SCOTTSDALE

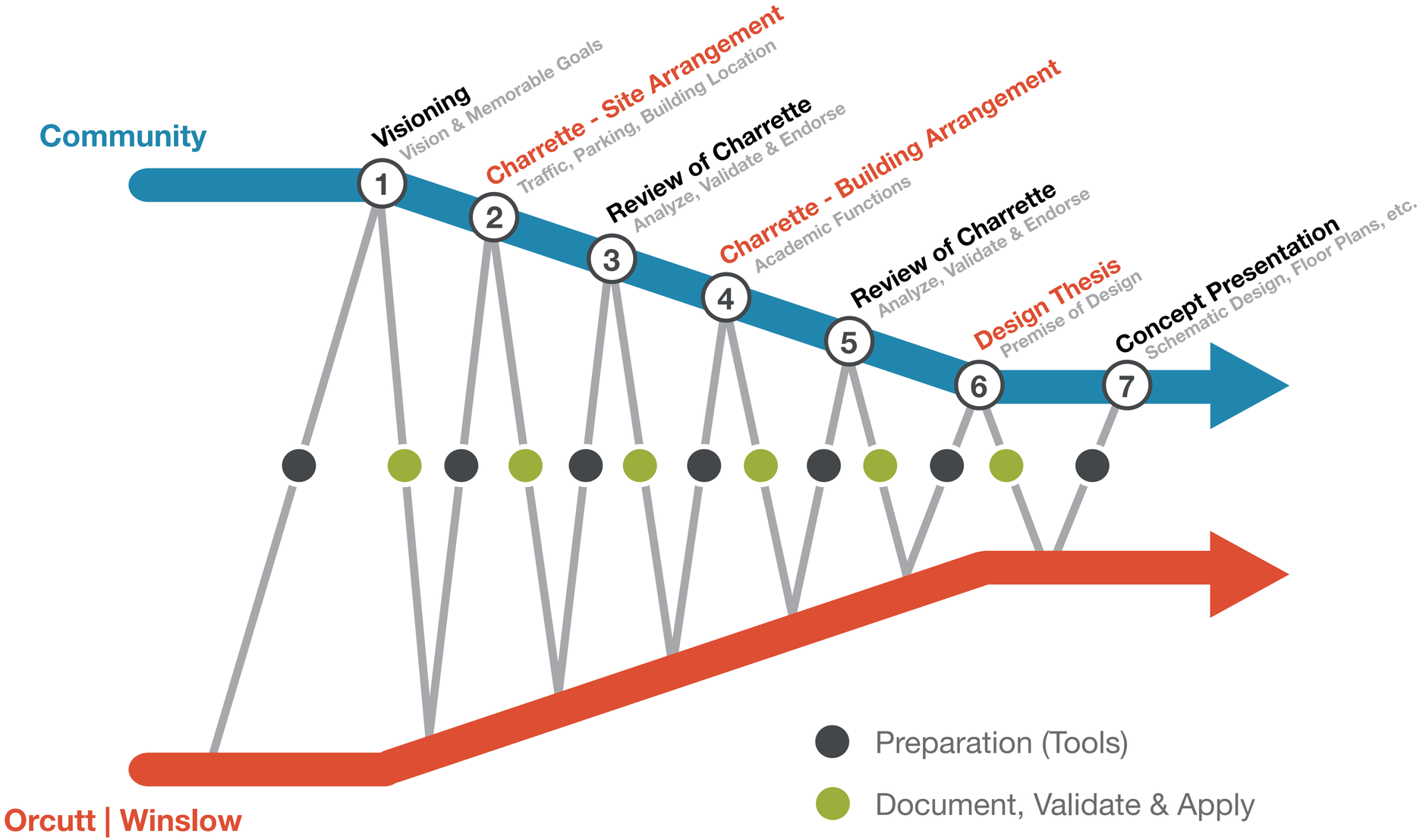
Unified School District

REVIEW OF BUILDING CHARRETTE RECAP

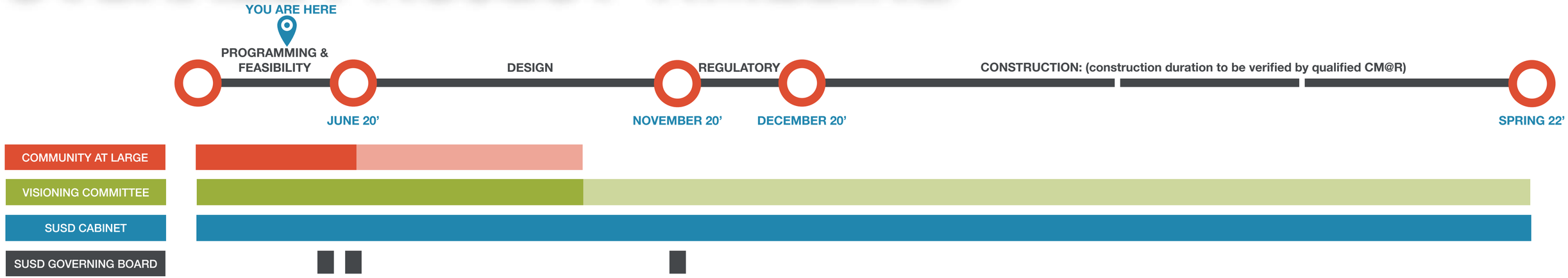
orcutt|winslow

April 27th, 2020

PROCESS DRIVEN DESIGN



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

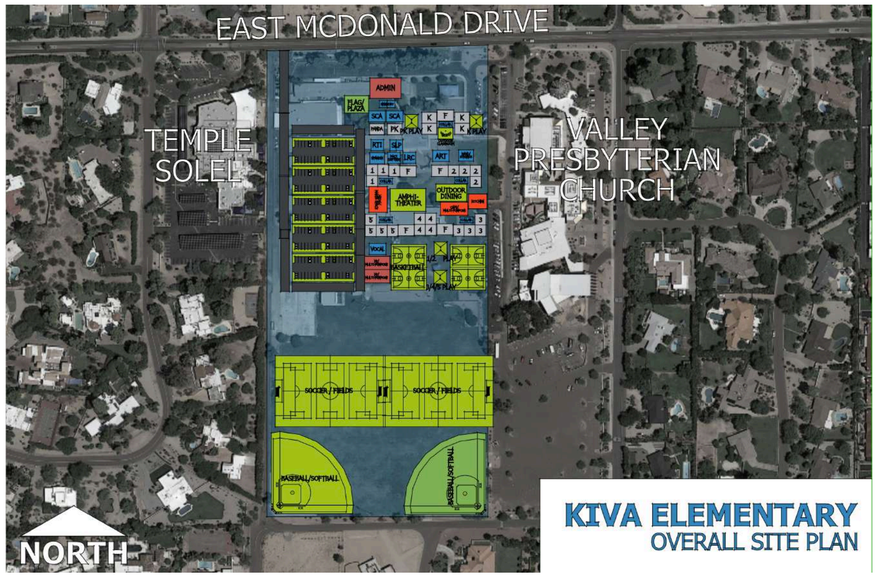
WHO:
- Mrs. Allyson Beckham
- Mrs. Patty Beckman
- Mr. Jann-Michael Greenburg
- Mrs. Sandy Kravetz
- Mrs. Barbara Perleberg

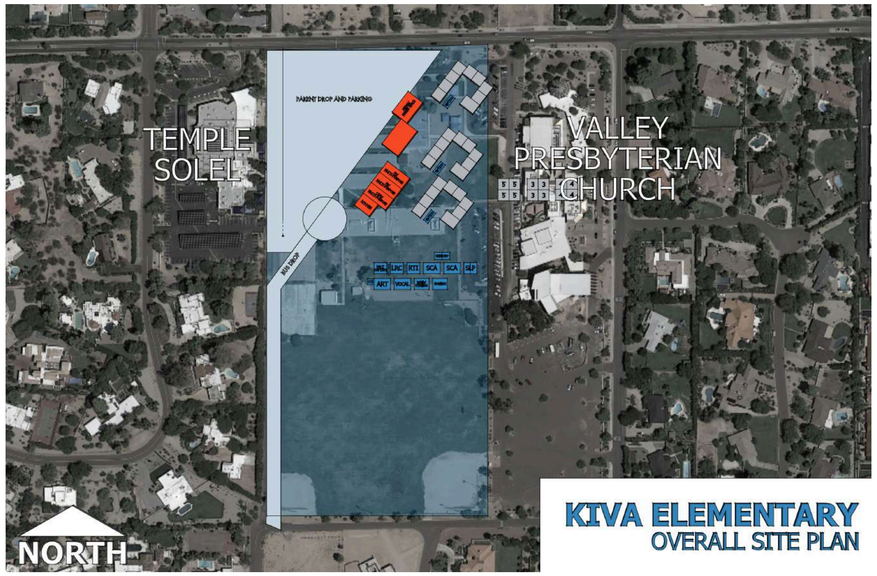
ROLE: Final Approvals

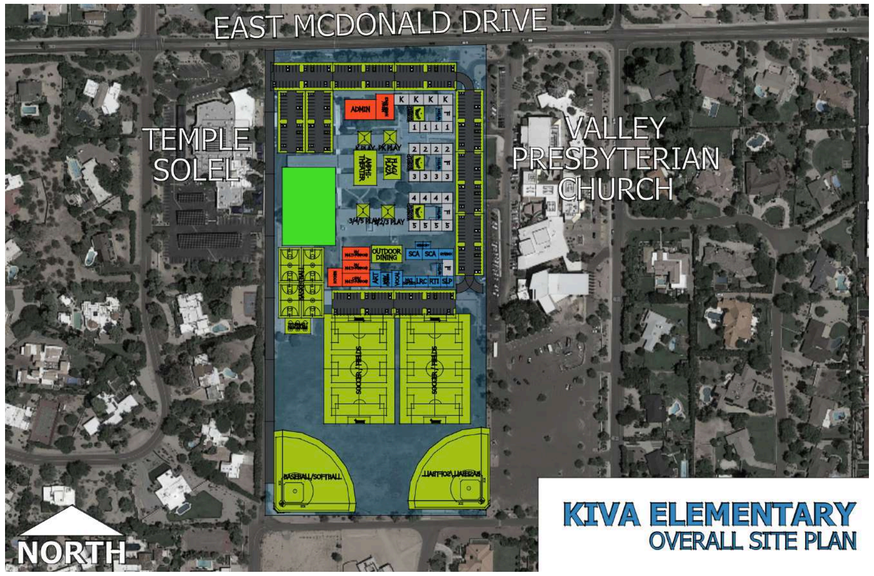
MEETING RECAP

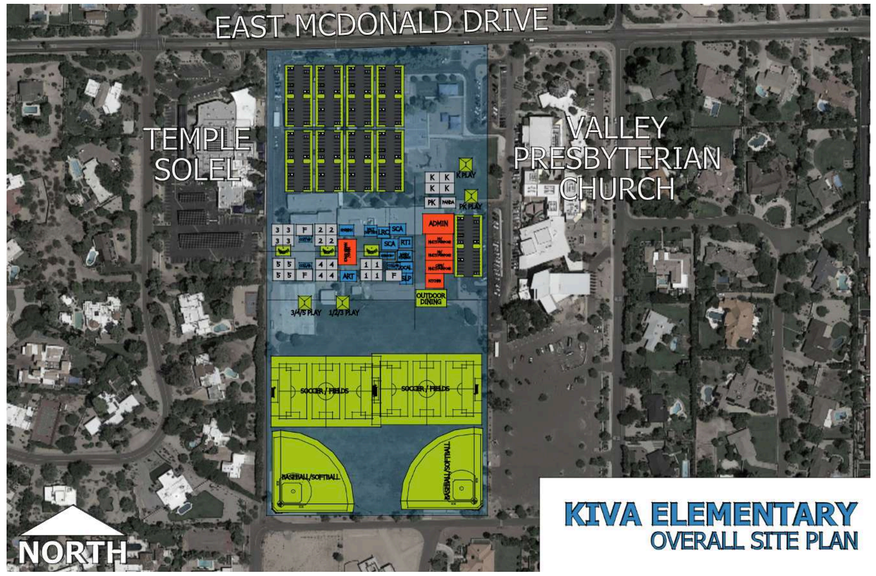
1. Review of Site Charrette Findings/ Positive Attributes
2. Review of Site Concept for Discussion
3. Recap of Building Charrette Findings/ Positive Attributes
4. Questions & Feedback

