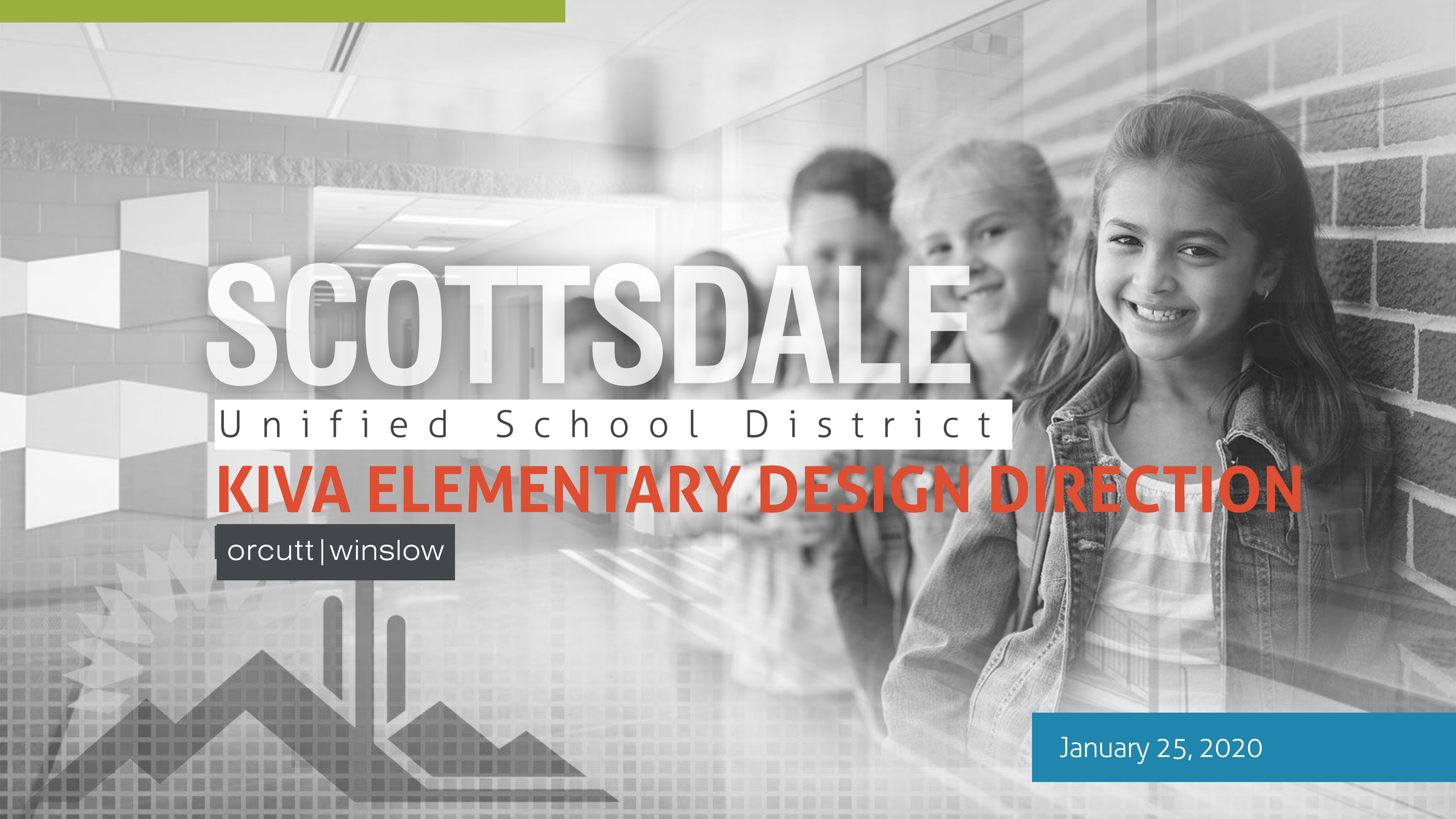
SCOTTSDALE

Unified School District

KIVA ELEMENTARY DESIGN DIRECTION

orcutt | winslow



January 25, 2020

MEETING RECAP

1 Project Overview & Timeline (page 7)

2 Design Process Recap (8)

3 Design Direction (18)

4 Feedback, Questions & Answers (61)

But first...

Introductions



DENNIS ROEHLER
DIRECTOR OF BUILDING SERVICES



ALICE SPINGOLA
PRINCIPAL



MATT GROMEK
ASSISTANT PRINCIPAL



TOM O'NEIL, AIA
NCARB, LEED AP
SENIOR ASSOCIATE/CLIENT LEADER



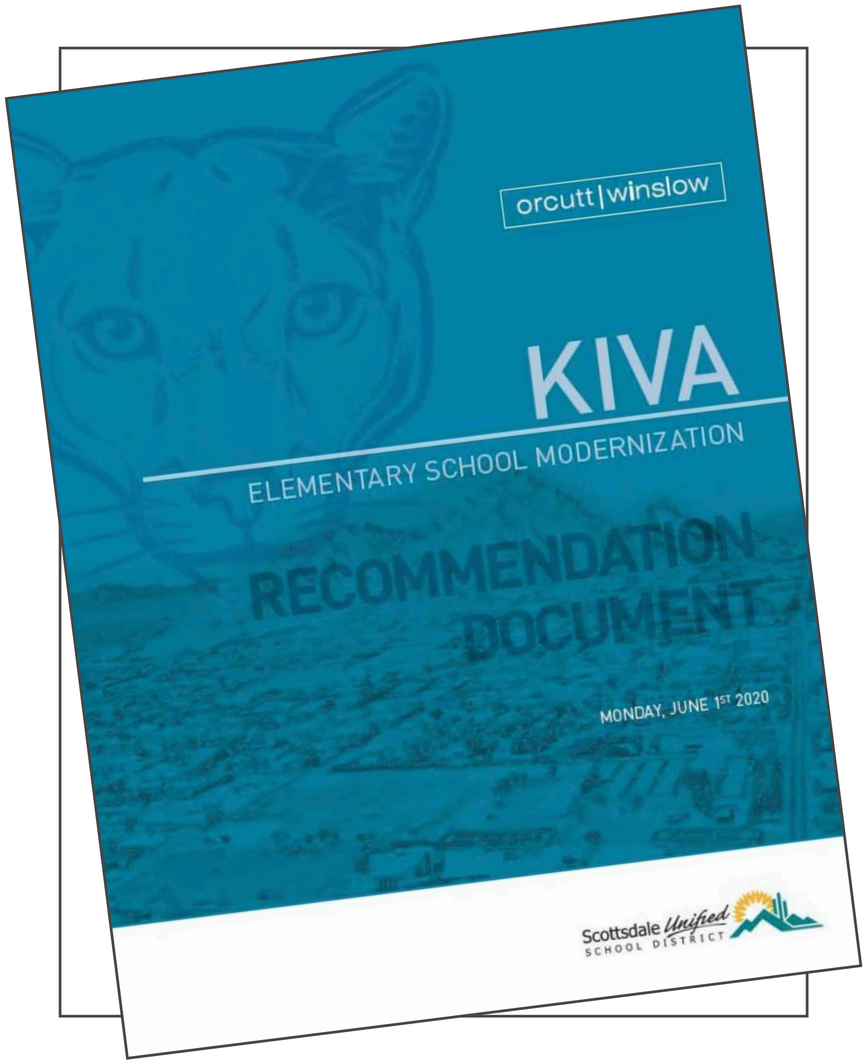
FATIMA GARCIA, AIA
LEED AP
PROJECT MANAGER



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


SAN MARINO VILLA
TIERRA DEL PARAISO
Temple Solel
Kiva Elementary School
Valley Presbyterian Church
Camelback
E McDonald Dr
N Orcutt Run Rd
7001
7019

BOARD RECOMMENDATION - REPLACEMENT



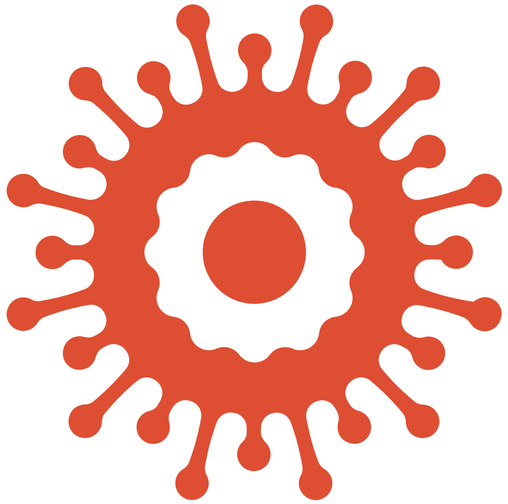
BOARD RECOMMENDATION & APPROVAL

- Approved June 23, 2020
- Design Team presented a document that outlined the recommendation to replace Kiva.

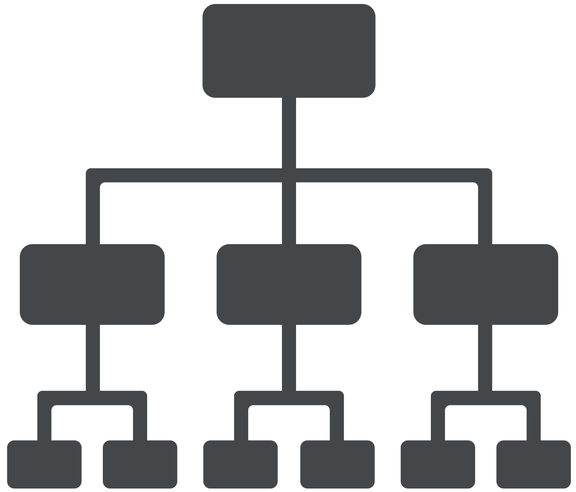
SUMMARY OF FINDINGS

- Existing Conditions Analysis
- Educational Suitability
- Community Input
- SUSD Historical Project Data

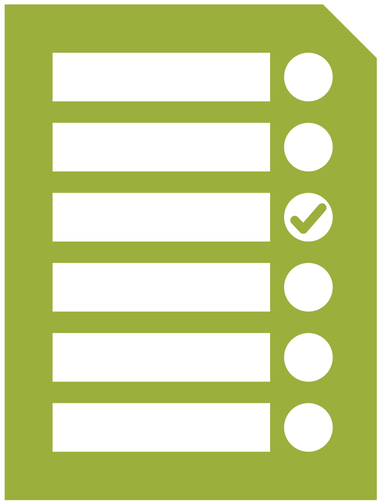
DISTRICT UPDATE



COVID-19 caused a necessity for SUSD to focus on the current operational challenges, however remains committed to the success of this project.

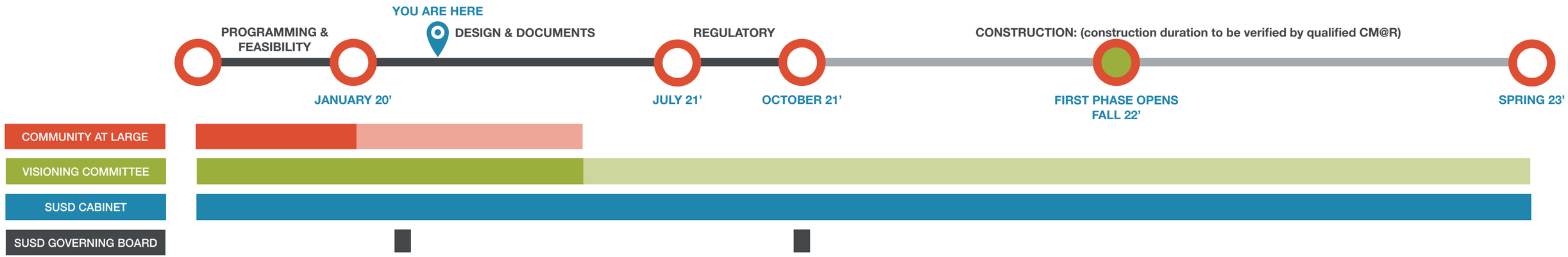


A district wide discussion about the enrollment, capacity and programs amongst all elementary campuses has informed Kiva's project parameters.



The process, although delayed due to COVID-19, is still on track using all goals, attributes and community consensus.

