SCOTTSDALE

Unified School District

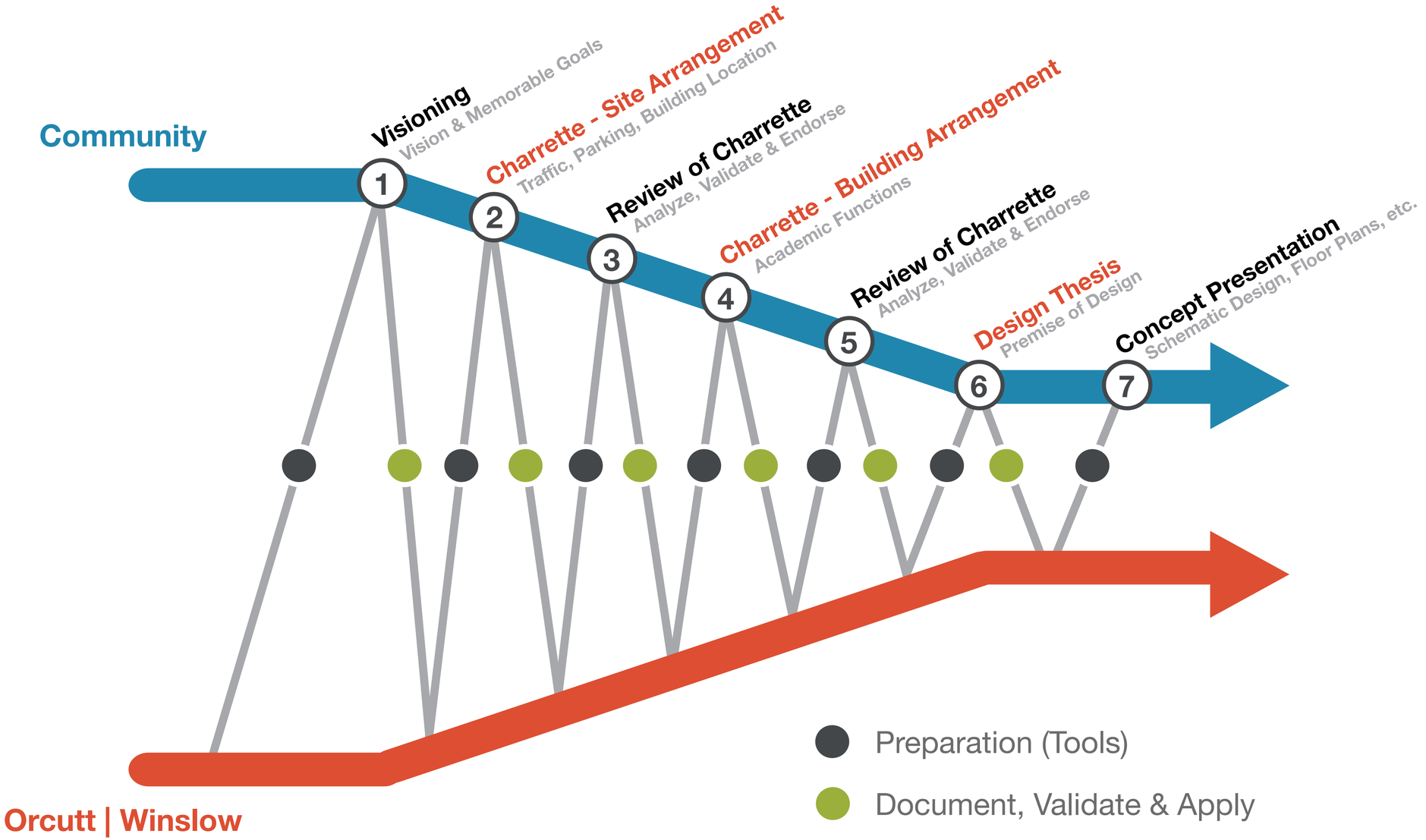
KIVA MEMORABLE GOALS & SITE CHARRETTE REVIEW RECAP

orcutt | winslow



April 13th, 2020

PROCESS DRIVEN DESIGN



MEETING RECAP

1. Validation and Finalization of Project Memorable Goals
2. Recap of Small Group Activity - Site Arrangement Charrette
3. Review of Findings/ Positive Attributes
4. Questions & Feedback

