

SCOTTSDALE

Unified School District

CONCEPTUAL DESIGN DIRECTION RECAP

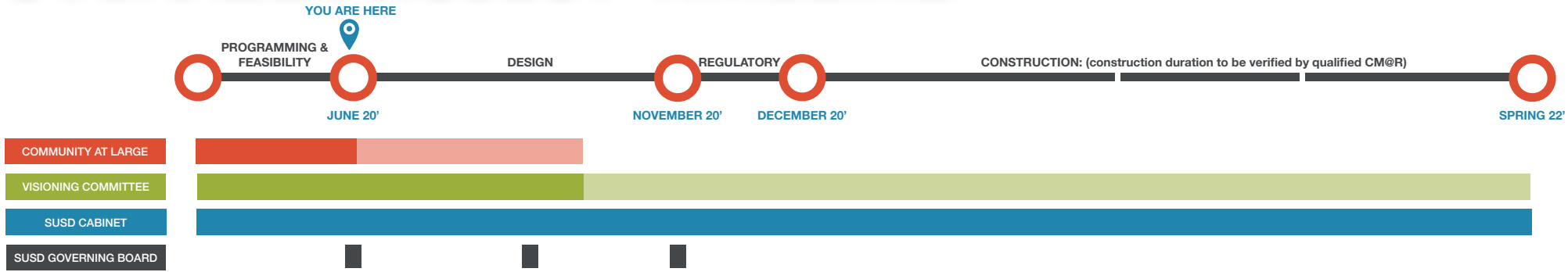
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June 1, 2020

MEETING RECAP

1. Process Update
2. Conceptual Design Direction
3. Feedback, Questions & Answers

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

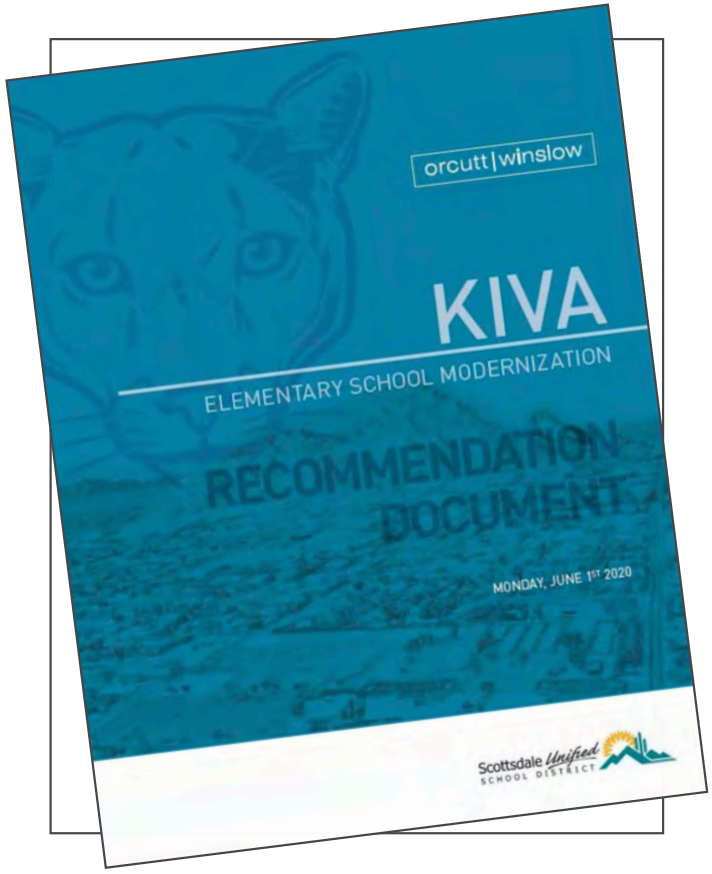
ROLE: Arbiters of District Standards

GOVERNING BOARD

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

ROLE: Final Approvals

BOARD RECOMMENDATION - REPLACEMENT



BOARD RECOMMENDATION

- June 23, 2020 Board Meeting
- Design Team will present a document that outlines the recommendation to replace Kiva, in lieu of a renovation.

SUMMARY OF FINDINGS

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

BOARD RECOMMENDATION - REPLACEMENT

EXISTING CONDITIONS ANALYSIS (99% COMPLETE)

- 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.**

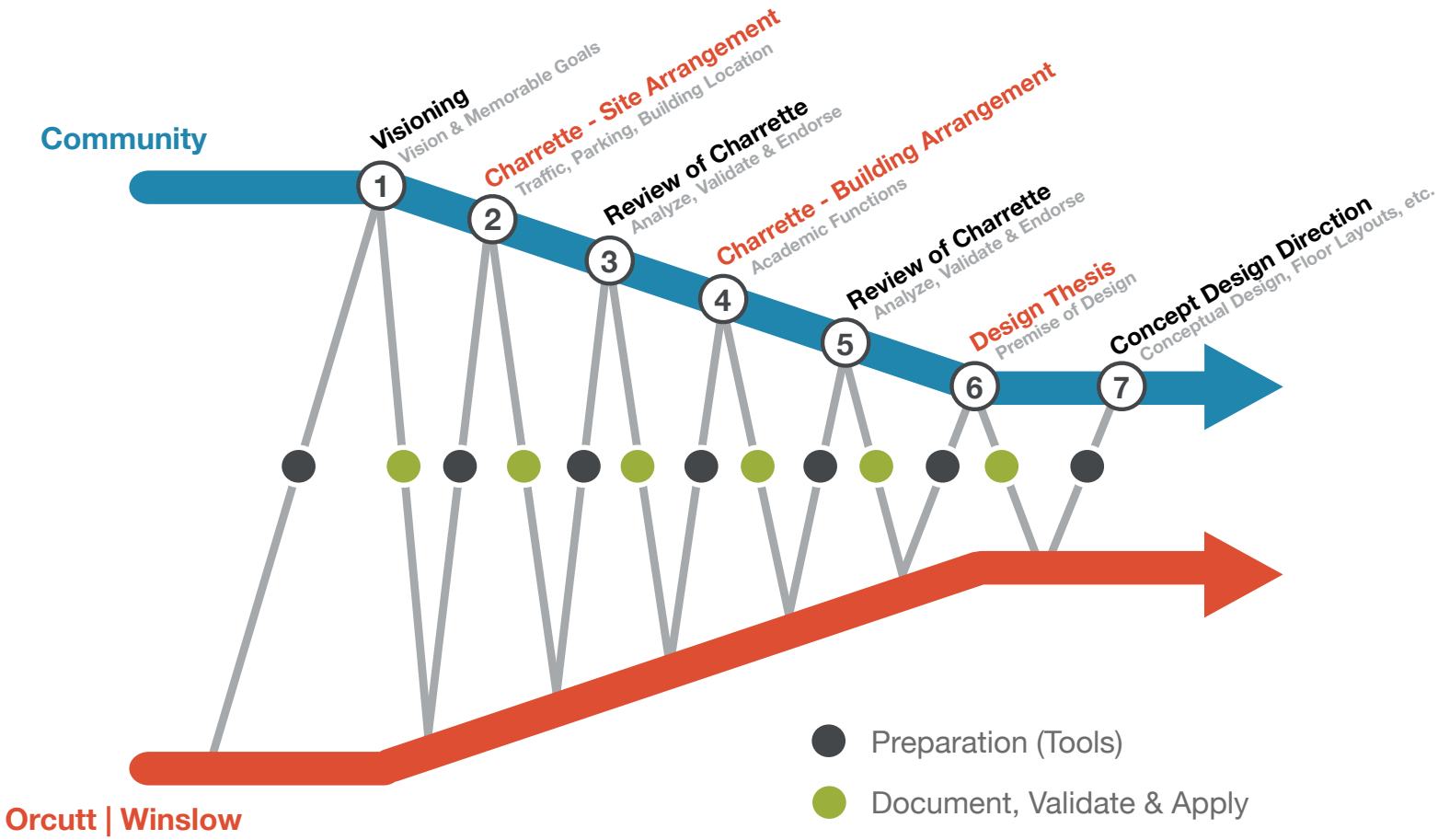
COMMUNITY INPUT (99% COMPLETE: RENO VS REPLACE)

- 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.**

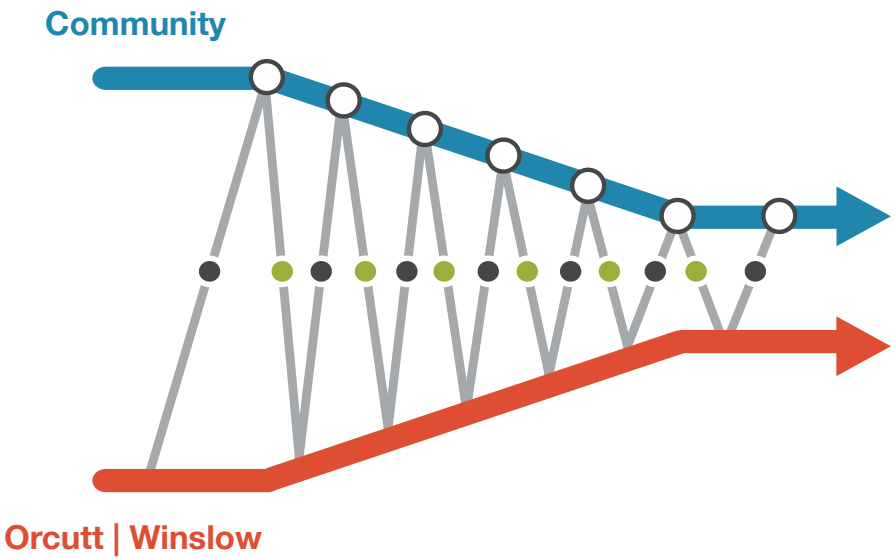
SUSD HISTORICAL PROJECT DATA (100% COMPLETE)

- 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.

