Roadmap to the LEED Health Process.” To find the main guidance document, or to access the other supplemental guides, visit this [webpage](#).

Who We Are: The Green Health Partnership (GHP) is an applied research initiative between the University of Virginia School of Medicine and USGBC, funded by the Robert Wood Johnson Foundation (RWJF). The LEED Health Process was developed by the GHP in partnership with Enterprise Green Communities and the Health Impact Project, a collaboration of RWJF and the Pew Charitable Trusts.

Note: The creation of this resource was supported by an academic grant. It is intended for open source use.



GHP Goal Setting Worksheet

SCHOOL:

TEAM MEMBERS:

PROJECT TYPE:

What's the short, health promotion 'tag-line' for this school project?

The primary health promotion opportunity for this school is:

(What are the priority health needs and desires for the children and staff of this school?)

The primary programmatic intervention to address this opportunity will be:

(Example: Healthy food production, physical activity promotion, violence prevention)

The school's design and operation will support this intervention by:

(Example: Kitchen design, playgrounds, community meeting spaces)

Sketch how this school project will positively impact the health and well-being of the students, staff, and surrounding community.

Think about the elements that make up your health and well-being 'vision' for this school project. Who are the populations impacted? Who are the key players and stakeholders? What information and data does the school project need to succeed? How will the school district monitor its health goals and impact? How will the community experience the positive impact and know its impact?

Challenge Questions:

INTEGRATION | How does your team's vision for targeting health promotion in this school project integrate with its concurrent sustainability and education goals?

PORTFOLIO | How do the health promotion goals, strategies, and focus of this single project integrate with and support the district-wide goals for health promotion at a portfolio level?

PARTNERS | What internal and external partners could help forward the health and well-being goals and opportunities in this school project?



GHP Health Design Worksheet

SCHOOL:


TEAM MEMBERS:

What health promotion goal are you focusing on?

[Empty dotted box for health promotion goal]

Important community characteristics:

[Empty dotted box for community characteristics]

<p>“SOFTWARE”</p> <p>What health promotion programming is planned at the school?</p> 	<p>TARGET POPULATION</p>	<p>“HARDWARE”</p> <p>What school design features would support this programming? What “standard” design features might inhibit this programming?</p> 