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

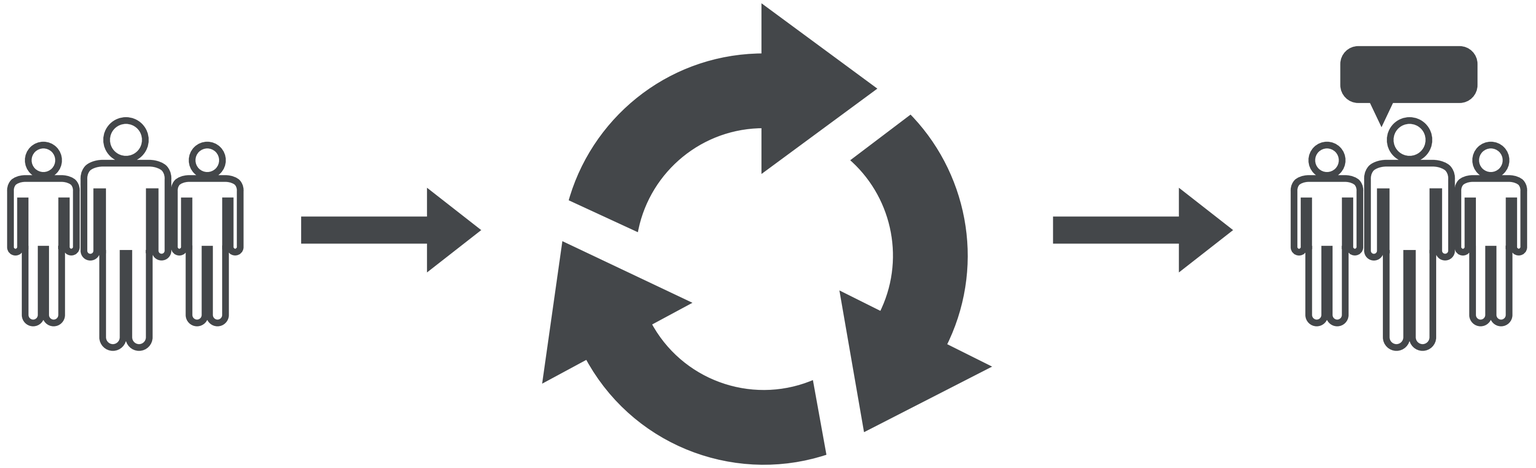
03 SAFETY & WELLNESS

- 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.)

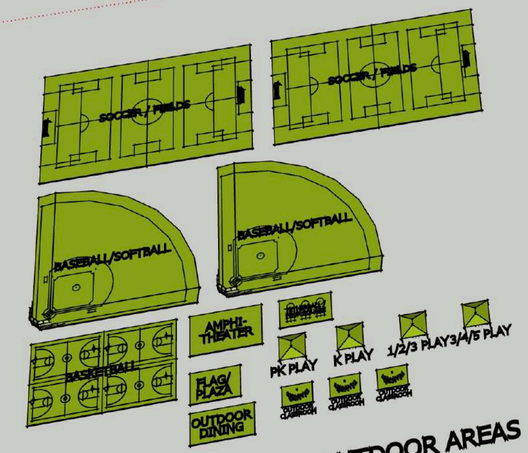
SITE CHARRETTE ACTIVITY



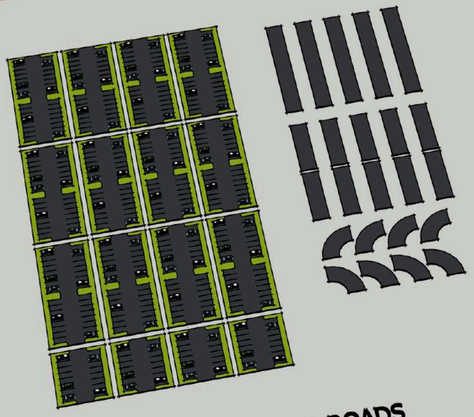
1. Look at overall site organization strategies
2. Work towards consensus & prioritization
3. Report out positive qualities