PROCESS DRIVEN DESIGN



NEXT STEPS



DESIGN EFFORTS AHEAD

- Campus Security Masterplan
- Traffic Impact Analysis
- Exterior Site Amenities Design
- Mechanical & Building Systems
- Energy Efficiency Analysis
- Aesthetic Form and Materiality
- User Group Meetings with Building Users
- Historical/Memorial Item Inventory & Action Plan
- Continued conversation with the Visioning Committee throughout design

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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WHAT ARE YOUR TOP THREE FAVORITE THINGS ABOUT KIVA?



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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

KIVA OPERATING AS ITS NAMESAKE









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.

Similar subterranean rooms are found among ruins in the North-American South-West, indicating uses by the ancient peoples of the region including the ancestral Puebloans, the Mogollon, and the Hohokam. Those used by the ancient Pueblos of the Pueblo I Period and following, designated by the Pecos Classification system developed by archaeologists, were usually round and evolved from simpler pit-houses. For the Ancestral Puebloans, these rooms are believed to have had a variety of functions, including domestic residence along with **social and ceremonial purposes.**



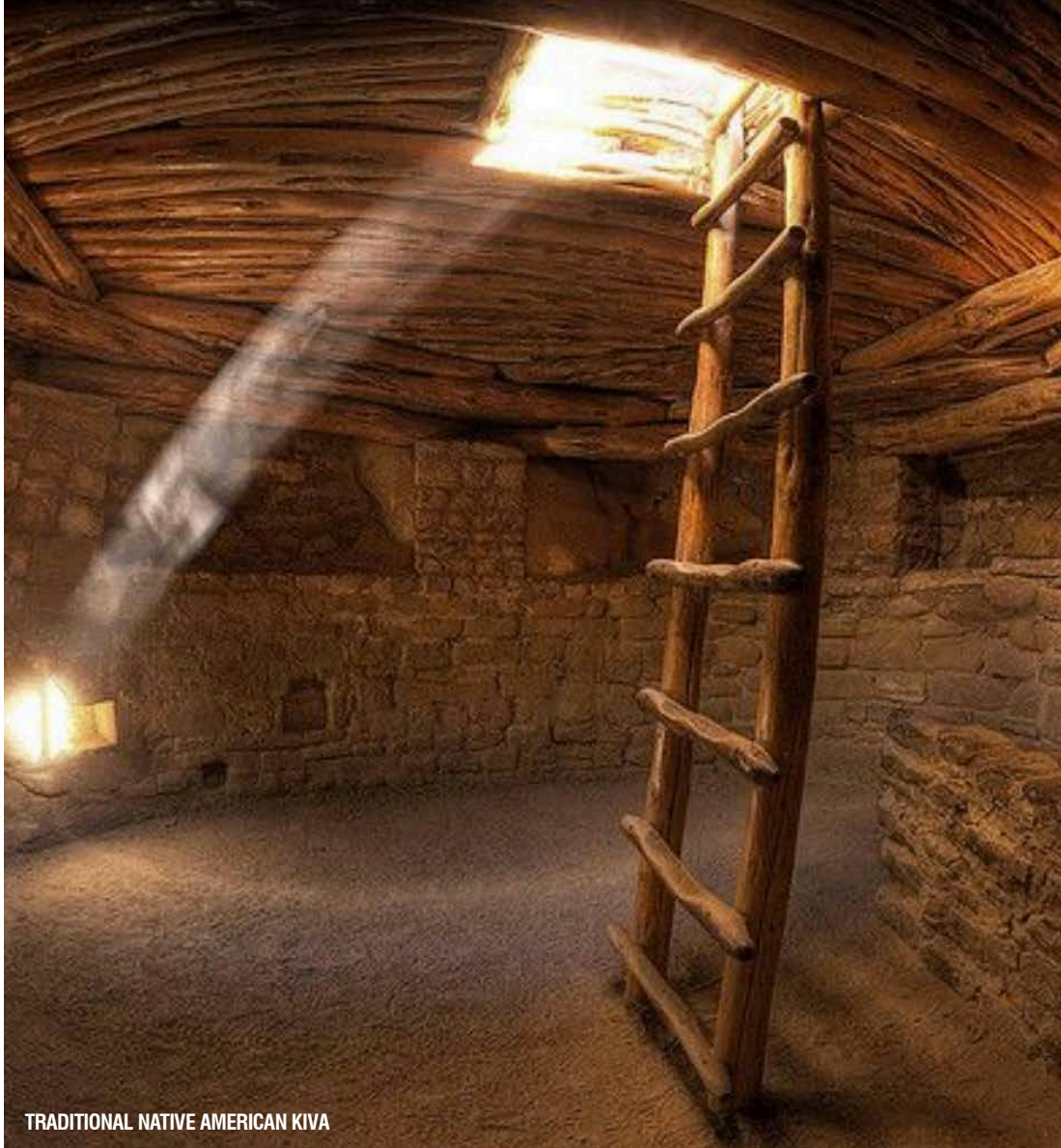
EXISTING CAMPUS ART INSTALLATION

DESCRIPTION OF KIVAS

Kivas have been built in many different sizes, both round and square. The largest kivas are called great kivas.

Kivas were constructed using wooden logs, adobe and stone. Adobe is a natural building material made from watter, dirt and straw. The Ancient Pueblo builders used stones to make the walls of each room that were covered with a layer of smooth adobe. 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