GENERATED CONCEPTS









POSITIVE SITE ATTRIBUTES

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

VIGNETTES

NAME — AREA OF SCHOOL

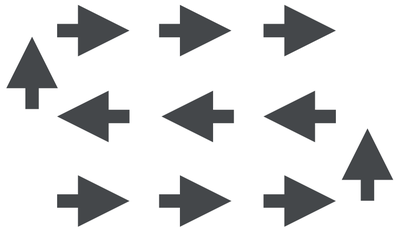
ACOUSTIC SEPARATION

UN-DESIRED ADJACENCY

STRONGLY DESIRED ADJACENCY

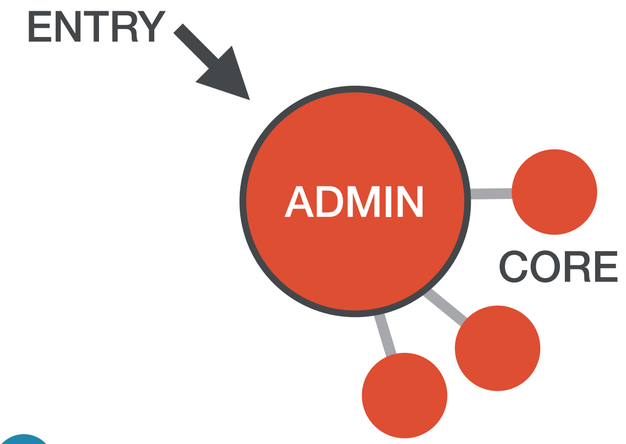
DESIRED ADJACENCY

CIRCULATION



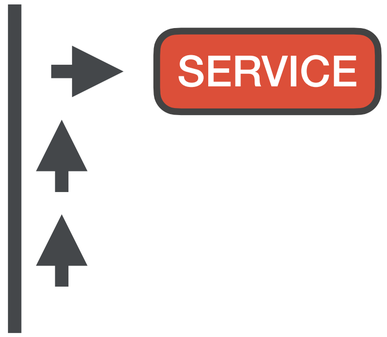
1 ADEQUATE VEHICULAR QUEUEING

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.



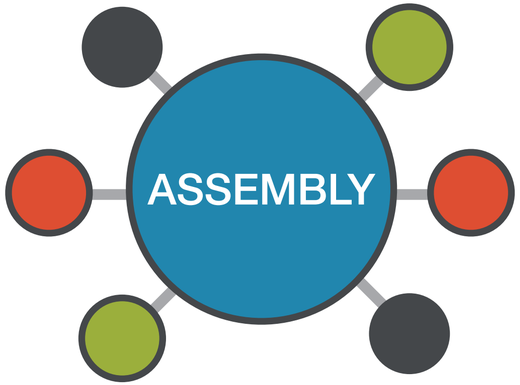
5 CURB APPEAL

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.



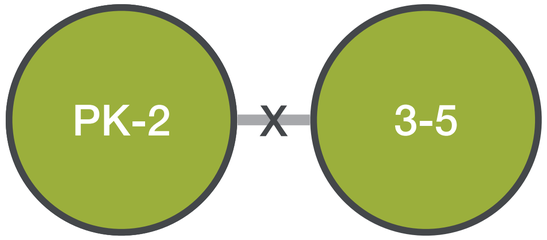
6 MINIMIZED POINTS OF ACCESS

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.



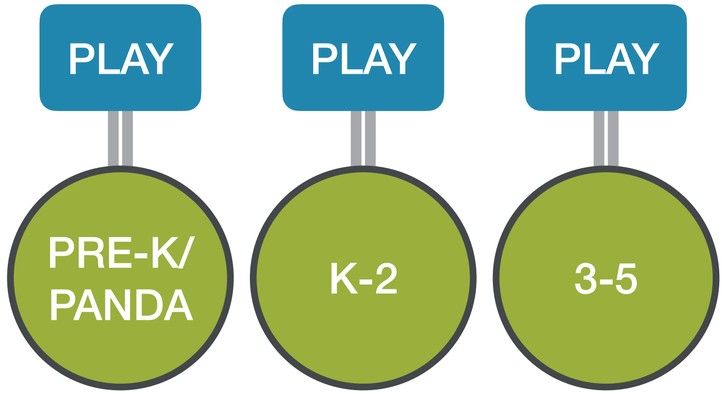
7 LARGE ASSEMBLY

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.



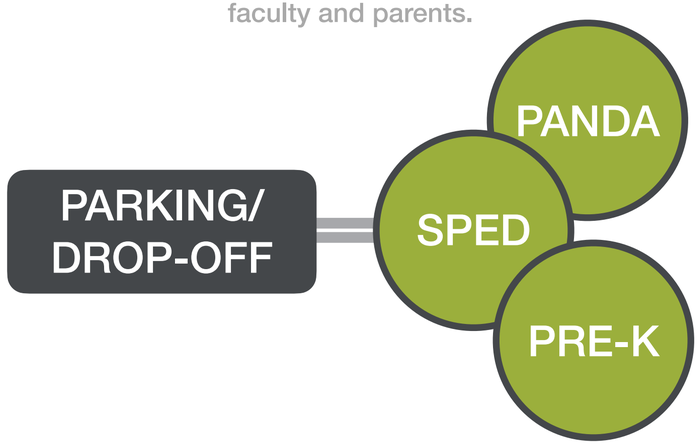
8 AGE CLUSTERS - LEARNING

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.



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.



10 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.



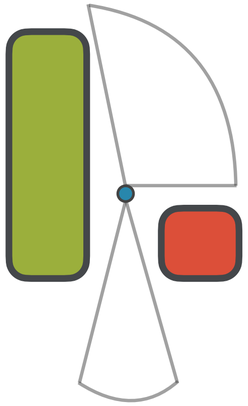
11 INCORPORATE VIEWS

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.



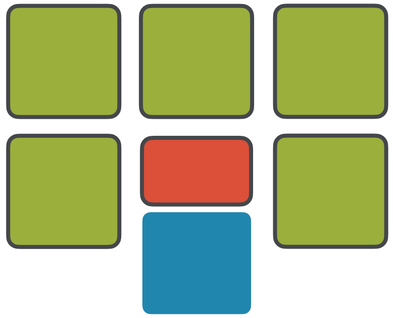
12 PASSIVE SOLAR DESIGN

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 .



13 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.



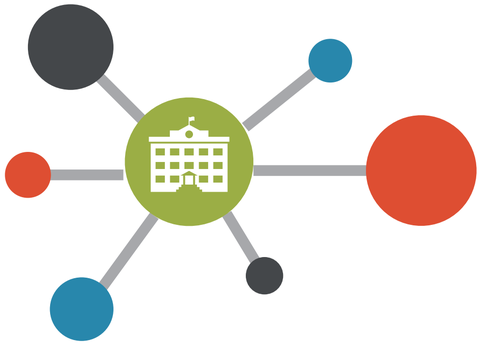
14 PODS

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.



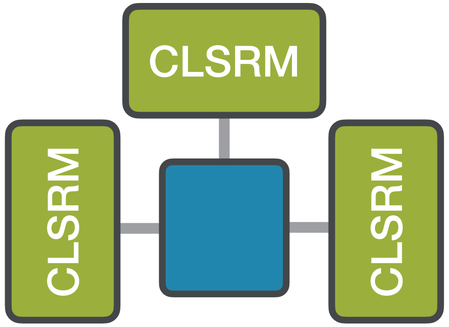
15 EASE OF WAY-FINDING

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.



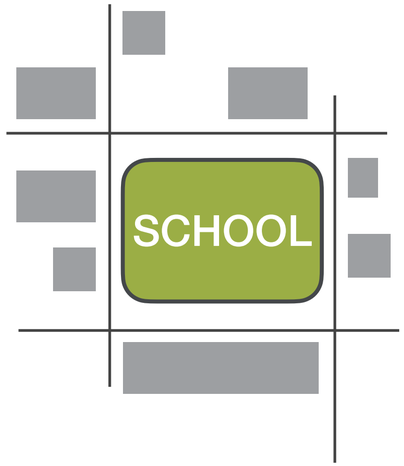
16 COMMUNITY HUB

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.



17 ENGAGING OUTDOOR SPACES

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



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.



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.



20 RETAIN EXISTING TREES

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.



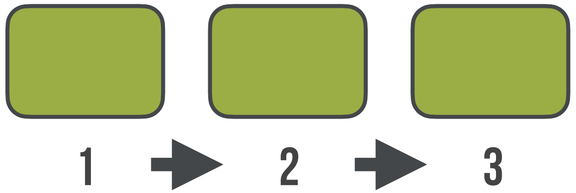
21 LIMIT FIELD DISTURBANCE

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.



22 GARDENS

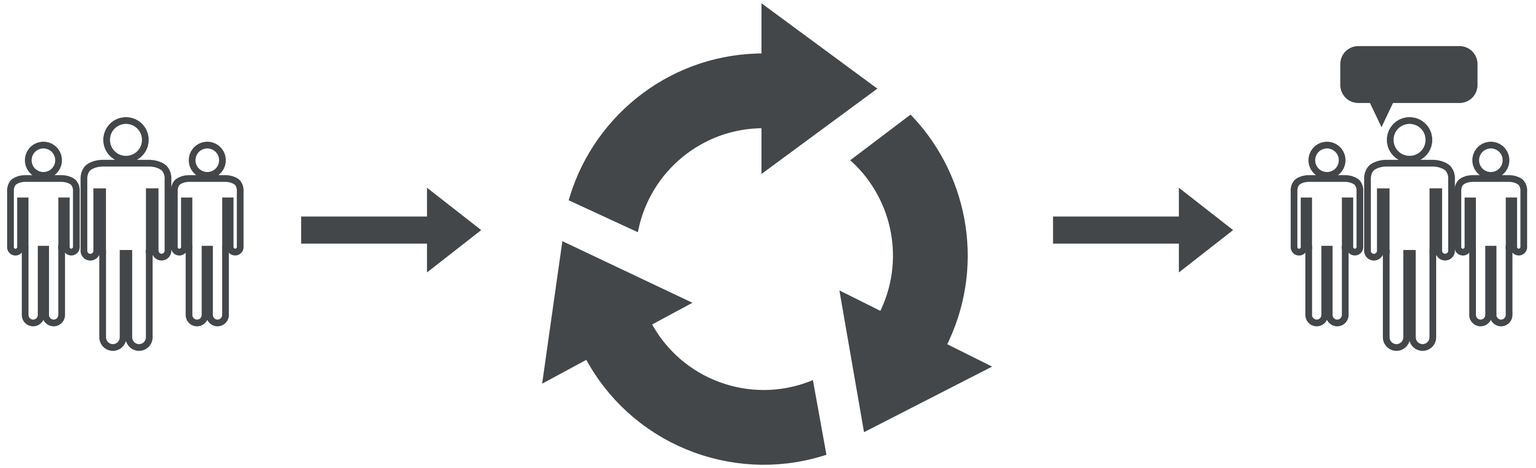
Gardens are an excellent outdoor learning opportunity. Each age cluster could cater their gardens to their curriculum.



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.