SKETCHUP - KIT OF PARTS

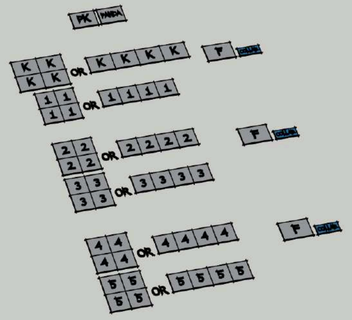




FIELDS, COURTS, PLAY & OUTDOOR AREAS



PARKING & ROADS



CORE LEARNING SPACES

SPECIALS & SUPPORT



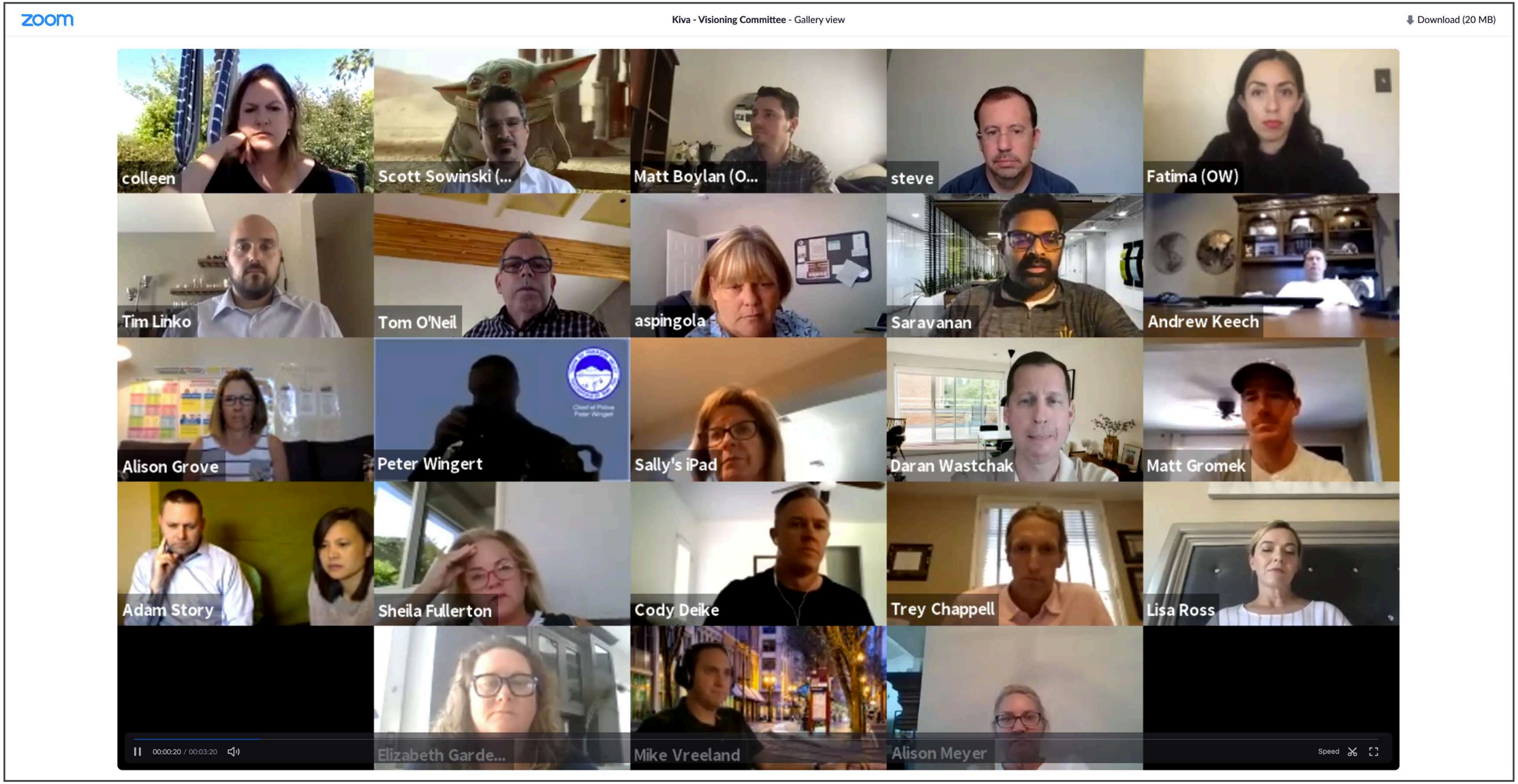