KIVA'S NAMESAKE HAPPENS IN THE EXISTING GATHERING SPACES

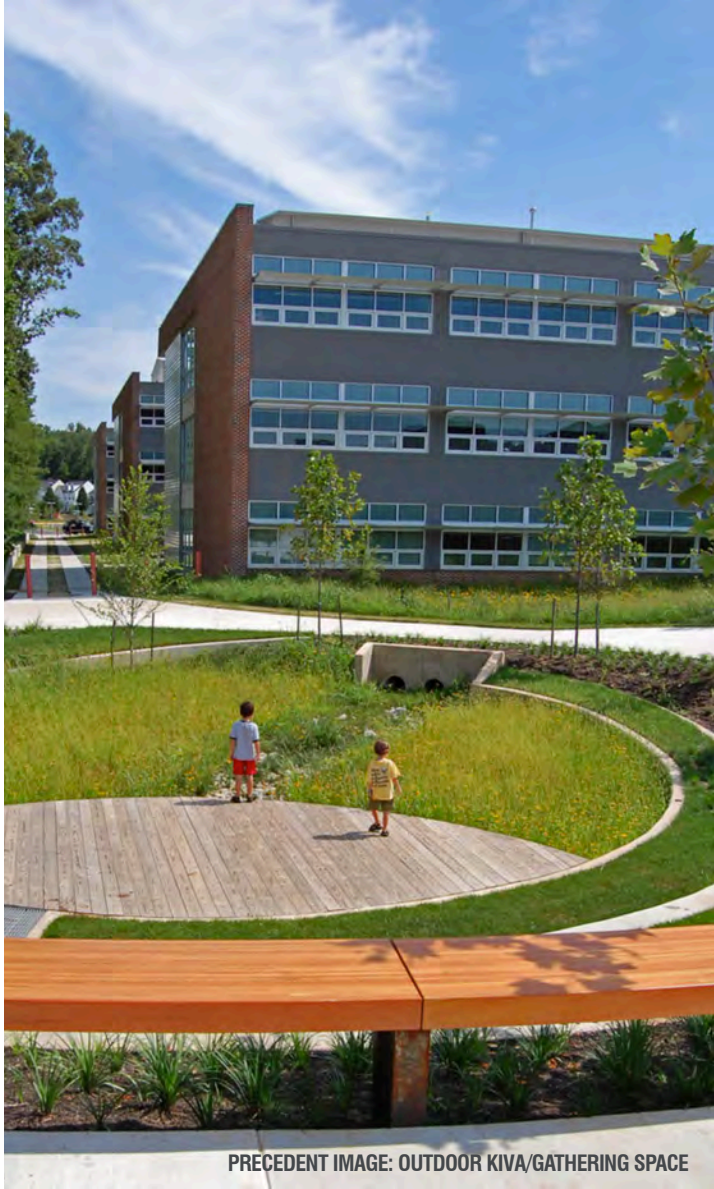




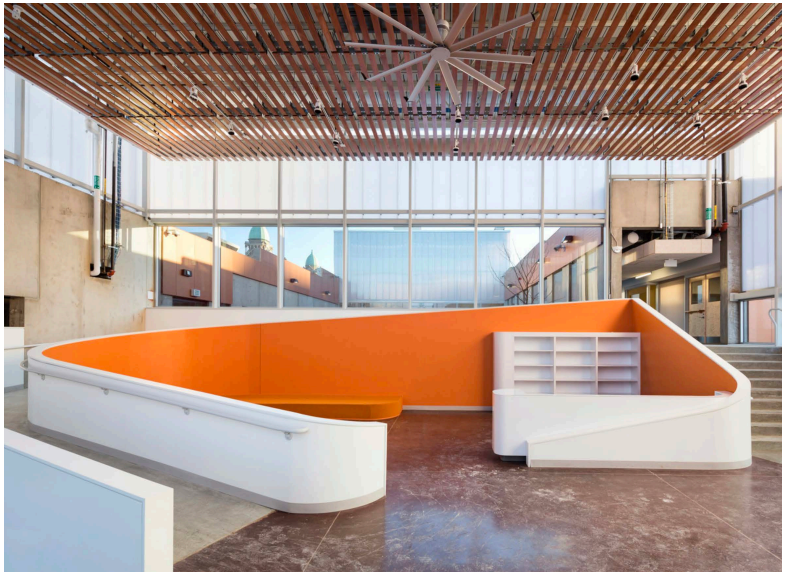


PRECEDENT IMAGE: INDOOR KIVA/GATHERING SPACE

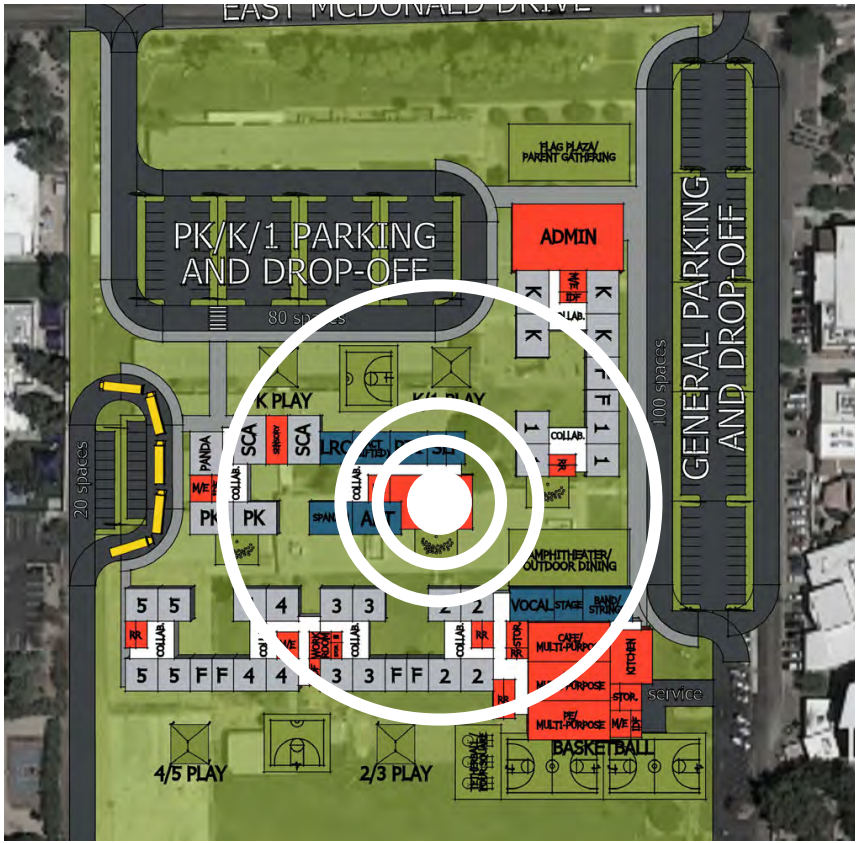




PRECEDENT IMAGE: OUTDOOR KIVA/GATHERING SPACE



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™

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.



PROBLEM SOLVING

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



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.



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.



COMMUNICATION

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

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

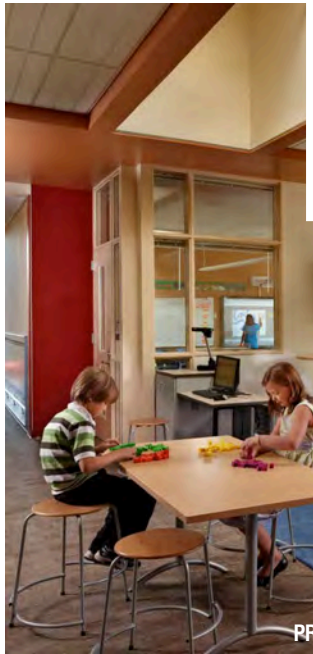


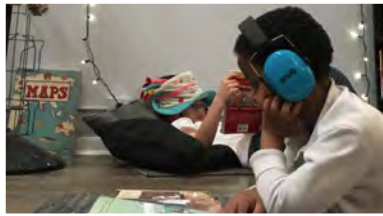
PRECEDENT IMAGE: KIVA OR LECTURE AREA





PRECEDENT IMAGES: CAVE

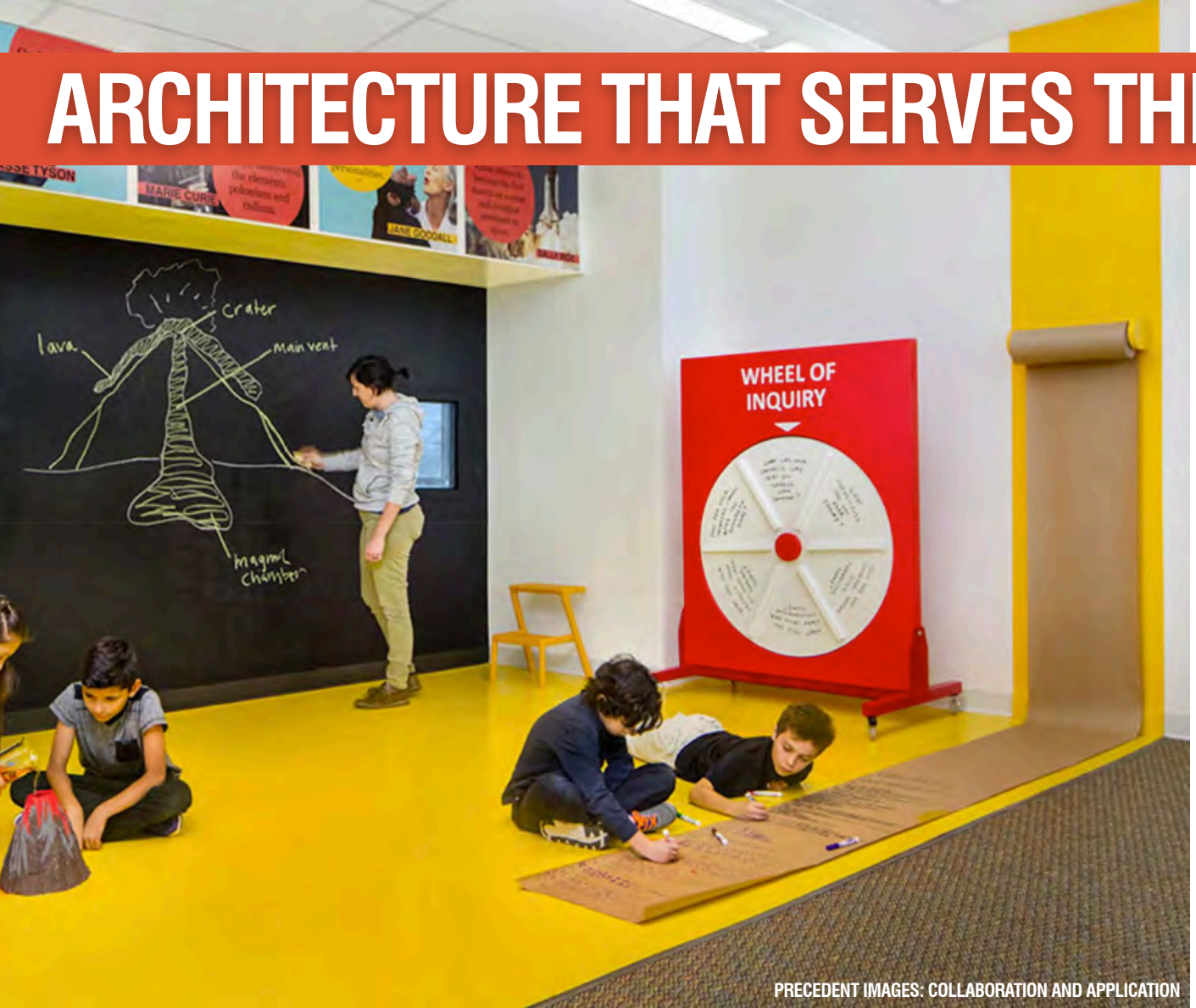






PRECEDENT IMAGE: SCALES OF INTERACTION

ARCHITECTURE THAT SERVES THIS PURPOSE







PRECEDENT IMAGES: COLLABORATION AND APPLICATION

ARCHITECTURE THAT SERVES THIS PURPOSE







PRECEDENT IMAGES: OUTDOOR LEARNING

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- Maximizing the layout of the design to take advantage of **outdoor learning, and modern curriculum delivery**

GENERATED CONCEPTS

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.

