OVERALL PROJECT TIMELINE



ROLES AND RESPONSIBILITIES

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

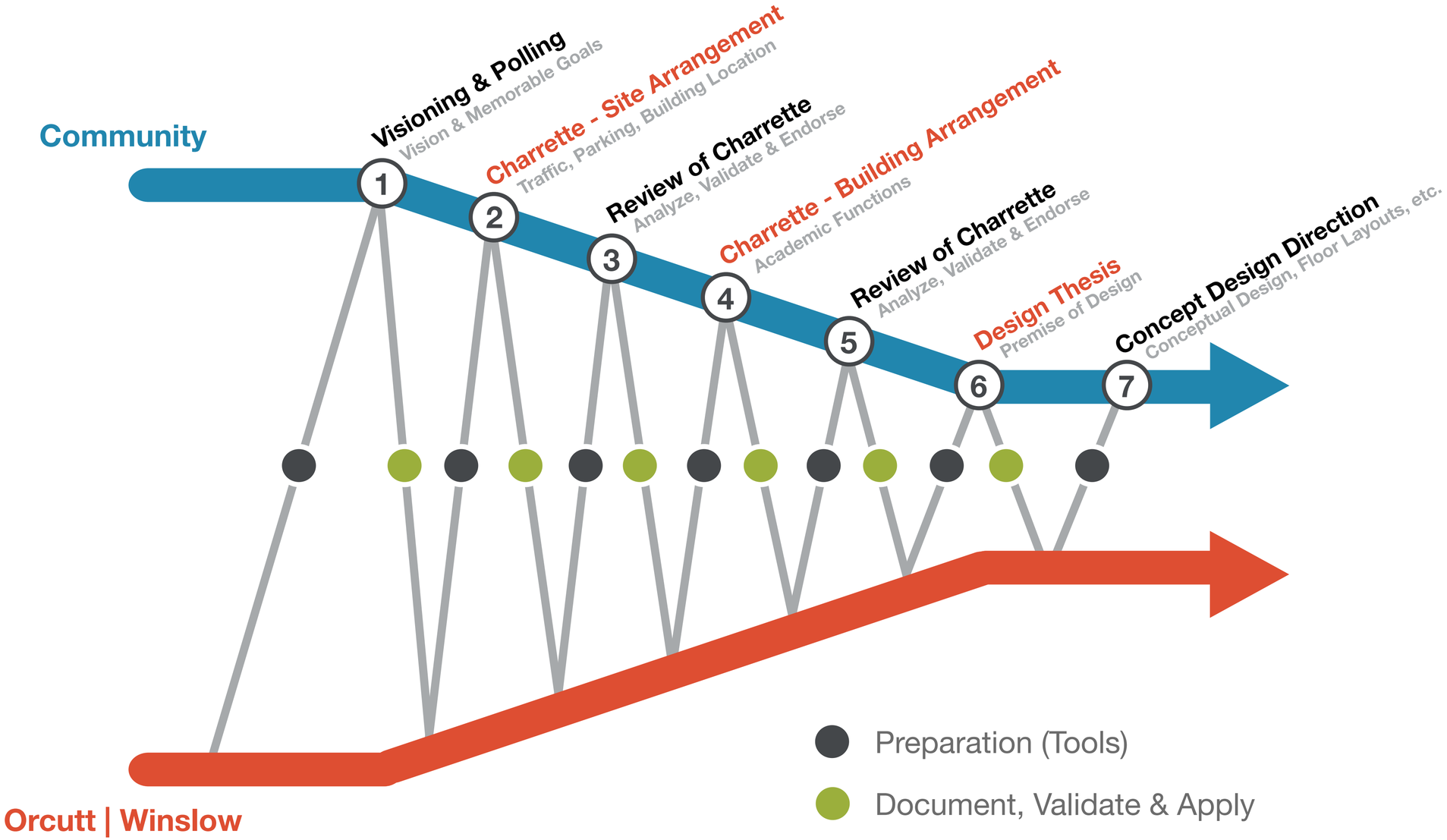
WHO: Jann-Michael Greenburg
Julie Cieniawski
Patty Beckman
Dr. Libby Hart-Wells
Zach Lindsay

ROLE: Final Approvals

OUR DESIGN PROCESS BUILDS

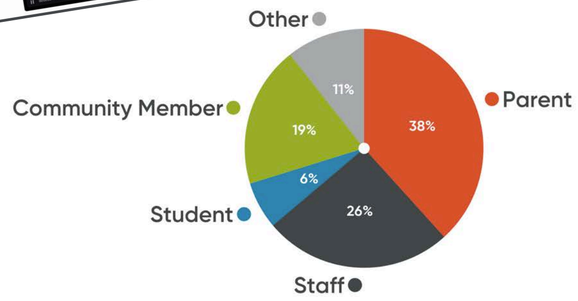
TRANSPARENCY
COLLABORATION
CONSENSUS

PROCESS DRIVEN DESIGN



COMMUNITY ENGAGEMENT





WHAT ARE YOUR TOP THREE FAVORITE THINGS ABOUT KIVA ELEMENTARY?



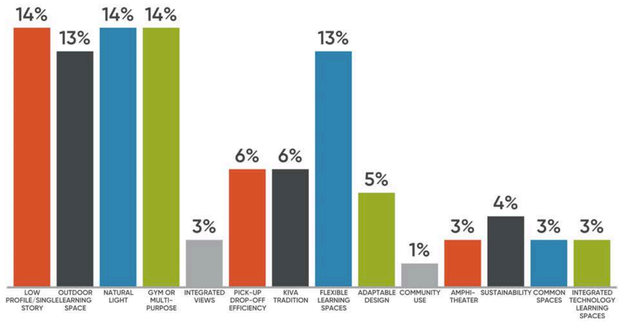
WHAT ARE YOUR TOP THREE THINGS YOU WOULD LIKE TO SEE IMPROVE?



WHAT ARE SOME ADDITIONAL THINGS THAT THIS DESIGN TEAM SHOULD CONSIDER?



VOTE FOR YOUR TOP THREE GOALS OR KEY CONSIDERATIONS DISCUSSED TODAY.



MEMORABLE GOALS

01 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

02 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

03 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]

04 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.)

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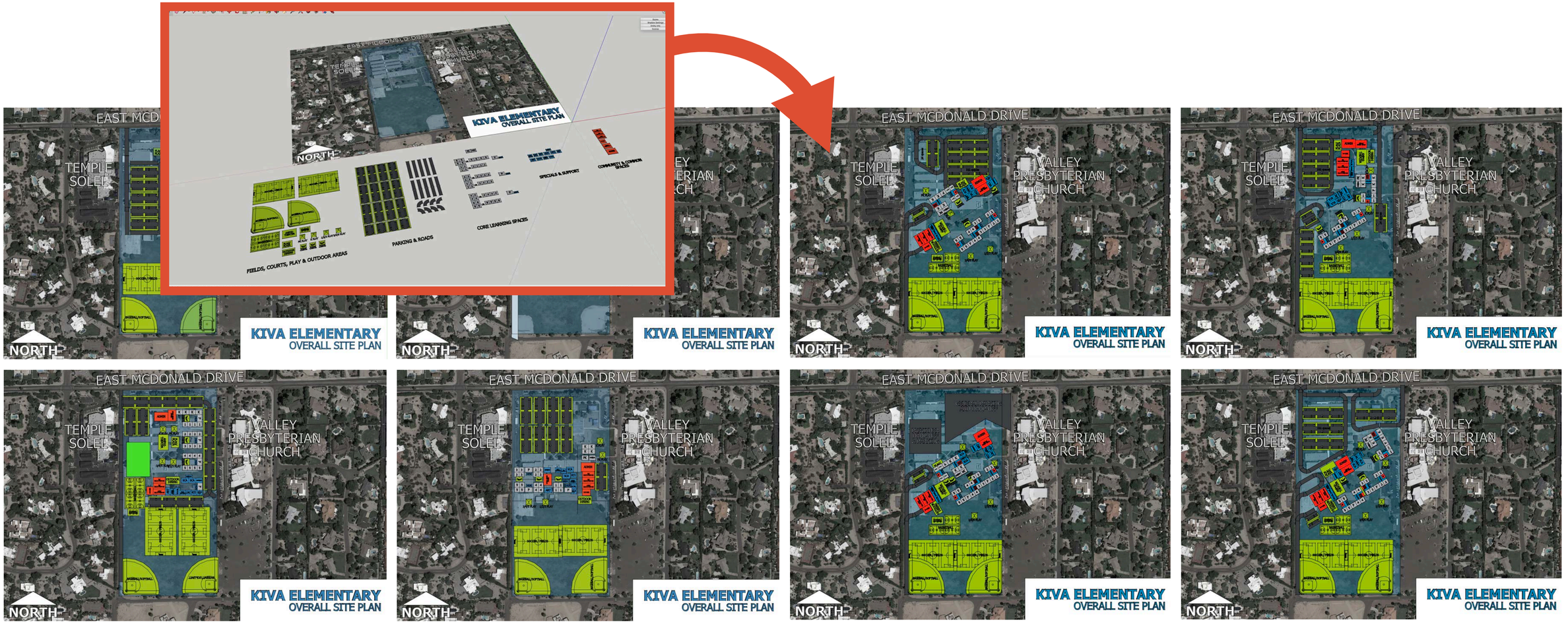
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SITE STUDIES & POSITIVE ATTRIBUTES



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.

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

de·sign

/dəˈzīn/

noun

noun: **design**; plural noun: **designs**

1.1. a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is built or made.

the·sis

/ˈTHēsis/

noun

noun: **thesis**; plural noun: **theses**

1.1. a statement or theory that is put forward as a premise to be maintained or proved.

01 REVITALIZED TRADITIONS

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WHAT ARE KIVA'S TRADITIONS?

- The **intangible elements of tradition explained as vibe and community**
    - A campus that naturally focuses on **social connections and social gathering opportunities**, primarily outdoors
- A strong **indoor/outdoor connection** throughout the campus
- Simple, clean, **child scale mid-century modern aesthetics**

STRATEGIES USED TO REINVIGORATE THESE:

- **Kiva operating as its namesake;** provides students an enriched school community, full of social learning opportunities
    - A campus that functions as the **heart of the school and neighboring community**
    - Integration of opportunities for **social gathering** and inter-personal collisions
    - Places designed to **foster and promote social and emotional learning**
- Achievement of the **indoor/outdoor connection** through a variety of amenities throughout the campus
- Maximizing the layout of the design to take advantage of **outdoor learning, and modern curriculum delivery**
- Mix of **mid-century modern aesthetics** with contemporary materials, and Sonoran desert context

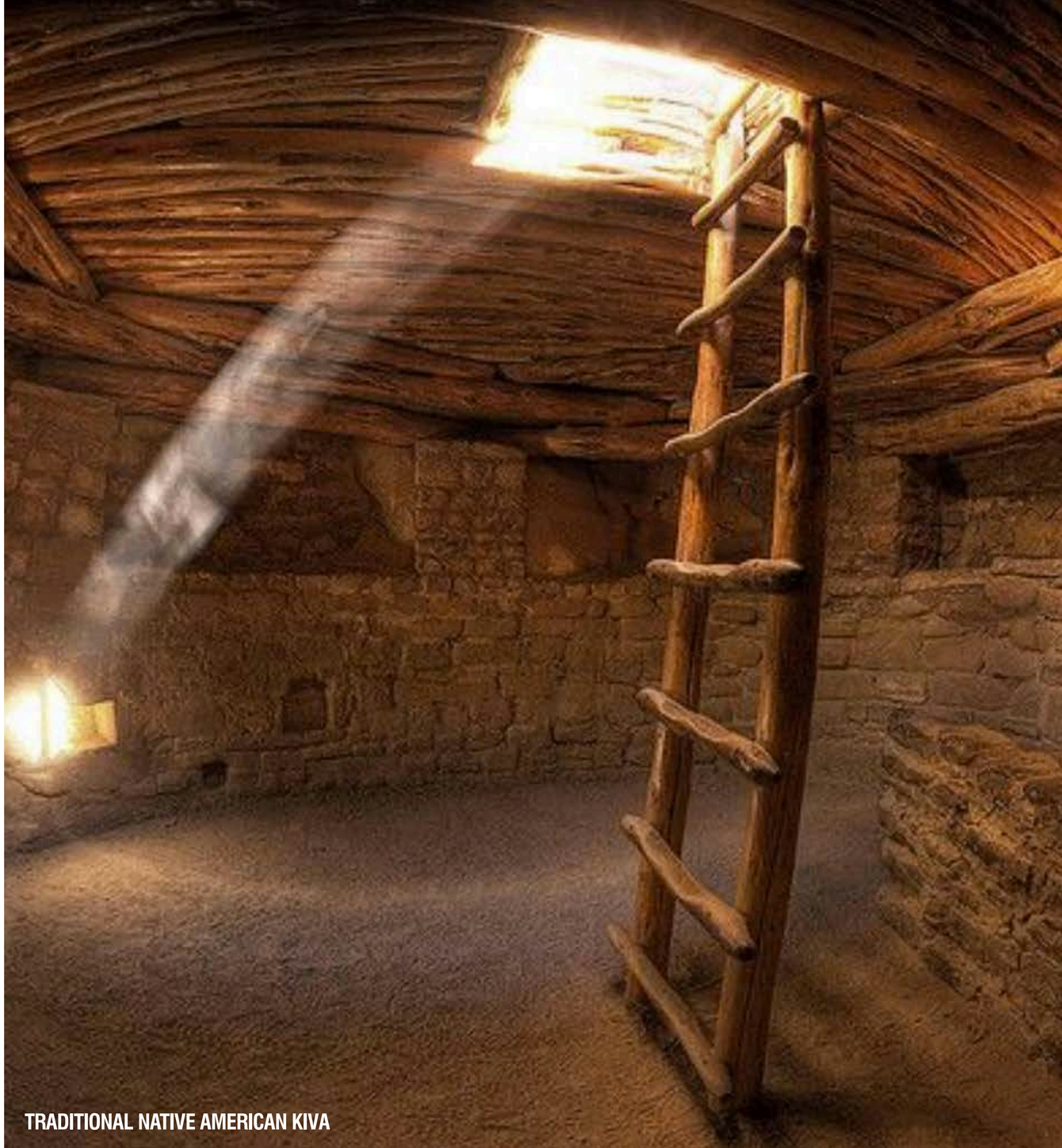
NAMESAKE: KIVA

A kiva is a room used by Puebloans for rites and political meetings, many of them associated with the kachina belief system. Among the modern Hopi and most other Pueblo people, kivas are square-walled and underground, and are used for spiritual ceremonies.