COMMUNITY & COMMON SPACES

Styles
Shadow Settings
Entity Info
Scenes

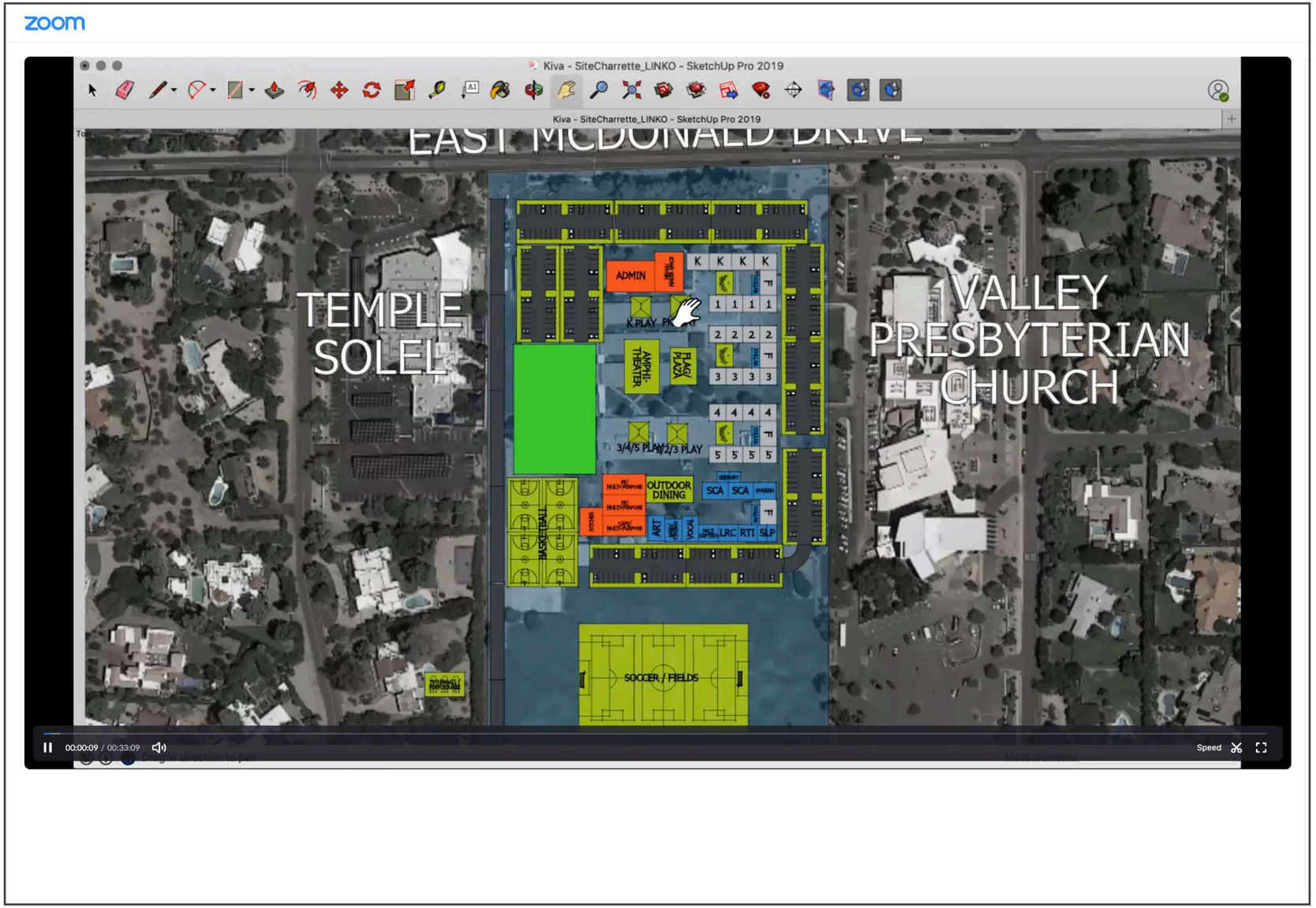
Select objects. Shift to extend select. Drag mouse to select multiple.