CONCEPT EXPLORATION

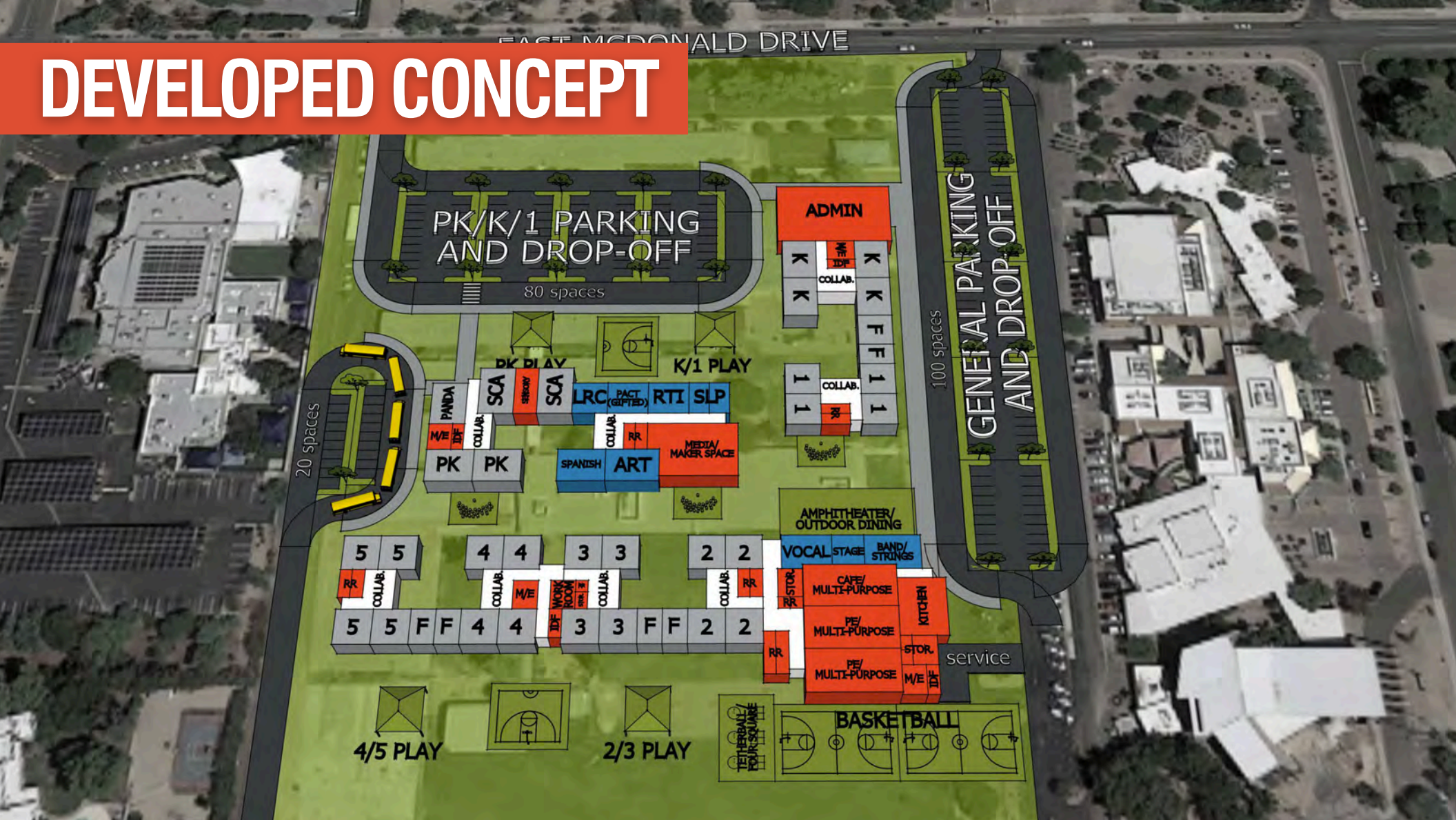


POSITIVE ATTRIBUTES

- **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



EXISTING



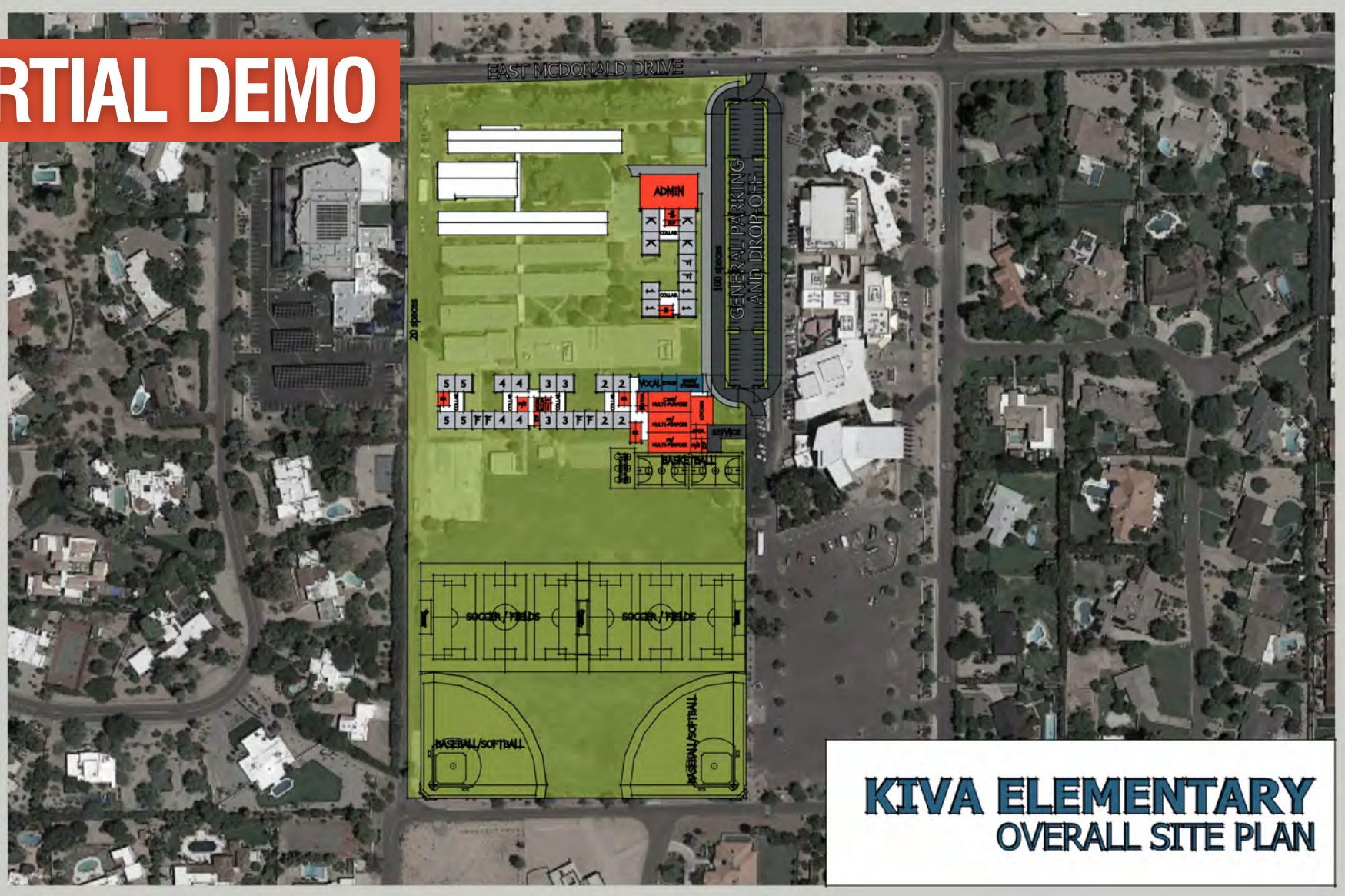
KIVA ELEMENTARY
OVERALL SITE PLAN

PHASE 01



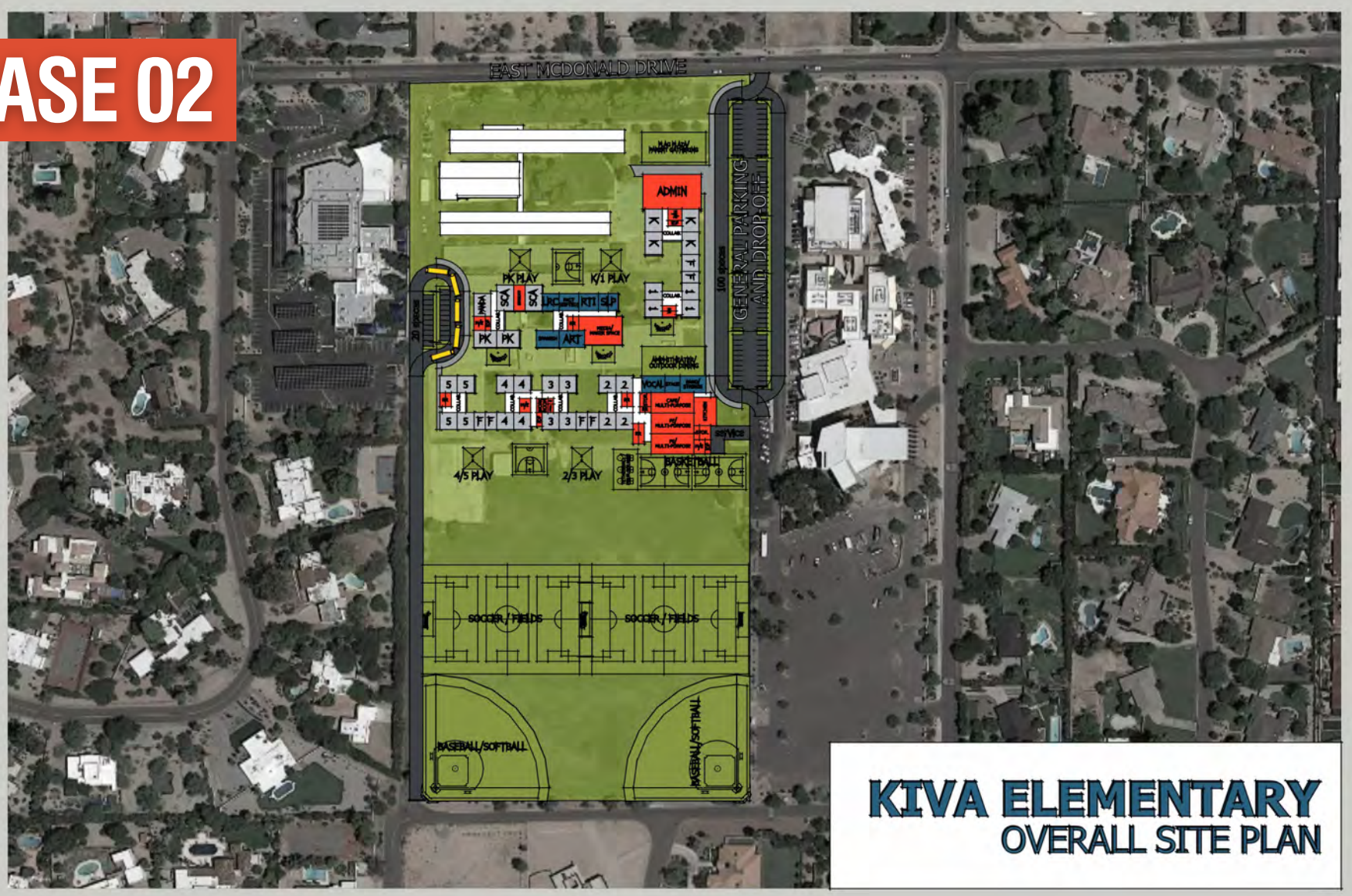
KIVA ELEMENTARY
OVERALL SITE PLAN

PARTIAL DEMO



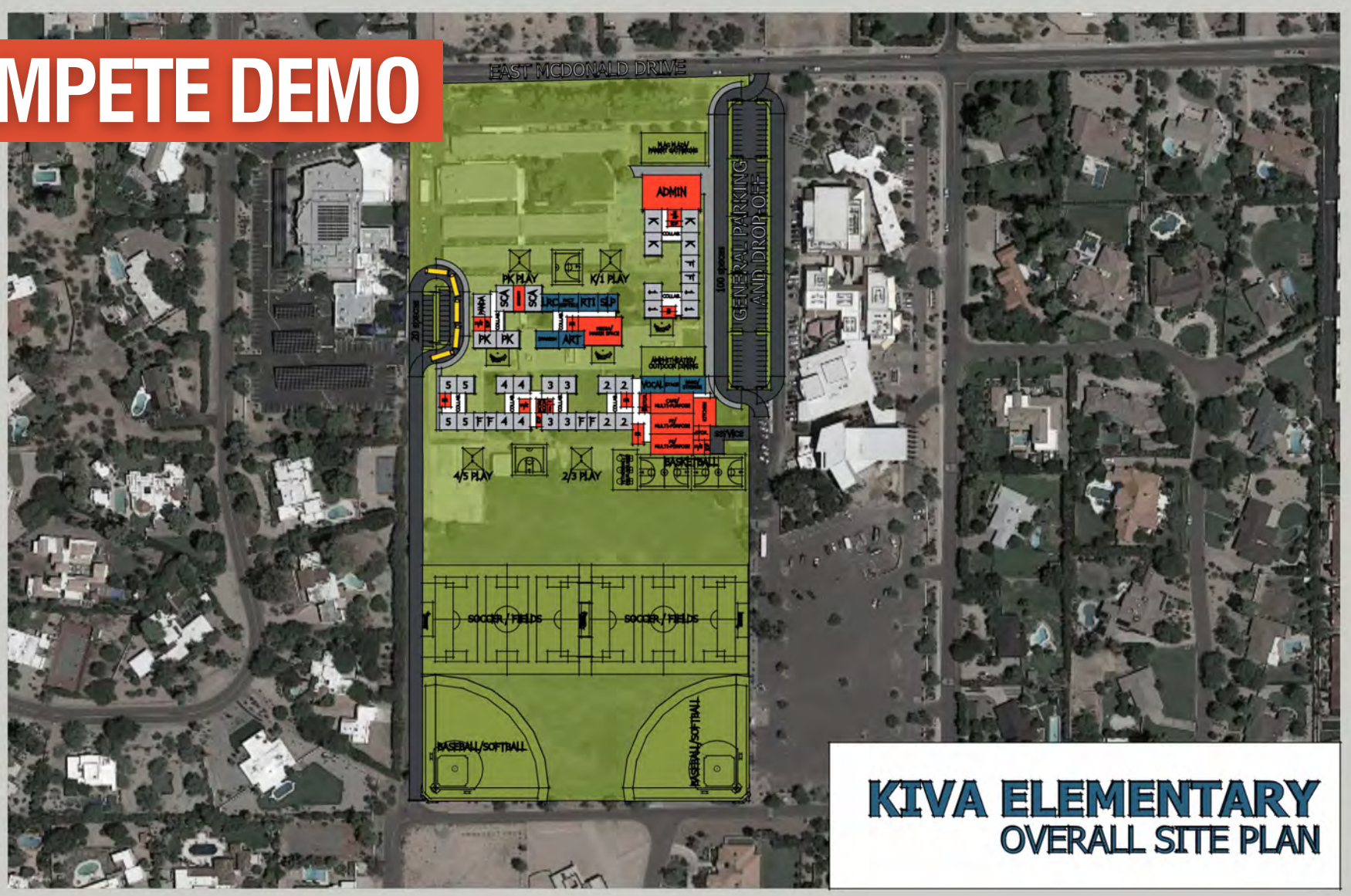
KIVA ELEMENTARY
OVERALL SITE PLAN

PHASE 02



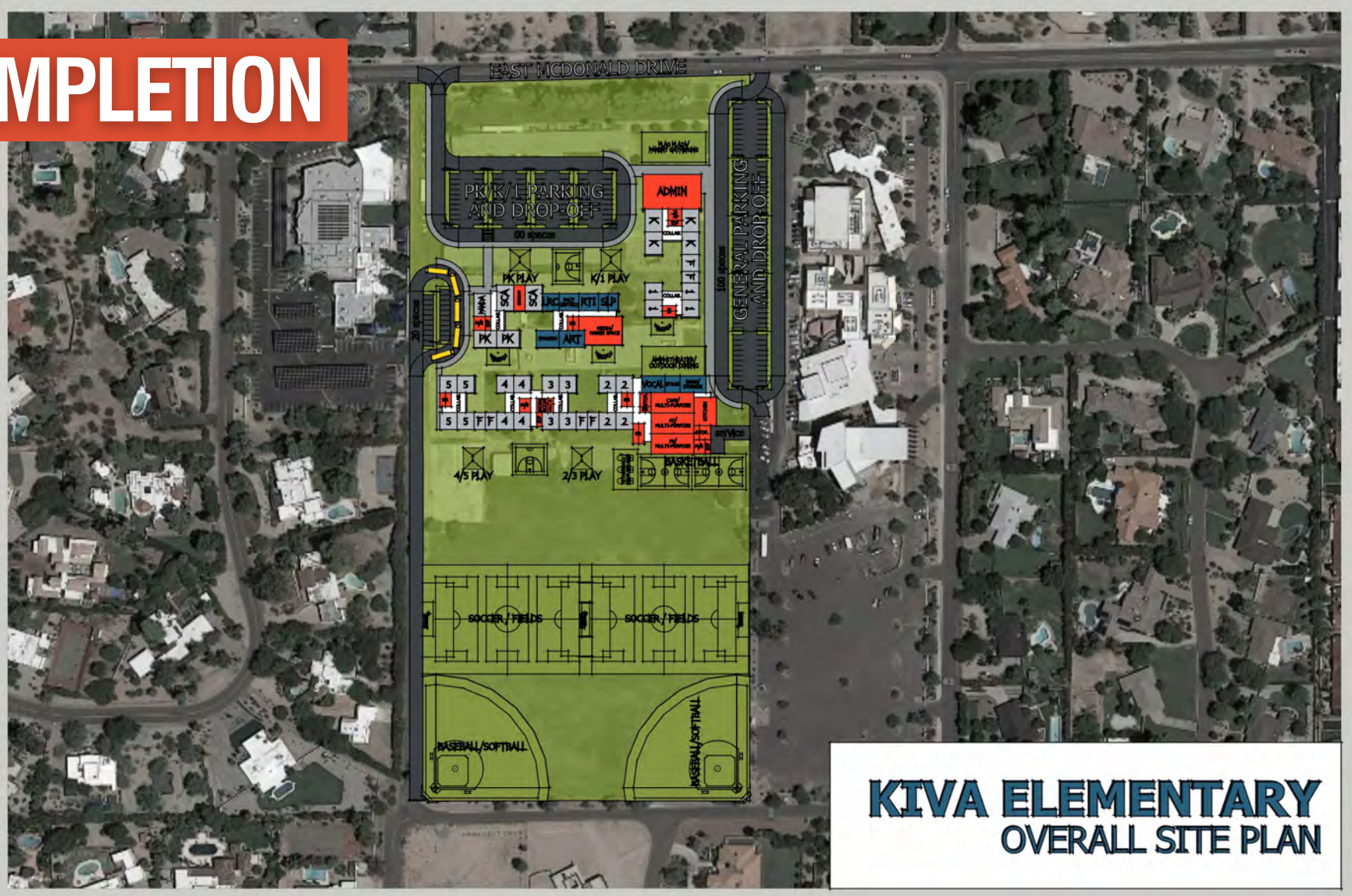
KIVA ELEMENTARY