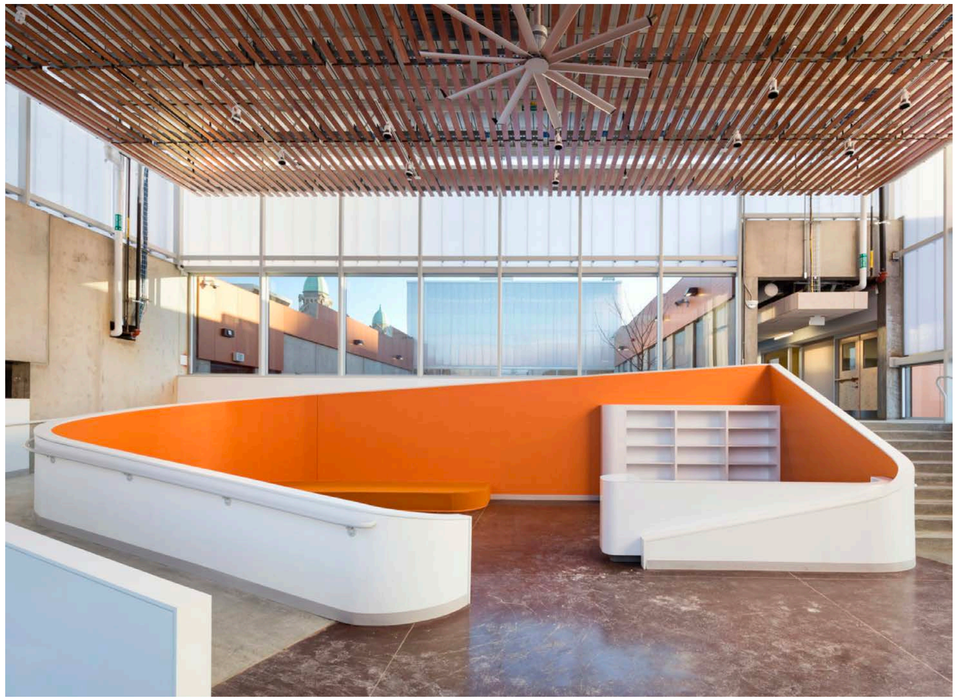
For the Ancestral Puebloans, these rooms are believed to have had a variety of functions, including domestic residence along with **social and ceremonial purposes.**

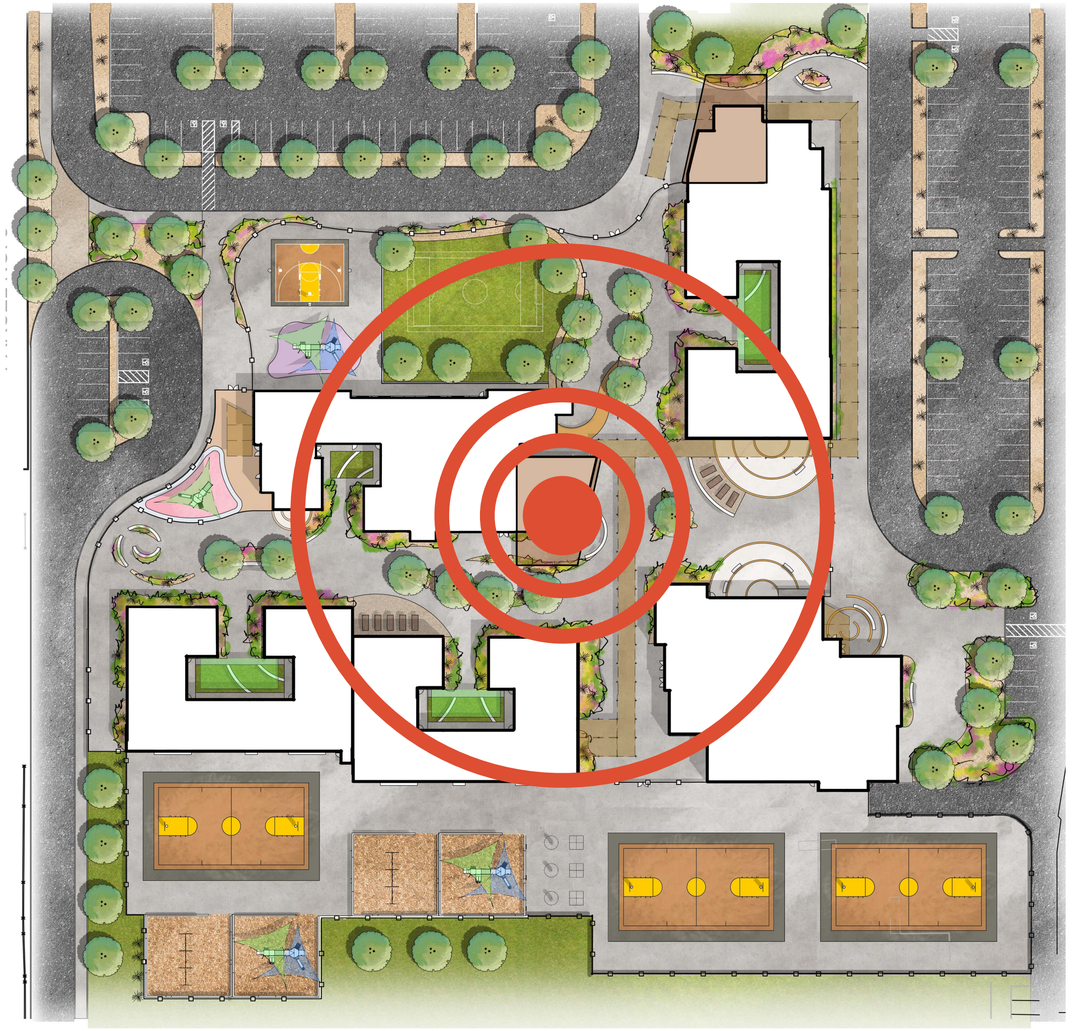
Kivas are structures consisting of:

- Kivas had an **enclosing wall** with a **built-in bench**
- A packed earth floor
- A vent in the wall to provide fresh air
- Kivas had a **firepit at the center**
- Pillars to support the roof
- A flat roof of kivas was supported by hewn logs
- The **roof is covered by small branches**, matting, and a layer of earth.



TRADITIONAL NATIVE AMERICAN KIVA





A kiva placed at the heart of the campus would be a literal reflection of the school's namesake and provide a central focal point that could be **used for a variety of social gathering and learning opportunities.**

BEYOND A PHYSICAL KIVA

INDOOR/OUTDOOR ACTIVITIES

- **Book buddies:** Weekly, 3rd grade is paired with a 1st or Kindergarten class for shared reading
- Outside **space adjacent to the classrooms**:
  - Used for pullout spaces basically
  - Small group reading
  - Messy science experiments
  - Brain breaks
  - Calm down space
  - Me, myself and I time
  - Resolution dispute

COMMUNITY ACTIVITIES (NOT AN EXHAUSTIVE LIST)

- Donuts with Dad (100+ people)
- Fun Run
- Back to school night (open house)
- PTO organized activities and socials (300+ people consistently)
  - Back to school bash with food and entertainment
  - Family fun night
  - Family reading night
  - Art walk: **would love a "fine arts night" to include a band and strings performance on the same night** (cant do now because lack of adequate space)

SOCIAL EMOTIONAL LEARNING(SEL)

- Kiva uses the Sanford Harmony model
  - Units covering diversity & inclusion, communication, etc.
- Recently received a grant from the Charro's foundation
  - outdoor tables - peace tables
  - learn about expressing themselves
  - conflict resolution

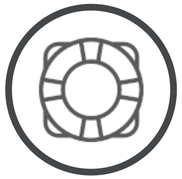
SOCIAL EMOTIONAL LEARNING (SEL)

Social emotional learning (SEL) is the process through which boys and girls and adults **acquire and effectively apply the knowledge, attitudes, and skills necessary** for being a healthy adult. This includes problem-solving skills and intergender communication and understanding, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood.

We use SEL skills when we:



Resolve conflicts or disagreements



Empathize with others and support them



Form and strengthen relationships



Collaborate in the workplace



Recognize and manage emotions



Interact with people with different experiences, backgrounds, and opinions

SANFORD HARMONY™

PRIMORDIAL LEARNING METAPHORS



THE CAMPFIRE

Home of the lecture:

Learning from a storyteller or expert. The traditional model of schools where the teacher gives direct instruction to a group of students.



THE WATERING HOLE

Conversations between peers:

Learning through dialogue with peers. This model works best when stimulated by a storyteller or teacher - it works best in tandem with the campfire.



THE CAVE

Places for quiet reflection:

Learning individually through introspection and reflection. The cave gives learners space for the “aha” moment.



LIFE

Application of what is learned:

Applying all learning in a real context - putting theory into practice.

ARCHITECTURE THAT SERVES THIS PURPOSE

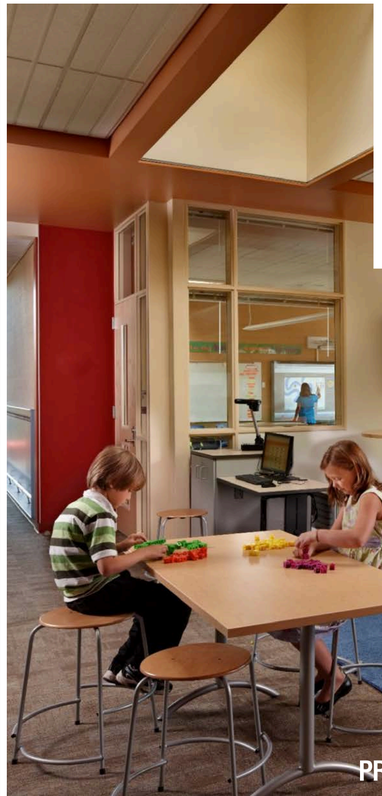


PRECEDENT IMAGE: KIVA OR LECTURE AREA





PRECEDENT IMAGES: CAVE

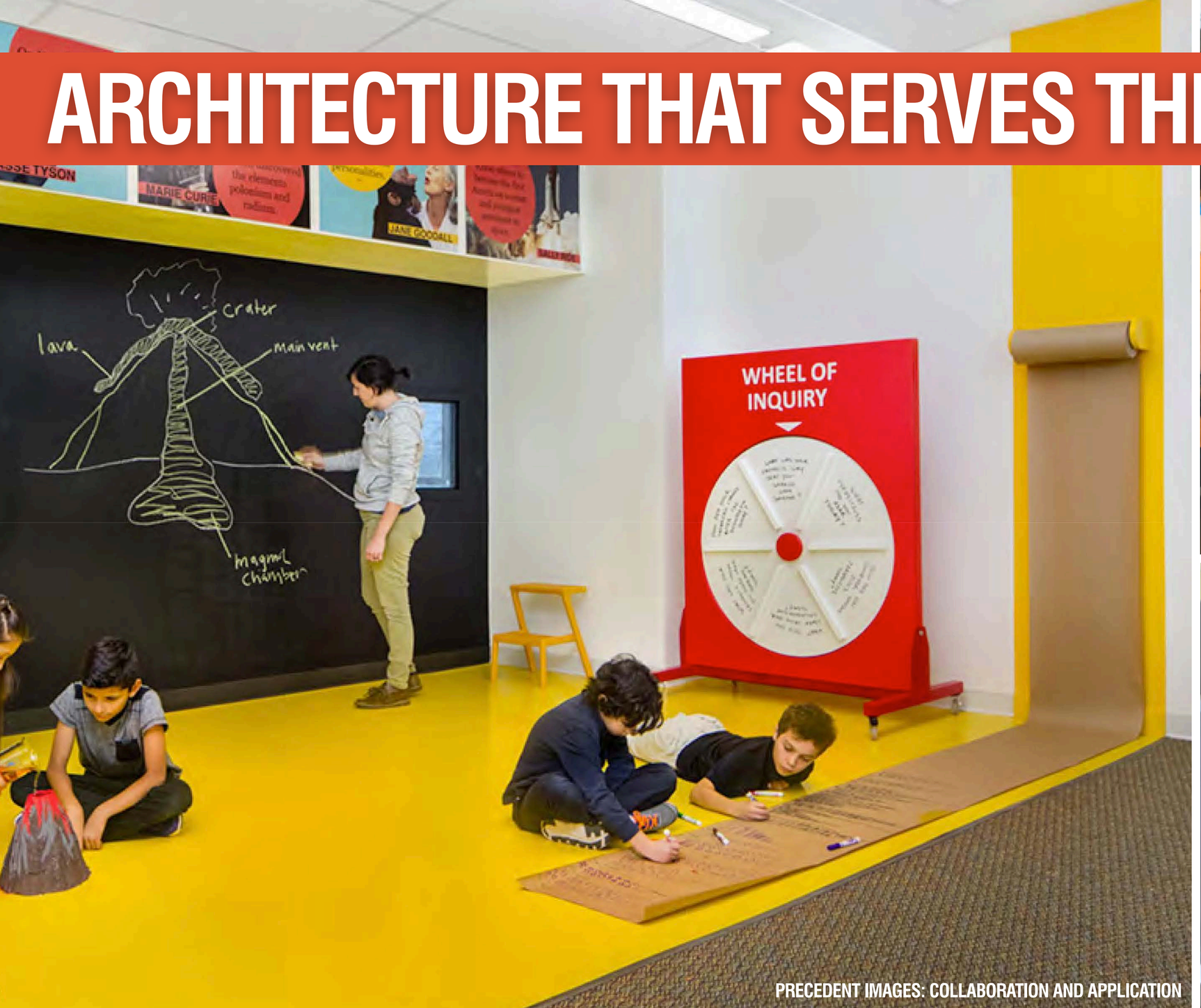






PRECEDENT IMAGE: SCALES OF INTERACTION

ARCHITECTURE THAT SERVES THIS PURPOSE







PRECEDENT IMAGES: COLLABORATION AND APPLICATION

ARCHITECTURE THAT SERVES THIS PURPOSE







PRECEDENT IMAGES: OUTDOOR LEARNING

DESERT EARTHTONES INSPIRATION











MATERIALS USED IN EDUCATION FACILITY CONSTRUCTION PRIMARILY ARE REQUIRED TO BE DURABLE, EASILY MAINTAINED, AND COST EFFECTIVE.







