SCOTTSDALE Unified School District

REVIEW OF BUILDING CHARRETTE RECAP

April 27th, 2020
PROCESS DRIVEN DESIGN

1. Visioning
   - Vision & Memorable Goals

2. Charrette - Site Arrangement
   - Review of Charrette
   - Traffic, Parking, Building Location

3. Charrette - Building Arrangement
   - Review of Charrette
   - Academic Functions

4. Design Thesis
   - Review of Charrette
   - Analyze, Validate & Endorse

5. Concept Presentation
   - Analyze, Validate & Endorse
   - Schematic Design, Floor Plans, etc.

6. Document, Validate & Apply

7. Preparation (Tools)

Orcutt | Winslow
COMMUNITY AT LARGE

WHO: Students, Parents, Community Members, Government Agencies, Kiva Staff, SUSD Administration

ROLE: Transparency & Collaboration

VISIONING COMMITTEE

WHO: Parents, Community Representatives, Government Agencies, Kiva Staff, SUSD Administration

ROLE: Representative Body

SUSD CABINET

WHO: Superintendent, Asst. Superintendents, Officers & Directors

ROLE: Arbiters of District Standards

GOVERNING BOARD

WHO: Mrs. Allyson Beckham, Mrs. Patty Beckman, Mr. Jann-Michael Greenburg, Mrs. Sandy Kravetz, Mrs. Barbara Perleberg

ROLE: Final Approvals
MEETING RECAP

1. Review of Site Charrette Findings/ Positive Attributes
2. Review of Site Concept for Discussion
3. Recap of Building Charrette Findings/ Positive Attributes
4. Questions & Feedback
SITE SPECIFIC 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
- Ease of Way-Finding
- Community Hub
- Engaging Outdoor Spaces
- Neighborhood Context
- Kiva Traditions
- Retain Existing Trees
- Limit Field Disturbance
- Garden Space
- Ease of Construction Phasing

NOTE: This list is not comprehensive, nor prioritized
Administration should be positioned as a gate-keeper and also be in close proximity to core spaces that require additional supervision.

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.

2. **Administration Front and Center**
   Administration should be positioned as a gate-keeper and also be in close proximity to core spaces that require additional supervision.

3. **Discreet Service Access**
   While appropriate access to service areas such as loading and delivery areas and dumpsters are needed, they should not conflict with daily site circulation.

4. **Physical Education & Courts/Fields**
   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.
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.

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.

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.

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.
**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.

**Community Hub**

Designing the school as a hub for the community enriches the relationship between students, teachers, families and community. Community spaces should be ease to identify and access.

**Incorporate Views**

Incorporating/ framing views within spaces allow for the campus to have a connection to nature. Of particular importance is to incorporate views of Camelback Mountain.

**Line of Sight**

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.

**Pods**

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

**Ease of Way-finding**

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.
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.

Kiva Elementary has a unique neighborhood context. The design of the school should reflect that context, and add positively to the surrounding community.

Create a variety of accessible outdoor spaces with classrooms and other opportunities for curriculum and play/exploration.

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.

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Gardens are an excellent outdoor learning opportunity. Each age cluster could cater their gardens to their curriculum.
Ease of construction phasing

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.
BUILDING CHARRETTE ACTIVITY

1. Look at overall building organization strategies
2. Work towards consensus & prioritization
3. Report out positive qualities
CONCEPT FOR DISCUSSION

1. Site Level Adjacencies
2. Positive Attributes Analysis
3. Traffic & Pedestrian Circulation
4. Building Construction Phasing
CONCEPT FOR DISCUSSION

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Adequate vehicular queueing

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Primary age accessibility

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Administration should be positioned as a gate-keeper and also be in close proximity to core spaces that require additional supervision.

Discreet Service access

While appropriate access to service areas such as loading and delivery areas and dumpsters are needed, they should not conflict with daily site circulation.
ADMINISTRATION FRONT AND CENTER
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DISCREET SERVICE ACCESS
While appropriate access to service areas such as loading and delivery areas and dumpsters are needed, they should not conflict with daily site circulation.
Minimized Points of Access

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Physical Education & Courts/Fields

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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.

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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.
INTEGRATE VIEWS
Incorporating/ framing views within spaces allow for the campus to have a connection to nature. Of particular importance is to incorporate views of Camelback Mountain.
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Go to www.menti.com and use the code 56 15 11

1. Grab your phone
2. Go to www.menti.com
3. Enter the code 56 15 11 and vote!
WHAT QUALITIES, CHARACTERISTICS OR ASPECTS DO YOU FIND MOST POSITIVE THUS FAR?