OVERALL SITE PLAN

COMPETE DEMO



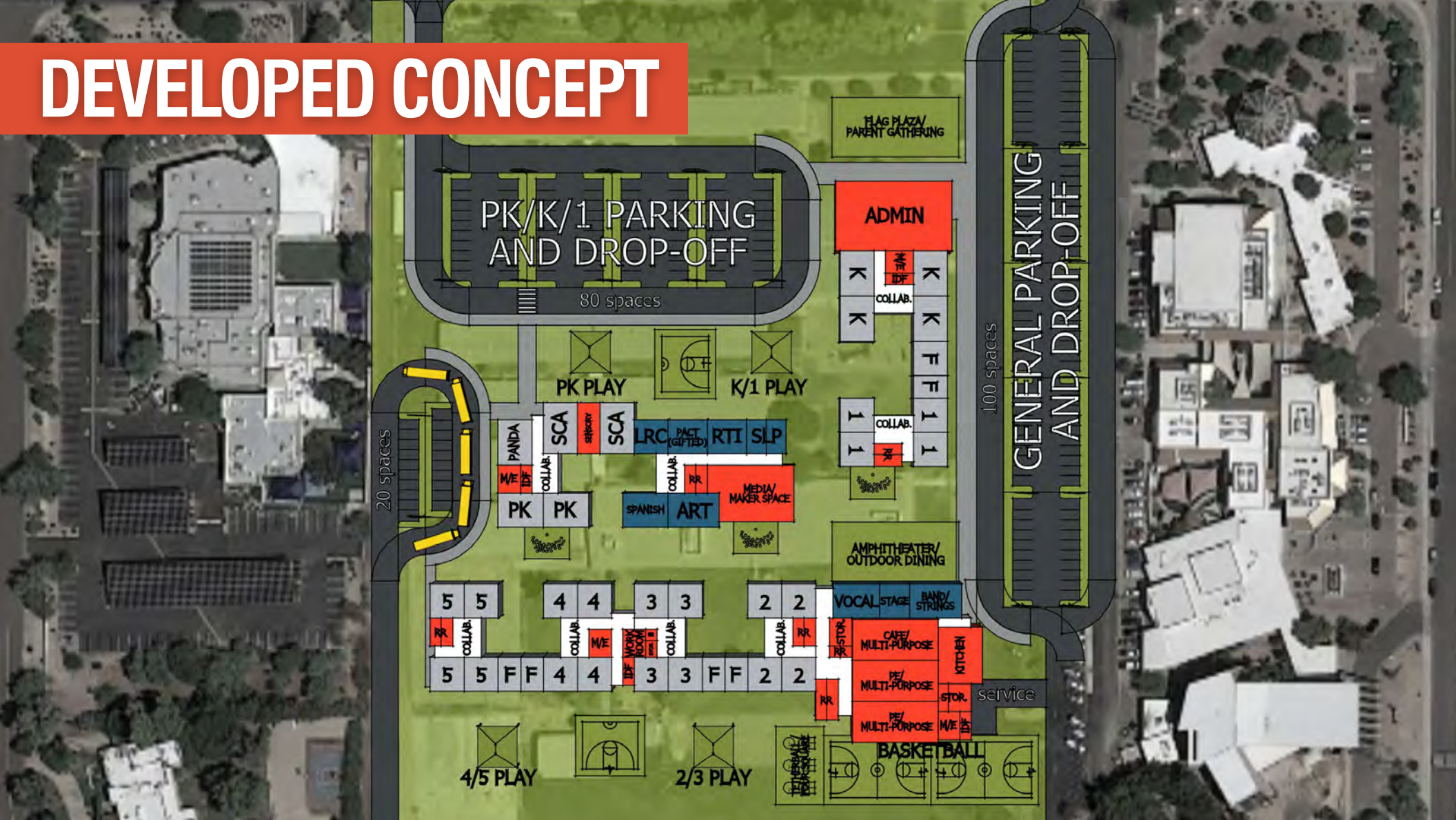
KIVA ELEMENTARY
OVERALL SITE PLAN

COMPLETION

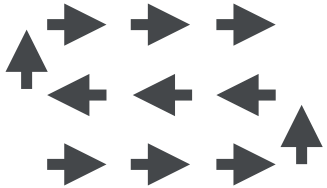


KIVA ELEMENTARY
OVERALL SITE PLAN

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.



VIGNETTE ANALYSIS

BUILDING

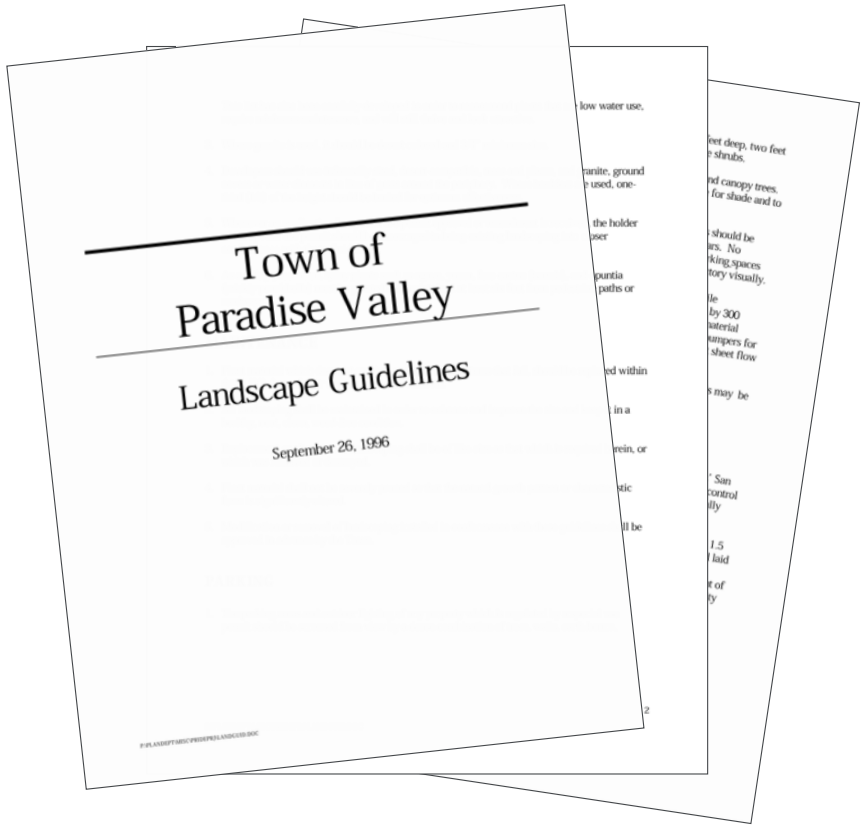
E MCDONALD DR

5 CURB APPEAL

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.



PARKING ANALYSIS

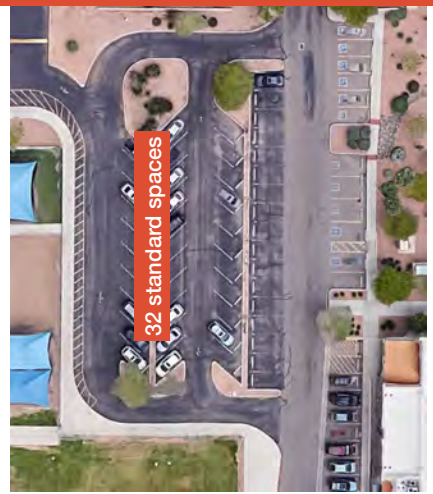