Measurements

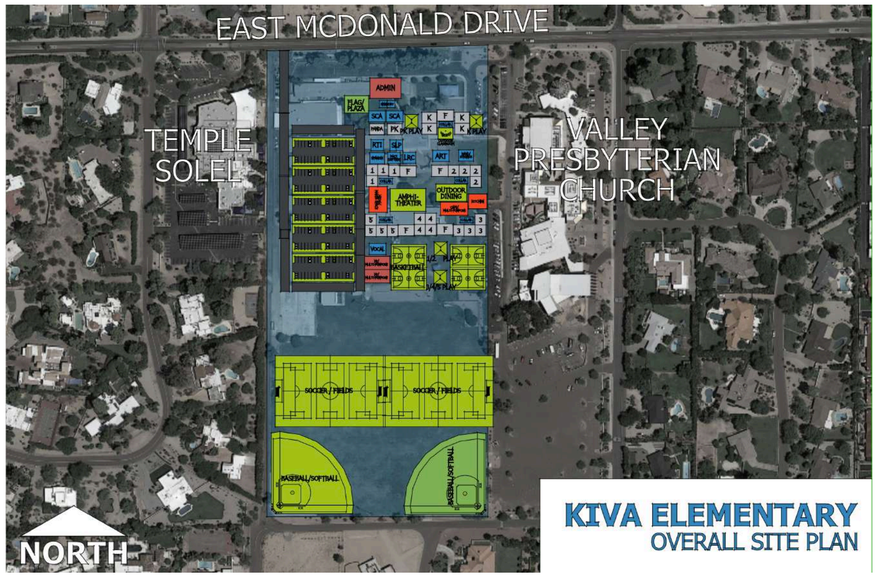
DIGITAL ENGAGEMENT

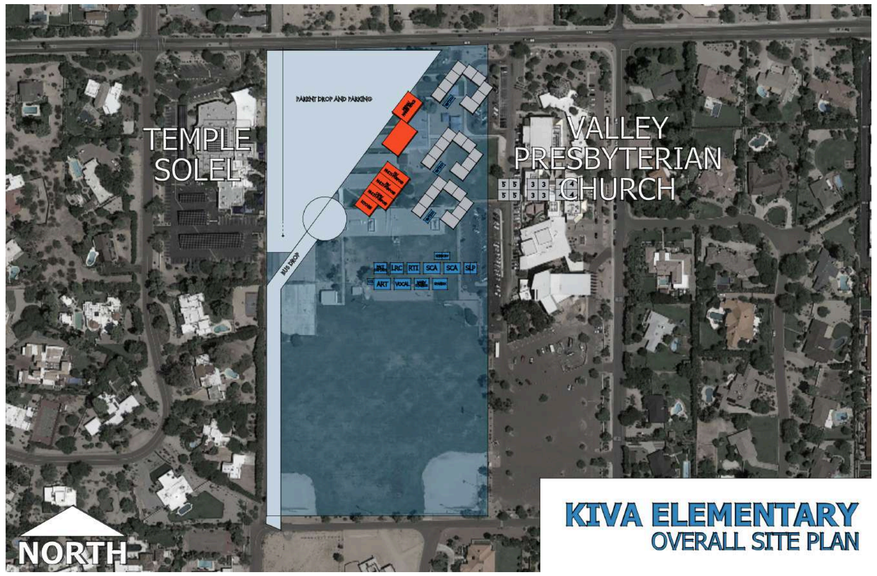


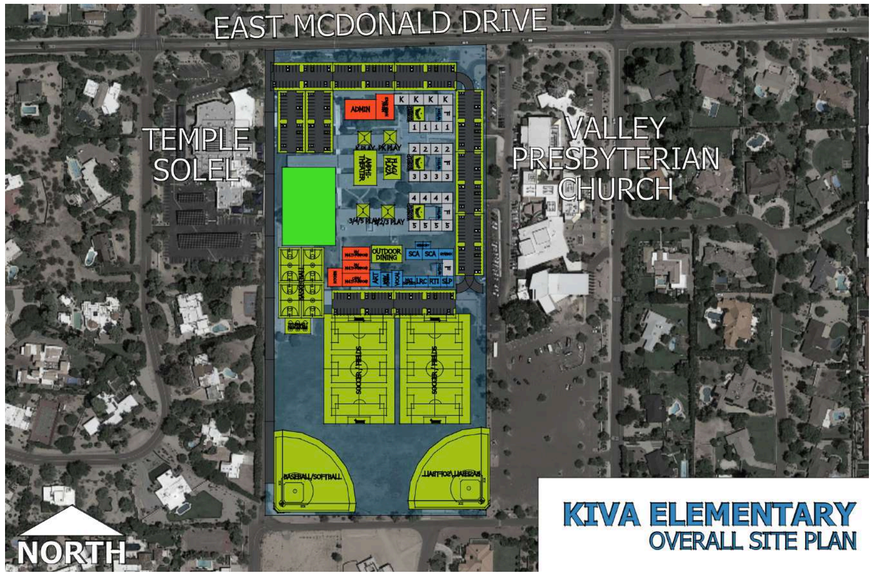
DIGITAL ENGAGEMENT

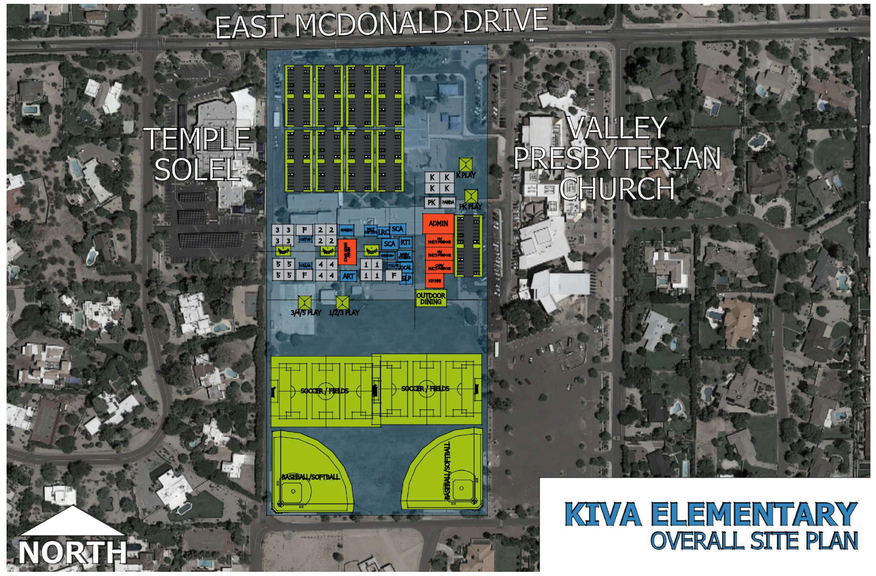


GENERATED CONCEPTS

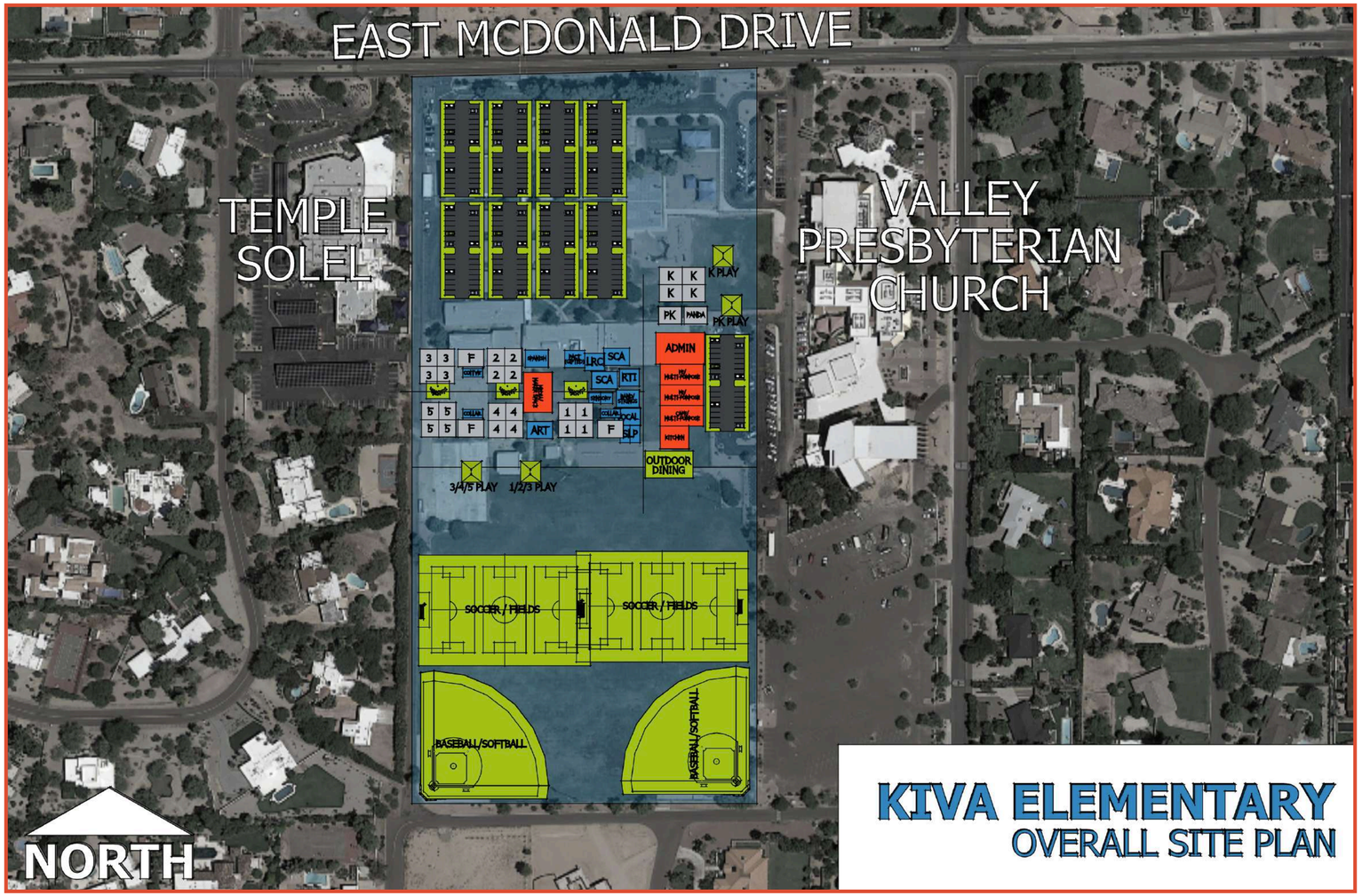


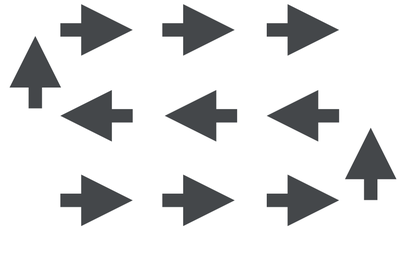






CONCEPTS TO ATTRIBUTES





