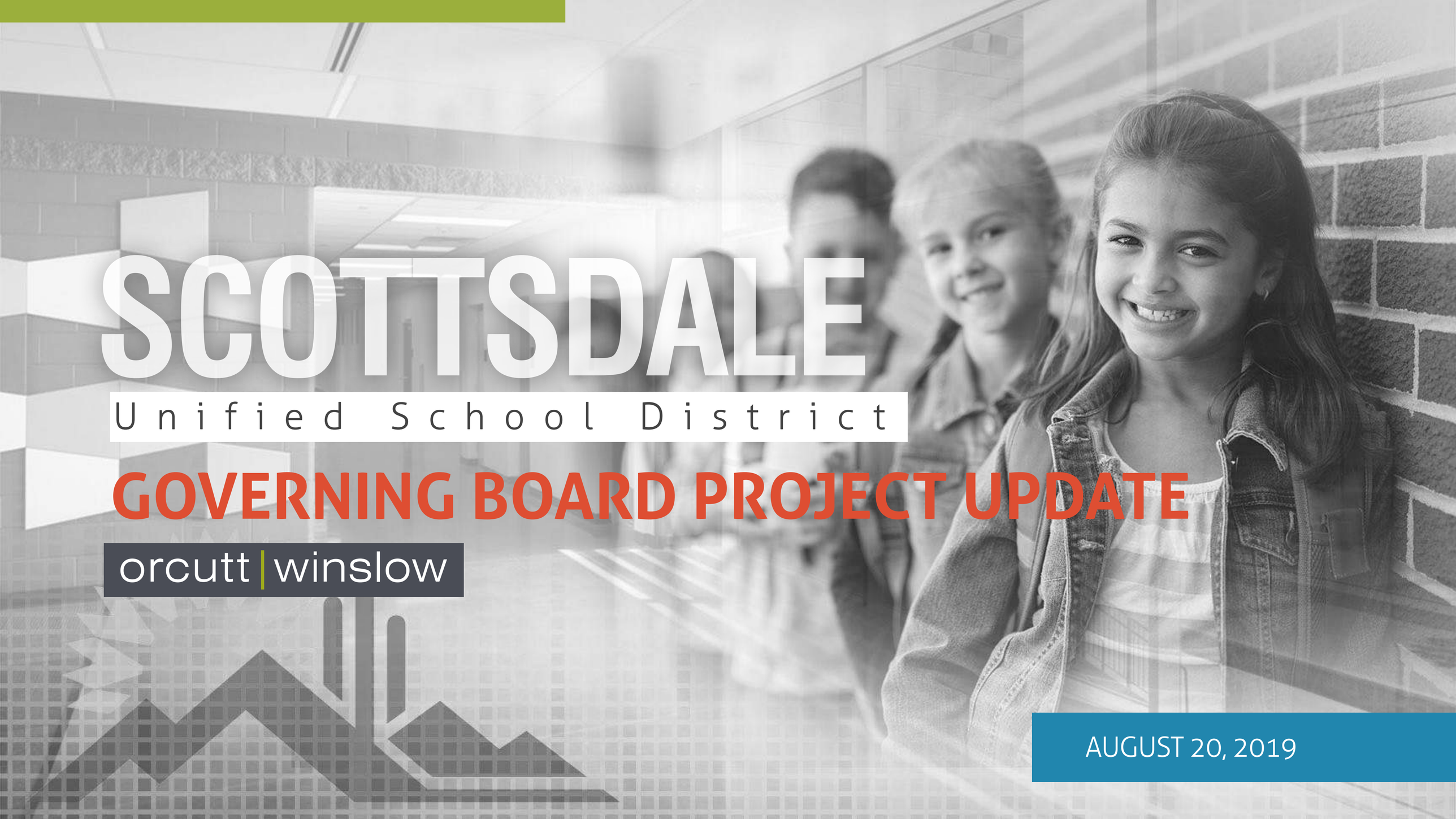
SCOTTSDALE

Unified School District

GOVERNING BOARD PROJECT UPDATE

orcutt | winslow

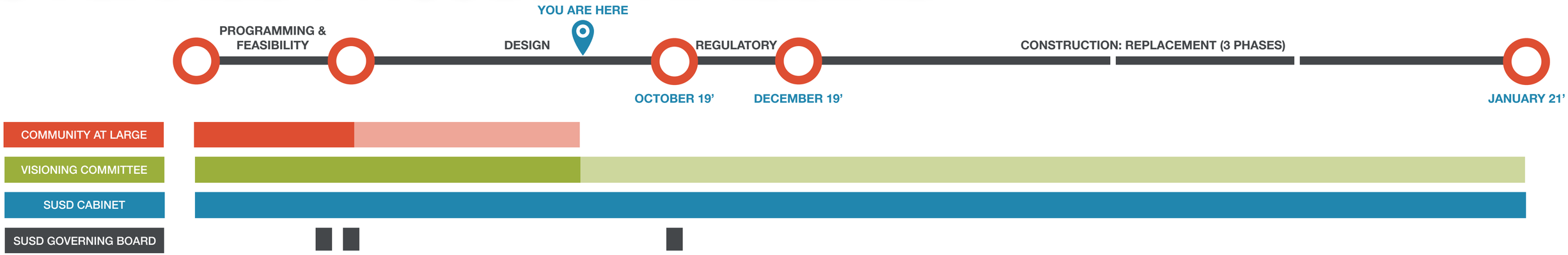


AUGUST 20, 2019

WELCOME!

1. Introduction & Schedule
2. Process Recap & Process Outcomes
3. Building & Campus Design
4. Goal Outcomes
   - Safety & Wellness
   - Uniquely Cherokee
   - Student-Centric Learning
   - High Performance Learning Environment
5. Questions

OVERALL PROJECT TIMELINE



ROLES AND RESPONSIBILITIES

COMMUNITY AT LARGE

WHO: Students
Parents
Community Members
Government Agencies
Cherokee Staff
SUSD Administration

ROLE: Transparency & Collaboration

VISIONING COMMITTEE

WHO: Parents
Community Representatives
Government Agencies
Cherokee Staff
SUSD Administration

ROLE: Representative Body

SUSD CABINET

WHO: Superintendent
Asst. Superintendents
Officers & Directors

ROLE: Arbiters of District Standards

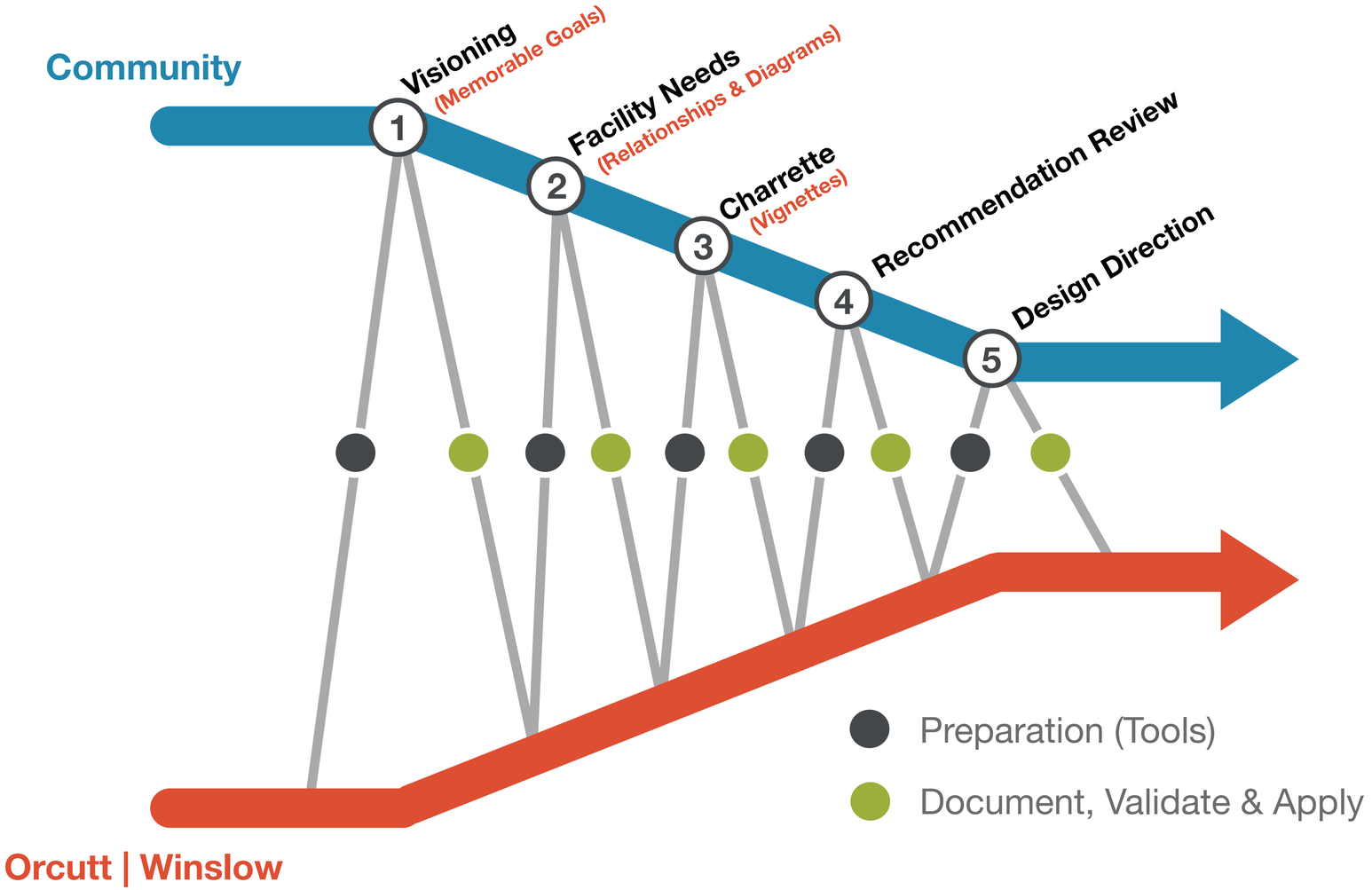
GOVERNING BOARD

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

ROLE: Final Approvals

PROCESS DRIVEN DESIGN

This chart illustrates the process that Orcutt Winslow is currently facilitating in conjunction with the SUSD Administration, Cherokee Staff, Community Members and Visioning Committee to come to resolution on the choice to move forward renovating the existing campus or providing a new facility.



WHAT ARE YOUR TOP THREE FAVORITE THINGS ABOUT CHEROKEE?