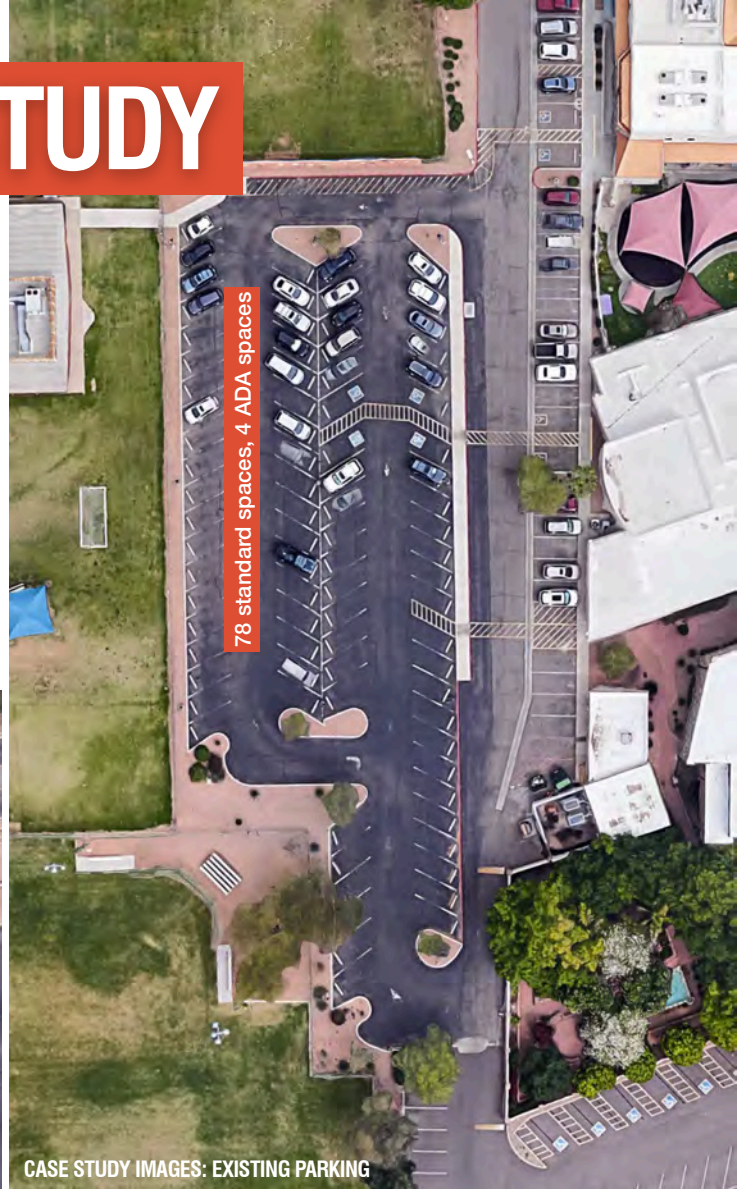
SUMMARY OF REQUIREMENTS

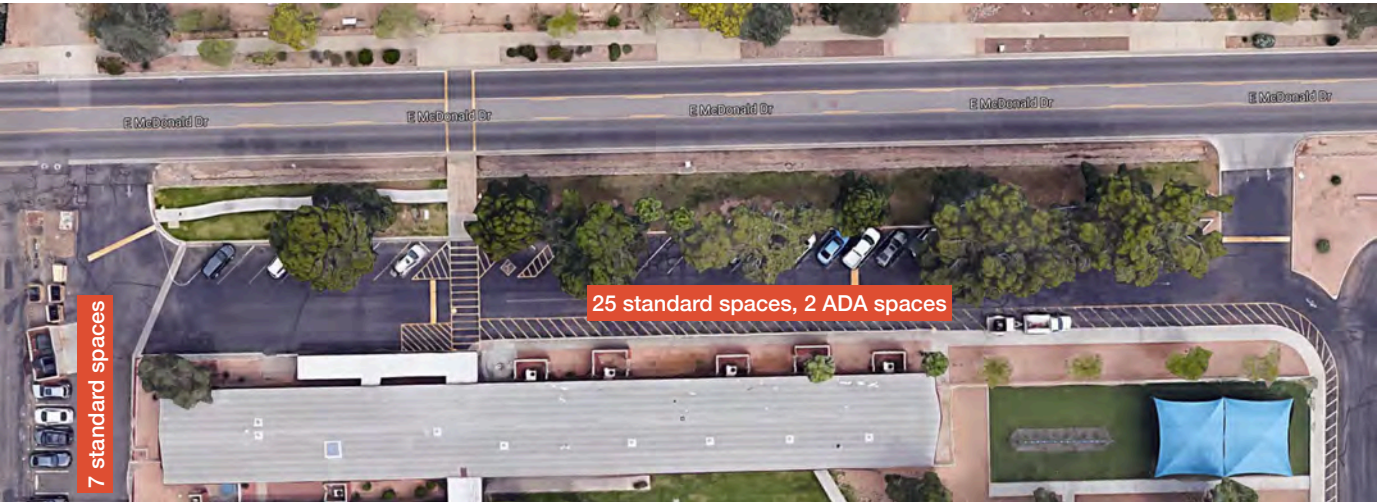
- Parking/Lighting should be screened by a combination of trees, walls, earth berms or bushes on all perimeters.
- Parking should be interspersed with islands planted with shrubs and canopy trees.
- One canopy tree per ten parking spaces(1/10). Every group of parking spaces should be interrupted by planting.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