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.

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

NOTE: This list is not comprehensive, nor prioritized

VIGNETTES

NAME — AREA OF SCHOOL

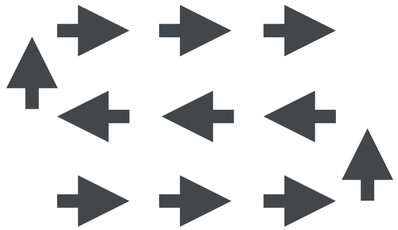
ACOUSTIC SEPARATION

UN-DESIRED ADJACENCY

STRONGLY DESIRED ADJACENCY

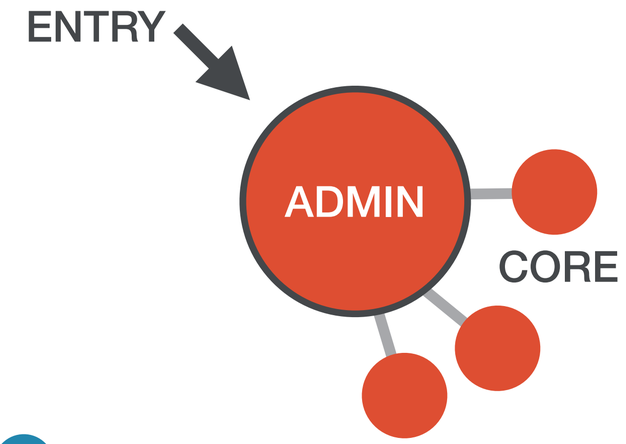
DESIRED ADJACENCY

CIRCULATION