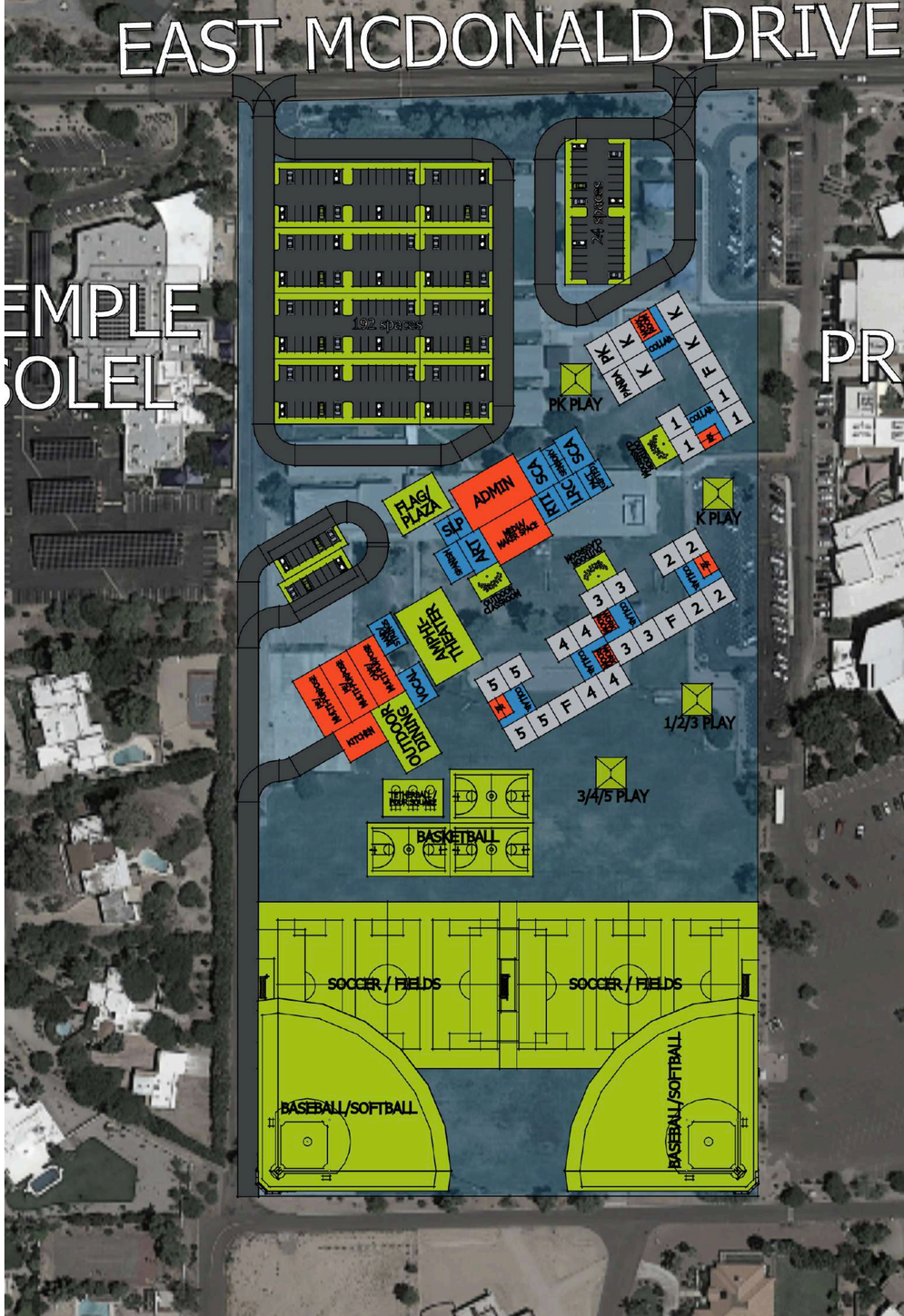
BUILDING CHARRETTE ACTIVITY



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

CONCEPT FOR DISCUSSION

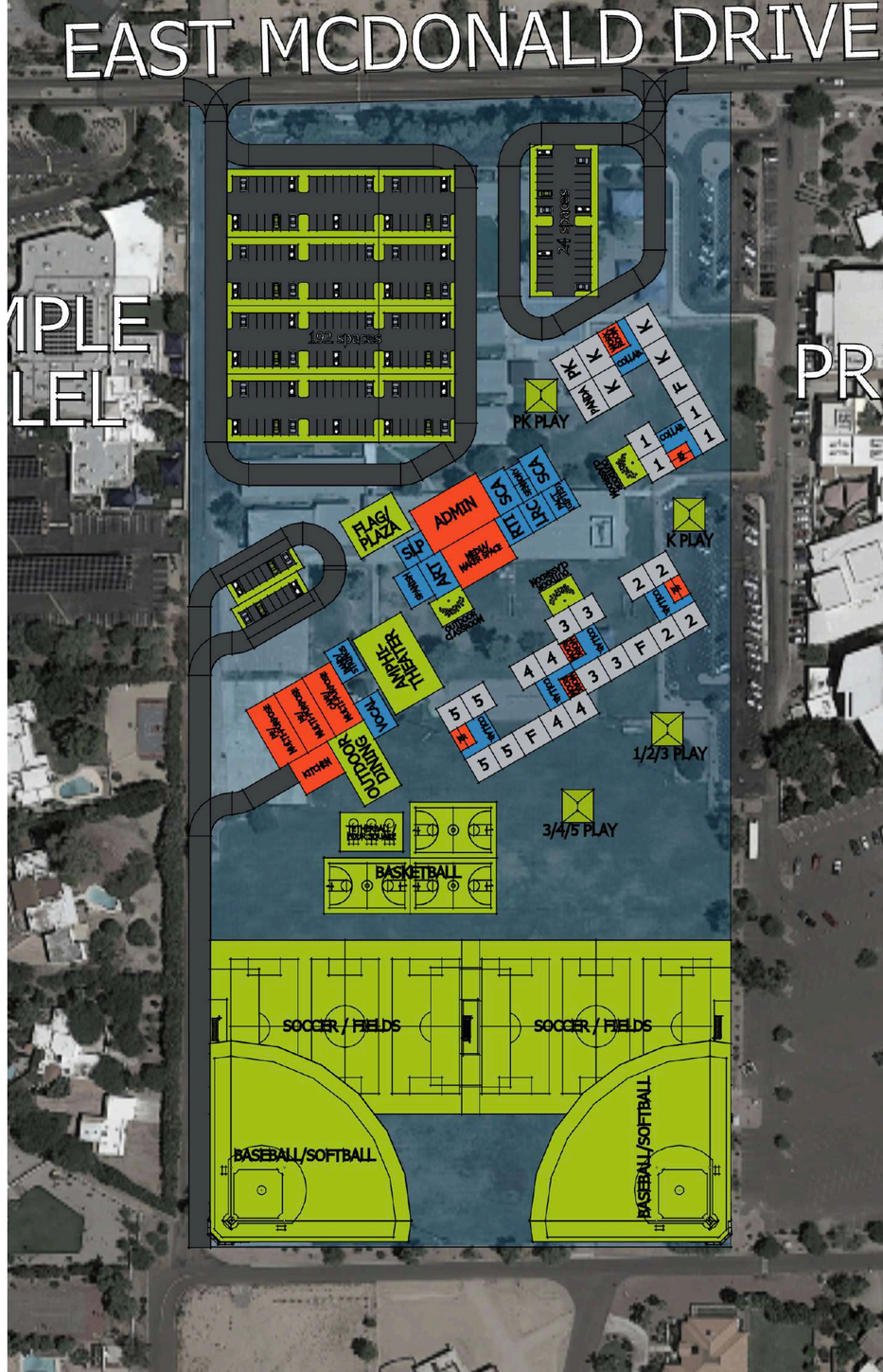
1. Site Level Adjacencies
2. Positive Attributes Analysis
3. Traffic & Pedestrian Circulation
4. Building Construction Phasing



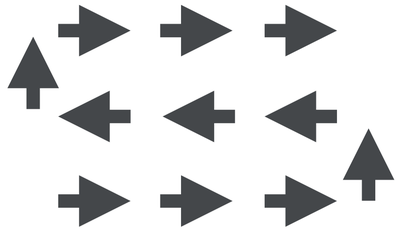
CONCEPT FOR DISCUSSION

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

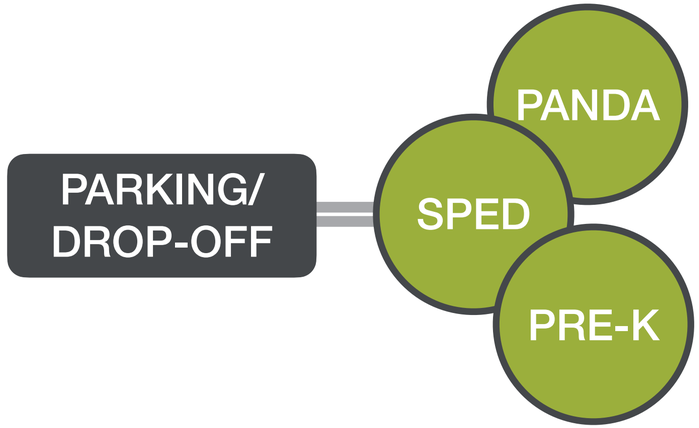






1 ADEQUATE VEHICULAR QUEUEING

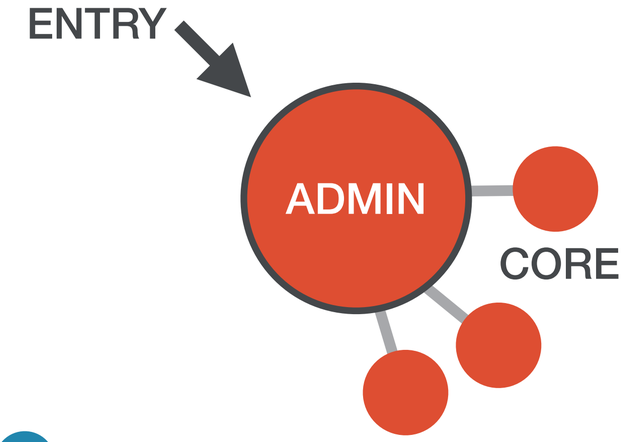
The campus site design needs to respond to the shift of student arrival from bus to vehicular traffic. Provide an area for parent drop-off that is right-sized.



10 PRIMARY AGE ACCESSIBILITY

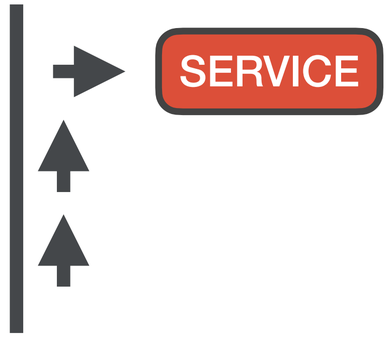
The younger population of the school, and the students with special requirements should be located in close proximity to a parking lot and drop-off lane for greatest accessibility.





2 ADMINISTRATION FRONT AND CENTER

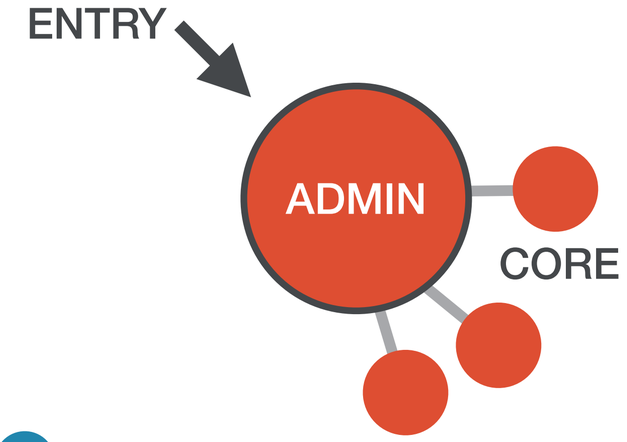
Administration should be positioned as a gate-keeper and also be in close proximity to core spaces that require additional supervision.



3 DISCREET SERVICE ACCESS

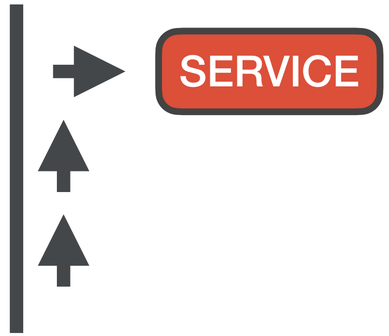
While appropriate access to service areas such as loading and delivery areas and dumpsters are needed, they should not conflict with daily site circulation.