CONCRETE OR MASONRY
- WALLS
- COLOR
- PATTERN
- SIZE

TILE OR STONE
- VENEER
- LOCAL STONE

STUCCO
- TEXTURE
- PATTERN
- COLOR

METAL/STEEL
- CANOPY
- SIDING
- PROFILE
- PATTERN
- SIZE
- FINISH

GLASS
- STOREFRONT
- HOLLOW METAL FRAME
- OVERHEAD DOORS
- KALWALL



EXISTING FORM



TRANSLATED INTO A SINGLE, REPETITIOUS FORM

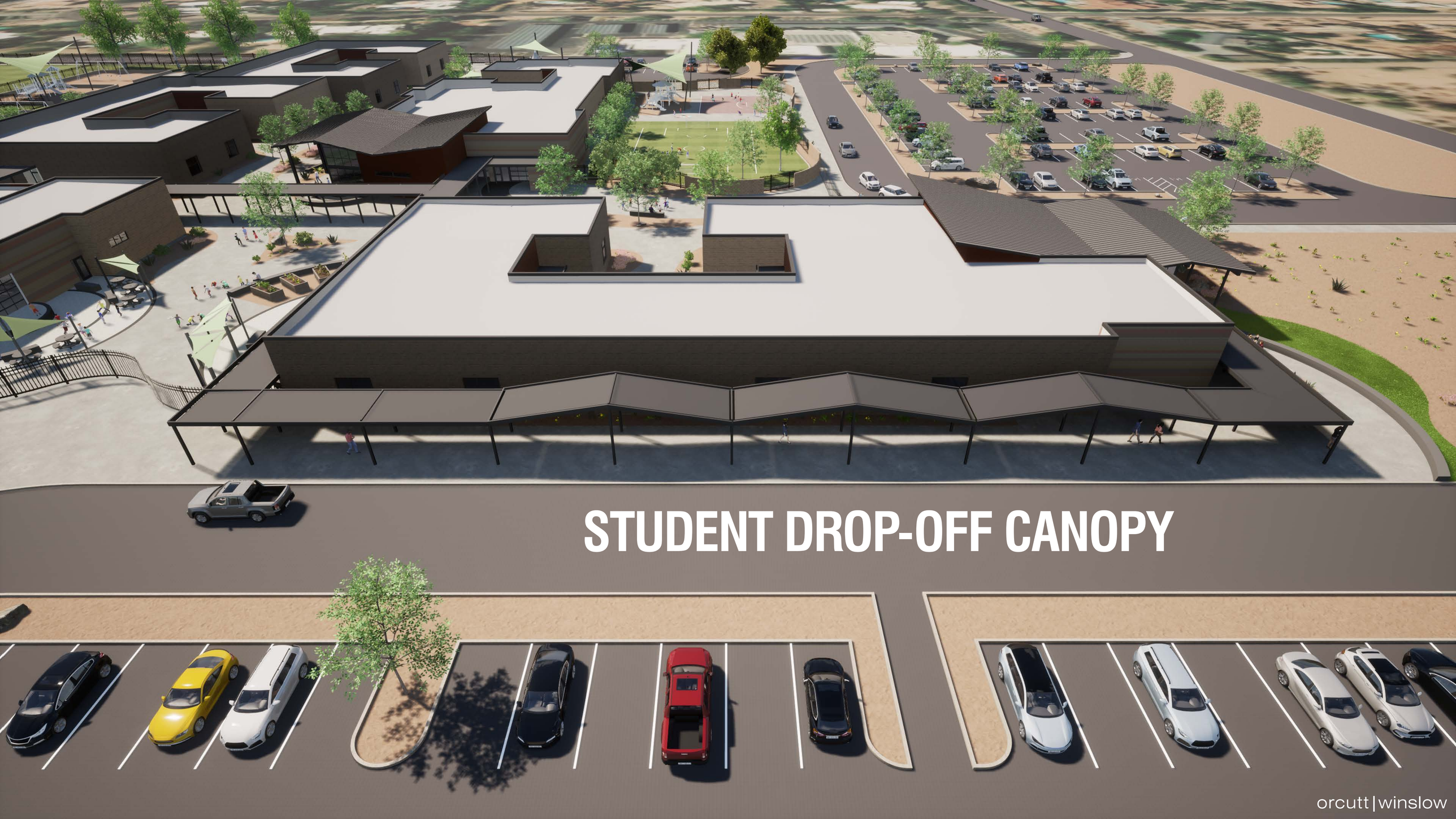


OVERALL SITE PLAN

100 BUILDING



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STUDENT DROP-OFF CANOPY

PARENT PLAZA AND CAMPUS ENTRY

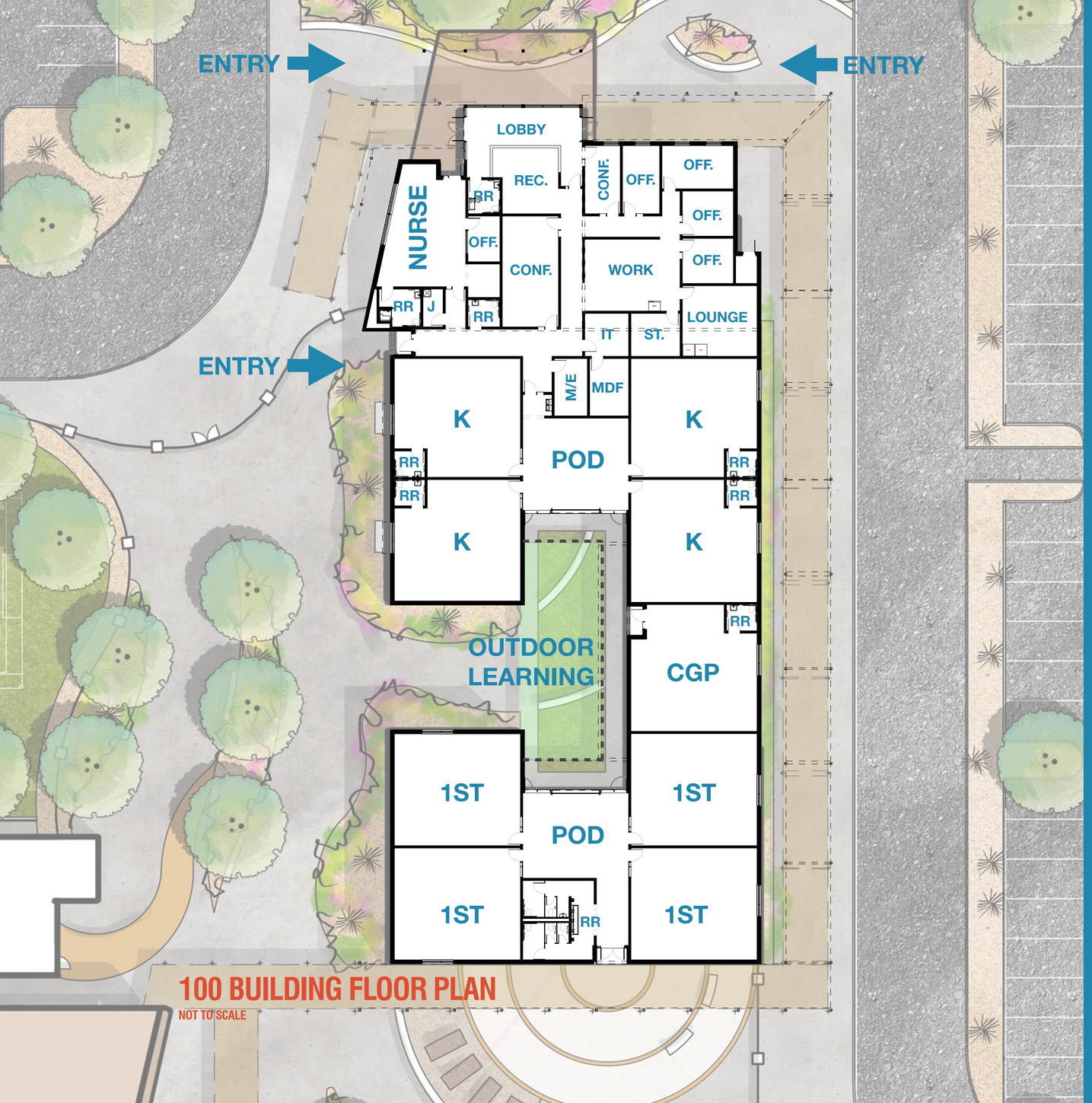


PARENT PLAZA AND CAMPUS ENTRY





OUTDOOR CLASSROOMS & GARDENS



100 BUILDING FLOOR PLAN

NOT TO SCALE

100 BUILDING

- Administration located front and center, near McDonald
- Two sided entry and lobby, to allow for ease of way-finding from either parking lot
- Secure lobby with restroom and conference room access
- Kindergarten and 1st grade classrooms with associated breakout pod space, both inside and outside
- Flex class located between pods for comprehensive gifted program or general flex classroom to handle fluctuations in enrollment


200 BUILDING
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INTERIOR & EXTERIOR PHYSICAL EDUCATION



INTERIOR & EXTERIOR PHYSICAL EDUCATION



EVENTS PLAZA & ENTRY





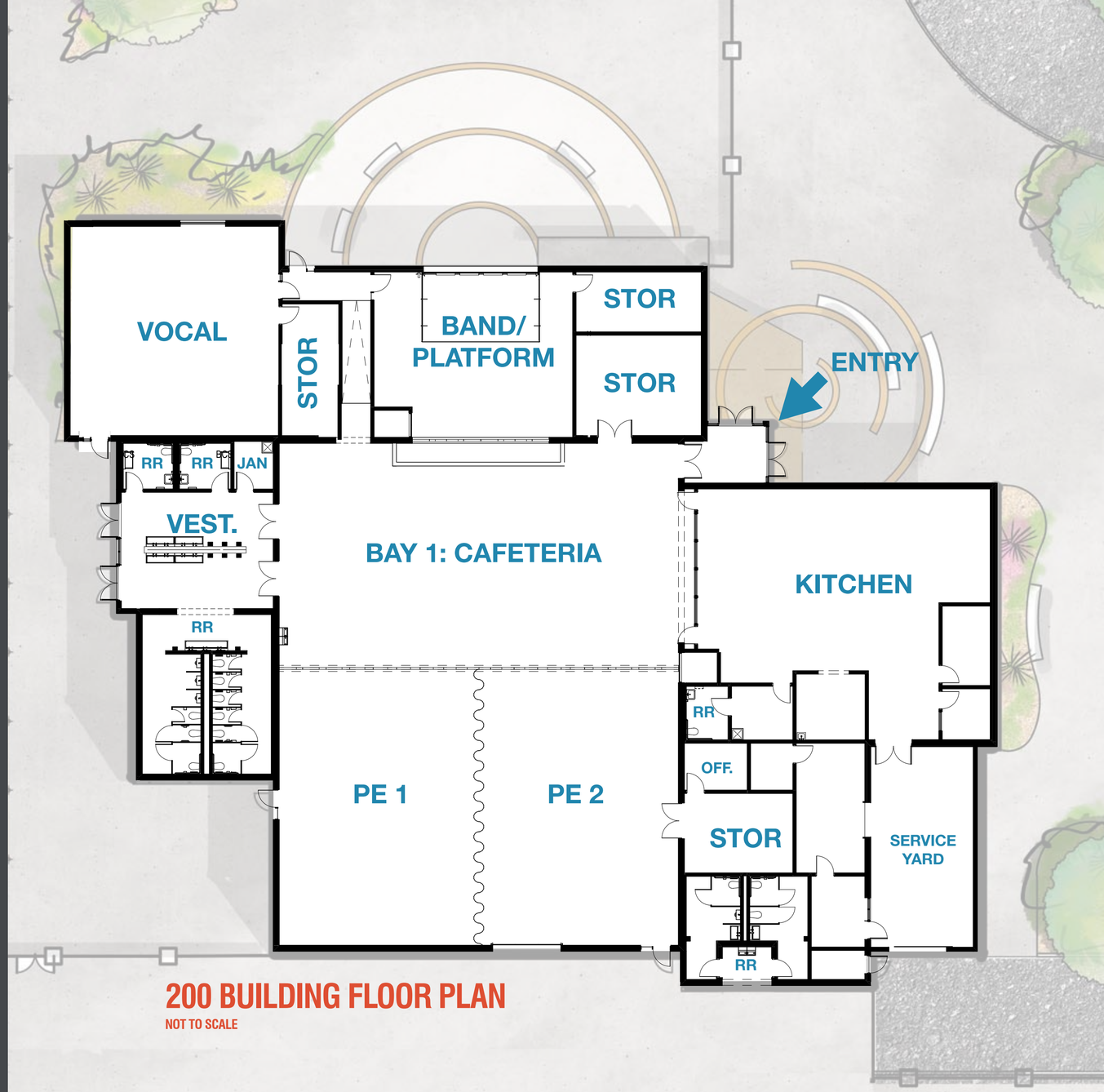
OUTDOOR CIRCULATION



INTERIOR/EXTERIOR PERFORMANCES AND OUTDOOR DINING

200 BUILDING

- Separation of loud academics from quiet, providing space for Vocal, Band, PE and Dining
- PE located adjacent to courts/ fields, with exterior accessible restrooms
- Service and deliveries located in a discrete portion of the site.
- Entry plaza for after-school access, allows for access from school parking or neighboring overflow parking
- Access to the building without gaining access to the entire campus
- Two sided stage/platform for indoor and outdoor assemblies or performances



200 BUILDING FLOOR PLAN

NOT TO SCALE


300 BUILDING

INTERIOR & EXTERIOR COLLABORATION





INTERIOR & EXTERIOR COLLABORATION



200 BUILDING FLOOR PLAN

NOT TO SCALE

300 BUILDING

- Age clusters used to group appropriate neighbors for collaboration
- Restrooms, work room, staff restroom all centrally located or evenly distributed
- Each pod has interior and exterior collaboration space for a variety of scales, sizes and groupings of students
- East/West building orientation allows for a northern exposure and protected outdoor environment



400 BUILDING

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INTERIOR & EXTERIOR “KIVA”