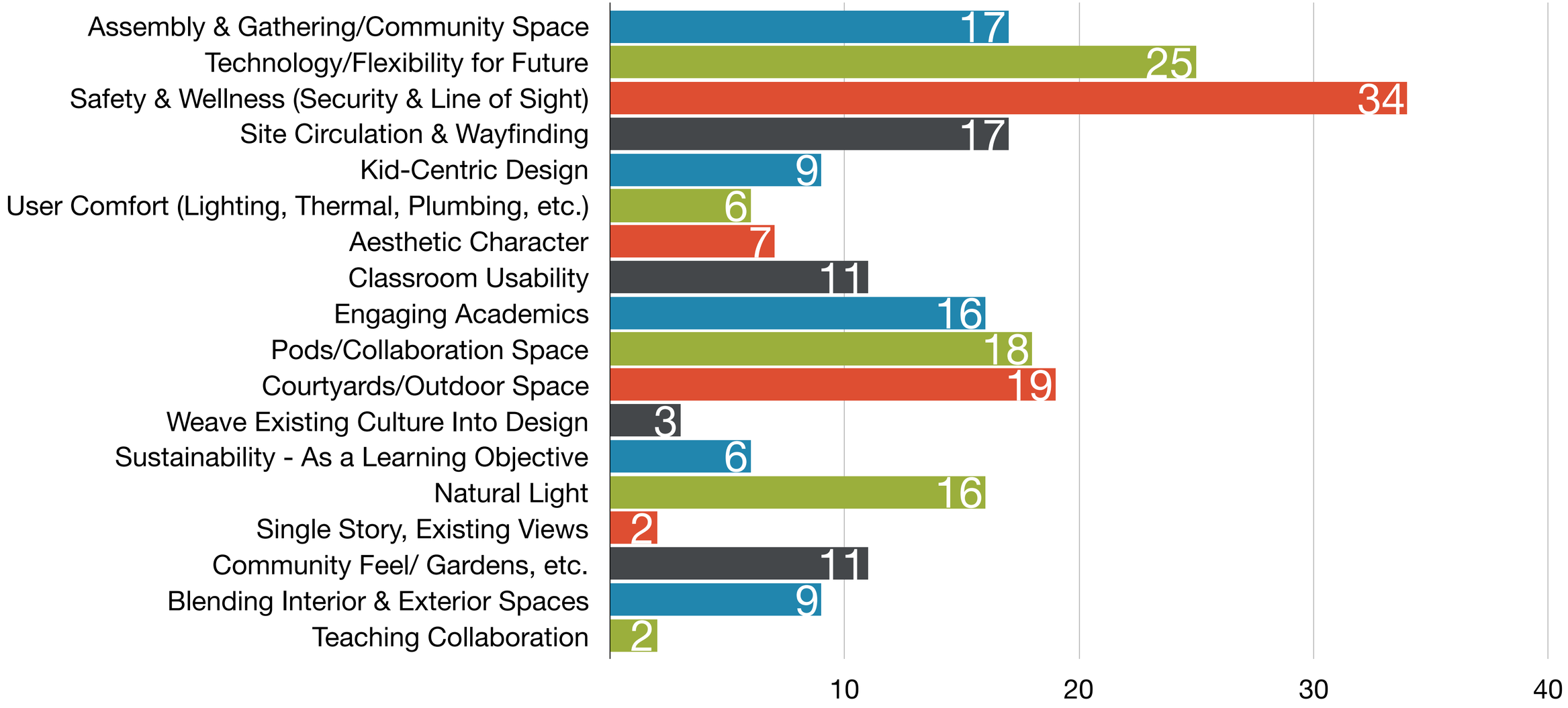
WHAT ARE YOUR TOP THREE THINGS YOU WOULD LIKE TO SEE IMPROVE?

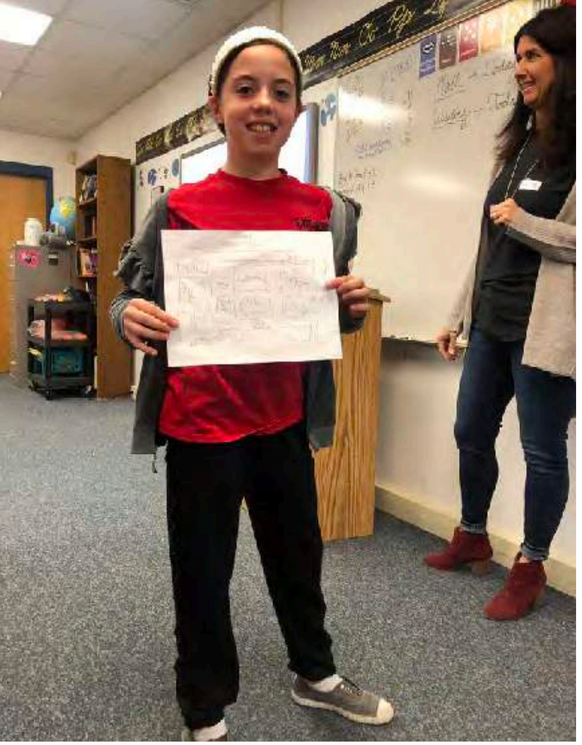


WHAT ARE SOME THINGS THAT THIS DESIGN TEAM SHOULD CONSIDER?

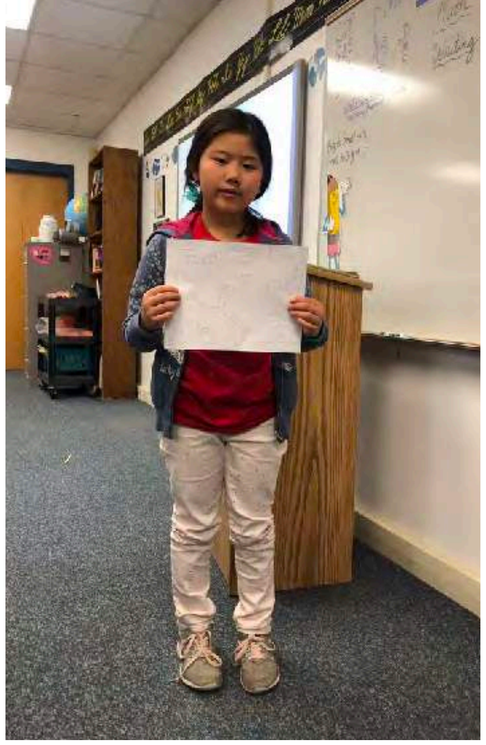


VOTE FOR YOUR TOP THREE MAJOR GOALS OR KEY CONSIDERATIONS TO BE INCLUDED IN THE DESIGN PROCESS.

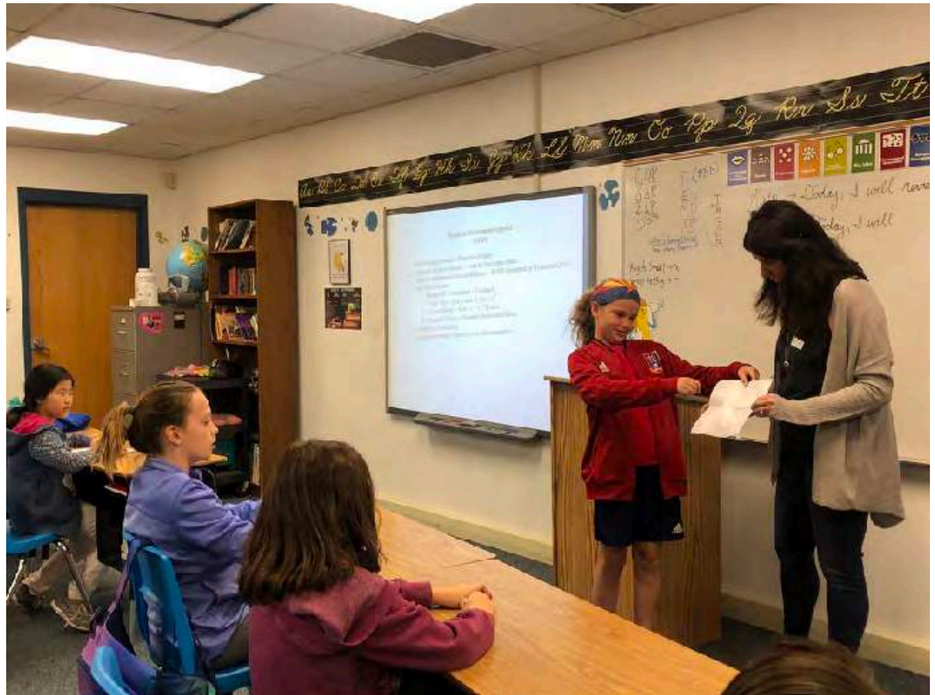












CHEROKEE STUDENT GOVERNMENT

STUGO, participated in a visioning exercise in which the students were asked to create a collage of their ideal school design.

<u>Some ideas that were generated:</u>

- More and better drinking fountains, with bottle filling stations
- Lockers instead of backpack hooks
- Unique, fun and flexible furniture
- An adequate “rain room” for inclement weather
- Vibrant and fun playground equipment
- Better and healthier food selections
- Fireman’s pole and tire swing!

MEMORABLE GOALS

01 SAFETY & WELLNESS

- 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]
- Intuitive site circulation & wayfinding
- Create an inviting & inclusive campus

02 UNIQUELY CHEROKEE

- Retain the existing community feel via gardens & blending interior & exterior spaces
- Generate a unique aesthetic character while weaving existing culture into the design
- Provide a community hub with usable courtyards and outdoor space
- Create a positive user experience

03 STUDENT-CENTRIC LEARNING

- Teacher & Student Collaboration Spaces (Pods)
- Learner-centric design concepts - collaboration, reflection, student agency [or choice], instructional and hands on spaces
- Design for flexibility - spaces, furniture, technology, other infrastructure
- Co-curricular, Specials & Athletics [accommodate current and future offerings, curricular integration]

04 HIGH PERFORMANCE LEARNING ENVIRONMENT

- 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.)