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.



SCHOOL

6 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.

PE

FIELDS/ PLAY

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.





6 MINIMIZED POINTS OF ACCESS

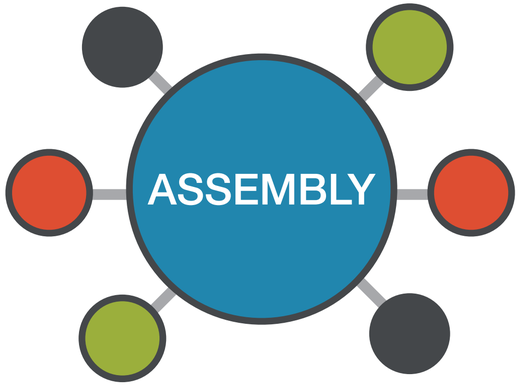
Minimizing points of access into the campus greatly increases the level of control and the ability to monitor who is on campus at any time. This is a security best practice.



4 PHYSICAL EDUCATION & COURTS/FIELDS

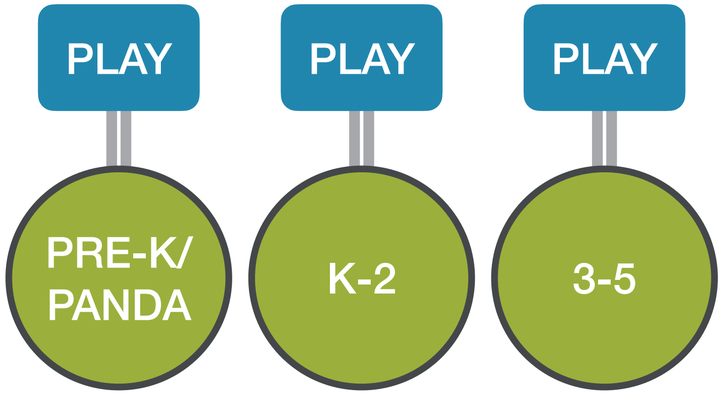
Based on their simultaneous use, the physical education space within the school should be located in very close proximity to the outdoor spaces that will be utilized for physical education.





7 LARGE ASSEMBLY

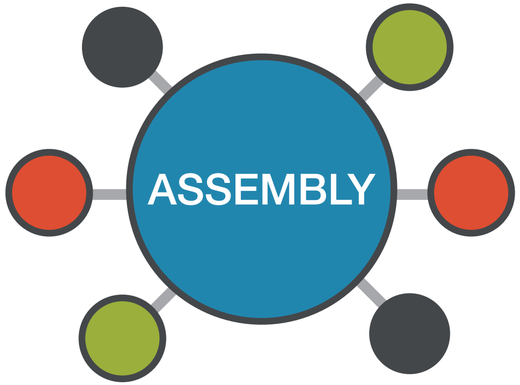
The new facility should provide a space that is adequate for an all-school assembly. This space needs to reflect the potential capacity of 800± students and 100± additional faculty and parents.



9 AGE CLUSTERS - PLAY

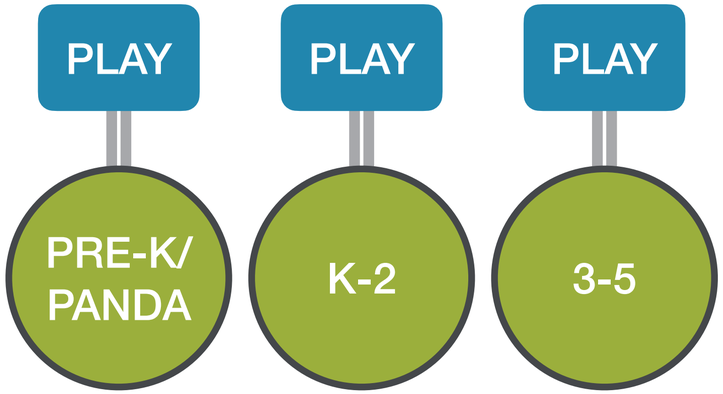
It is desirable that the playgrounds be located next to their respective age clusters. Separation of play between age clusters is important for safety and to provide age appropriate play opportunities.





7 LARGE ASSEMBLY

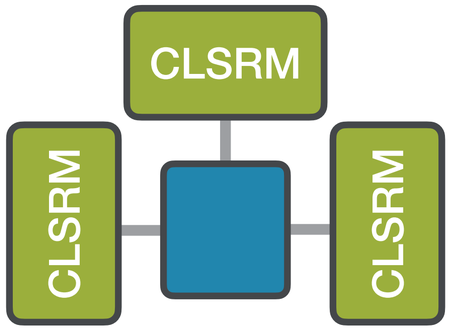
The new facility should provide a space that is adequate for an all-school assembly. This space needs to reflect the potential capacity of 800± students and 100± additional faculty and parents.



9 AGE CLUSTERS - PLAY

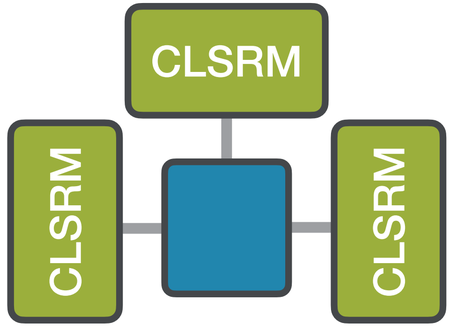
It is desirable that the playgrounds be located next to their respective age clusters. Separation of play between age clusters is important for safety and to provide age appropriate play opportunities.





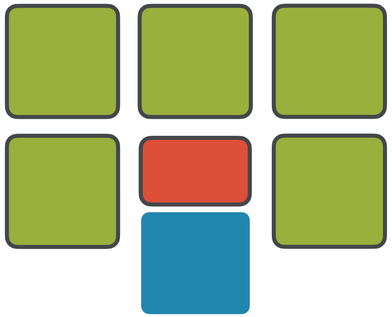
17 ENGAGING OUTDOOR SPACES

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



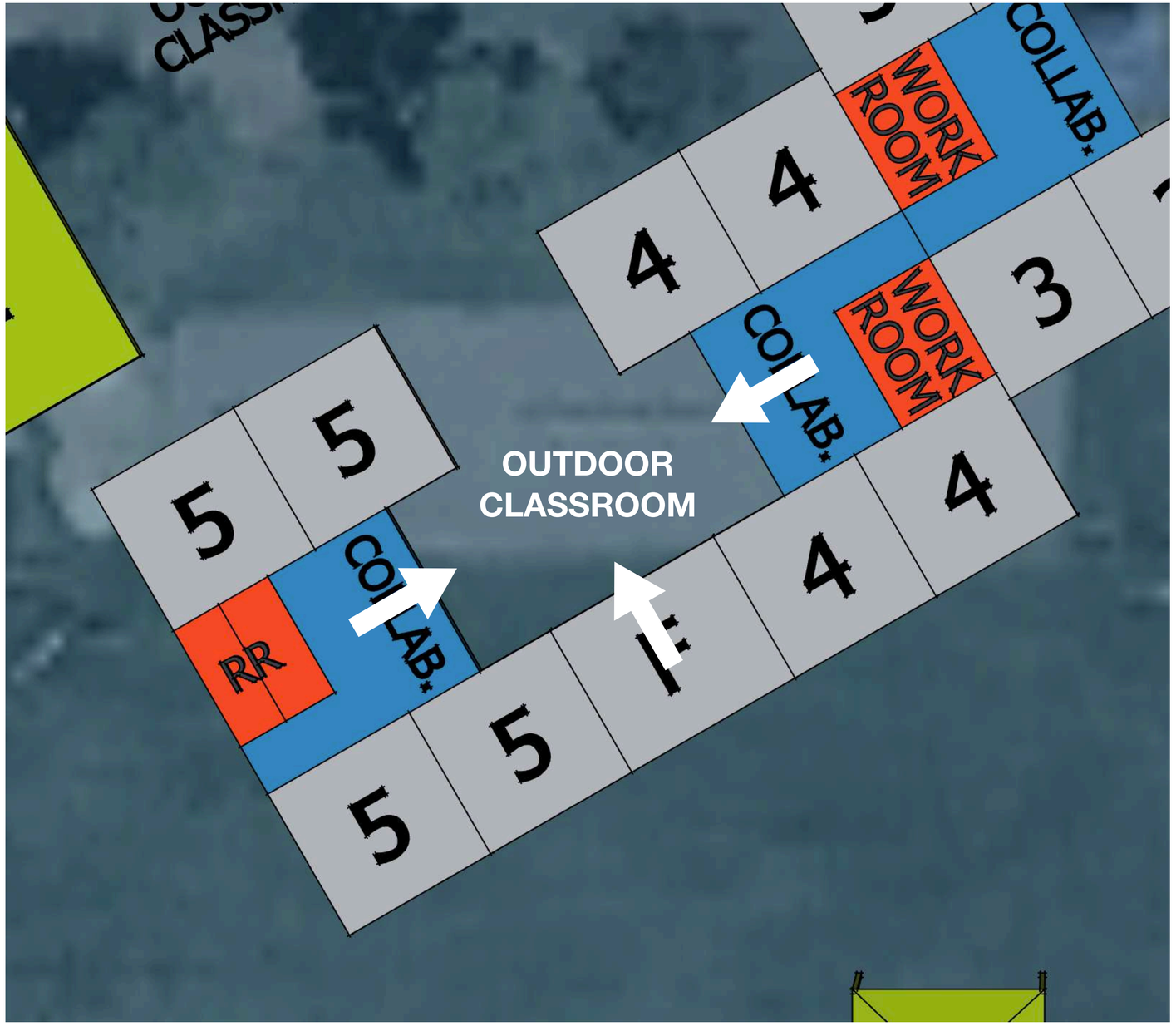
17 ENGAGING OUTDOOR SPACES

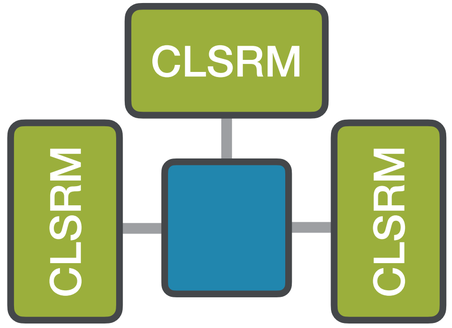
Create a variety of accessible outdoor spaces with classrooms and other opportunities for curriculum and play/ exploration.



14 PODS

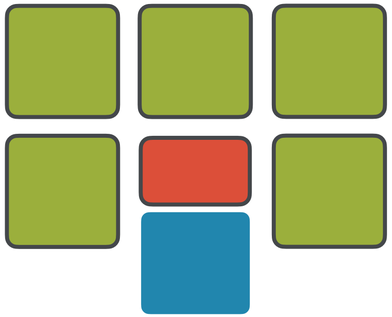
Arranging the building to create collaborate pods for the different age clusters is a priority. This central space is functional academic space that is utilized extensively.