400 BUILDING

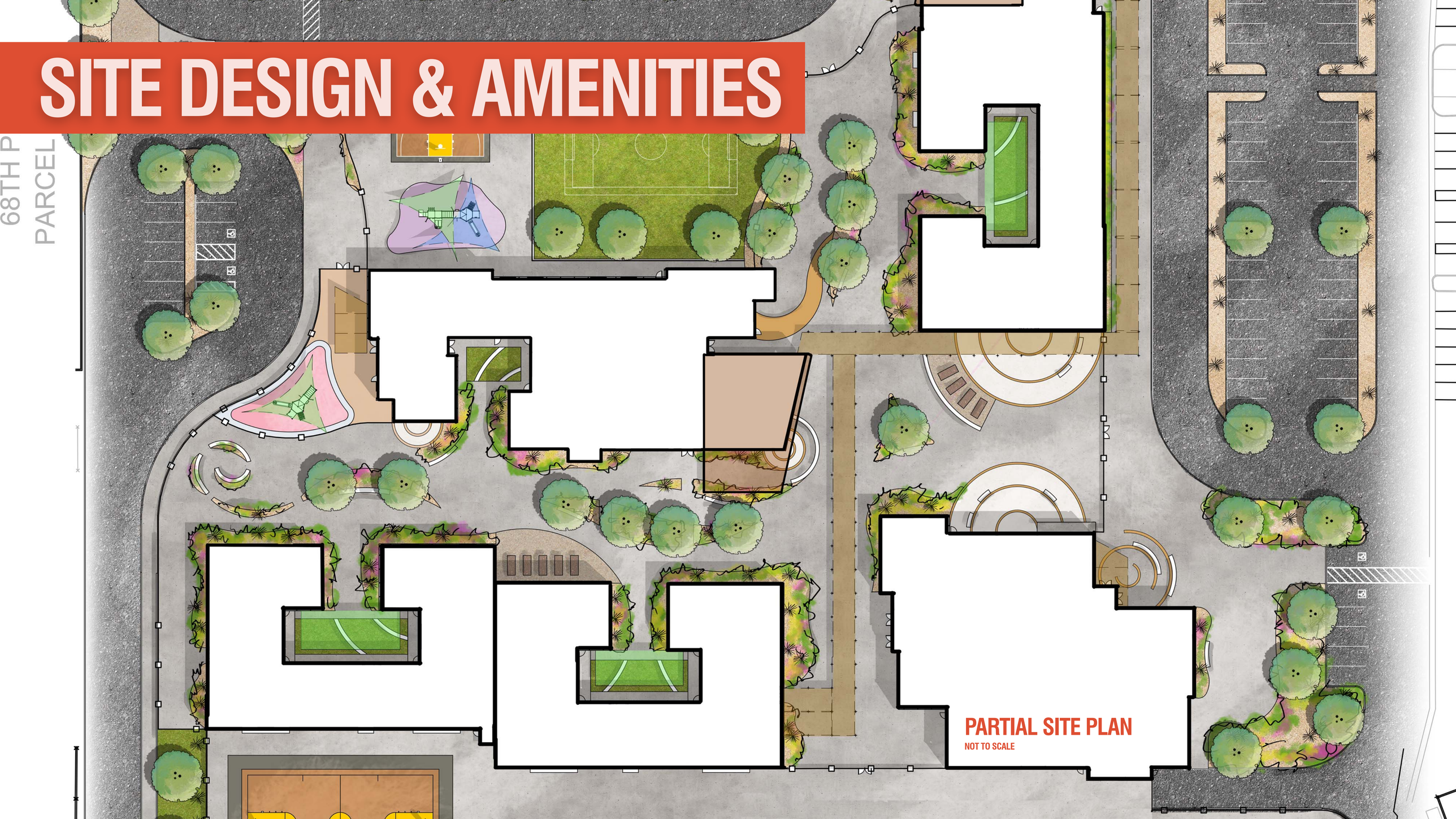
- Kiva located in Media Center, providing the center of campus
- Art and Tinker space with kiln and exterior plaza for messy activities
- Separate entry for Pre-K and Panda program
- Exterior restroom access at both the Pre-K and Kindergarten and 1st grade recess areas
- Remaining six classrooms located in close proximity to an interior and exterior collaboration pod



