MEETING AGENDA

1. Site & Building Plan Exploration Review
2. Positive Attributes Analysis
3. Conceptual Massing, Colors & Textures Review
4. Questions & Feedback
Through both the site and building charrettes, the visioning committee and community developed various layouts for analysis. These were studied to identify positive attributes that the future Kiva design should reflect.
MEMORABLE GOALS

REVITALIZED TRADITIONS

• Develop a building design that fits within the residential scale of its surroundings and its community context
• Provide a project that cultivates the positive aspects of the existing campus, bringing those qualities forward in modern applications
• Retain the existing indoor/outdoor connection, provide accessible and useable outdoor learning opportunities
• Create an open campus feel, focusing on natural light, daylight, windows & ensuring interaction with the outdoors every day

FLEXIBLE & MODERN LEARNING ENVIRONMENTS

• Provide adequate space for all-school assemblies and community events
• Create flexible multi-purpose spaces that accommodate for a multitude of uses
• Provide a variety of learning environments for different uses, scales and student groupings
• Use strategies such as flexible furniture and collaboration areas to foster learner centric spaces, student agency and engagement

SAFETY & WELLNESS

• Intuitive site circulation & way-finding; create a well organized site arrangement that allows for safe arrival to and departure from campus, efficient parent drop-off, bus drop-off, parking, pedestrian and bicycle circulation, service entry, etc.
• Design for student emotional and social well being
• Design for student safety (CPTED (crime prevention through environmental design) concepts such as layers, controlled points of entry, line of sight & transparency for supervision, etc.)

HIGH PERFORMANCE BUILDING DESIGN

• Create an energy efficient facility with a focus on sustainability as a learning objective [Define sustainability for this context and identify learning objectives to incorporate in design]
• Provide a facility that has the needed infrastructure to support technology and future flexibility
• Focus on user comfort (healthy indoor environment, natural daylight & transparency, thermal, plumbing, etc.)
POSITIVE ATTRIBUTES

- Adequate Vehicular Queueing
- Administration Front and Center
- Discreet Service Access
- Physical Education Adjacent to Courts/Fields
- Curb Appeal
- Minimized Points of Access
- Large Assembly Capacity
- Age Clustered Learning
- Age Clustered Play
- Primary Age Cluster Accessibility
- Incorporate Views
- Passive Solar Design
- Line of Sight
- Pods
- Limit High Volumes
- Community Hub
- Engaging Outdoor Spaces
- Neighborhood Context
- Kiva Traditions
- Retain Existing Trees
- Limit Field Disturbance
- Garden Space
- Ease of Construction Phasing
- Acoustical Separation
- Bio Breaks
- SCA Separate From Public
- Convenient Pullout Spaces
- PTO Amenities
- Ease of Way-Finding
- Access to Core Spaces
- Pre-K & Panda Adjacency
- Dedicated Teachers Lounge
- Indoor/Outdoor Connection
- Security and Access Control
- Flexible Spaces
- Staff Parking Proximity
- Universal & Accessible

NOTE: This list is not prioritized
DEVELOPED CONCEPT
VIGNETTE ANALYSIS

1 ADEQUATE VEHICULAR QUEUEING

The campus site design needs to respond to the shift of student arrival from bus to vehicular traffic. Provide an area for parent drop-off that is right-sized.
ADEQUATE VEHICULAR QUEUEING

The campus site design needs to respond to the shift of student arrival from bus to vehicular traffic. Provide an area for parent drop-off that is right-sized.
Administration should be positioned as a gate-keeper and also be in close proximity to core spaces that require additional supervision.
While appropriate access to service areas such as loading and delivery areas and dumpsters are needed, they should not conflict with daily site circulation.
Based on their simultaneous use, the physical education space within the school should be located in very close proximity to the outdoor spaces that will be utilized for physical education.
Currently the building sits close to the street. The new facility should create an appropriate presence and brand appeal while being respectful to the surrounding context.
SUMMARY OF REQUIREMENTS