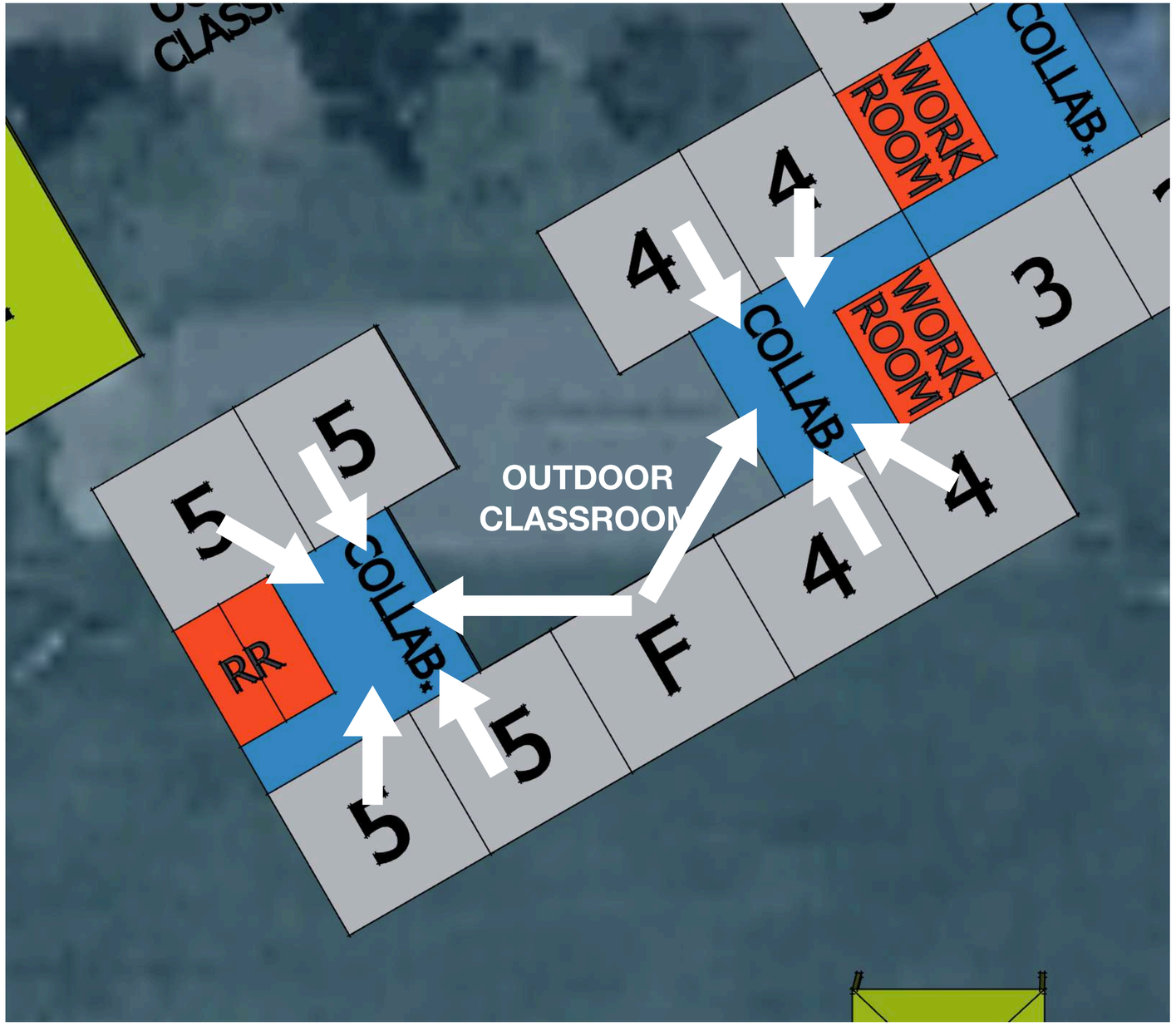
17 ENGAGING OUTDOOR SPACES

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



14 PODS

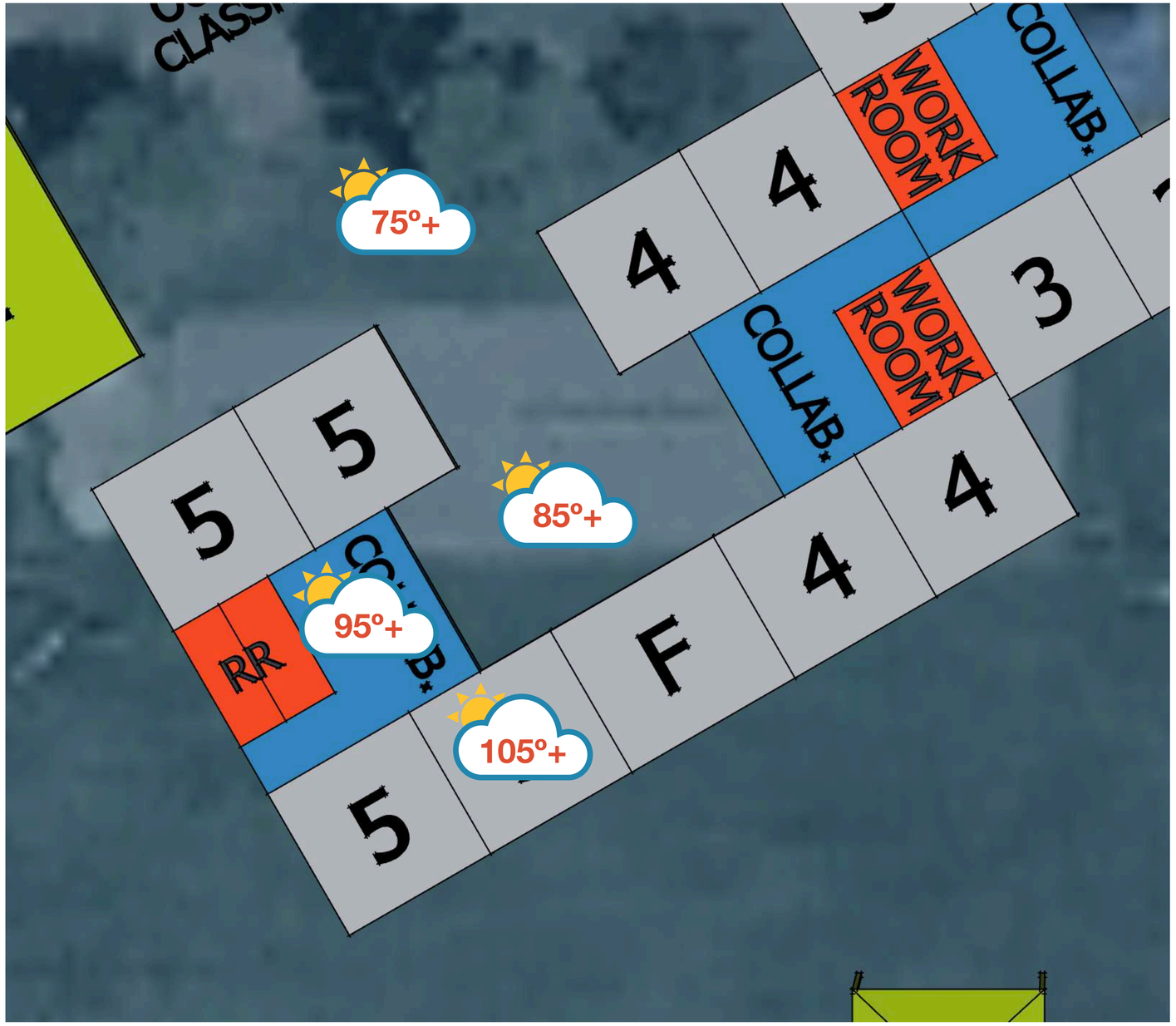
Arranging the building to create collaborate pods for the different age clusters is a priority. This central space is functional academic space that is utilized extensively.





12 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 .





11 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.





11 INCORPORATE VIEWS

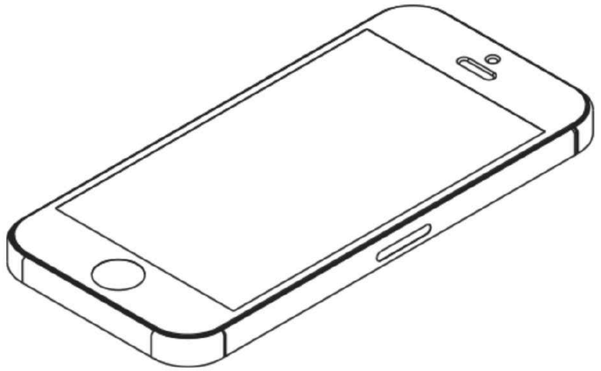
Incorporating/ framing views within spaces allow for the campus to have a connection to nature. Of particular importance is to incorporate views of Camelback Mountain.



11 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.

Go to **www.menti.com** and use the code **56 15 11**



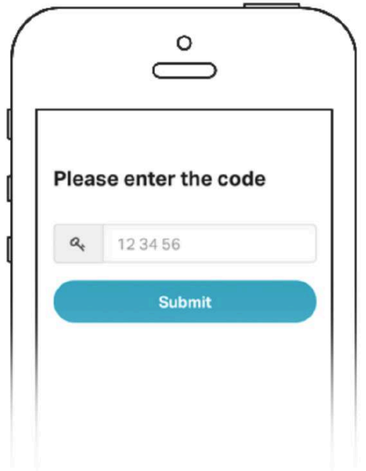
1

Grab your phone

www.menti.com

2

Go to www.menti.com



3

Enter the code 56 15 11 and vote!

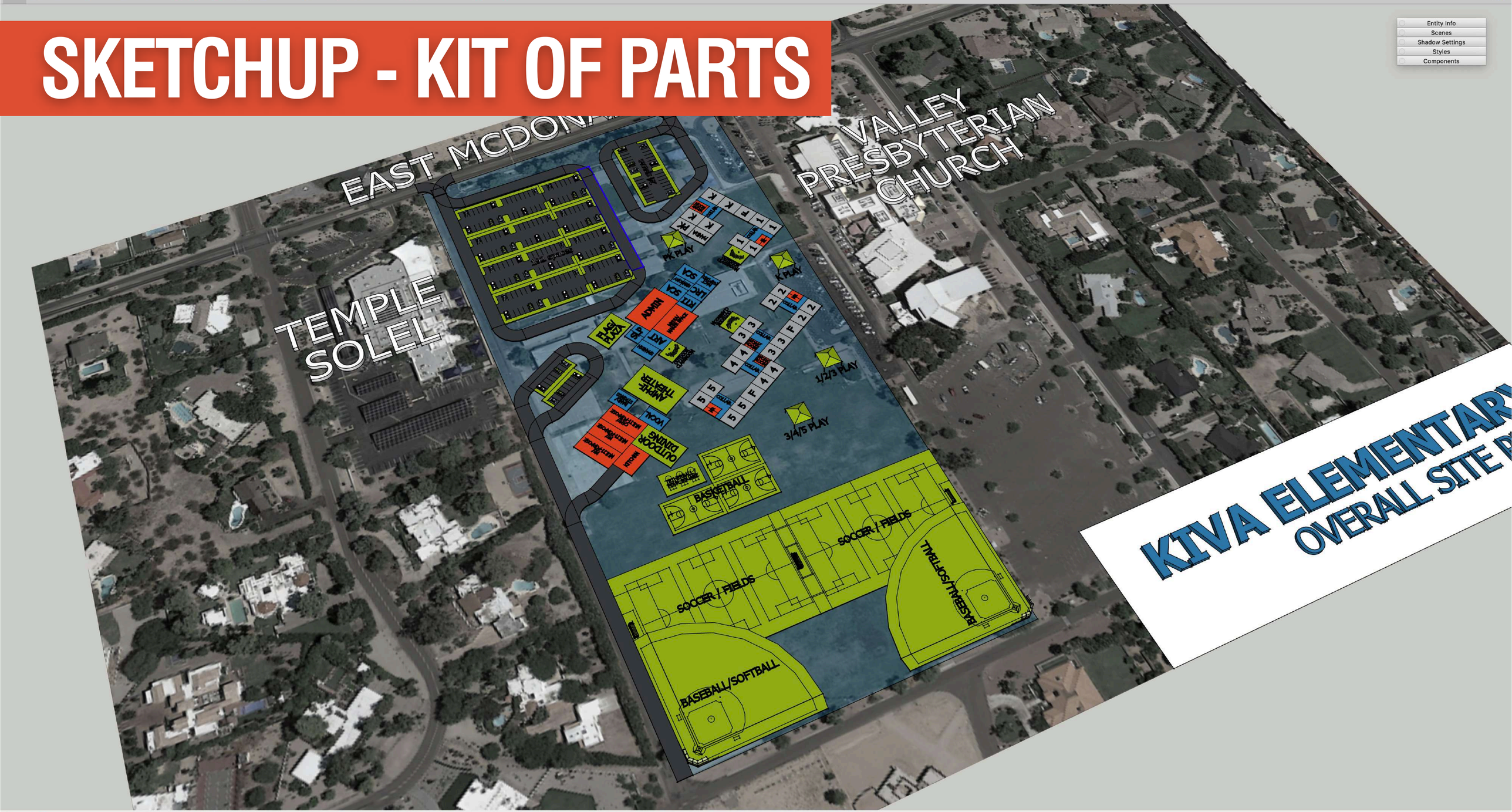
WHAT QUALITIES, CHARACTERISTICS OR ASPECTS DO YOU FIND MOST POSITIVE THUS FAR?