- I like the two drop-offs
- Clusters
- Multipurpose gym
- Flexible
- Commons area
- Accessible
- Discreet service
- Outdoor classroom
- Indoor gym
- View
- Outdoor space
- Parking spots
- Collaboration
- Administration up front
- Fresh
- Outdoors
- Parking
- Gymnasium
- Indoor outdoor
- Class groupings
- Clustered
- Orientation
- Street presence
- Layout
- Outdoor
- Fresh
- Bigger classes
- Bus drive
- Administration up front
- Fresh
WHAT QUALITIES, CHARACTERISTICS OR ASPECTS DO YOU WISH TO SEE IMPROVED THUS FAR?
SKETCHUP - KIT OF PARTS
CHARRETTE MODERATORS

SARAVANAN BALA, AIA, NCARB, LEED AP, ALEP
PRINCIPAL/SR. PROJECT MANAGER

SCOTT SOWINSKI, AIA, LEED AP, WELL AP, ALEP
PROJECT ARCHITECT

TIM LINKO, AIA, LEED AP BD+C
ARCHITECT

FATIMA GARCIA, AIA, LEED AP
PROJECT MANAGER
- **CURB APPEAL** [Avoid a large parking lot in the front]
- **CURB APPEAL** [Have street presence on East McDonald Drive, bring Administration closer]
- **ACCESS TO CORE SPACES** [Proximity of all grades, especially lower grades, to the cafeteria]
- **ACCESS TO CORE SPACES** [Centralized Media Center]
- **PASSIVE SOLAR DESIGN** [Suggested orientation works for view, daylight and ease of circulation/way-finding]
• **CURB APPEAL** [Street front presence is a priority]

• **CURB APPEAL** [Distribute the parking, versus 1 or 2 big lots]

• **CONVENIENT PULLOUT SPACES** [SLP, SCA, LRC, RTI, Art & Spanish should be central to all classrooms]

• **PRIMARY AGE ACCESSIBILITY** [Kinder and Pre-K drop-off should be well separated]

• **AGE CLUSTERS** [Potential for moving 1st grade out of the PK/K cluster]

• **STAFF PARKING PROXIMITY** [Arrange staff parking to be closer to classrooms]

• **CENTRALIZE HIGH VOLUMES** [Center tallest buildings on the campus]
• **EASE OF CONSTRUCTION PHASING** [Building most buildings in one phase is a benefit]

• **INCORPORATE VIEWS** [Loved the orientation of the campus towards Camelback]

• **VEHICULAR QUEUEING** [Queueing and access is good, with buses coming and going from the south]

• **PRIMARY AGE ACCESSIBILITY** [Maybe couple the Primary drop-off with the church parking lot and continue IGA]

• **ENGAGING OUTDOOR SPACES** [Indoor and outdoor learning opportunities]

• **ENGAGING OUTDOOR SPACES** [Outdoor stage opening is a benefit]
• **CURB APPEAL** [Street front presence is a priority, relocate Administration and taller volume space closer to East McDonald Drive]

• **PTO AMENITIES** [PTO needs adequate meeting space and storage to continue current programs/events]

• **FLEXIBLE SPACES** [Design spaces, like the stage, that can also serve as learning spaces in the event of curricular change or demand]

• **INDOOR/OUTDOOR CONNECTION** [This represents a good balance of safety and recreating the indoor/outdoor connection of having classrooms exit directly to the outside]

• **DEDICATED TEACHERS LOUNGE** [A space that the teachers can gather and collaborate is requested]
ADMINISTRATION FRONT AND CENTER
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ADEQUATE VEHICULAR QUEUEING
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DISCREET SERVICE ACCESS
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PHYSICAL EDUCATION & COURTS/FIELDS
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23 EASE OF CONSTRUCTION PHASING
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.

24 ACoustical SEparation
Potentially loud spaces adjacent to classroom space is undesirable, and requires a strong acoustical separation from quiet learning spaces.

25 BIO BREAKS
Restrooms should be located conveniently and close in proximity to all of the playgrounds, fields and courts.

26 SCA SEPARATE FROM PUBLIC
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. Classrooms served. SCA & LRC need strong acoustic separation from quiet learning spaces.

27 CONVENIENT PULLOUT SPACES
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.

28 PTO AMENITIES
The parent teacher organization needs space that is easily accessible. Storage will need to be provided.
Pre-K & Panda Adjacency

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.

Ease of Way-Finding

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.

Access to Core Spaces

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.

Pre-K & Panda Adjacency

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.
35 **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.

36 **STAFF PARKING PROXIMITY**
Provide close and convenient parking for staff.

37 **LIMIT HIGH VOLUMES**
To the greatest extent possible, arrange the campus to reduce the scale of buildings adjacent to neighboring homes.
POSITIVE BUILDING ATTRIBUTES

BUILDING SPECIFIC ATTRIBUTES:

- 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
- Limit High Volumes

NOTE: This list is not comprehensive, nor prioritized
WHAT QUALITIES, CHARACTERISTICS OR ASPECTS DO YOU FIND MOST POSITIVE THUS FAR?

- safety of the entrances
- indoor outdoor
- traffic flow
- clusters
- long queue line
- collaboration space
- outdoor learning space
- gymnasium
- clusters still
- layout looks good
- gym
- diagonal orientation
- class clusters
- pods
- classroom design
- layout
- more places for traffic
- large traffic queue
- outdoor areas
- outdoor classroom space
- multipurpose gym
- cluster
- larger cafe
WHAT QUALITIES, CHARACTERISTICS OR ASPECTS DO YOU WISH TO SEE IMPROVED THUS FAR?

- Break down parking
- Too much parking in front
- Move parking back
- Spoil our teachers
- Size classroom courtyard
- Tweak building placement
- Parking lot location
- Sport court for kinder
- Giant parking in front
- Reduce parking lot size
- Outdoor walkways

- More shade
- Curb appeal
- Orientation
- More space
- Parking needs
- Excessive parking
- Shade
- Oversized parking lot
- Parking seems excessive
- Covered walkways
- Covered path between blds

- Traffic flow
- Ease of way
- More flex rooms
- Diagonal orientation
- Transition space
Thank you!