PARKING/LANDSCAPING CASE STUDY









CASE STUDY IMAGES: EXISTING PARKING

PARKING/LANDSCAPING CASE STUDY

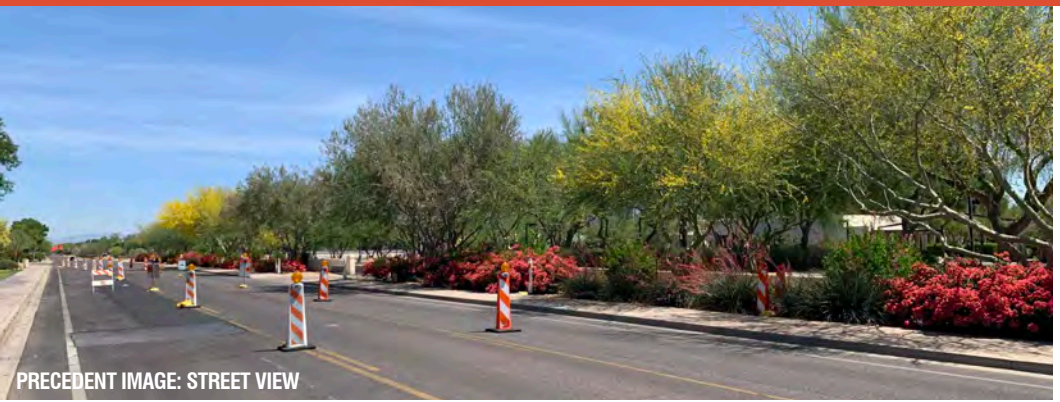
CASE STUDY ANALYSIS

- 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

PARKING/LANDSCAPING CASE STUDY



PRECEDENT IMAGE: STREET VIEW



PRECEDENT IMAGE: TREE CANOPY & BUSH USAGE

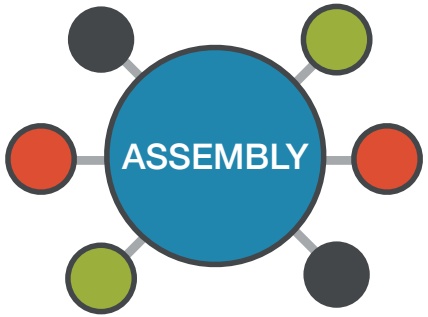


PRECEDENT IMAGE: REAR PARKING



PRECEDENT IMAGE: PALO VERDE TREE MAINTENANCE ISSUE

VIGNETTE ANALYSIS

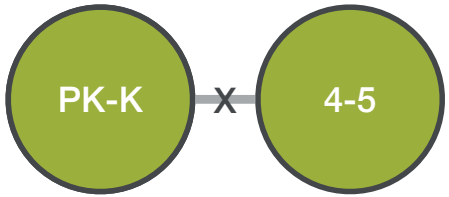


7 LARGE ASSEMBLY

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.



VIGNETTE ANALYSIS

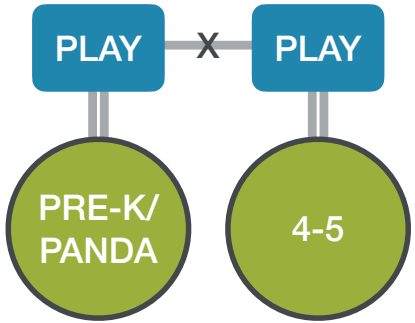


8 AGE CLUSTERS - LEARNING

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.



VIGNETTE ANALYSIS

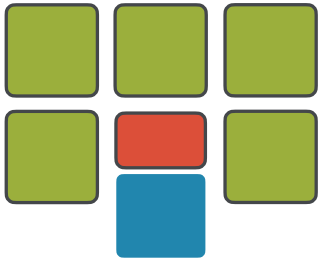


9 AGE CLUSTERS - PLAY

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.



VIGNETTE ANALYSIS

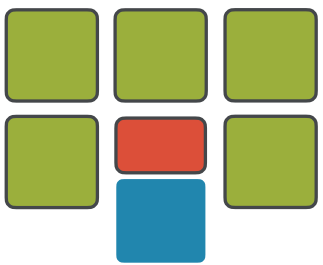


14 PODS

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



14 PODS

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.

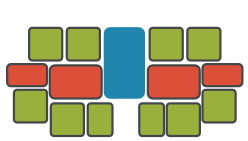
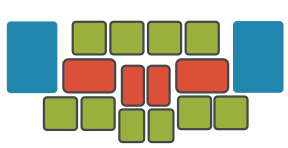
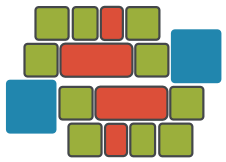
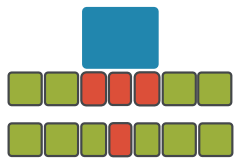
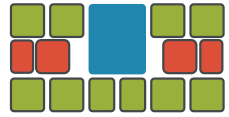
RELEVANT POSITIVE ATTRIBUTES

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

ADDITIONAL CONSIDERATIONS

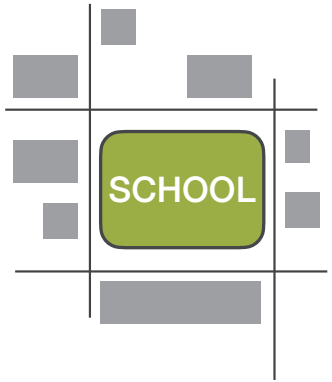
- Minimize separate buildings
- ***10 classrooms per cluster (equity of experience)***
- Efficient use of square footage

CLUSTER ANALYSIS

	Relevant Positive Attributes	A	B	C	D	E
6	Minimized Points of Acces	0	1	1	1	0
8	Age Clustered Learning	1	1	1	1	1
12	Passive Solar Design	1	1	0	1	1
13	Line of Sight	1	0	1	0	1
15	Ease of Way-Finding	1	1	1	1	1
17	Engaging Outdoor Spaces	1	1	0	1	1
25	Bio Breaks	1	0	0	1	1
27	Convenient Pullout Spaces	1	0	1	0	1
33	Indoor/Outdoor Connection	1	1	1	0	1
35	Flexibles Spaces	1	1	1	1	1
	Additional Considerations	**A**	**B**	**C**	**D**	**E**
A	Minimize separate buildings	1	1	1	1	1
B	10 classrooms (equity of experience)	1	0	1	0	1
C	Efficient use of square footage	0	1	0	1	1
	TOTAL	**11**	**9**	**9**	**9**	**12**

VIGNETTE ANALYSIS



18 NEIGHBORHOOD CONTEXT

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



VIGNETTE ANALYSIS

19

KIVA TRADITIONS

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.



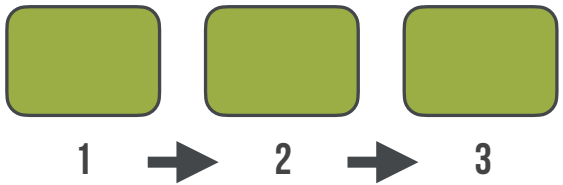
VIGNETTE ANALYSIS

21 LIMIT FIELD DISTURBANCE

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.



VIGNETTE ANALYSIS



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.