WHAT QUALITIES, CHARACTERISTICS OR ASPECTS DO WISH TO SEE IMPROVED THUS FAR?



SKETCHUP - KIT OF PARTS



Select objects. Shift to extend select. Drag mouse to select multiple.

Measurements

CHARRETTE MODERATORS



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



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



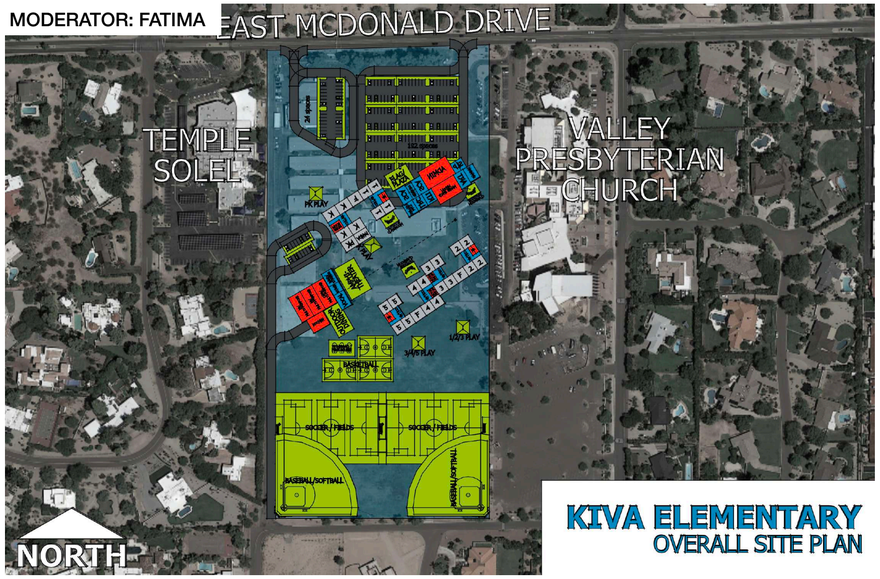
TIM LINKO, AIA
LEED AP BD+C
ARCHITECT



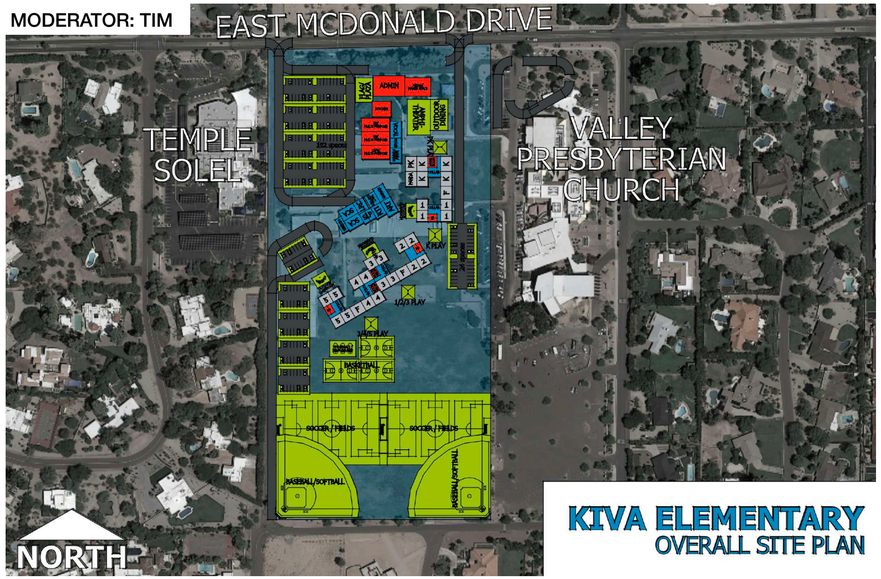
FATIMA GARCIA, AIA
LEED AP
PROJECT MANAGER

GENERATED CONCEPTS

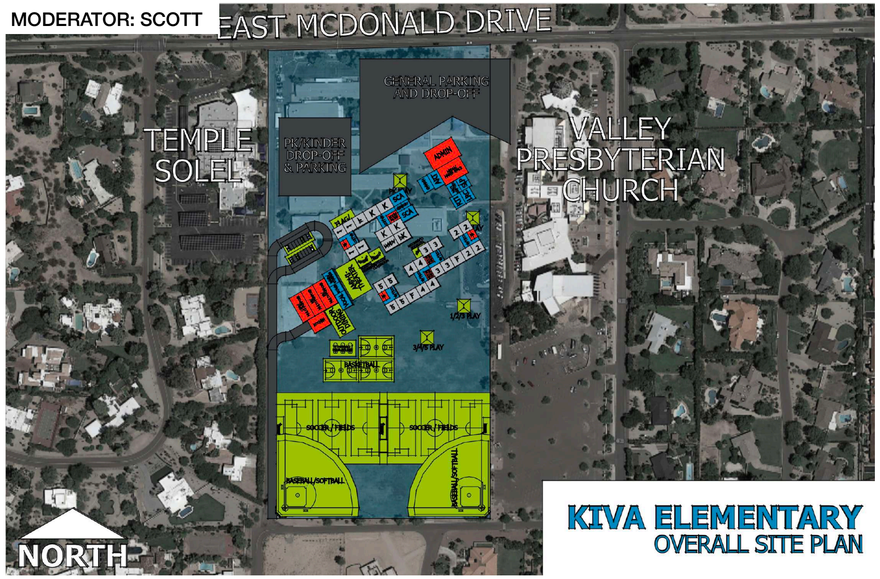
MODERATOR: FATIMA



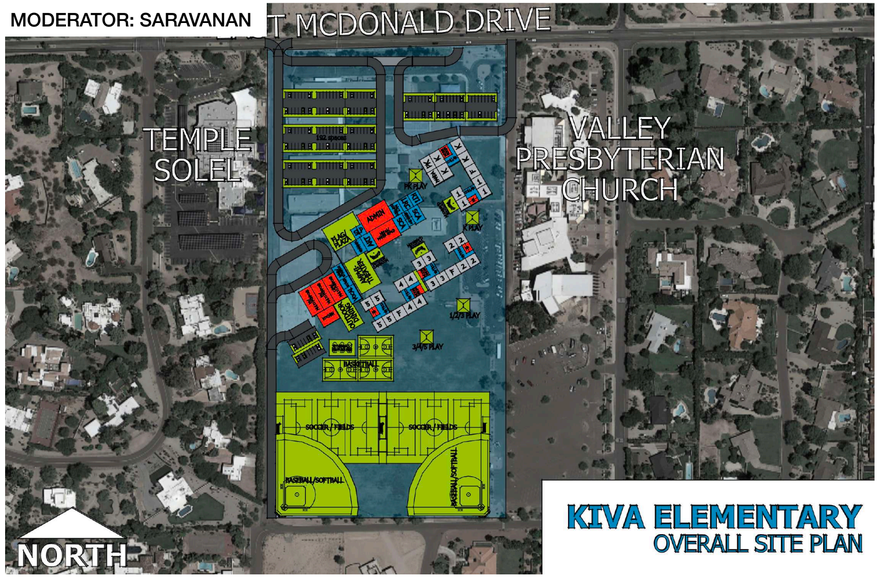