- Parking/Lighting should be screened by a combination of trees, walls, earth berms or bushes on all perimeters.
- Parking should be interspersed with islands planted with shrubs and canopy trees.
- One canopy tree per ten parking spaces (1/10). Every group of parking spaces should be interrupted by planting.
- Protect trees with permeable surroundings and intermittent curbs or bumpers.
PARKING/LANDSCAPING CASE STUDY

CASE STUDY ANALYSIS

• 311± total parking spaces
• 12 ADA accessible spaces
• 160 spaces located in front of the building.
• Canopy trees within the parking lot are Palo Verde and Mesquite. The tree species used are extremely high maintenance.
• Parking isles are oriented perpendicular to the main road, so that the cars do not create a “visual wall”.

PRECEDENT IMAGE: EXAMPLE OF WELL DISGUISED PARKING WITHIN TOWN OF PARADISE VALLEY
Minimized Points of Access

Minimizing points of access into the campus greatly increases the level of control and the ability to monitor who is on campus at any time. This is a security best practice.
The new facility should provide a space that is adequate for an all-school assembly. This space needs to reflect the potential capacity of 800± students and 100± additional faculty and parents.
It is desirable that the campus be organized such that the grades are clustered by age. 5th grader needs are significantly different than Kindergarten’s needs.
It is desirable that the playgrounds be located next to their respective age clusters. Separation of play between age clusters is important for safety and to provide age appropriate play opportunities.
Primary Age Accessibility

The younger population of the school, and the students with special requirements should be located in close proximity to a parking lot and drop-off lane for greatest accessibility.
Incorporate/ framing views within spaces allow for the campus to have a connection to nature.
VIGNETTE ANALYSIS

PASSIVE SOLAR DESIGN

Orienting the building on the east/west access allows spaces to be lit with even and natural day lighting while minimizing solar exposure and heat gain. Provide direct visual connection to the outdoors.
For supervisory and security reasons, providing line of sight to the greatest extent possible is best practice. A building and campus design that allows for this is ideal.
For supervisory and security reasons, providing line of sight to the greatest extent possible is best practice. A building and campus design that allows for this is ideal.
Arranging the building to create collaborative pods for the different age clusters is a priority. This central space is functional academic space that is utilized extensively.
**Cluster Options**

- Minimized Points of Access
- Passive Solar Design
- Line of Sight
- Engaging Outdoor Spaces
- Bio Breaks
- Conventional Pullout Spaces
- Ease of Way-Finding
- Indoor/Outdoor Connection
- Security and Access Control
- Flexible Spaces

Arranging the building to create collaborative pods for the different age clusters is a priority. This central space is functional academic space that is utilized extensively.

**Additional Considerations**

- Minimize separate buildings
- 10 classrooms per cluster (equity of experience)
- Efficient use of square footage
CLUSTER OPTIONS
CLUSTER OPTIONS
CLUSTER OPTIONS
## CLUSTER ANALYSIS

### Relevant Positive Attributes

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>33</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>35</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### Additional Considerations

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>
Beyond good signage, the new campus should be intuitive and easy to navigate. This should happen both for vehicular traffic, but also the pedestrian experience.
Designing the school as a hub for the community enriches the relationship between students, teachers, families and community. Community spaces should be easy to identify and access.
ENGAGING OUTDOOR SPACES
Create a variety of accessible outdoor spaces with classrooms and other opportunities for curriculum and play/exploration.
Kiva Elementary has a unique neighborhood context. The design of the school should reflect that context, and add positively to the surrounding community.
There are distinct existing building elements and experiences that represent Kiva’s culture and community. The new campus should incorporate these items within the design.
The site currently has a variety of trees, some in better shape than others. It is the preference that we retain as many of the trees that are healthy as possible.
The site currently has a variety of trees, some in better shape than others. It is the preference that we retain as many of the trees that are healthy as possible.
Gardens are an excellent outdoor learning opportunity. Each age cluster could cater their gardens to their curriculum.
Many variables affect construction schedules, especially on an active campus. The new design should try to make the sequencing and phasing of construction as simple as possible.
Potentially loud spaces adjacent to classroom space is undesirable, and requires a strong acoustical separation from quiet learning spaces.
Restrooms should be located conveniently and close in proximity to all of the playgrounds, fields and courts.
Many variables affect construction schedules, especially on an active campus. The new design should try to make the sequencing and phasing of construction as simple as possible.
Areas such as the Socialization/Communication/Academics And Learning Resource Center should be placed as close as possible to the classrooms served. SCA & LRC need strong acoustic separation from quiet learning spaces.
The parent teacher organization needs space that is easily accessible. Storage will need to be provided.
LIMIT HIGH VOLUMES
To the greatest extent possible, arrange the campus to reduce the scale of buildings adjacent to neighboring homes.
All learning spaces on the campus need to be in reasonably close proximity to core spaces. This allows for ease of circulation for all students and staff.
All learning spaces on the campus need to be in reasonably close proximity to core spaces. This allows for ease of circulation for all students and staff.
The tuition based portion of the campus needs to be consolidated and self-contained. Pre-K and PANDA need to be located adjacent to each other.
Dedicated Teachers Lounge