OVERALL AERIAL PERSPECTIVE



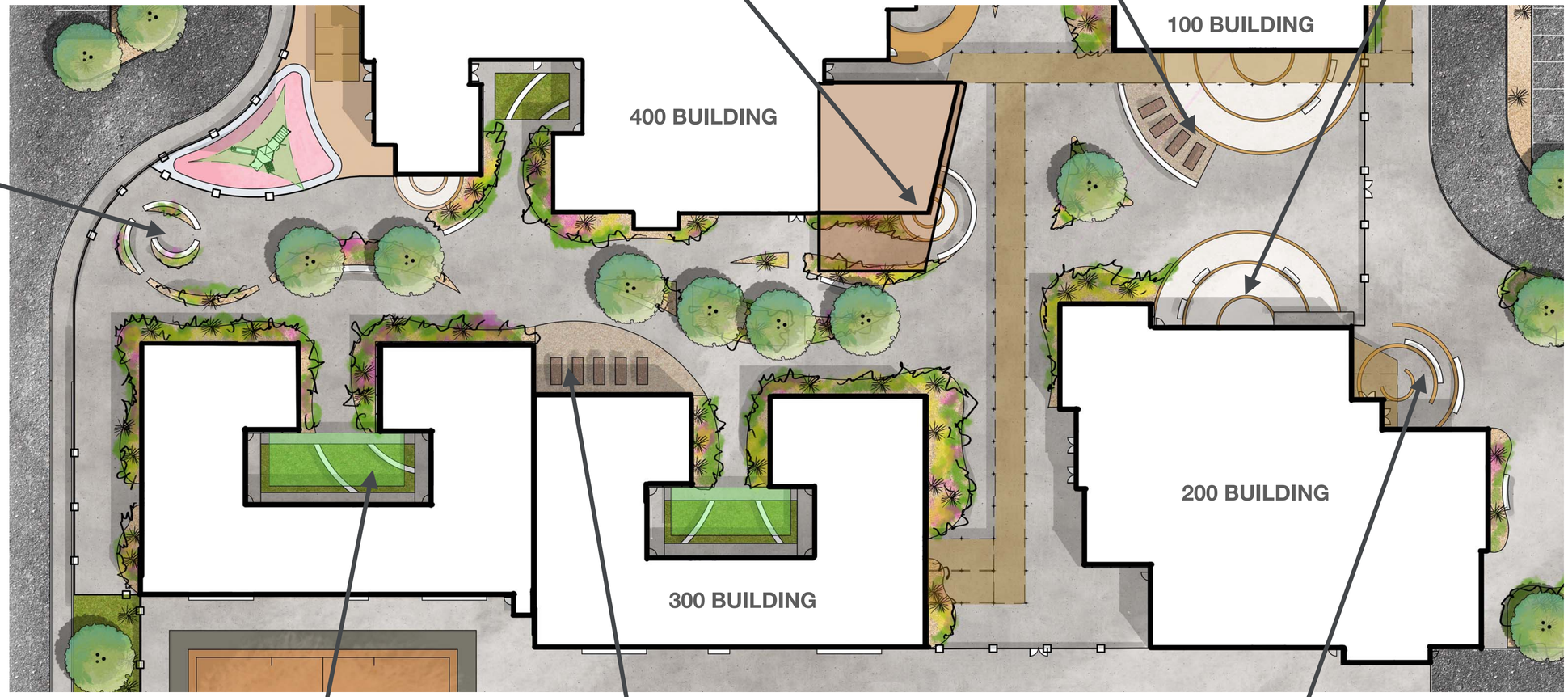
SITE DESIGN & AMENITIES

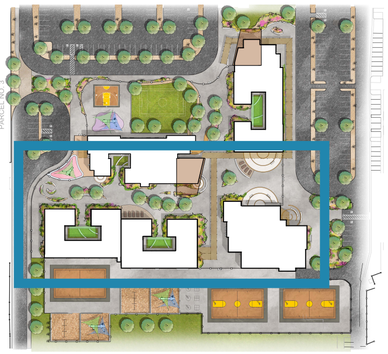


PARTIAL SITE PLAN

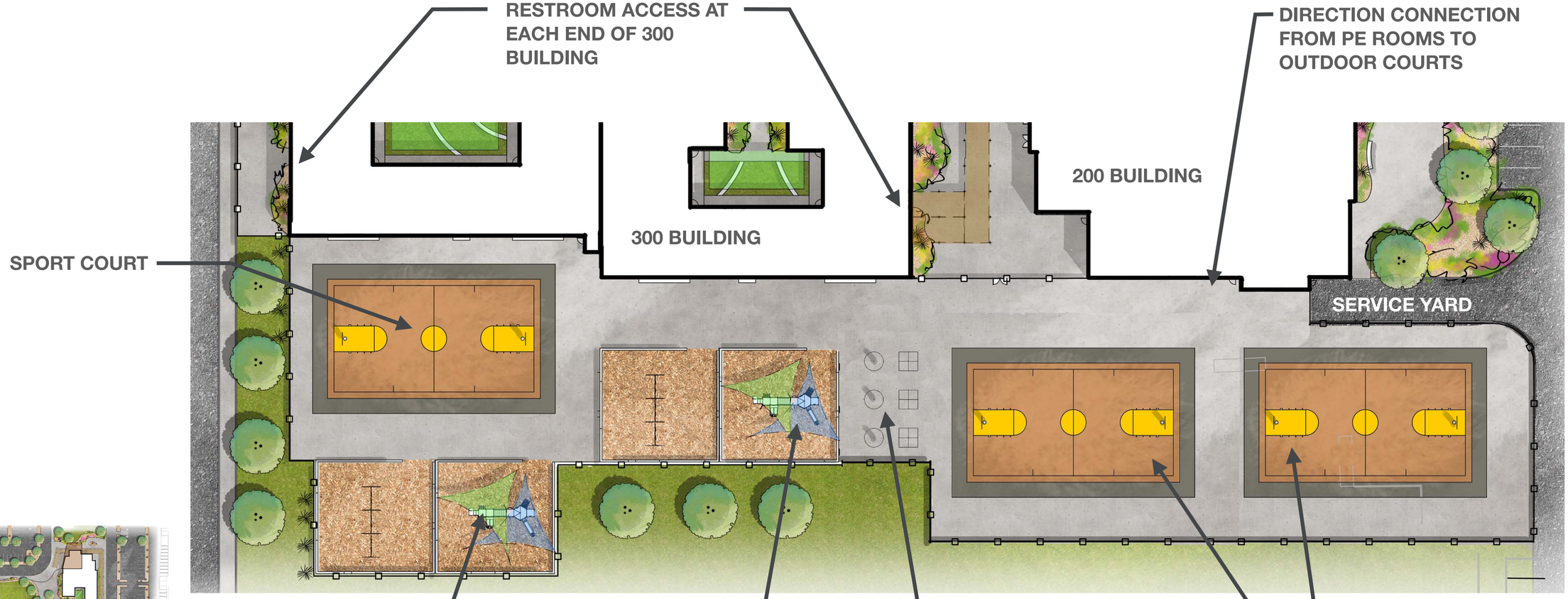
NOT TO SCALE

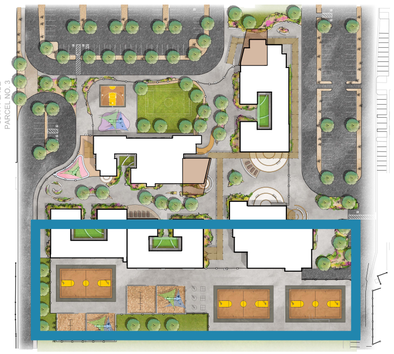
MAIN CIRCULATION SPINE





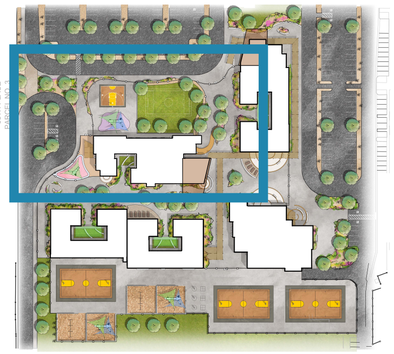
UPPER GRADE LEVEL PLAY AREAS



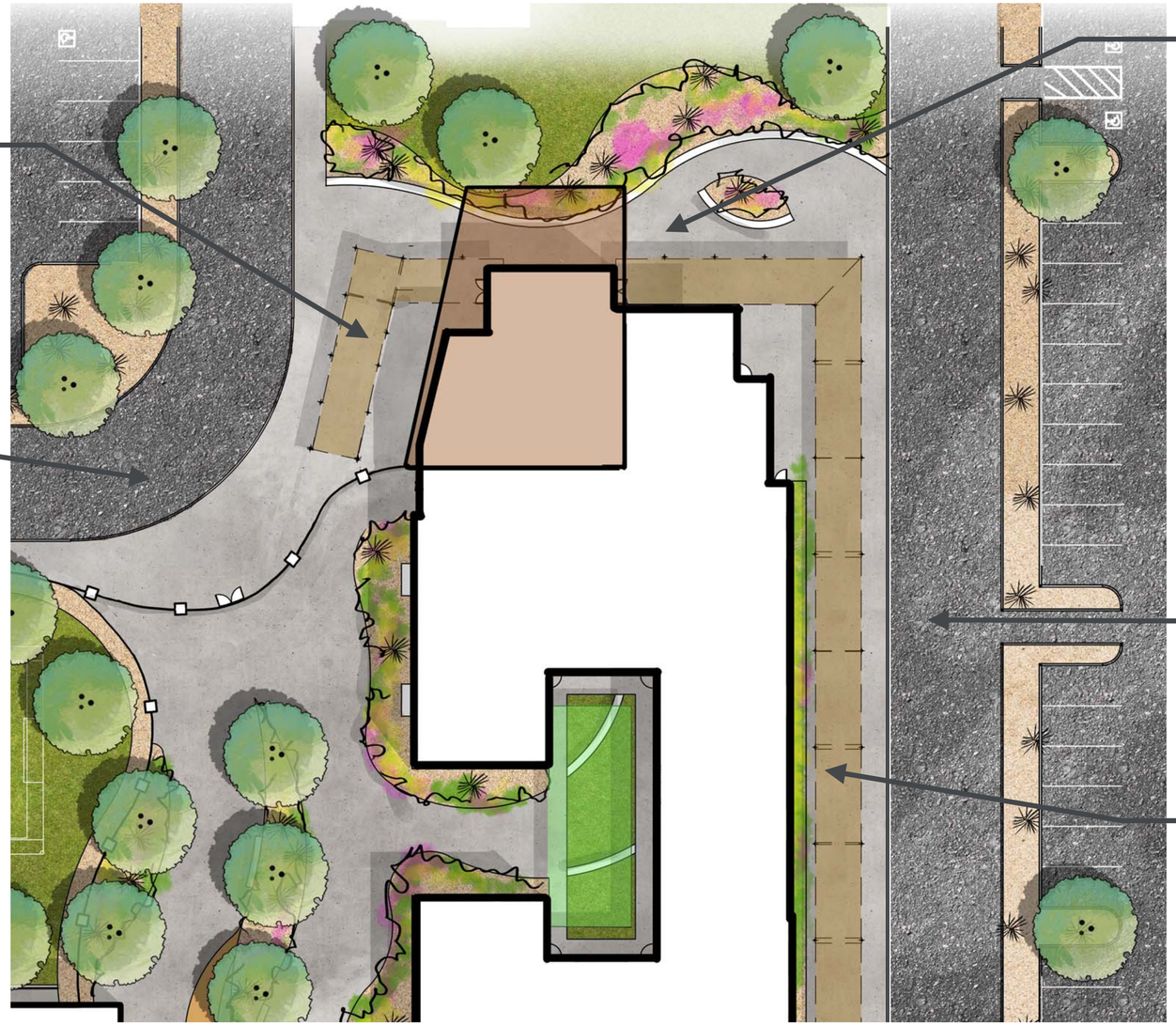


BUS LOOP AND LOWER GRADE LEVEL AREAS





DROP OFF & PARENT PLAZA



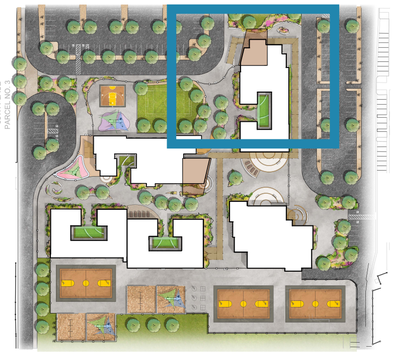
PARENT PLAZA

REORIENTATION OF SHADE STRUCTURE TO PROVIDE SHADE AT PICK-UP TIMEFRAME

LOWER GRADE LEVEL DROP-OFF AND PICK-UP

CROSSWALK FROM VALLEY PRESBYTERIAN CHURCH

UPPER GRADE LEVEL DROP-OFF AND PICK-UP



OUTDOOR LEARNING & AMPHITHEATER





Questions?

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QUESTIONS & ANSWERS

- **WHERE ARE WE IN THE DESIGN PROCESS? WHAT DOES THE PROPOSAL OF THE FACILITY LOOK LIKE? WHAT WILL THE STUDENT CAPACITY END UP BEING WHEN FINISHED? WHERE WILL STUDENTS GO DURING CONSTRUCTION.** [The project timeline is outlined as an exhibit within this PDF. Exterior renderings of the design direction show the proposed aesthetics of the facility. The school is being designed to a program capacity of 732 students. Students will remain on campus during construction. The contractor, architect and district take extreme precautions ensuring a safe learning environment for all students.]

- **WHAT ELEMENTS ARE YOU SAVING FROM THE PAST BUILDING - TILE, ARTWORK, ETC.?** [The district and design team have a dedicated process to inventory all sentimental and historical items on campus. Once compiled, the team works with the district and community to evaluate each item and put an action plan together.]

- **WHAT DO YOU ESTIMATE FUTURE COSTS OF MAINTENANCE REGARDING NEW TECHNOLOGY/SECURITY FEATURES OR STRUCTURES?** [The cost to operate and maintain the facility is a big consideration. The team performs life cycle cost analyses as necessary, on major building systems prior to deciding on design direction. The district provides technology and special systems, working closely with the design team to ensure efficient and functional systems.]

- **ARE YOU INCORPORATING ANY RENEWABLE ENERGY INTO THE DESIGN? SOLAR WALKWAY SHADE STRUCTURES?** [Not at this time, SUSD has a history of solar contracts that have shown little financial success. As we analyze the construction budget and the cost of walkway canopies, we can study this option more closely.]

- **HOW WILL YOU INCORPORATE THE HISTORY OF PAST KIVA STUDENTS AND STAFF INTO THE DESIGN?** [The district and design team have a dedicated process to inventory all sentimental and historical items on campus. Once compiled, the team works with the district and community to evaluate each item and put an action plan together.]

QUESTIONS & ANSWERS

- **HAVE ANY PAST SUSD SCHOOLS THAT HAVE BEEN "REDONE" BEEN CONTACTED FOR ANY ITEMS THEY WISHED THEY HAD DONE DIFFERENTLY? HOW CAN WE LEARN FROM THEM? HINDSIGHT IS VALUABLE.** [The design team has experience with multiple prior SUSD projects. In addition, Dennis Roehler, the facilities director for SUSD is providing valuable feedback from his other replacement schools experience and that information is being incorporated into Kiva's design.]

- **CAN YOU EXPAND ON THE "PARENT PLAZA"? WHAT DOES THAT LOOK LIKE AND HOW WILL IT BE USED?** [The design of the plaza is in its early stage. The space is allocated for the use of parents and visitors to the site, outside of the security perimeter of the campus. It will allow an opportunity for social gathering before and after school for parents, in an effort to use the site and building design as a catalyst for these types of activities.]

- **THERE IS QUITE A BIT OF HARDSCAPE, CAN YOU SPEAK TO HOW MUCH THERE WILL BE(TRAPPING HEAT)? WILL THERE BE MORE SHADE STRUCTURES IN SOME OF THE COMMON AREAS?** [The current design will be modified to reduce the amount of hardscape present. The design team will be finalizing the use of these exterior spaces and identifying strategies to provide low maintenance opportunities to increase interaction with the outdoors for the students. Care will be taken to provide shade in high traffic areas as best as possible.]

- **DO YOU HAVE A PHASING PLAN TO PRESENT?** [An exhibit is provided at the end of this document that shows a conceptual strategy. Once the CM@R is added to the design and construction team, a validation and evaluation of that strategy will occur.]

- **HOW LONG DO YOU SEE THIS PROJECT TAKING FOR CONSTRUCTION?** [A project timeline is included in this document for reference.]

QUESTIONS & ANSWERS

- **WHAT SAFETY MEASURES ARE BEING TAKEN FOR OUTDOOR CLASSROOM AREAS?** [The design team, the Town of Paradise Valley police Chief, and the security director for the district will be finalizing a security masterplan for the Kiva campus. Layered security will be utilized to provide a safe and secure campus environment. More information on this will be provided as this is finalized.]

- **WILL THERE BE HYDRO WATER FILLING STATIONS?** [Yes, district standard is to provide multiple height drinking fountains with integrated water bottle filling stations.]

- **DO THE UPPER GRADES HAVE ANY GRASS AREA TO PLAY ON? A LOT OF THEM PLAY KICKBALL OR SOCCER AT RECESS. IT LOOKS LIKE IT IS A LOT OF CONCRETE.** [The design team is working with the district to finalize the playground equipment and amenities for these purposes. Open green space is identified as a priority and will be provided for all grades.]

- **HAVE YOU CHOSEN A BUILDER YET?** [The district is currently in the process of securing a CM@R(Construction Manager at Risk) This is expected to be finalized in mid February.]

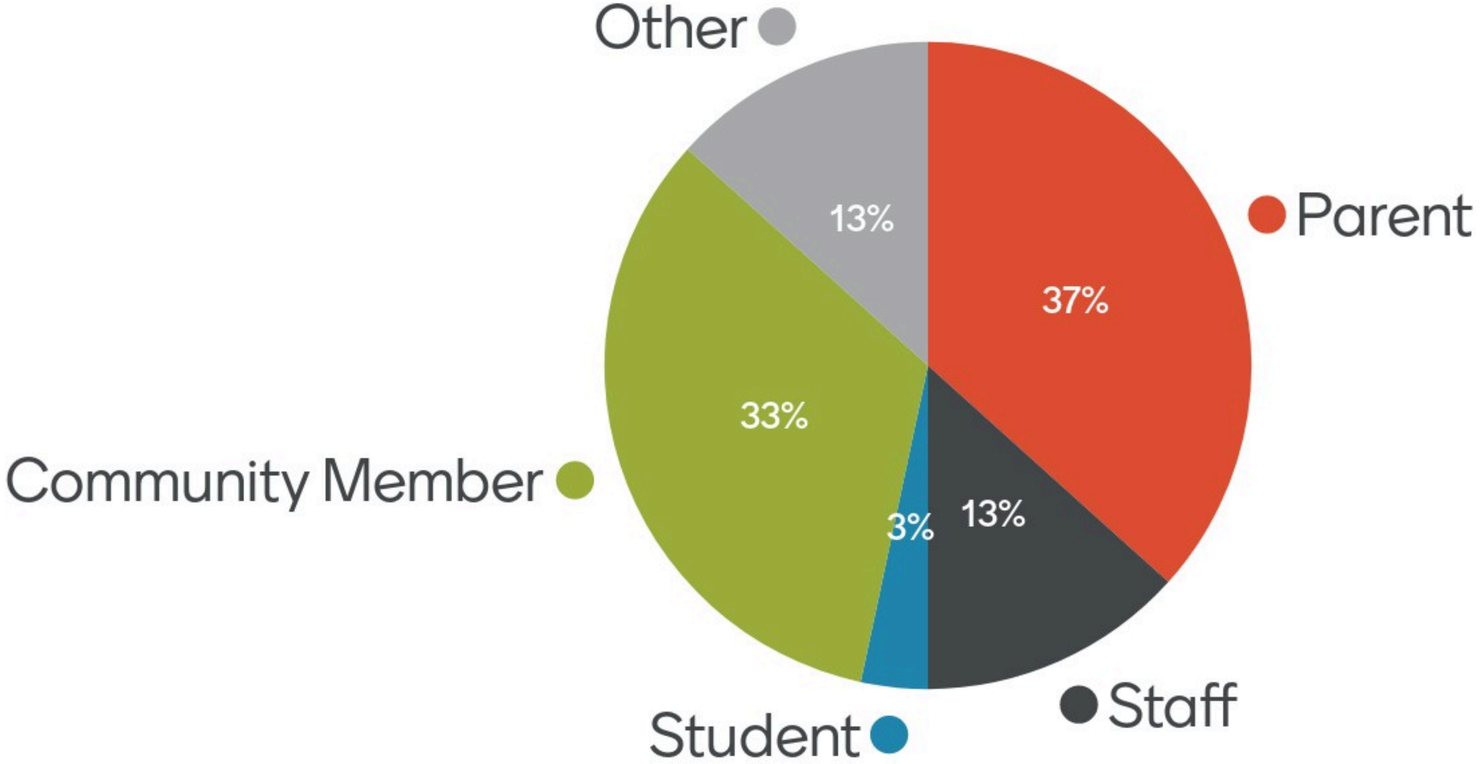
Poll Results

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With what group of people do you associate?

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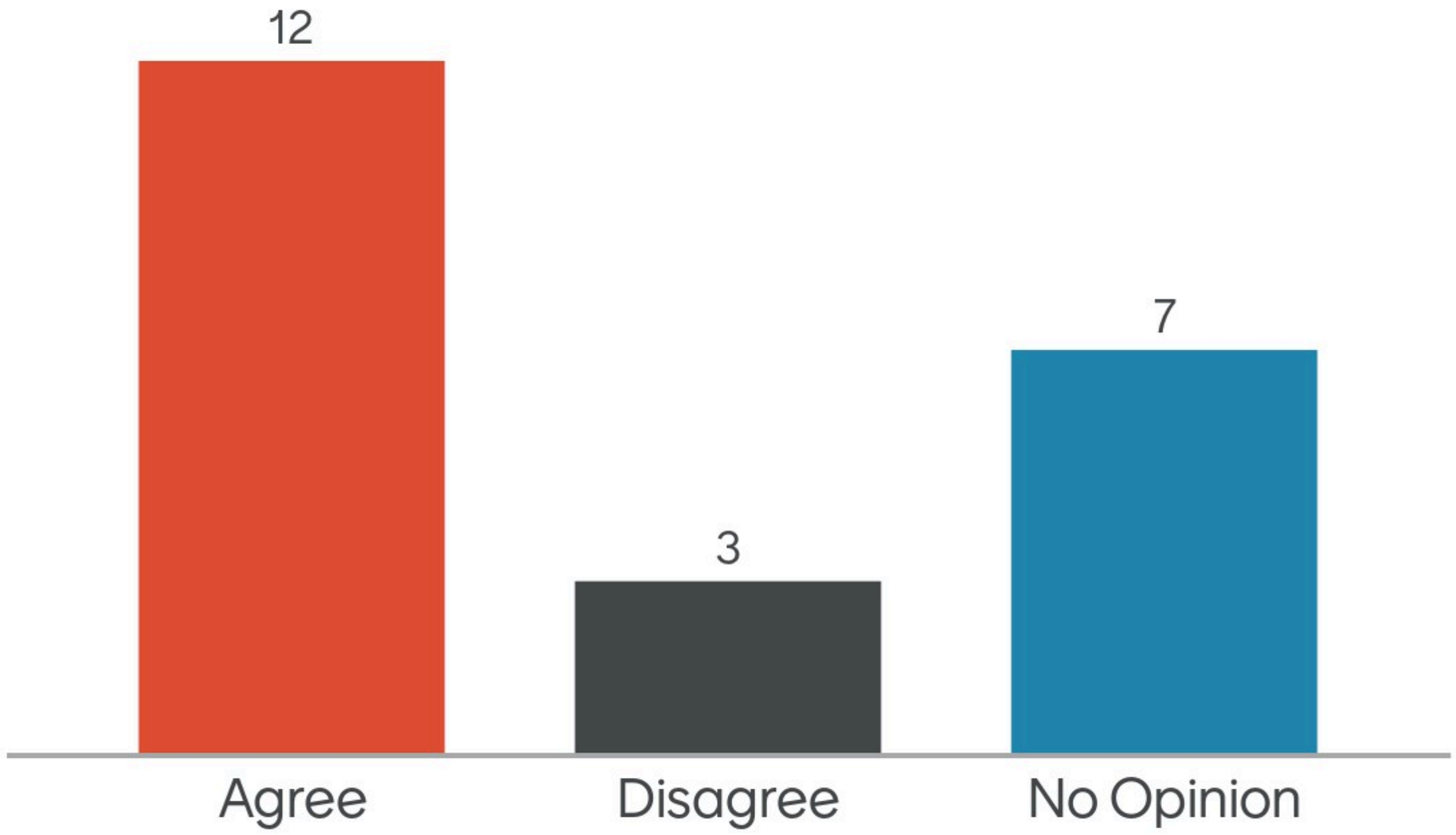
01 REVITALIZED TRADITIONS

- 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**

5

The presented design direction and strategies used achieves Kiva's memorable goal "Revitalized Traditions"?