MODERATOR: TIM



MODERATOR: SCOTT

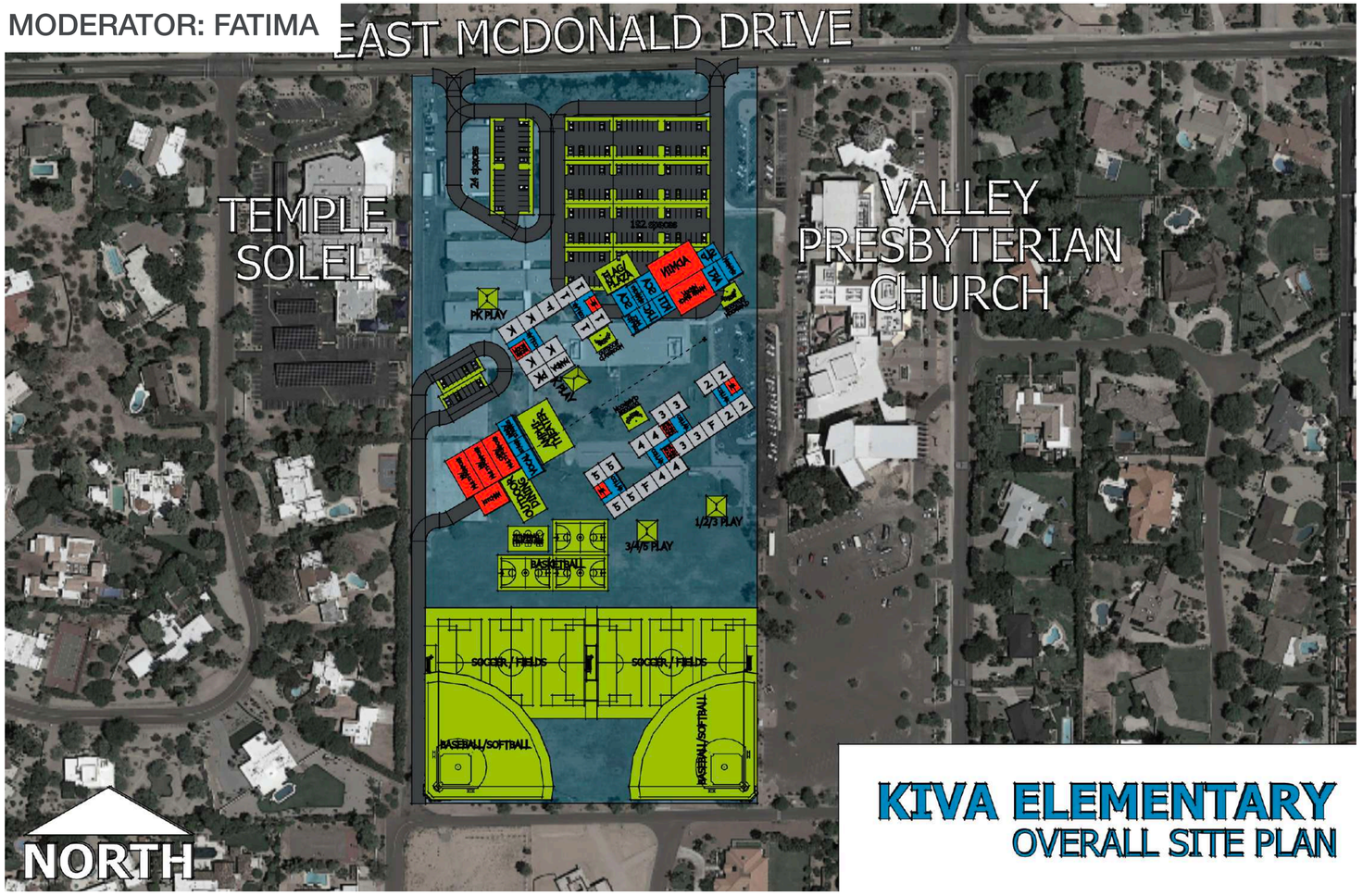


MODERATOR: SARAVANAN



GENERATED CONCEPTS

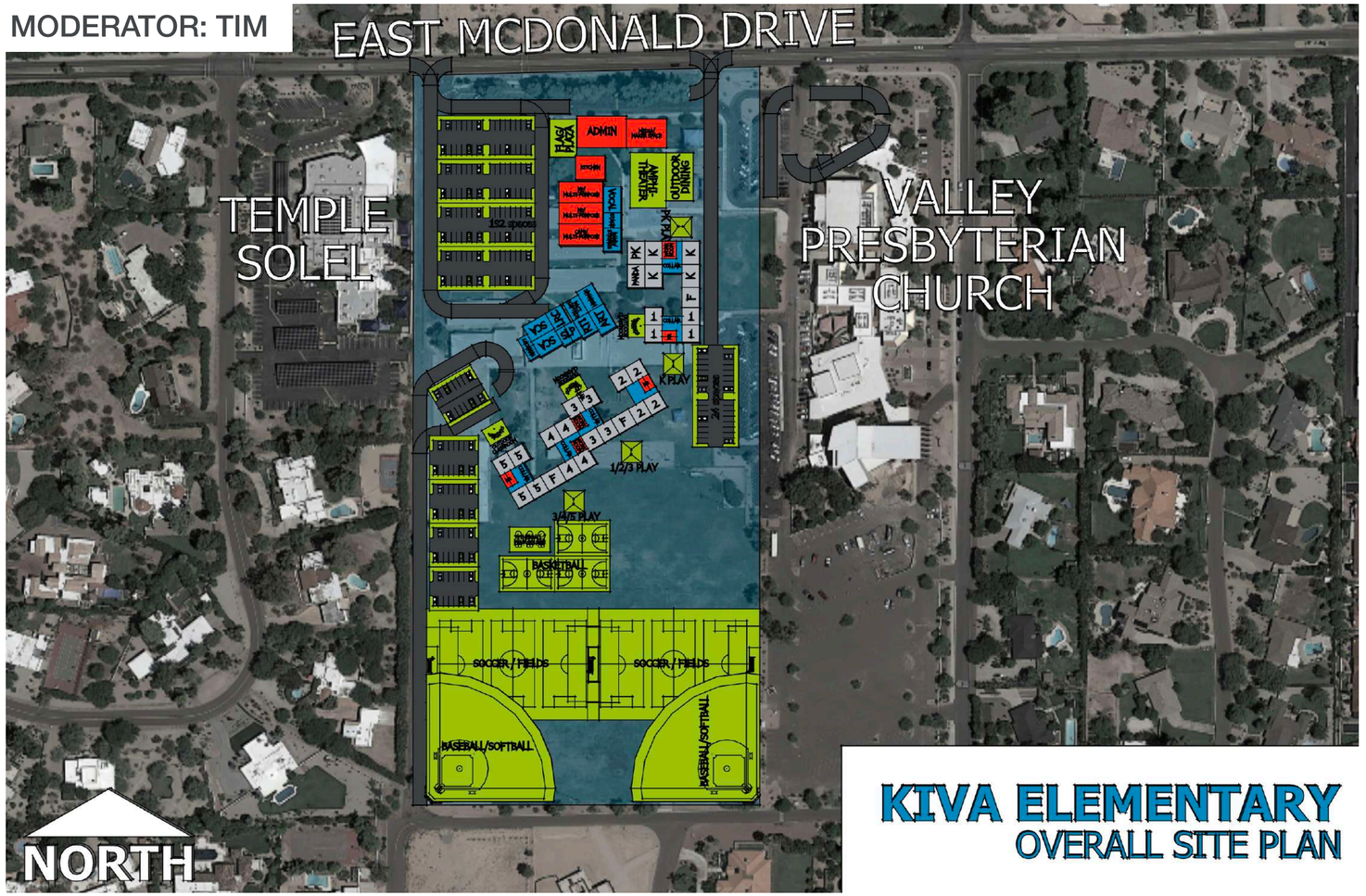
MODERATOR: FATIMA



- **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]

GENERATED CONCEPTS

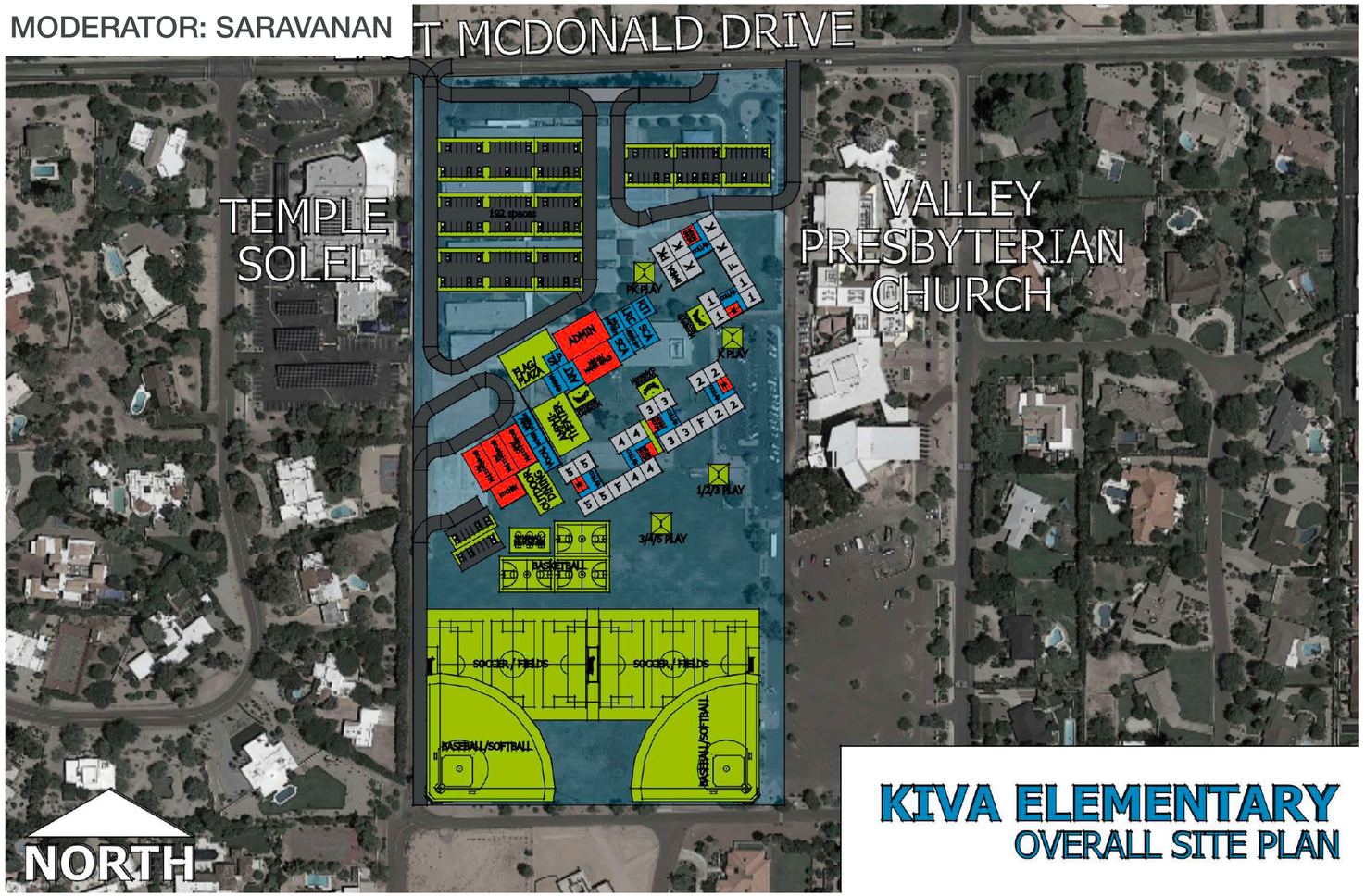
MODERATOR: TIM



- **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]

GENERATED CONCEPTS

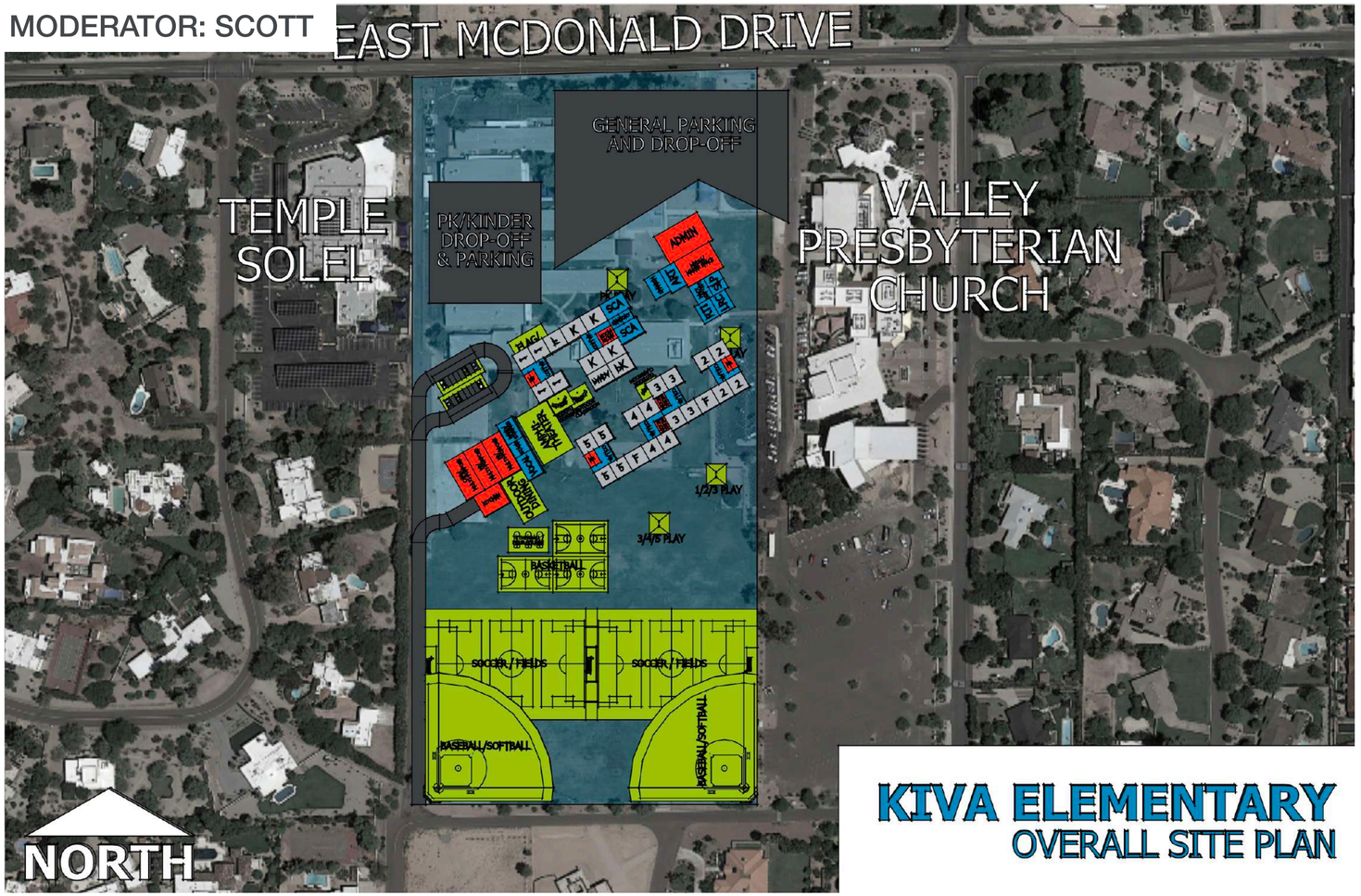
MODERATOR: SARAVANAN



- **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]

GENERATED CONCEPTS

MODERATOR: SCOTT



- **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]