FACILITY NEEDS

GENERAL COMMENTS

- Currently the Police Sub-Station is on the same HVAC zone
- school is dormant during the summer, the air conditioning is
- There is a desire to see the Pre-K and PANDA (Pre-School
- Areas) programs near the Kindergarten classrooms.
- Kindergarten parents would love to be able to remain further
- up. This is in conflict with the current perimeter fence and s
- courtyard would be well received by parents.
- Currently the library is an intervening space, meaning that
- other spaces. The new media center should be a destinatio
- As the new design incorporates the edible gardens and FO
- The administration needs to be located near the front of the
- gatekeeper, but also to allow for confidential conversations
- body. The administration building should also be close in
- school where additional supervision would be ideal.
- The current Physical Education staff requested that the sp
- be a stand alone space. In times of rain or excessive heat
- This creates a potential conflict with already scheduled as
- Cochise, Cheyenne and Copper Ridge were all brought
- garden and assembly spaces that are well liked.
- The Socialization/Communication/Academics(SCAI and
- spaces desire adjacency to their respective grades, but

SUMMARY

The forum identified three main groups; Pullouts, Core and
that support classroom learning and have smaller groups o
time. Core areas like the cafeteria, represent areas where
priority in adjacencies is to arrange the pullouts so that they
educational spaces. This facilitates an ease in transitioning
and safety. The core spaces hold the second priority of adj
addition, a large discussion within the forum focused on p
larger assembly spaces that currently are used in a multi-
desire to not have a "cafetorinesium" space used for cafe

SUPPORT/SPECIALTY SPACES

GENERAL COMMENTS

- The current location of the playgrounds does not have a ces
- and drop-off.
- Early Learning, Pre-K and PANDA need to be located close
- parents are required to park, escort and sign-in/out their stu
- There are 3 buses currently, but there is potentially a need
- education bus drop-off area is desired. The overall queuein
- Parking for early learning students would be best to be adj
- Gridiron Football is a vendor that uses the fields. Golf, Ten
- campus. Gymnastics currently is using the cafeteria.
- It is undesirable to have the garbage trucks and food truck
- off. Currently the service entry is located between the par
- and the early learning parent drop-off at the rear of the sc
- If possible, staff would prefer separate parking.
- The queueing lane for parent drop-off is substantially und
- congestion, sometimes all the way north to Doubletree R
- Overall, the desire is to keep the general arrangement of
- 56th street (front) and fields in the back.
- Quick calculations estimate a need for 200+ parking spa
- Childhood, without counting visitor/miscellaneous)
- Historically, surrounding homeowners have had private
- community members expressed a desire to keep those
- enjoyed having for many years. Staff brought up safety
- unregulated entries to the school campus. This will nee
- Playgrounds should be located in close proximity to th

SUMMARY

Similar to the request that educational spaces be separat
require a similar arrangement. Best case scenario is that
adjacent to their respective classroom clusters. Safety, fr
in the site layout. Not only should there be layers of secu
the general safety of pedestrians from vehicular traffic p
Separation of early childhood parking and drop-off from the rest of the circulation can also
explored.

SITE/OUTDOOR SPACES

GENERAL COMMENTS

ere was a desire by the community that the doesn't learn go door to door to invite neighbor
nticipation in the forums.
- In addition, the two forums to date have been in the evening, and there was a request to see if there could be an alternative time slot to accommodate alternative schedules for community members to participate.
- The existing accessories and layout, specifically the location of the cafeteria in relation to the parking lot is a breach in a safe and secure release to parent pick-up.
- Currently the door openings to the exterior and their hardware is a large security issue. The teachers currently have to lock classroom doors from the outside in an event of a lockdown, and some classrooms have upwards of 3 doors that require locking.
- There is no adjacency currently between exterior play and restroom access. This adjacency is desired.
- Adequate access to storage near the classrooms is desired.
- Gardens should be thought of as outdoor teaching stations.
- For immersion purposes the grade K-2 special education programs such as the SCA and Learning Resource Center should be adjacent to grade K-2 classrooms, and in turn, the grade 3-5 programs near the grade 3-5 classrooms.
- The current layout of spaces, in respect to the age range of the students, is not desirable. Preference would be such that lower grades are grouped together and the same for upper grades. In addition, proximity to age appropriate outdoor play areas is also important.

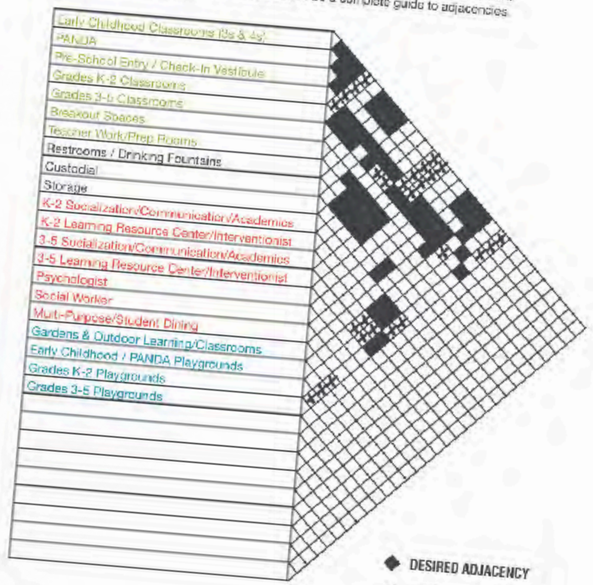
SUMMARY

The forum expressed some overall preferences in separating age groups of students on campus. It is highly desirable that the Pre-K, 1st grade and 2nd grade stay adjacent to each other, and 3rd grade, 4th grade and 5th grade on the same. Best case scenario is that these two major groups of students remain a bit further away from each other than they are currently. Another major desire is that the special education and pullout programs that correspond with the K-2 and 3-5 be placed in close proximity to their respective age cluster. Lastly, there is a preference that any gardens/outdoor learning classrooms would be adjacent and incorporated into the classroom spaces, versus a destination that is separate.

EDUCATIONAL SPACES

ADJACENCY MATRIX

The below is a diagram that illustrates graphically the desired relationships between specific program spaces within the Cherokee Elementary program. This matrix reflects only the content discussed during the community forum and is not mean to be a complete guide to adjacencies.



◆ DESIRED ADJACENCY
✕ UNDESIRED ADJACENCY
◇ NEUTRAL

◆ DESIRED ADJACENCY
✕ UNDESIRED ADJACENCY
◇ NEUTRAL

Assembly Courtyard/Amphitheater

✕ UNDESIRED ADJACENCY
◇ NEUTRAL

COMMUNITY FORUMS



















VIGNETTES

NAME — AREA OF SCHOOL

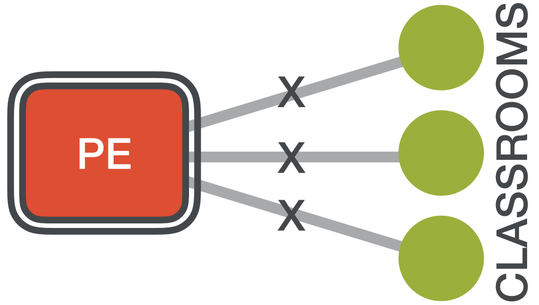
ACOUSTIC SEPARATION

UN-DESIRED ADJACENCY

STRONGLY DESIRED ADJACENCY

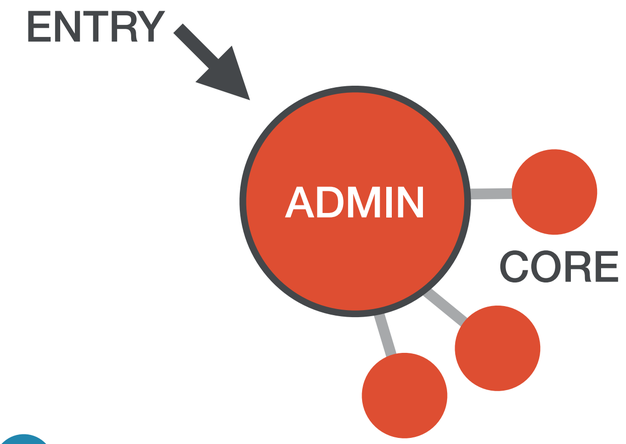
DESIRED ADJACENCY

CIRCULATION



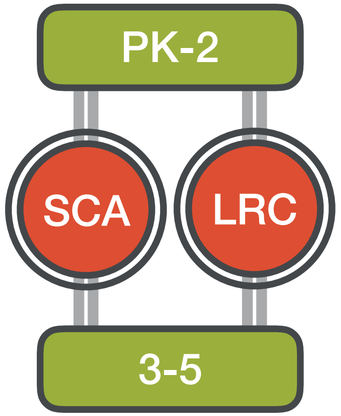
1 ACOUSTICAL SEPARATION

The physical education space adjacent to classroom space is undesirable, and requires a strong acoustical separation from quiet learning spaces.



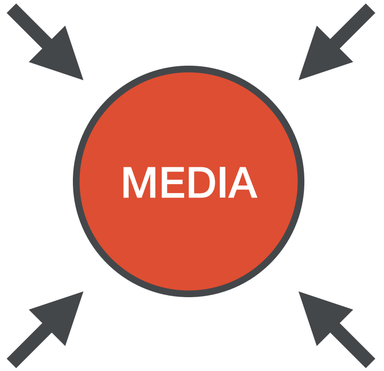
2 ADMINISTRATION FRONT AND CENTER

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



3 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.



4 MEDIA CENTER AS DESTINATION

Currently the media center experiences undesirable circulation through it due to its location. The media center should be a destination versus a hallway.

RENOVATION



A SECURITY ✗
The design incorporates security concepts such as layers, controlled points of entry, line of sight and transparency for supervision.

B CIRCULATION & WAYFINDING ✗
Layout is cleanly organized, user friendly and promotes ease in site and building circulation and wayfinding.