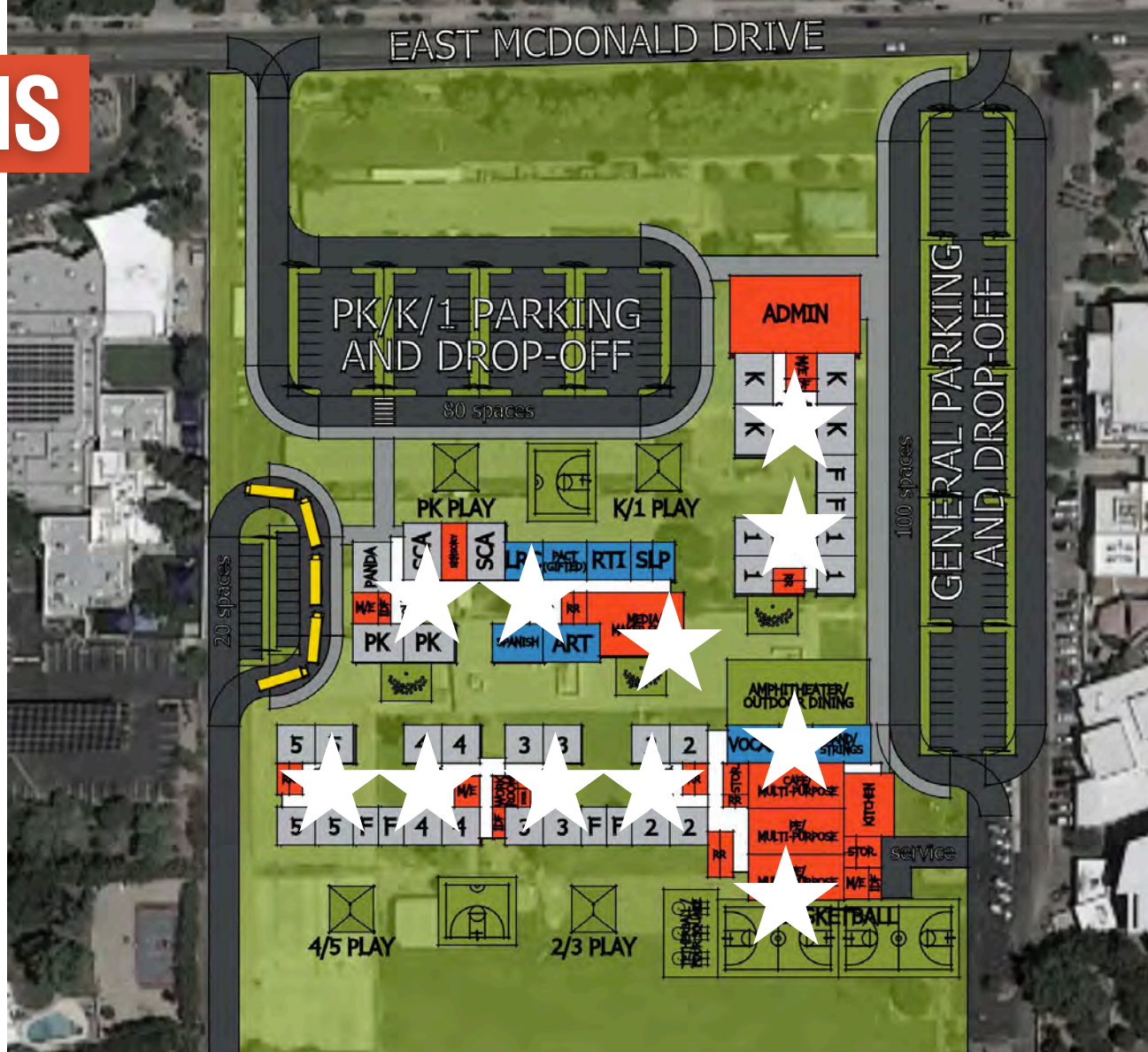


VIGNETTE ANALYSIS



33 INDOOR/OUTDOOR CONNECTION

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

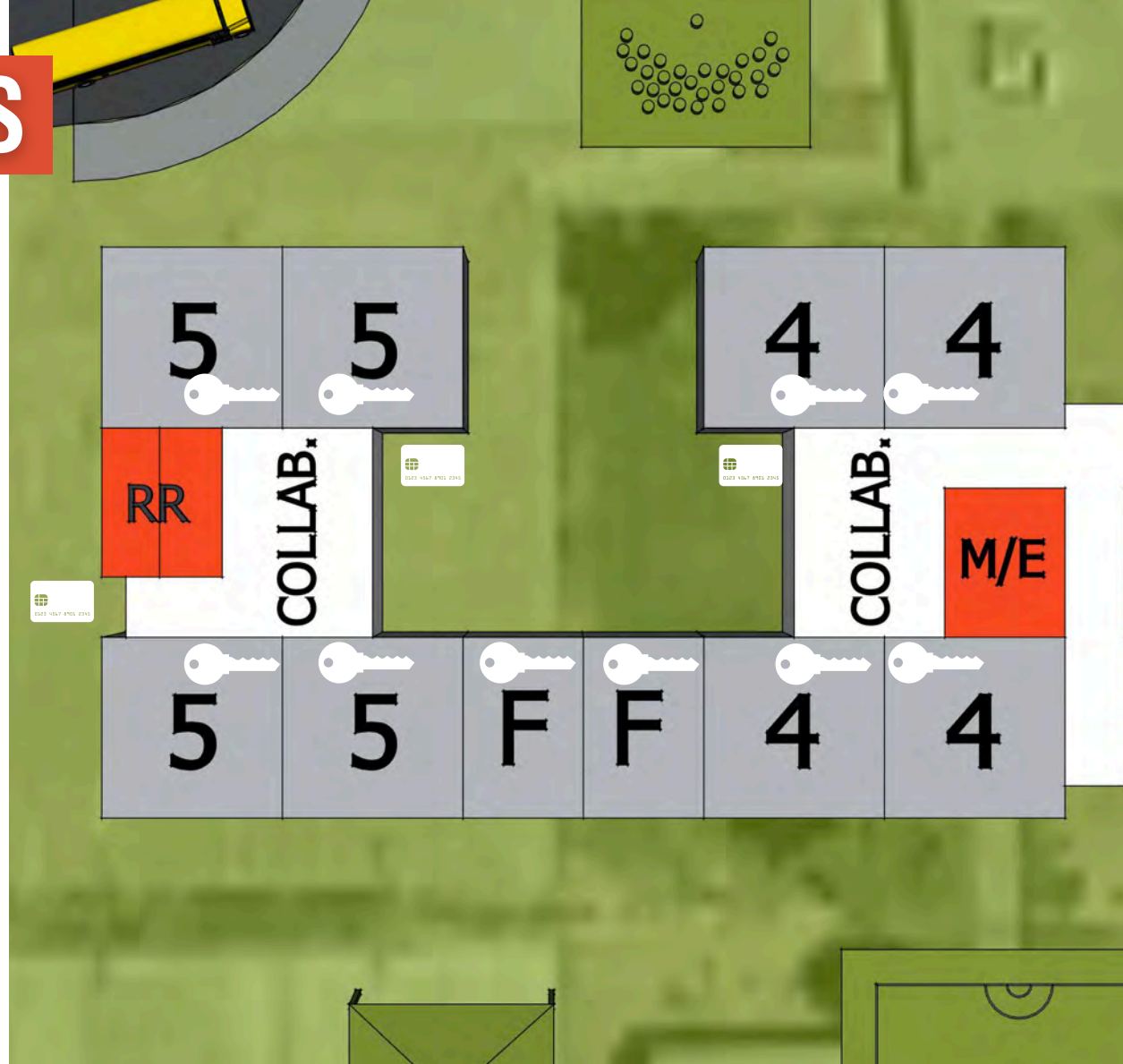


VIGNETTE ANALYSIS



34 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.



COMMITTEE FEEDBACK

A. FEEDBACK INCLUDED REQUESTS TO ACCOMMODATE PEDESTRIAN TRAVEL FROM THE NEIGHBORING CHURCH AND TEMPLE. A PEDESTRIAN CROSSWALK AND TRAFFIC CALMING STRATEGY WILL BE RESEARCHED.

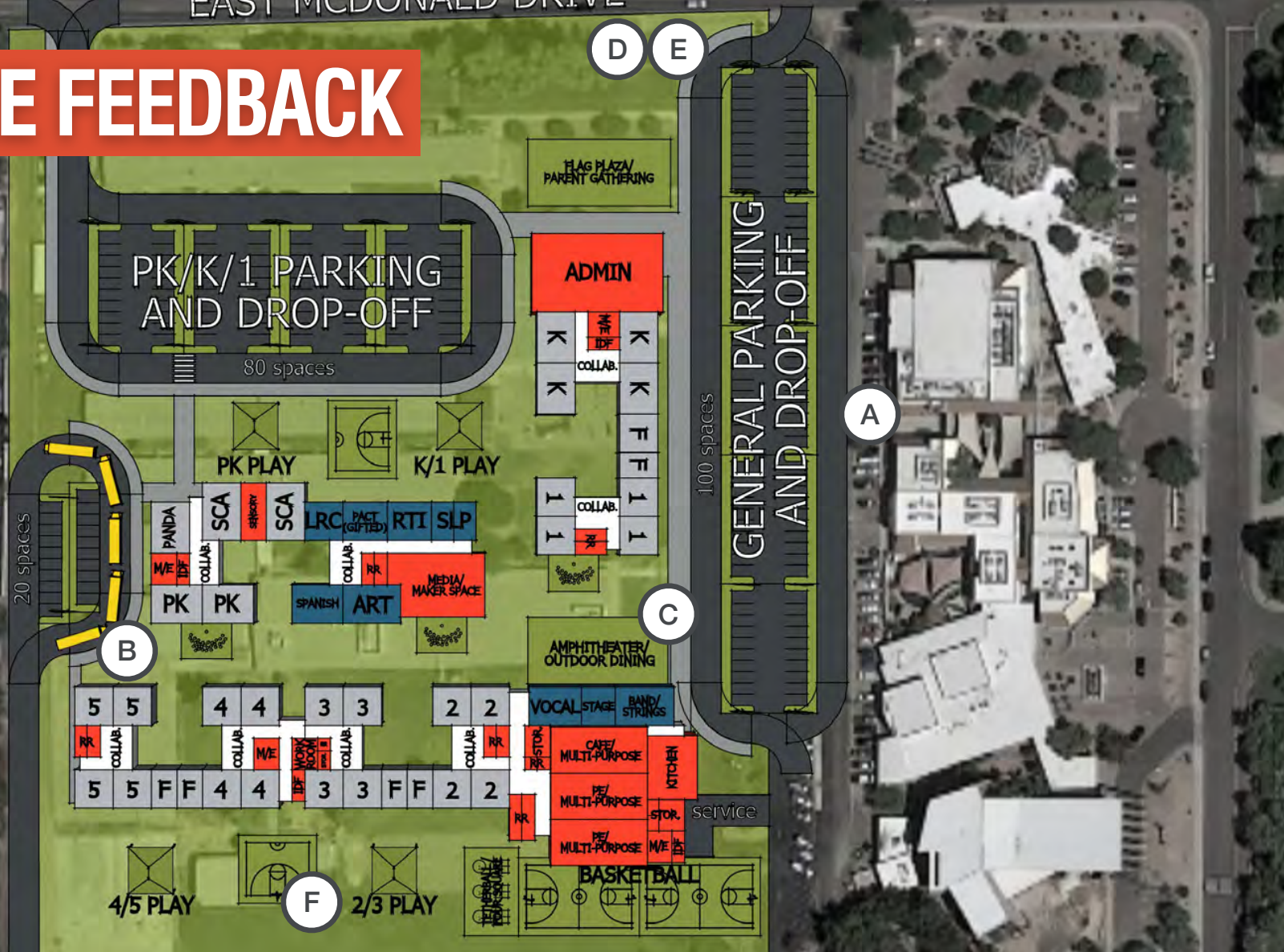
B. AESTHETIC TREATMENT OF VIEW CORRIDORS WAS AN AREA OF INTEREST, THE COMMITTEE WANTED TO MAKE SURE THESE WERE ATTRACTIVE.

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.




Thank you!
orcutt | winslow