VIGNETTES

NAME — AREA OF SCHOOL

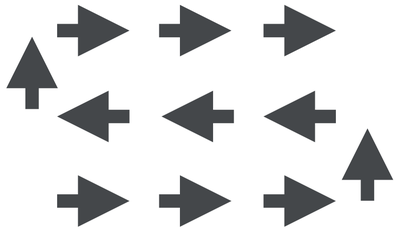
ACOUSTIC SEPARATION

UN-DESIRED ADJACENCY

STRONGLY DESIRED ADJACENCY

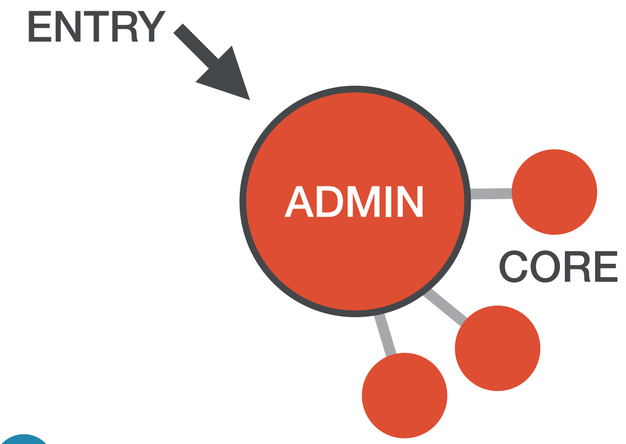
DESIRED ADJACENCY

CIRCULATION



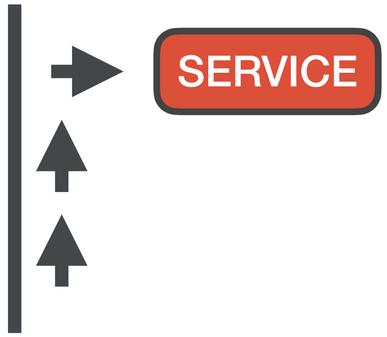
1 ADEQUATE VEHICULAR QUEUEING

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.



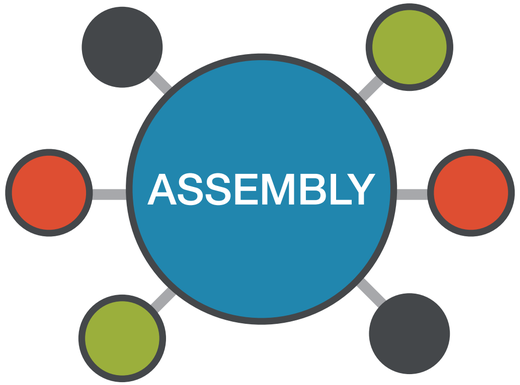
5 CURB APPEAL

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.



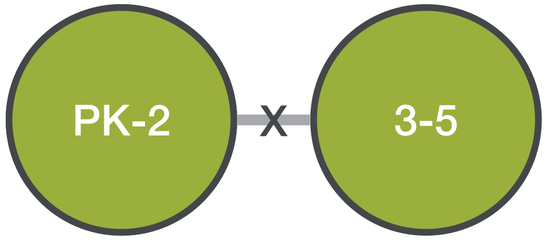
6 MINIMIZED POINTS OF ACCESS

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.



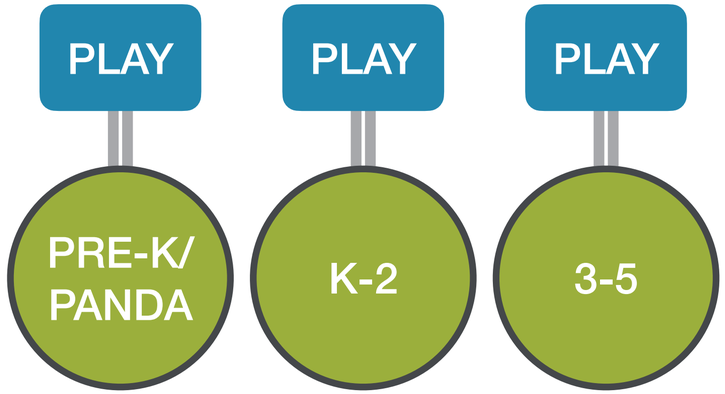
7 LARGE ASSEMBLY

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.



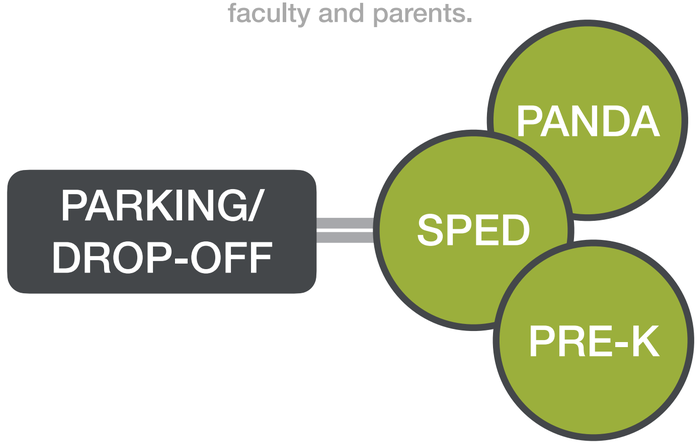
8 AGE CLUSTERS - LEARNING

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.



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.



10 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.



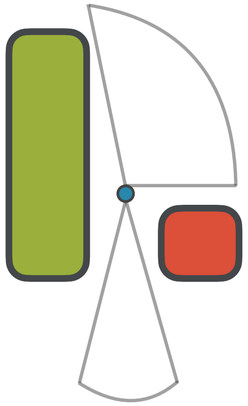
11 INCORPORATE VIEWS

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.



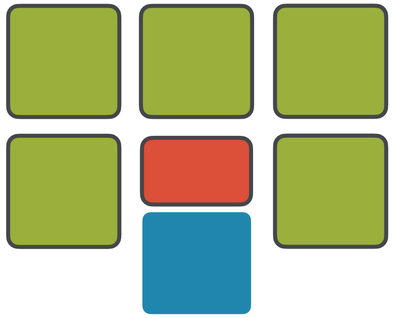
12 PASSIVE SOLAR DESIGN

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 .



13 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.



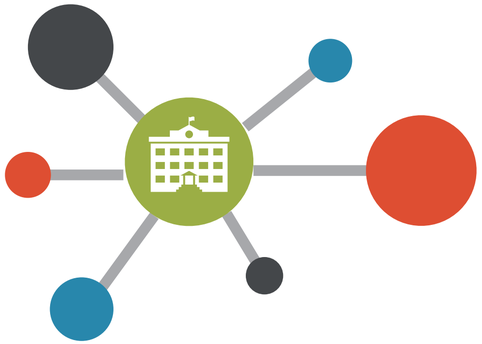
14 PODS

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.



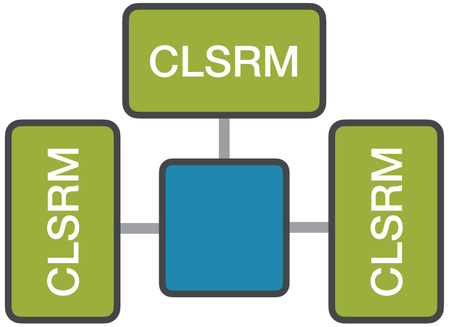
15 EASE OF WAY-FINDING

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.



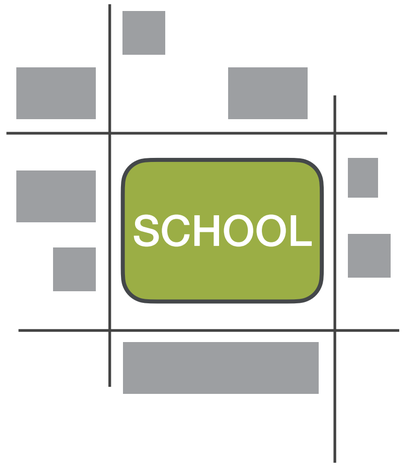
16 COMMUNITY HUB

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.



17 ENGAGING OUTDOOR SPACES

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



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.



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.



20 RETAIN EXISTING TREES

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.



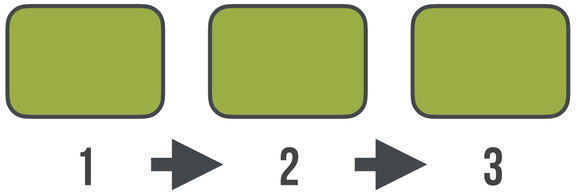
21 LIMIT FIELD DISTURBANCE

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.



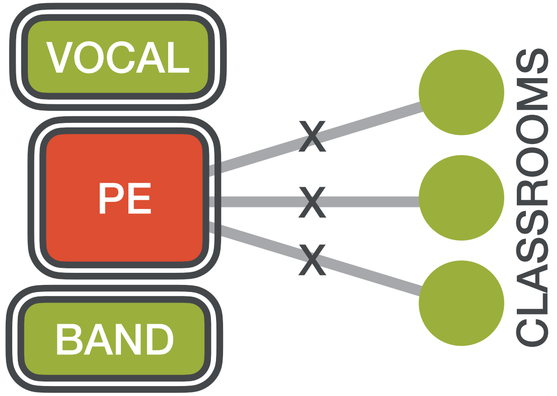
22 GARDENS

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



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.



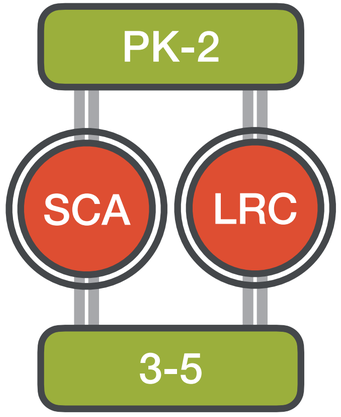
25 BIO BREAKS

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



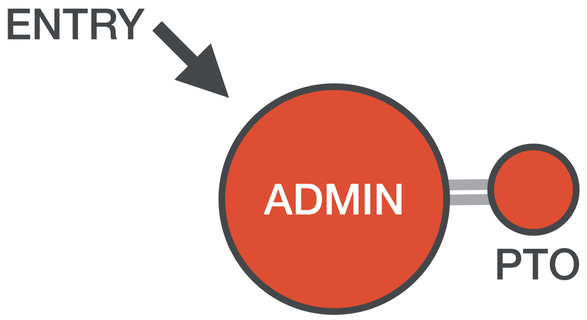
26 SCA SEPARATE FROM PUBLIC

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.



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.



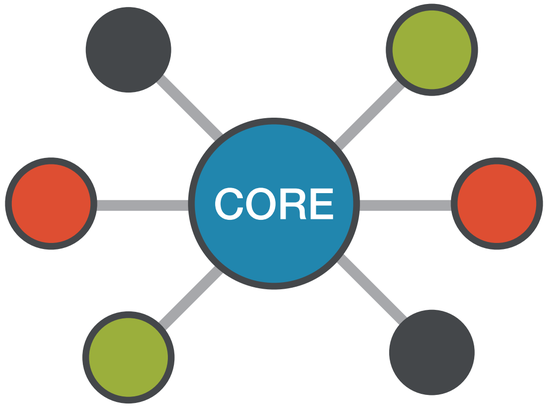
28 PTO AMENITIES

The parent teacher organization needs space that is easily accessible. Storage will need to be provided.



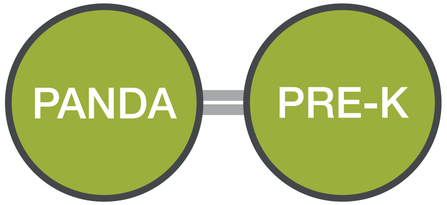
29 EASE OF WAY-FINDING

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.



30 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.



31 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.



32 DEDICATED TEACHERS LOUNGE

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



33 INDOOR/OUTDOOR CONNECTION

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



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.



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?



WHAT QUALITIES, CHARACTERISTICS OR ASPECTS DO WISH TO SEE IMPROVED THUS FAR?




Thank you!
orcutt | winslow