A dedicated area that teachers can congregate and collaborate is high on the staff priority list.
Indoor/Outdoor Connection

A building design that reinforces the daily connection to the outdoors is highly desired by the staff and community.
SECURITY AND ACCESS CONTROL

RFID technology allows for flexibility in access control, a primary player in the discussion of security strategies. A customized solution that meets district standards should be provided.
Flexible spaces

Spaces throughout the campus should provide flexibility to be used in a variety of capacities, serving different purposes and different sizes of groupings of students.
STAFF PARKING PROXIMITY
Provide close and convenient parking for staff.
The design should focus on creating a facility that is accessible to all students. Strategies should be used to promote inclusivity in all campus experiences.
A. FEEDBACK INCLUDED REQUESTS TO ACCOMMODATE PEDESTRIAN TRAVEL FROM THE NEIGHBORING CHURCH AND TEMPLE. A PEDESTRIAN CROSSWALK AND TRAFFIC CALMING STRATEGY WILL BE RESEARCHED.

B. AESTHETIC TREATMENT OF VIEW CORRIDORS WAS AN AREA OF INTEREST, THE COMMITTEE WANTED TO MAKE SURE THESE WERE ATTRACTIVE.

C. NOISE AND VISUAL SCREENING WAS A REQUEST IN THE AREA WHERE THE AMPHITHEATER IS ADJACENT TO THE DROP-OFF AND PARKING.

D. TRAFFIC IMPACTS ON EAST MCDONALD DRIVE AND THE USE OF THE EAST PARKING LOT WAS DISCUSSED IN TERMS OF MITIGATING CONGESTION. POSSIBLE SOLUTIONS LIKE ONE-WAY LEFT OR RIGHT EXITING WERE DISCUSSED.

E. SAFE PEDESTRIAN AND BIKE ACCESS TO THE SITE WAS AN AREA OF INTEREST. THIS WILL BE TAKEN INTO ACCOUNT WHEN THE TRAFFIC IMPACT ANALYSIS IS PERFORMED.