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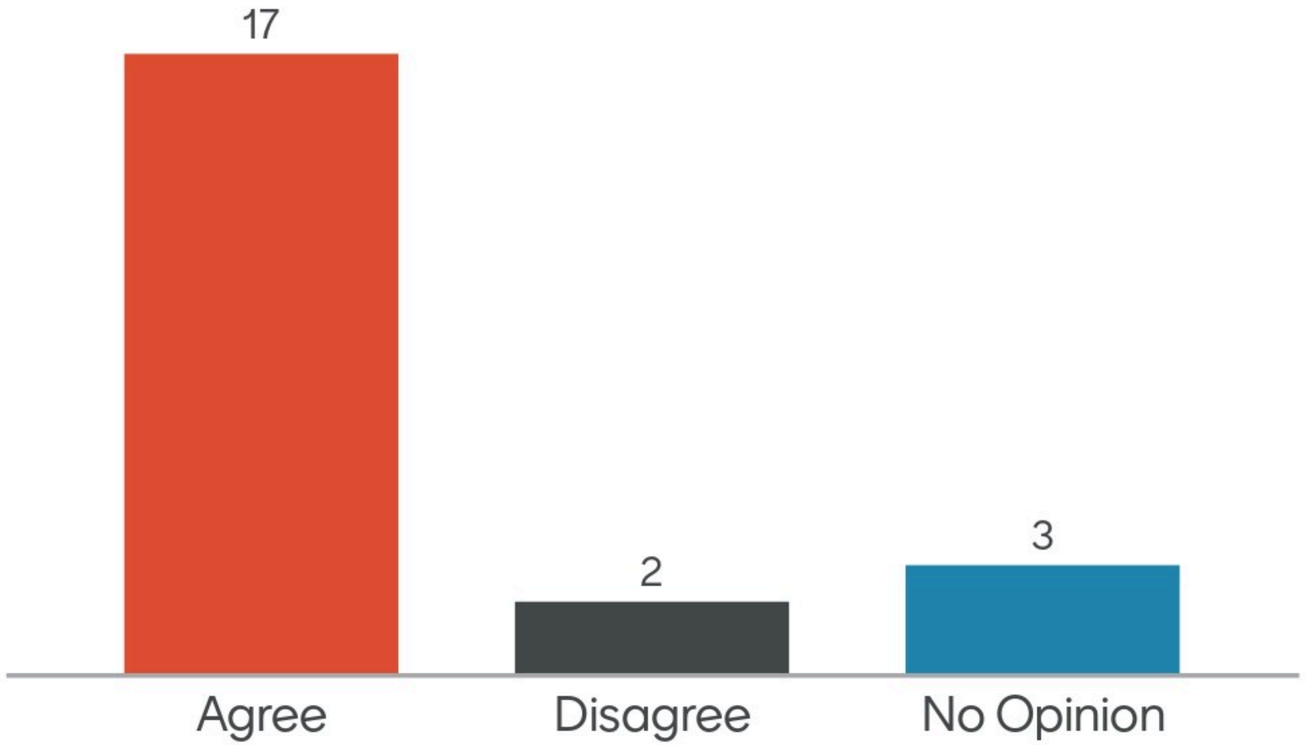
02 FLEXIBLE & MODERN LEARNING ENVIRONMENTS

- 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

3

The presented design direction and strategies used achieves Kiva's memorable goal "Flexible & Modern Learning Environments"?

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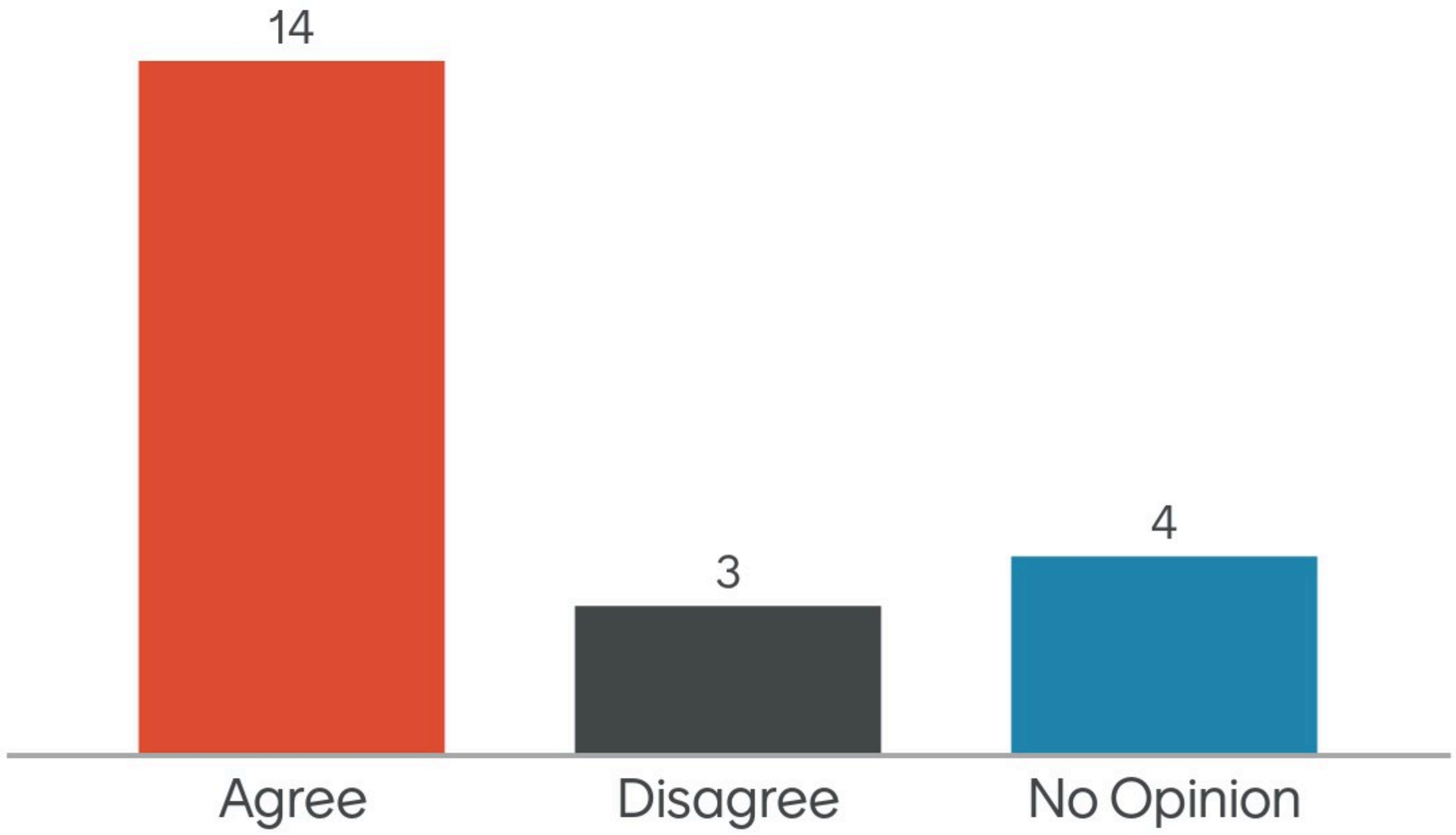
03 SAFETY & WELLNESS

- **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]

1

The presented design direction and strategies used achieves Kiva's memorable goal "Safety & Wellness"?

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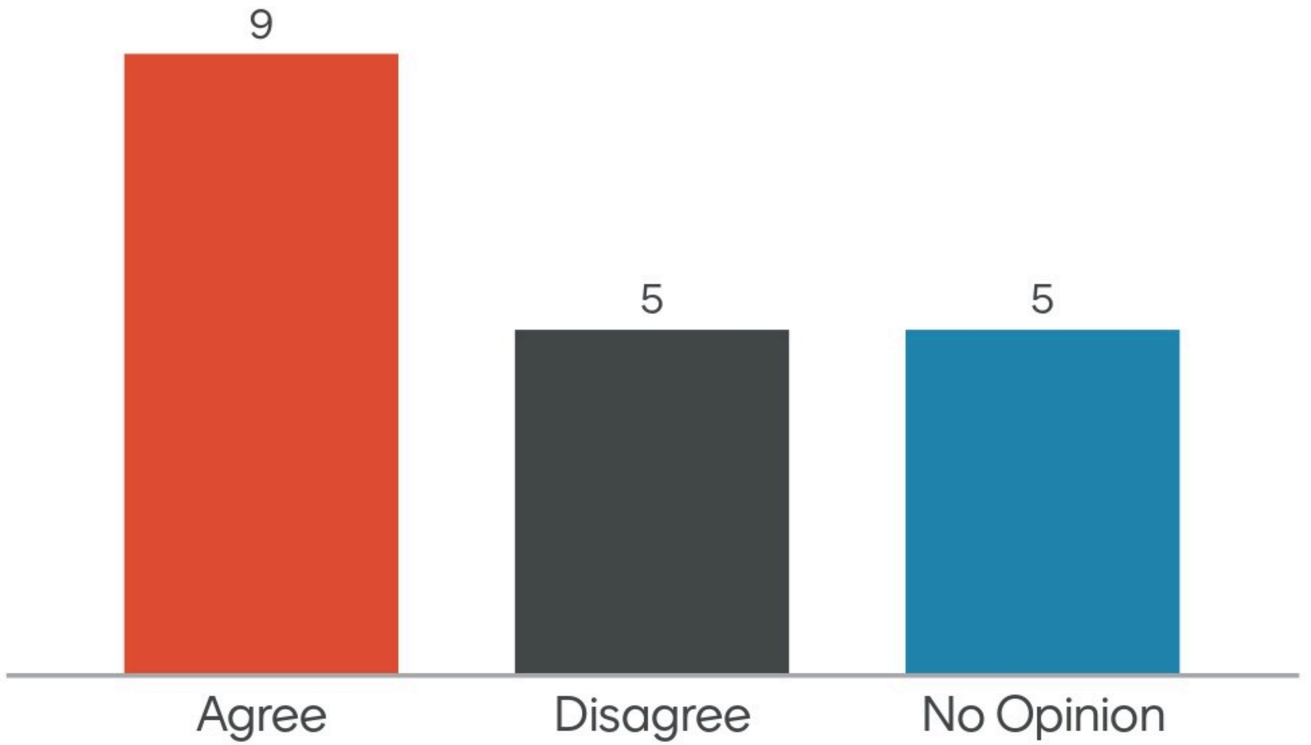
04 HIGH PERFORMANCE BUILDING DESIGN

- 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.)

2

The presented design direction and strategies used achieves Kiva's memorable goal "High Performance Building Design"?

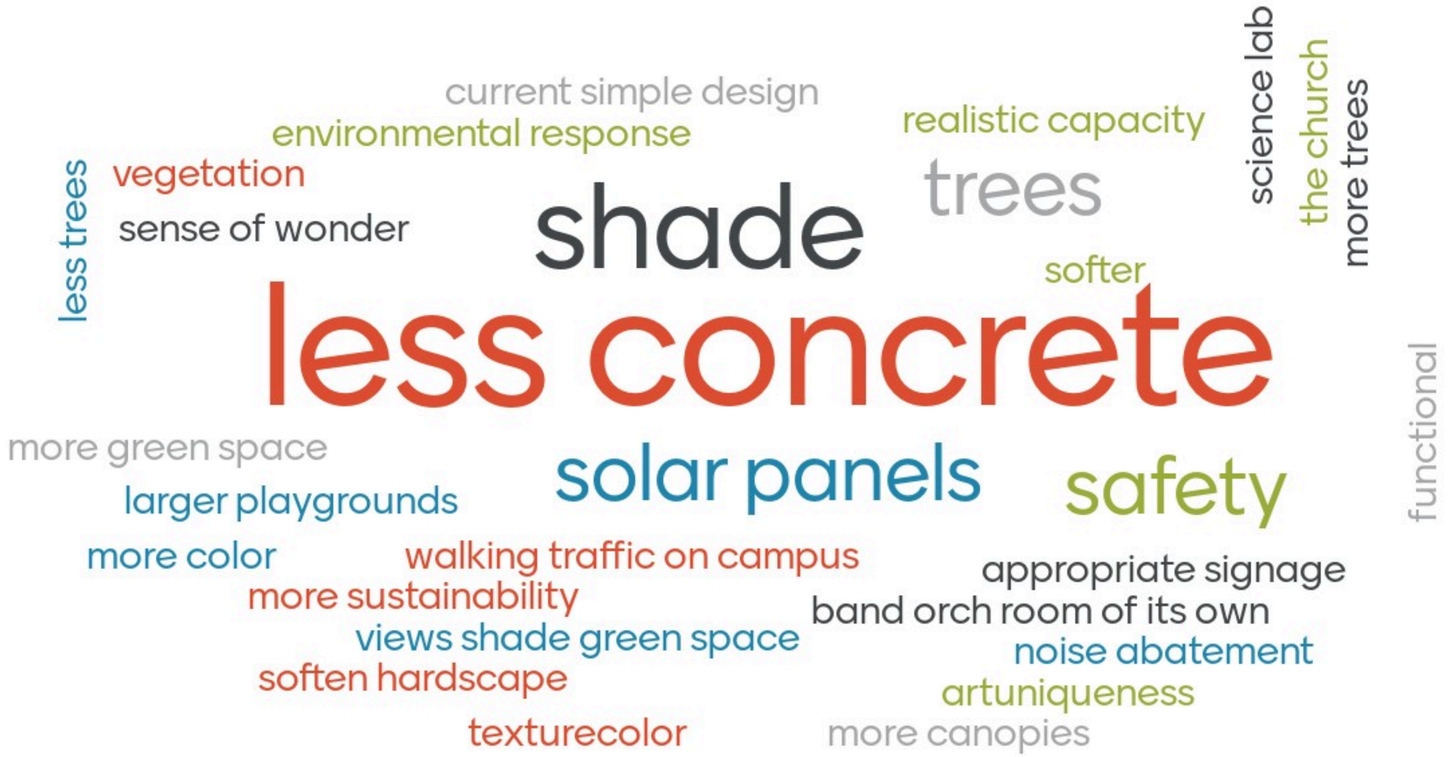
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What are your favorite attributes of the presented design?