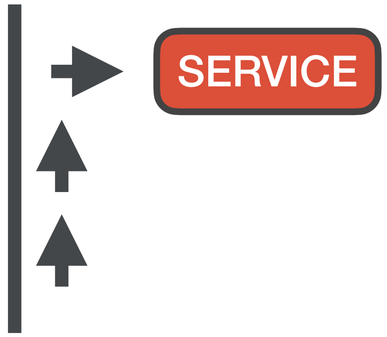
1 ADEQUATE VEHICULAR QUEUEING

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.



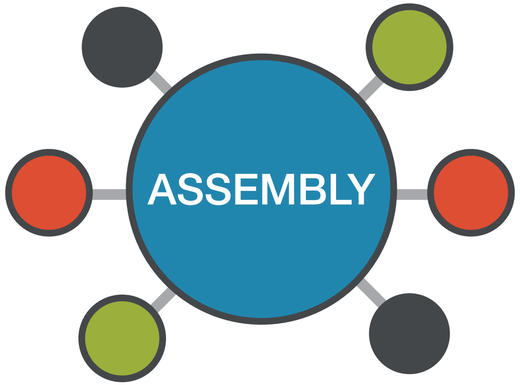
5 CURB APPEAL

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.



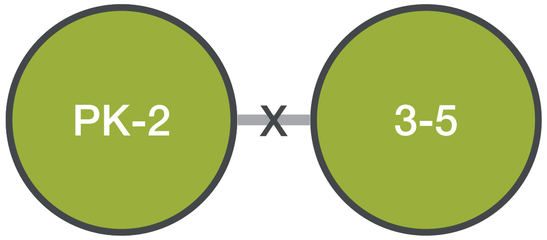
6 MINIMIZED POINTS OF ACCESS

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.