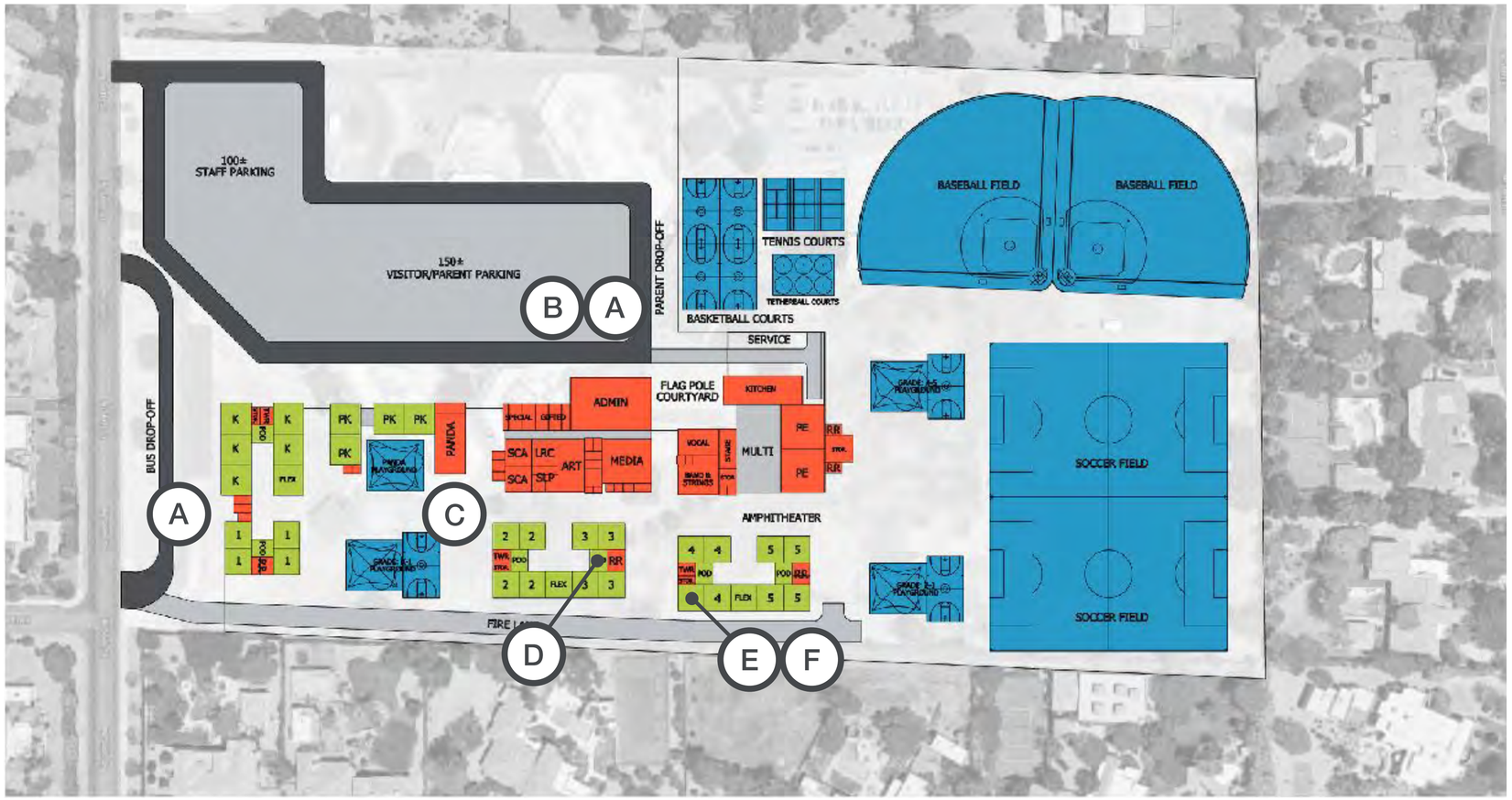
C UNIQUELY CHEROKEE ✓
The design retains or recreates the existing community feel via gardens and blending interior and exterior spaces.

D PODS ✓
The internal and external design of the facility promotes collaboration through central pods or breakout spaces.

E FLEXIBILITY ✗
The design is flexible, it allows for the ability for the school to adapt in the future regarding spaces, furniture, technology, etc.

F LEARNING SPACE PERFORMANCE ✗
The design provides minimum modern standards for optimal learning with things like ample headroom, daylight and thermal comfort.

REPLACEMENT



A SECURITY
The design incorporates security concepts such as layers, controlled points of entry, line of sight and transparency for supervision.

B CIRCULATION & WAYFINDING
Layout is cleanly organized, user friendly and promotes ease in site and building circulation and wayfinding.

C UNIQUELY CHEROKEE
The design retains or recreates the existing community feel via gardens and blending interior and exterior spaces.

D PODS
The internal and external design of the facility promotes collaboration through central pods or breakout spaces.

E FLEXIBILITY
The design is flexible, it allows for the ability for the school to adapt in the future regarding spaces, furniture, technology, etc.

F LEARNING SPACE PERFORMANCE
The design provides minimum modern standards for optimal learning with things like ample headroom, daylight and thermal comfort.

THE DATA

Memorable Goals

Positive Design Attributes	Renovation	Replacement
Safety & Wellness		
• Design for student emotional and social well being	1	1
• 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]	0	1
• Intuitive site circulation & wayfinding	0	1
• Create an inviting & inclusive campus	1	1
Uniquely Cherokee		
• Retain the existing community feel via gardens & blending interior & exterior spaces	1	1
• Generate a unique aesthetic character while weaving existing culture into the design	1	1
• Provide a community hub with usable courtyards and outdoor space	1	1
• Create a positive user experience	0	1
Student-Centric Learning		
• Teacher & Student Collaboration Spaces (Pods)	1	1
• Learner-centric design concepts - collaboration, reflection, student agency [or choice], instructional and hands on spaces	1	1
• Design for flexibility - spaces, furniture, technology, other infrastructure	0	1
• Co-curricular, Specials & Athletics [accommodate current and future offerings, curricular integration]	1	1
High Performance Learning Environment		
• 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]	1	1
• Provide a facility that has the needed infrastructure to support technology and future flexibility	1	1
• Focus on user comfort (healthy indoor environment, natural daylight & transparency, thermal, plumbing, etc.)	0	1
TOTAL	**10**	**15**

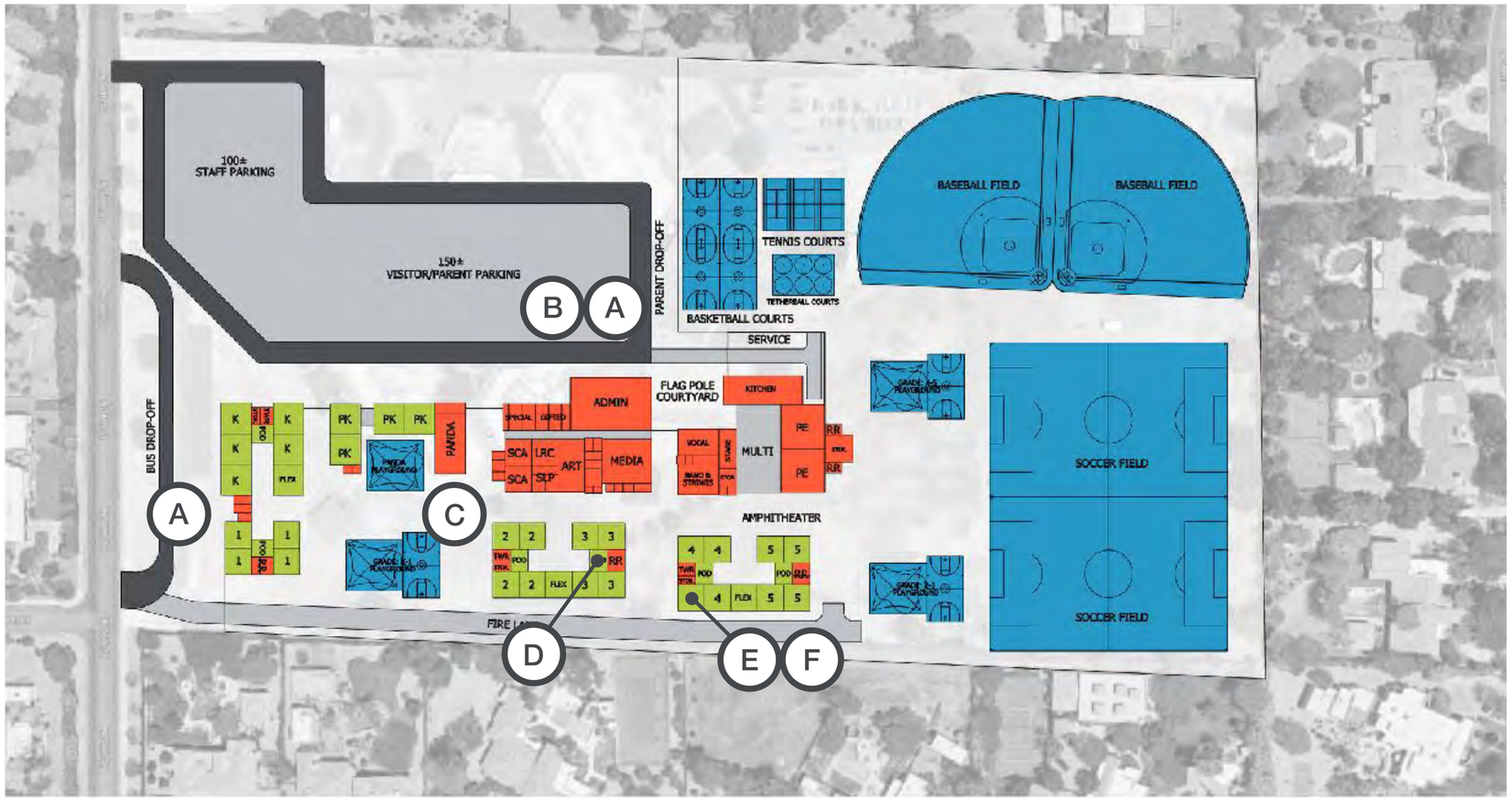
Vignettes: Positive Design Attributes

	Positive Design Attribute	Renovation	Replacement
1	Acoustical Separation	1	1
2	Admin Front and Center	0	1
3	Convenient Pull-Out Spaces	1	1
4	Media Center as a Destination	1	1
5	Bio Breaks	1	1
6	Physical Education & Courts/Fields	1	1
7	Large Assembly	1	1
8	Age Clusters - Learning	1	1
9	Age Clusters - Play	1	1
10	Proximity/Accessibility	1	1
11	Minimized Points of Access	0	1
12	Passive Solar Design	0	1
13	Adequate Vehicular Queuing	1	1
14	Curb Appeal	0	1
15	Parking Near Fields	1	1
16	Discreet Service Access	1	1
17	Separate Staff Parking	1	1
18	Line of Sight	0	1
19	Engaging Outdoor Spaces	1	1
20	Pods	1	1
21	Learning Space Performance	0	1
22	Community Hub	1	1
23	Ease of Way-Finding	0	1
24	Access to Core Spaces	1	1
25	Pre-K & Panda Adjacency	1	1
26	Logical Site Organization	0	1
27	Spark Joy	1	1
28	Security and Access Control	1	1
29	Gardens	1	1
30	Incorporate Views	0	1
31	Energy Efficient	0	1
32	Outdoor Learning	1	1
33	Parent Drop-Off Near Fields	1	1
34	Uniquely Cherokee	1	1
35	Ease of Construction Phasing	0	1
36	Neighborhood Context	1	1
37	Reuse/Salvage	1	0
38	Retain Existing Trees	1	0
39	Literary Landmark	1	1
40	Utility Organization	0	1
	TOTAL	**28**	**38**

TO REPLACE OR NOT TO REPLACE...

	RENOVATION	REPLACEMENT
MEMORABLE GOALS	10/15	15/15
FACILITY NEEDS EXISTING CONDITIONS ASSESSMENT SITE ANALYSIS CHARRETTE ACTIVITY	28/40	38/40
	38	53
COST MODEL	+ 2%	- -
PROJECT DURATION	4/5 PHASES	2/3 PHASES

REPLACEMENT



A SECURITY
The design incorporates security concepts such as layers, controlled points of entry, line of sight and transparency for supervision.