What should this design team consider moving forward?



More comments?

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The current design allows for an easier flow, interaction among kids from different grades & also its easy to find kids.

Will the large, oddly trimmed Pine trees out front on McDonald be removed?

Be certain to include classroom teachers and specialists in determining what they DREAM of wanting in their learning environments. Positive message signage and for traffic flow and directions are useful. Desert vegetation which attracts butterflies

the church should be allowed to have a regular bible study with the kids, we need more God-fearing individuals in this world

Contact Us



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FATIMA GARCIA: PROJECT MANAGER
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Exhibits

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BOARD RECOMMENDATION - REPLACEMENT

EXISTING CONDITIONS ANALYSIS

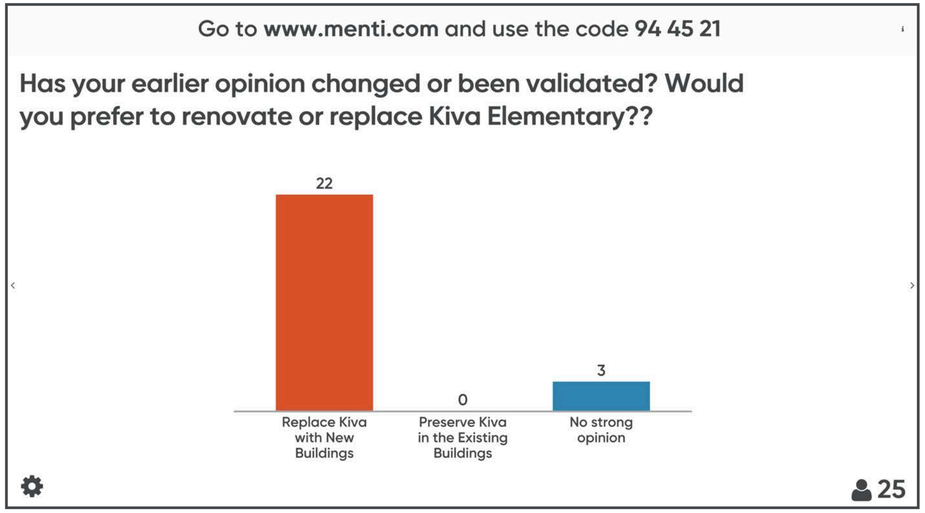
- Reports from engineers and architects about the existing conditions of the building.
- Most of the **equipment is in need of replacement**.
- There are areas/components of the campus that will need to be upgraded or **replaced to comply with code requirements.**
- **Security** levels are hard to achieve with current configuration.
- Site configuration is **not favorable for an adequate traffic solution.**

COMMUNITY INPUT

- During our community meetings, the **vast majority favored replacement**, and a few did not have a preference. We have **no requests for renovation** at this point.
- The **memorable goals** crafted for this project, based on community input, are easier to achieve with a replacement project. The current layout and configuration of buildings and their construction creates a challenge for some of those goals.
- Based on community input, the **important aspects of Kiva can be maintained with a replacement option.**

SUSD HISTORICAL PROJECT DATA

- Based on historical data of recent SUSD modernization projects, **replacement option has been a better use of funds**. Not only are they less costly to replace, it also provides a straightforward solution to the current school and community needs.



TRAFFIC IMPACT

- A **full traffic impact analysis will be performed** to identify all available strategies to limit traffic disturbance in the neighborhood while providing a safe arrival and departure sequence for all pedestrians and vehicles on campus.

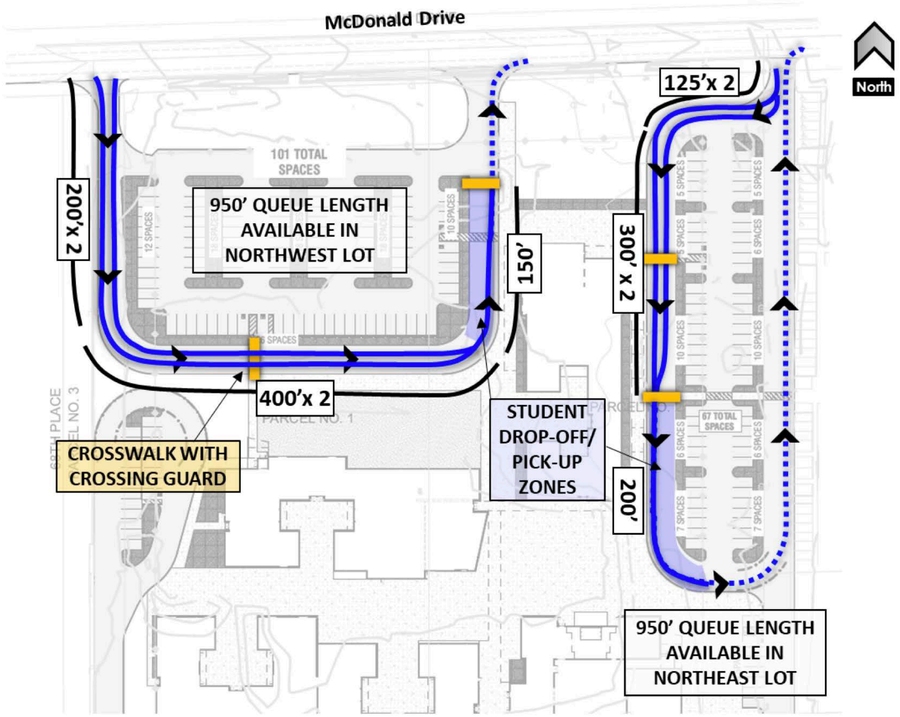


Figure 4: On-Site Storage Length Available with Dual-Lane Queuing

CURRENT MODEL

- Double lane of queueing to maximize amount of traffic able to get on to campus and off of McDonald Drive
- Compression to single lane for drop-off and pick-up to ensure safest arrival/departure possible.
- Limits "duty" requirements as much as possible.

COVID-19 IMPACT

- The traffic impact analysis will be performed to **incorporate scenarios that allow for flexibility to deal with operational challenges due to COVID-19**, or any further large influx of parent traffic versus bus traffic.

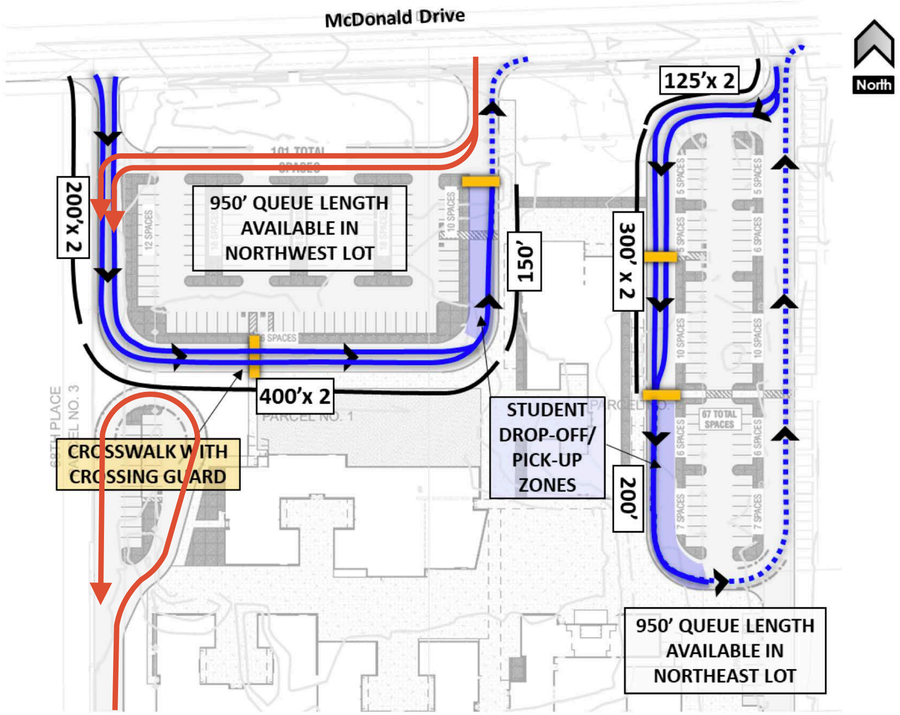


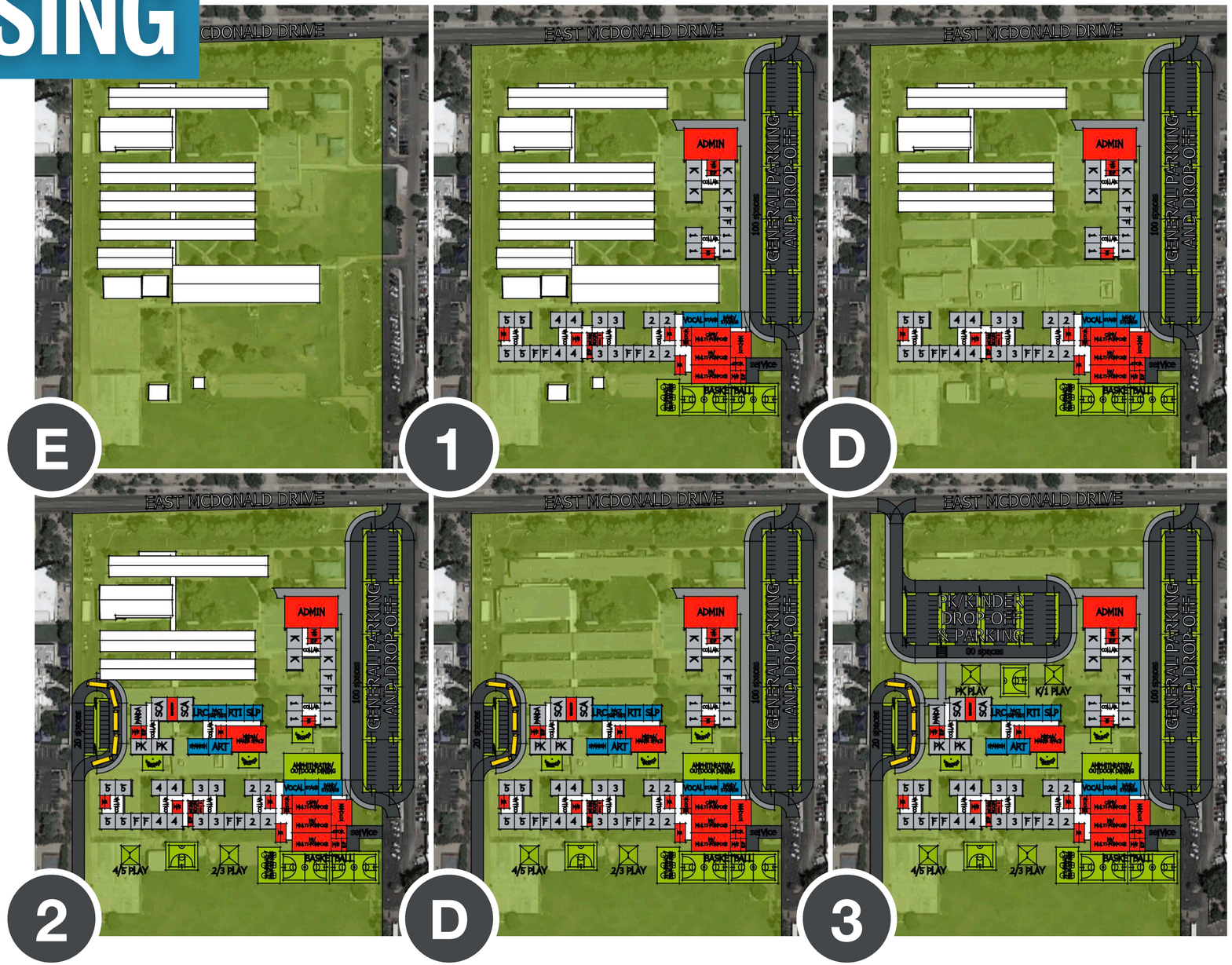
Figure 4: On-Site Storage Length Available with Dual-Lane Queuing

COVID-19 MODEL

- Potential to stagger start/end times to distribute traffic over time
- Temporarily lengthen the queue lanes with cones
- Repurpose the southern loop as drop off, however the residential street might not support this

POTENTIAL PHASING

- This graphic although not using entirely current floor plans, shows the overall conceptual phasing strategy.
- All phasing will be analyzed for safe school operations.
- These 6 screenshots represent a 2.5 phase design. 3 buildings are built initially, then a 4th building complete. Site finalized last.
- The CM@R(construction manager at risk) or contractor will need to validate and further develop the phasing plan.



SEL SKILLS AND COMPETENCIES

DIVERSITY & INCLUSION

Boys and girls learn to recognize and appreciate one another's similarities and differences while promoting a community environment in and outside of the classroom.

EMPATHY & CRITICAL THINKING

Children develop empathy (the ability to identify with and understand another person's emotions), reduce stereotyped thinking, and learn critical thinking skills.

COMMUNICATION

Healthy and unhealthy intergender communication patterns are explored, and boys and girls practice effective ways of engaging with others.

PROBLEM SOLVING

Students learn constructive approaches to resolving conflict, focusing on conflict-resolution steps that facilitate healthy relationship patterns.

PEER RELATIONSHIPS

Boys and girls practice positive social skills and learn the qualities that are important to friendship, the consequences of bullying, and how to provide peers with support.