F. ADEQUATELY SEPARATED PLAY FOR APPROPRIATE AGE GROUPS WAS DISCUSSED, WHERE A RANGE OF AGES SHARE THE SAME AREA. CARE WILL BE TAKEN TO PROVIDE EASE OF SUPERVISION AND EQUITY OF PLAY OPPORTUNITIES.
IMAGES PRESENTED ARE CONCEPTUAL AND WILL EVOLVE WITH CONTINUED COLLABORATION. COLORS ARE USED TO HIGHLIGHT AREAS FOR POTENTIAL MATERIALITY CHANGE IN A RESPONSE TO BREAKING DOWN THE OVERALL MASSING, AND TO DEFINE ENTRIES, WAY FINDING, AND SPECIAL NODES. MULTIPLE COLOR PALETTER WERE SHOWN. THE VISIONING COMMITTEE HAS EXPRESSED THAT WARM EARTH TONES ARE THE PREFERENCE.
Images presented are conceptual and will evolve with continued collaboration. Colors are used to highlight areas for potential materiality change in a response to breaking down the overall massing, and to define entries, wayfinding, and special special nodes. Multiple color palettes were shown. The visioning committee has expressed that warm earth tones are the preference.
IMAGES PRESENTED ARE CONCEPTUAL AND WILL EVOLVE WITH CONTINUED COLLABORATION. COLORS ARE USED TO HIGHLIGHT AREAS FOR POTENTIAL MATERIALITY CHANGE IN A RESPONSE TO BREAKING DOWN THE OVERALL MASSING, AND TO DEFINE ENTRIES, WAY FINDING, AND SPECIAL NODES. MULTIPLE COLOR PALETTES WERE SHOWN. THE VISIONING COMMITTEE HAS EXPRESSED THAT WARM EARTH TONES ARE THE PREFERENCE.
IMAGES PRESENTED ARE CONCEPTUAL AND WILL EvOLVE WITH CONTINUED COLLABORATION. COLORS ARE USED TO HIGHLIGHT AREAS FOR POTENTIAL MATERIALITY CHANGE IN A RESPONSE TO BREAKING DOWN THE OVERALL MASSING, AND TO DEFINE ENTRIES, WAY FINDING, AND SPECIAL NODES. MULTIPLE COLOR PALETTES WERE SHOWN. THE VISIONING COMMITTEE HAS EXPRESSED THAT WARM EARTH TONES ARE THE PREFERENCE.
IMAGES PRESENTED ARE CONCEPTUAL AND WILL EVOLVE WITH CONTINUED COLLABORATION. COLORS ARE USED TO HIGHLIGHT AREAS FOR POTENTIAL MATERIALITY CHANGE IN A RESPONSE TO BREAKING DOWN THE OVERALL MASSING, AND TO DEFINE ENTRIES, WAY FINDING, AND SPECIAL SPECIAL NODES. MULTIPLE COLOR PALETTES WERE SHOWN. THE VISIONING COMMITTEE HAS EXPRESSED THAT WARM EARTH TONES ARE THE PREFERENCE.
IMAGES PRESENTED ARE CONCEPTUAL AND WILL EVOLVE WITH CONTINUED COLLABORATION. COLORS ARE USED TO HIGHLIGHT AREAS FOR POTENTIAL MATERIALITY CHANGE IN A RESPONSE TO BREAKING DOWN THE OVERALL MASSING, AND TO DEFINE ENTRIES, WAY FINDING, AND SPECIAL NODES. MULTIPLE COLOR PALETTES WERE SHOWN. THE VISIONING COMMITTEE HAS EXPRESSED THAT WARM EARTH TONES ARE THE PREFERENCE.
CONCEPT STUDY

IMAGES PRESENTED ARE CONCEPTUAL AND WILL EVOLVE WITH CONTINUED COLLABORATION. COLORS ARE USED TO HIGHLIGHT AREAS FOR POTENTIAL MATERIALITY CHANGE IN A RESPONSE TO BREAKING DOWN THE OVERALL MASSING, AND TO DEFINE ENTRIES, WAY FINDING, AND SPECIAL SPECIAL NODES. MULTIPLE COLOR PALETTES WERE SHOWN. THE VISIONING COMMITTEE HAS EXPRESSED THAT WARM EARTH TONES ARE THE PREFERENCE.
IMAGES PRESENTED ARE CONCEPTUAL AND WILL EVOLVE WITH CONTINUED COLLABORATION. COLORS ARE USED TO HIGHLIGHT AREAS FOR POTENTIAL MATERIALITY CHANGE IN A RESPONSE TO BREAKING DOWN THE OVERALL MASSING, AND TO DEFINE ENTRIES, WAY FINDING, AND SPECIAL SPECIAL NODES. MULTIPLE COLOR PALETTES WERE SHOWN. THE VISIONING COMMITTEE HAS EXPRESSED THAT WARM EARTH TONES ARE THE PREFERENCE.
TEXTURE EXAMPLE
Thank you!

orcutt | winslow