B CIRCULATION & WAYFINDING
Layout is cleanly organized, user friendly and promotes ease in site and building circulation and wayfinding.

C UNIQUELY CHEROKEE
The design retains or recreates the existing community feel via gardens and blending interior and exterior spaces.

D PODS
The internal and external design of the facility promotes collaboration through central pods or breakout spaces.

E FLEXIBILITY
The design is flexible, it allows for the ability for the school to adapt in the future regarding spaces, furniture, technology, etc.

F LEARNING SPACE PERFORMANCE
The design provides minimum modern standards for optimal learning with things like ample headroom, daylight and thermal comfort.

WHAT IS UNIQUELY CHEROKEE?

- **Garden & courtyard style** campus (Desire for connection to nature)
- **Collaboration pods** to create small communities for the different age groups
- Arizona's first **literary landmark**
- Simple, clean, **mid-century modern aesthetics**

STRATEGIES USED TO CREATE CHEROKEE 2.0

- **Cherokee as a nurse plant,** provides students a healthy and safe/sheltered school experience
- Achievement of the **connection to nature through biophilic design patterns** and principles
- 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

CHEROKEE AS A NURSE PLANT

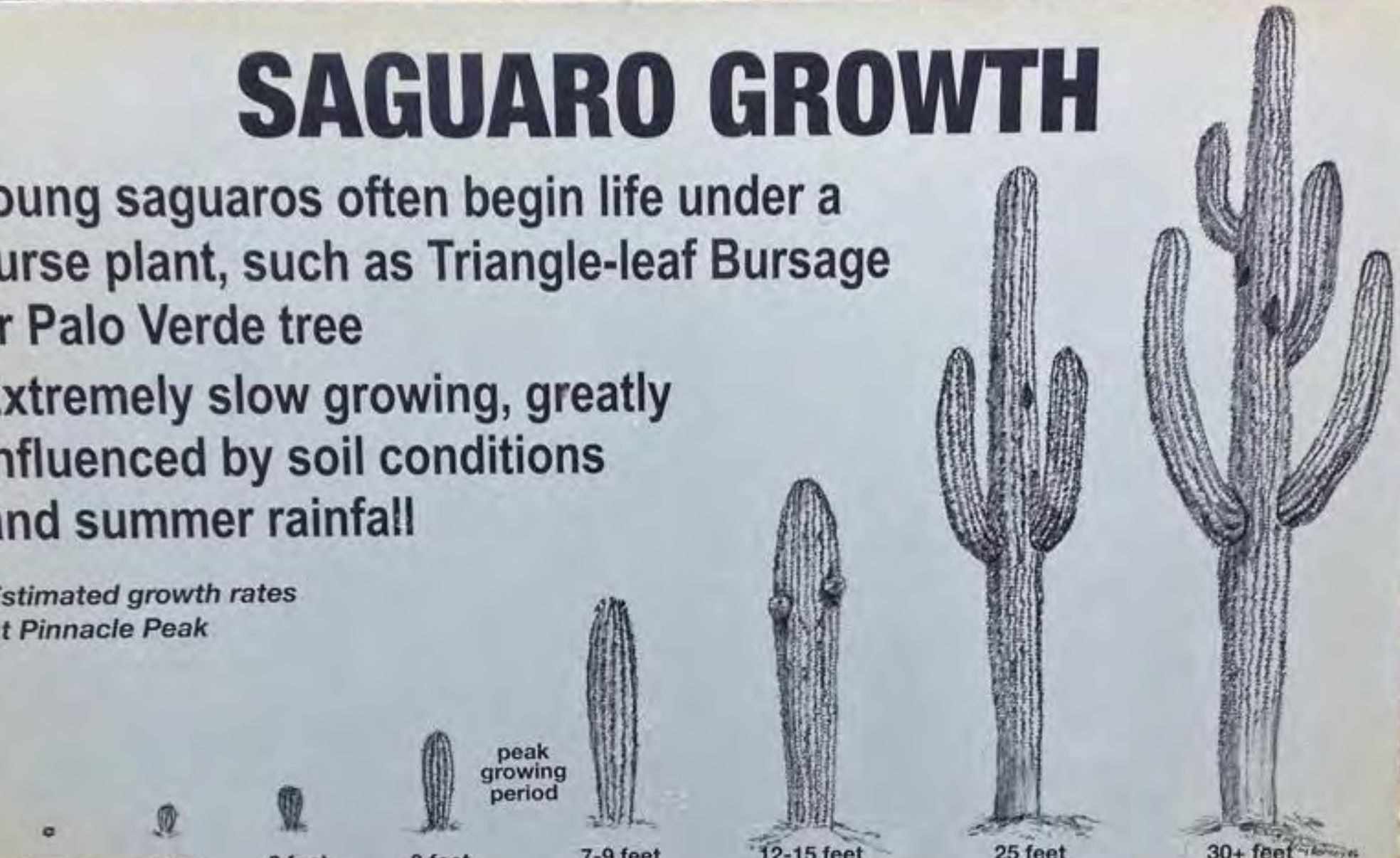


SAGUARO GROWTH

Young saguaros often begin life under a nurse plant, such as Triangle-leaf Bursage or Palo Verde tree

Extremely slow growing, greatly influenced by soil conditions and summer rainfall