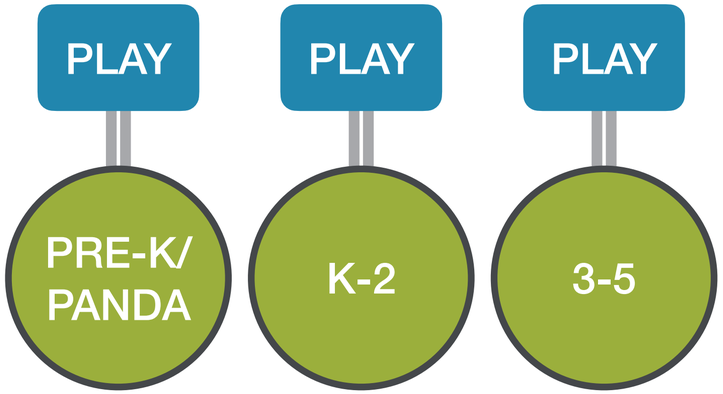
7 LARGE ASSEMBLY

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.



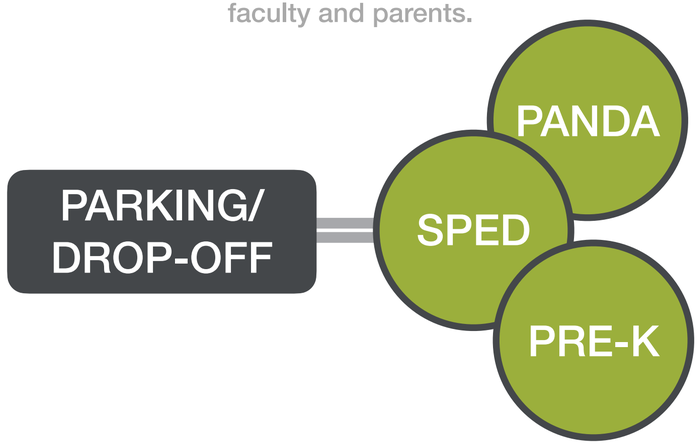
8 AGE CLUSTERS - LEARNING

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.



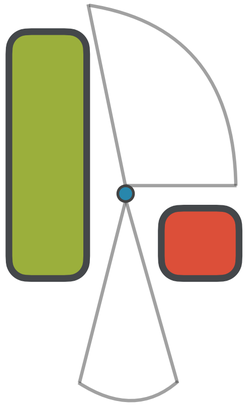
11 INCORPORATE VIEWS

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.



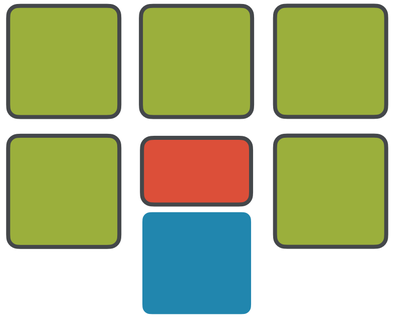
12 PASSIVE SOLAR DESIGN

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.



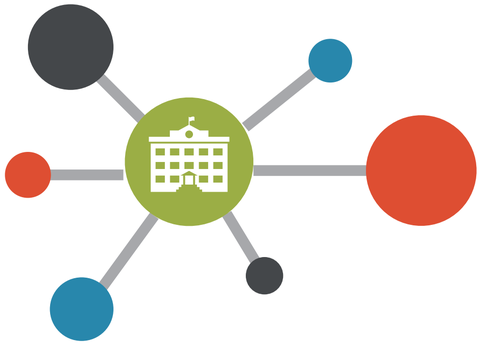
14 PODS

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.



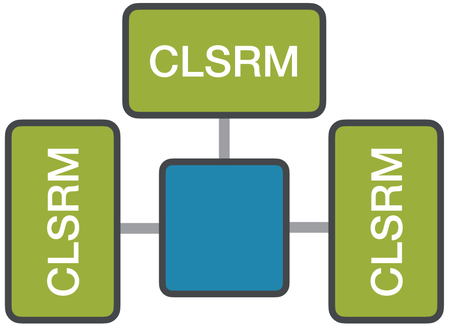
15 EASE OF WAY-FINDING

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.



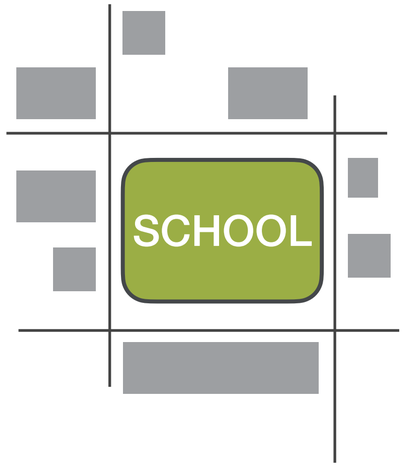
16 COMMUNITY HUB

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.


Thank you!
orcutt | winslow