Estimated growth rates at Pinnacle Peak



PROTECT THE CYCLE & RHYTHM OF GROWTH, PLAY AND LEARNING













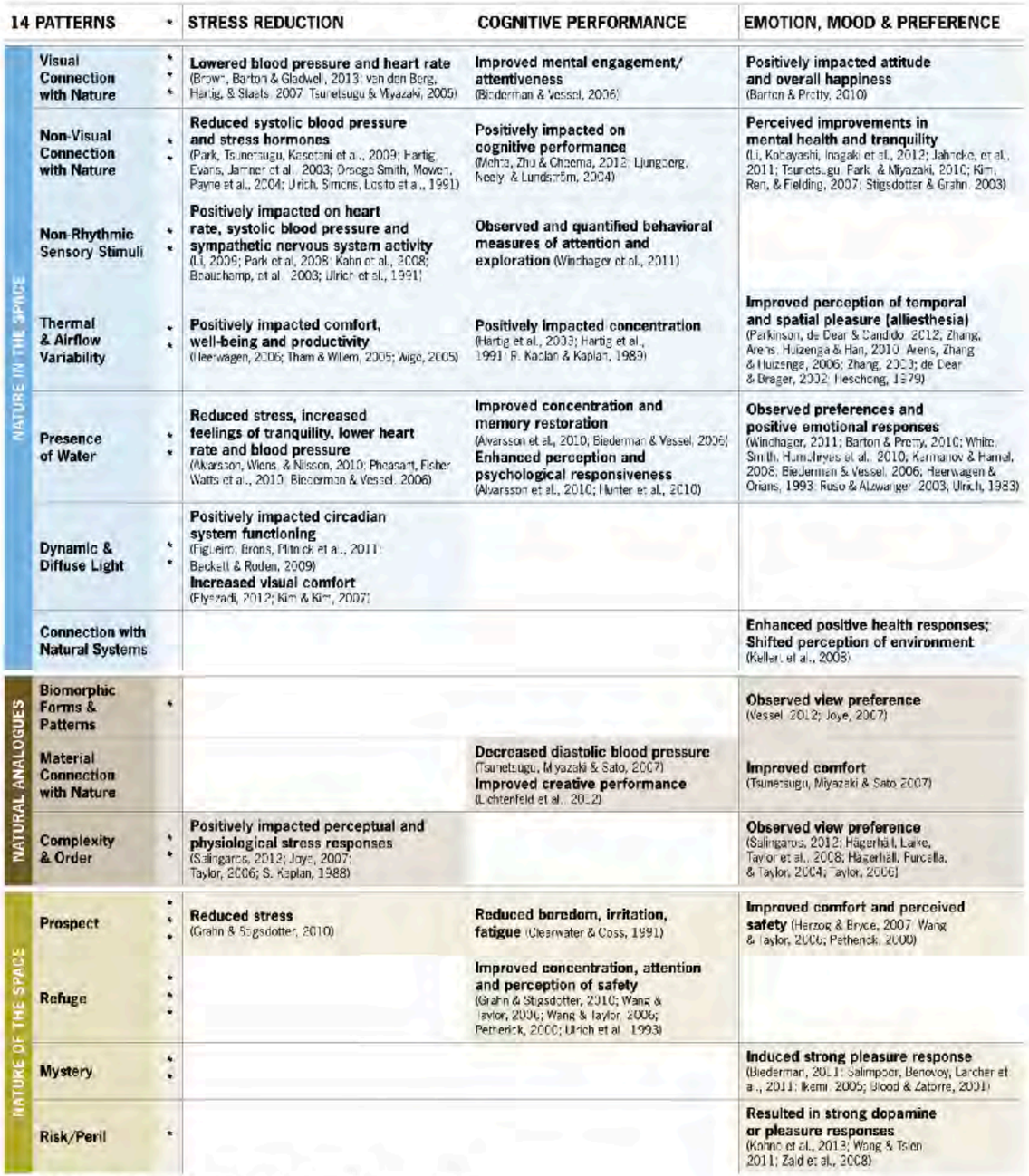
Rock Balancing

Stone Stacking STEAM for Kids



BIOPHILIC DESIGN





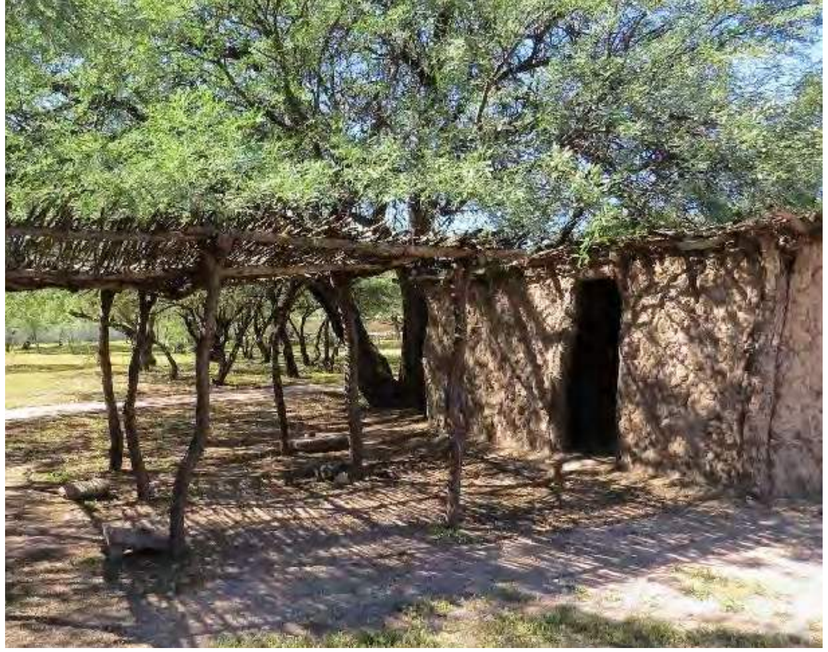
14 PATTERNS	STRESS REDUCTION	COGNITIVE PERFORMANCE	EMOTION, MOOD & PREFERENCE
NATURE IN THE SPACE			
Visual Connection with Nature	**Lowered blood pressure and heart rate** (Brown, Barton & Gladwell, 2013; van den Berg, Hartig, & Staats, 2007; Tsunetsugu & Miyazaki, 2005)	**Improved mental engagement/ attentiveness** (Biederman & Vessel, 2006)	**Positively impacted attitude and overall happiness** (Barton & Pretty, 2010)
Non-Visual Connection with Nature	**Reduced systolic blood pressure and stress hormones** (Park, Tsunetsugu, Kasetani et al., 2009; Hartig, Evans, Jamner et al., 2003; Ottosa Smith, Mowen, Payne et al., 2004; Ulrich, Simons, Losito et al., 1991)	**Positively impacted on cognitive performance** (Mehta, Zhu & Cheema, 2012; Ljungberg, Neely & Lundström, 2004)	**Perceived improvements in mental health and tranquility** (Li, Kobayashi, Inagaki et al., 2012; Jahncke, et al., 2011; Tsunetsugu, Park, & Miyazaki, 2010; Kim, Ren, & Fielding, 2007; Stigsdotter & Grahn, 2003)
Non-Rhythmic Sensory Stimuli	**Positively impacted on heart rate, systolic blood pressure and sympathetic nervous system activity** (Li, 2009; Park et al., 2008; Kahn et al., 2008; Beauchamp, et al., 2003; Ulrich et al., 1991)	**Observed and quantified behavioral measures of attention and exploration** (Windhager et al., 2011)	
Thermal & Airflow Variability	**Positively impacted comfort, well-being and productivity** (Heerwagen, 2006; Tham & Willem, 2005; Wigo, 2005)	**Positively impacted concentration** (Hartig et al., 2003; Hartig et al., 1991; R. Kaplan & Kaplan, 1989)	**Improved perception of temporal and spatial pleasure (alliesthesia)** (Parkinson, de Dear & Candido, 2012; Zhang, Arens, Huizenga & Han, 2010; Arens, Zhang & Huizenga, 2006; Zhang, 2003; de Dear & Brager, 2002; Heschong, 1979)
Presence of Water	**Reduced stress, increased feelings of tranquility, lower heart rate and blood pressure** (Akarsson, Wiens, & Nilsson, 2010; Pheasant, Fisher, Watts et al., 2010; Biederman & Vessel, 2006)	**Improved concentration and memory restoration** (Alvarsson et al., 2010; Biederman & Vessel, 2006) **Enhanced perception and psychological responsiveness** (Alvarsson et al., 2010; Hunter et al., 2010)	**Observed preferences and positive emotional responses** (Windhager, 2011; Barton & Pretty, 2010; White, Smith, Humphryes et al., 2010; Kamarov & Hamal, 2008; Biederman & Vessel, 2006; Heerwagen & Orians, 1993; Ruso & Atzwanger, 2003; Ulrich, 1983)
Dynamic & Diffuse Light	**Positively impacted circadian system functioning** (Figueiro, Brons, Plitnick et al., 2011; Beckett & Roden, 2009) **Increased visual comfort** (Flyezadi, 2012; Kim & Kim, 2007)		
Connection with Natural Systems			**Enhanced positive health responses; Shifted perception of environment** (Keller, et al., 2005)
NATURAL ANALOGUES			
Biomorphic Forms & Patterns			**Observed view preference** (Vessel, 2012; Joye, 2007)
Material Connection with Nature		**Decreased diastolic blood pressure** (Tsunetsugu, Miyazaki & Sato, 2007) **Improved creative performance** (Lichtenfeld et al., 2012)	**Improved comfort** (Tsunetsugu, Miyazaki & Sato, 2007)
Complexity & Order	**Positively impacted perceptual and physiological stress responses** (Salingaros, 2012; Joye, 2007; Taylor, 2006; S. Kaplan, 1988)		**Observed view preference** (Salingaros, 2012; Hägerhäll, Laike, Taylor et al., 2008; Hägerhäll, Purcella, & Taylor, 2004; Taylor, 2006)
NATURE OF THE SPACE			
Prospect	**Reduced stress** (Grahn & Stigsdotter, 2010)	**Reduced boredom, irritation, fatigue** (Clearwater & Coss, 1991)	**Improved comfort and perceived safety** (Herzog & Bryce, 2007; Wang & Taylor, 2006; Petherick, 2000)
Refuge		**Improved concentration, attention and perception of safety** (Grahn & Stigsdotter, 2010; Wang & Taylor, 2006; Wang & Taylor, 2006; Petherick, 2000; Ulrich et al., 1993)	
Mystery			**Induced strong pleasure response** (Biederman, 2011; Salimpoor, Benovoy, Larcher et al., 2011; Ikemi, 2005; Blood & Zatorre, 2001)
Risk/Peril			**Resulted in strong dopamine or pleasure responses** (Kohno et al., 2013; Wang & Tsien, 2011; Zald et al., 2008)

© 2014 Terrapin Bright Green / 14 Patterns of Biophilic Design

Biophilic design is the designing for people as a biological organism,

respecting the mind-body systems as indicators of health and well-being in the context of what is locally appropriate and responsive.







ADAPTATIONS TO THE SONORAN DESERT

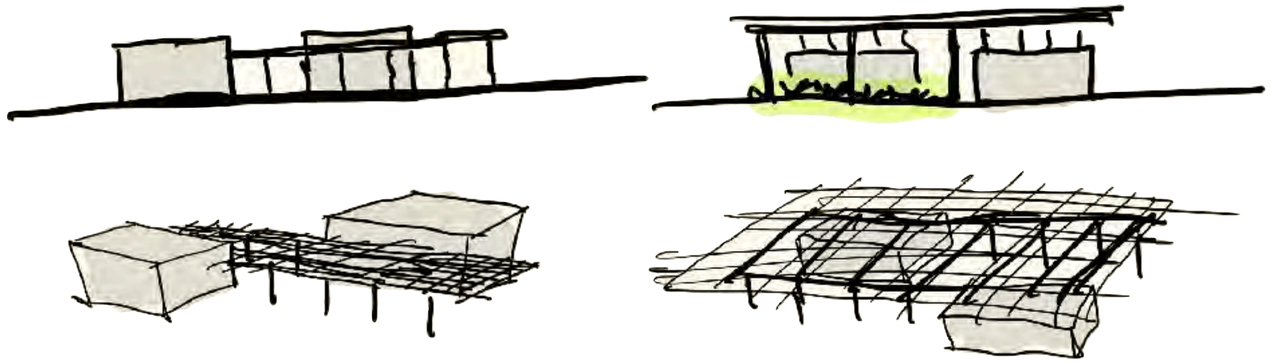
PATHS, PLAY, GATHERING, LEARNING ALL NEED SHADE

Examples of plant and animal adaptations to the harsh conditions of the Sonoran desert:

- Self shading cacti
- Expanding water bladders
- Large ears to dissipate heat

Examples of architectural adaptations to the harsh conditions of the Sonoran desert:

- Nested volumes or ramada houses
- Shaded outdoor space
- Exposed volumes with connective shade tissue



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



(artistic rendering, subject to change)



OVERALL PRELIMINARY SITE PLAN



PARENT DROP-OFF & PICK-UP

(artistic rendering, subject to change)

PRE-K ENTRY



(artistic rendering, subject to change)



BUS DROP-OFF & PICK-UP

(artistic rendering, subject to change)



(artistic rendering, subject to change)



ADMINISTRATION ENTRY

(artistic rendering, subject to change)



(artistic rendering, subject to change)



PLAY & PLAZAS

(artistic rendering, subject to change)

PLAYGROUNDS



(artistic rendering, subject to change)



INTERACTIVE RAIN GARDENS

(artistic rendering, subject to change)



(artistic rendering, subject to change)



AMPHITHEATER & FLAG PLAZA

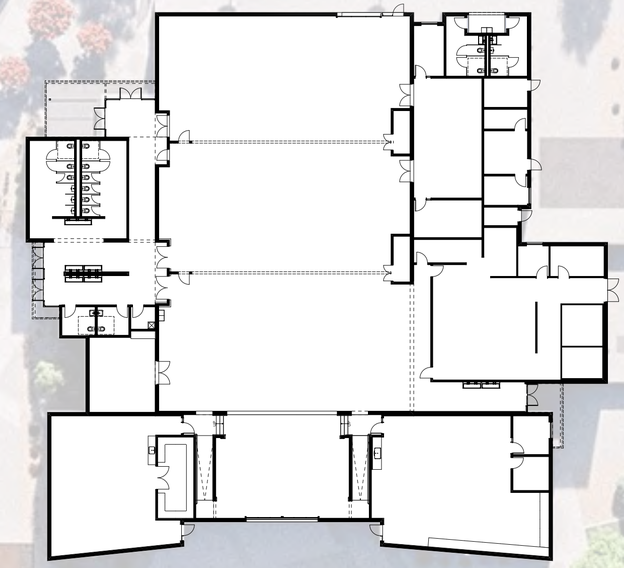
(artistic rendering, subject to change)



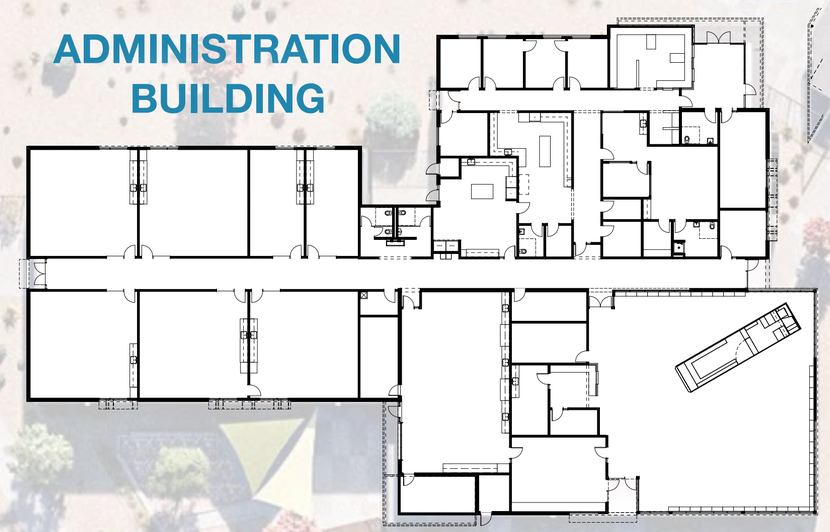
PLAYGROUNDS & FIELDS

(artistic rendering, subject to change)

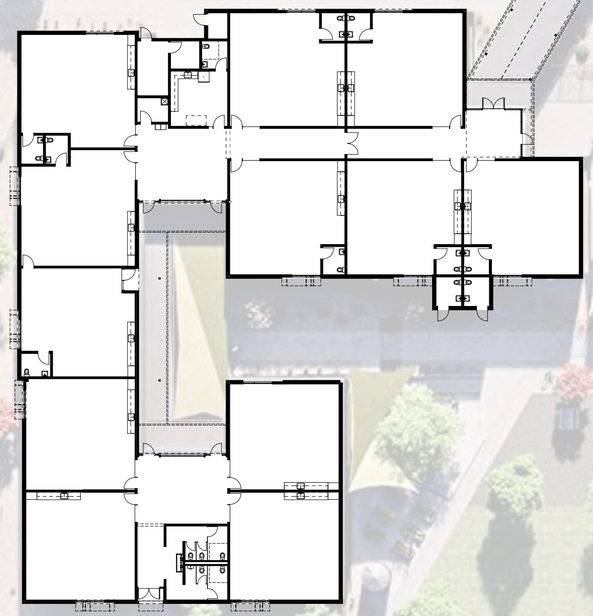
MULTI-PURPOSE BUILDING



ADMINISTRATION BUILDING



CLASSROOM BUILDING

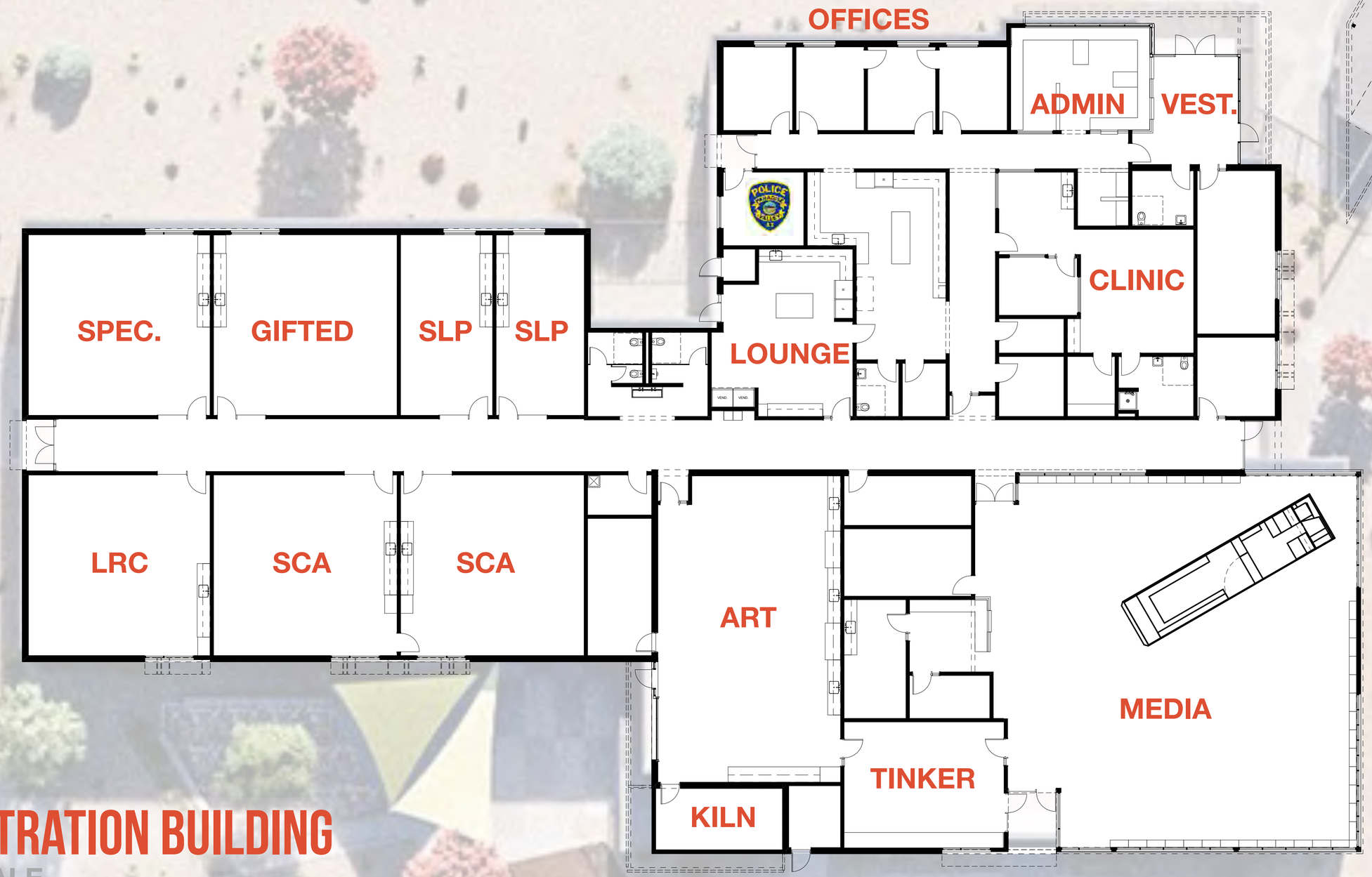


CLASSROOM BUILDING



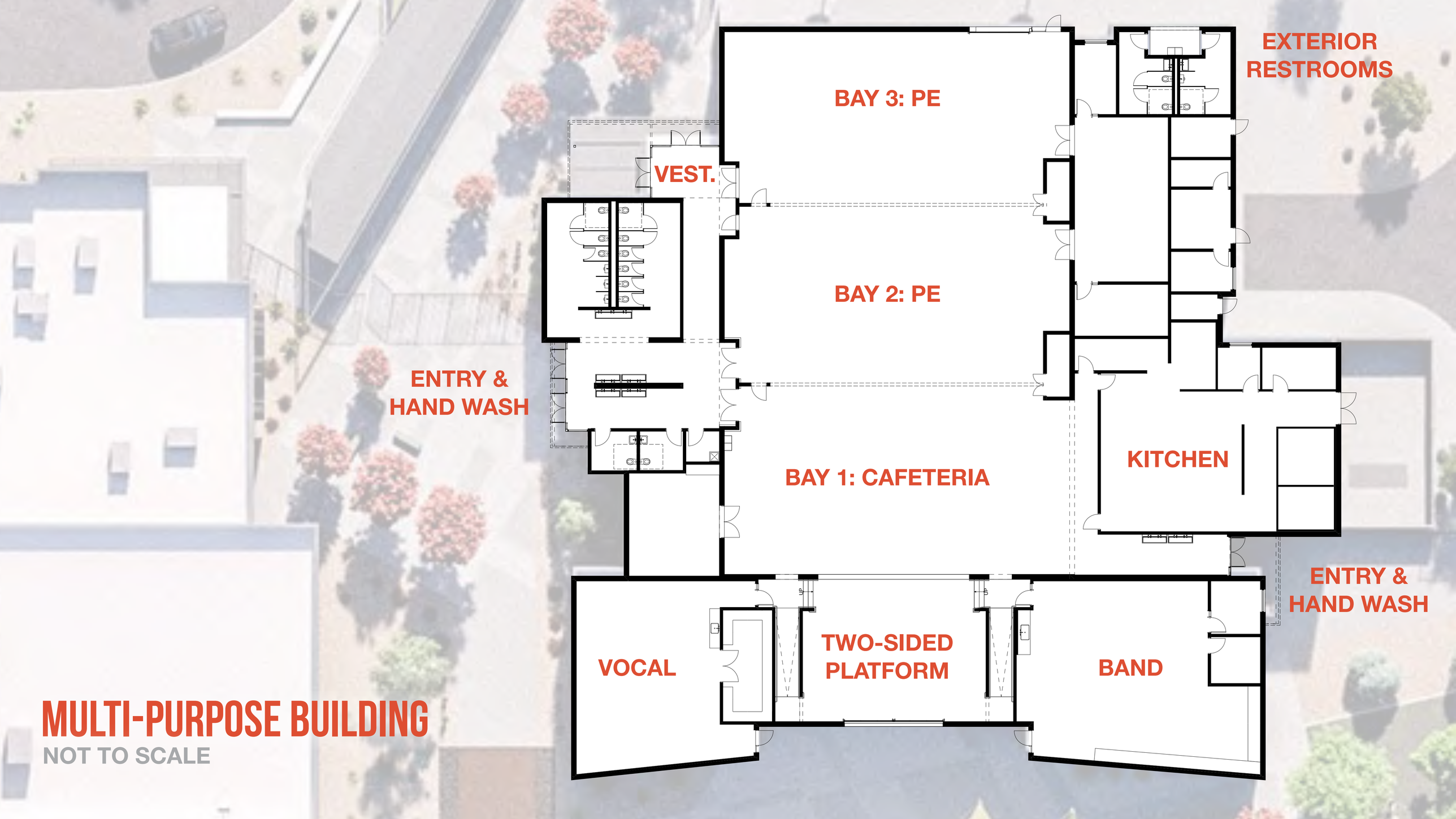
OVERALL CAMPUS

NOT TO SCALE



ADMINISTRATION BUILDING

NOT TO SCALE



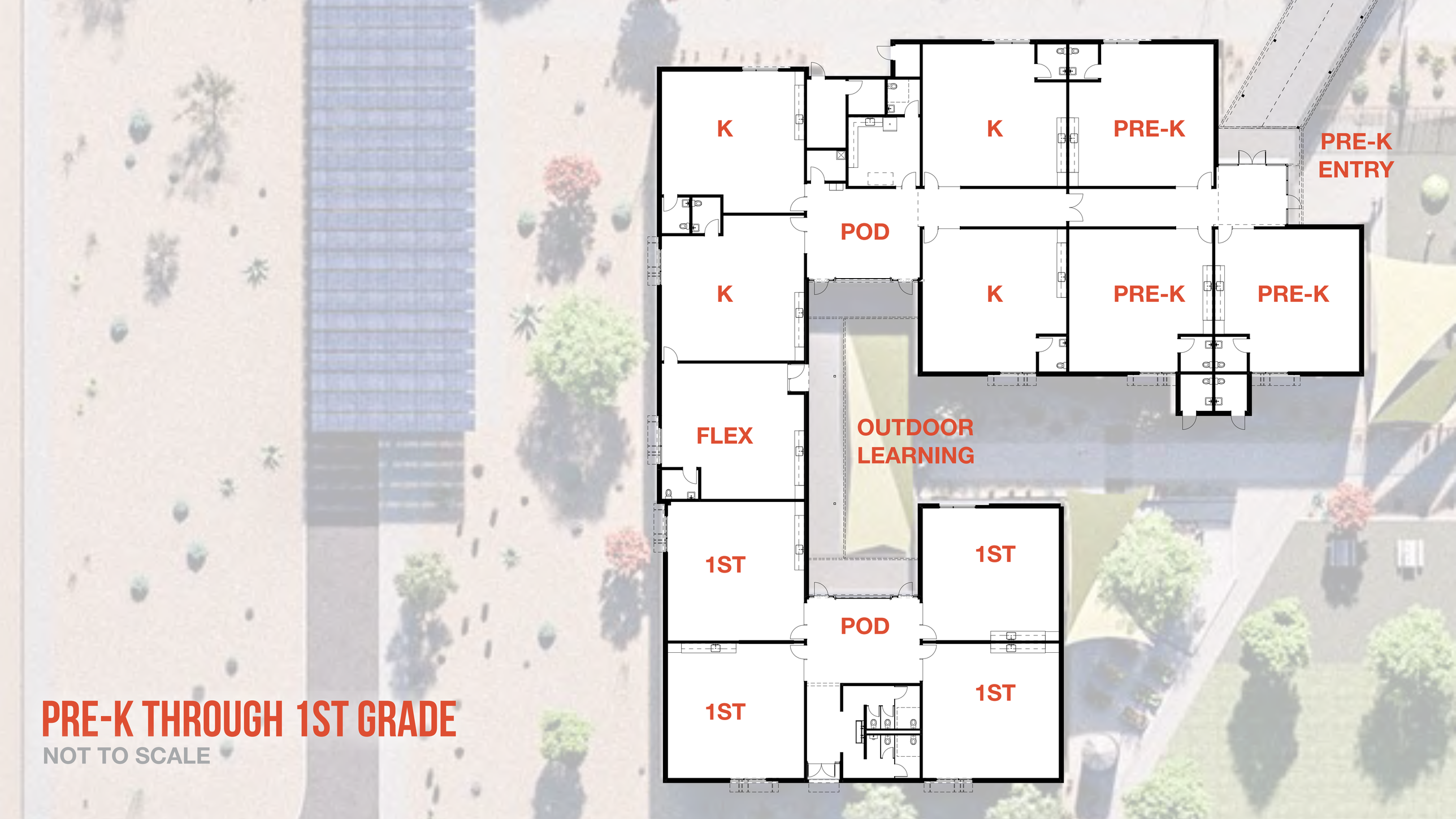
MULTI-PURPOSE BUILDING

NOT TO SCALE



2ND THROUGH 5TH GRADE

NOT TO SCALE



PRE-K THROUGH 1ST GRADE

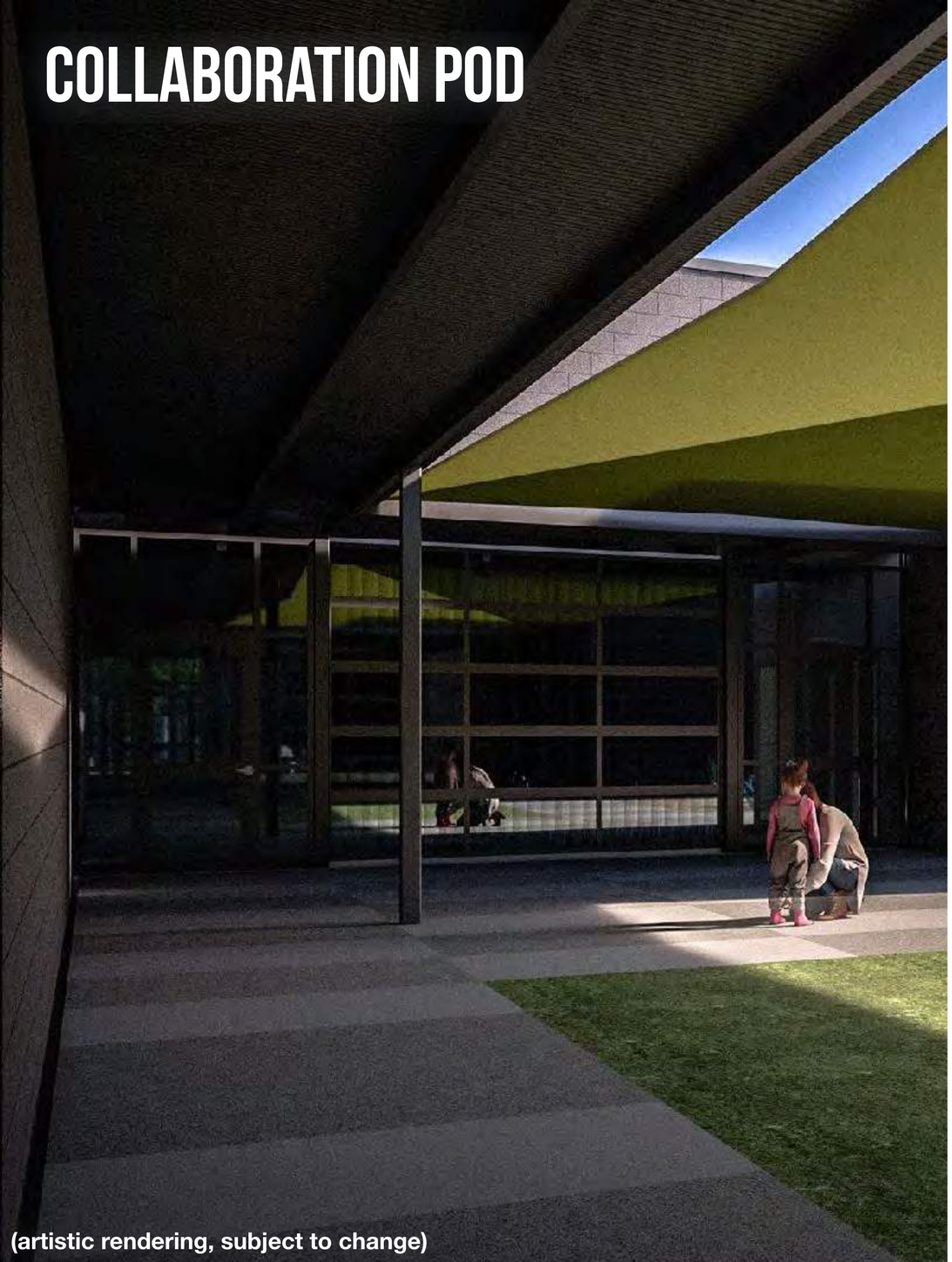
NOT TO SCALE

COLLABORATION POD

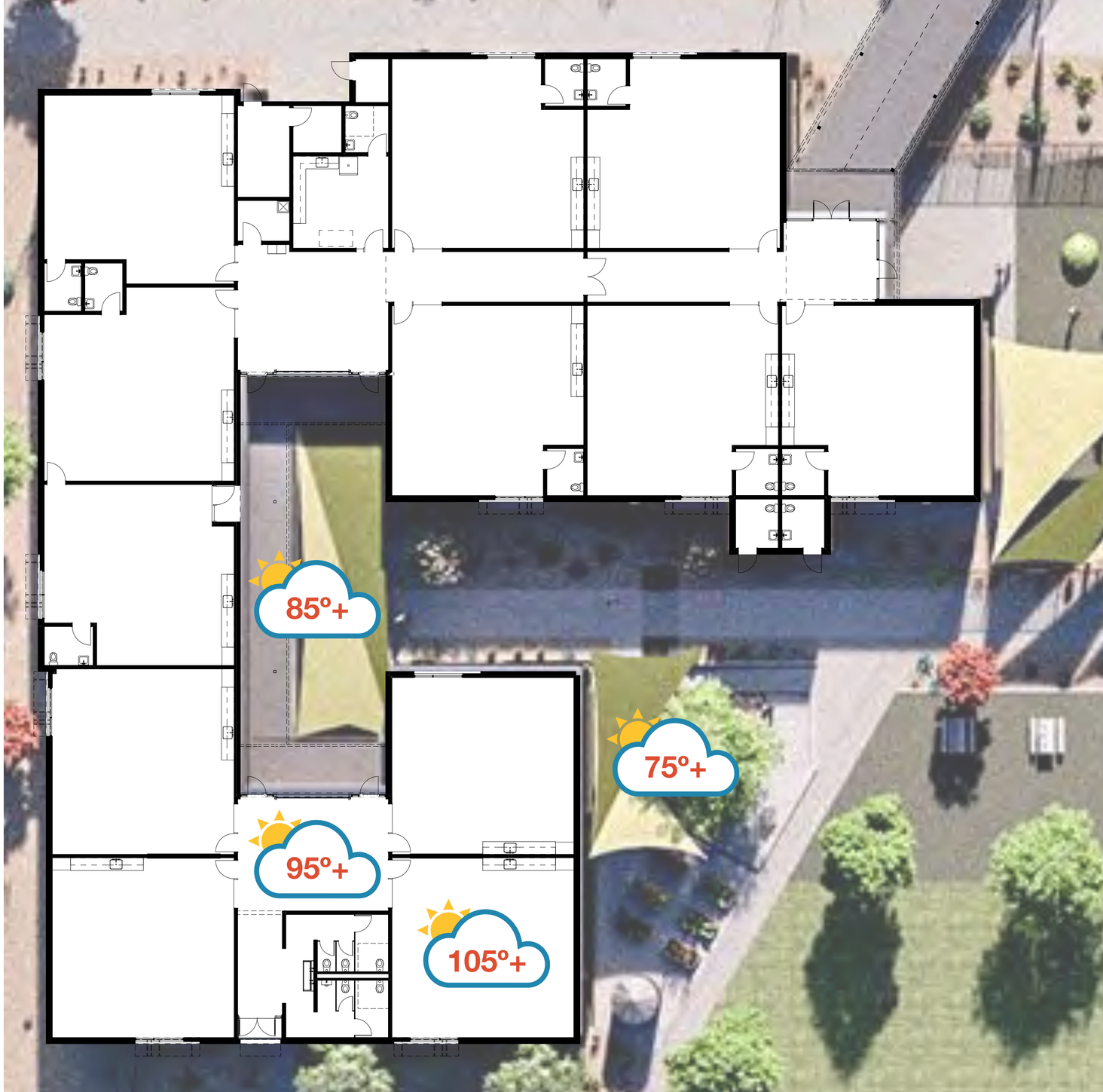


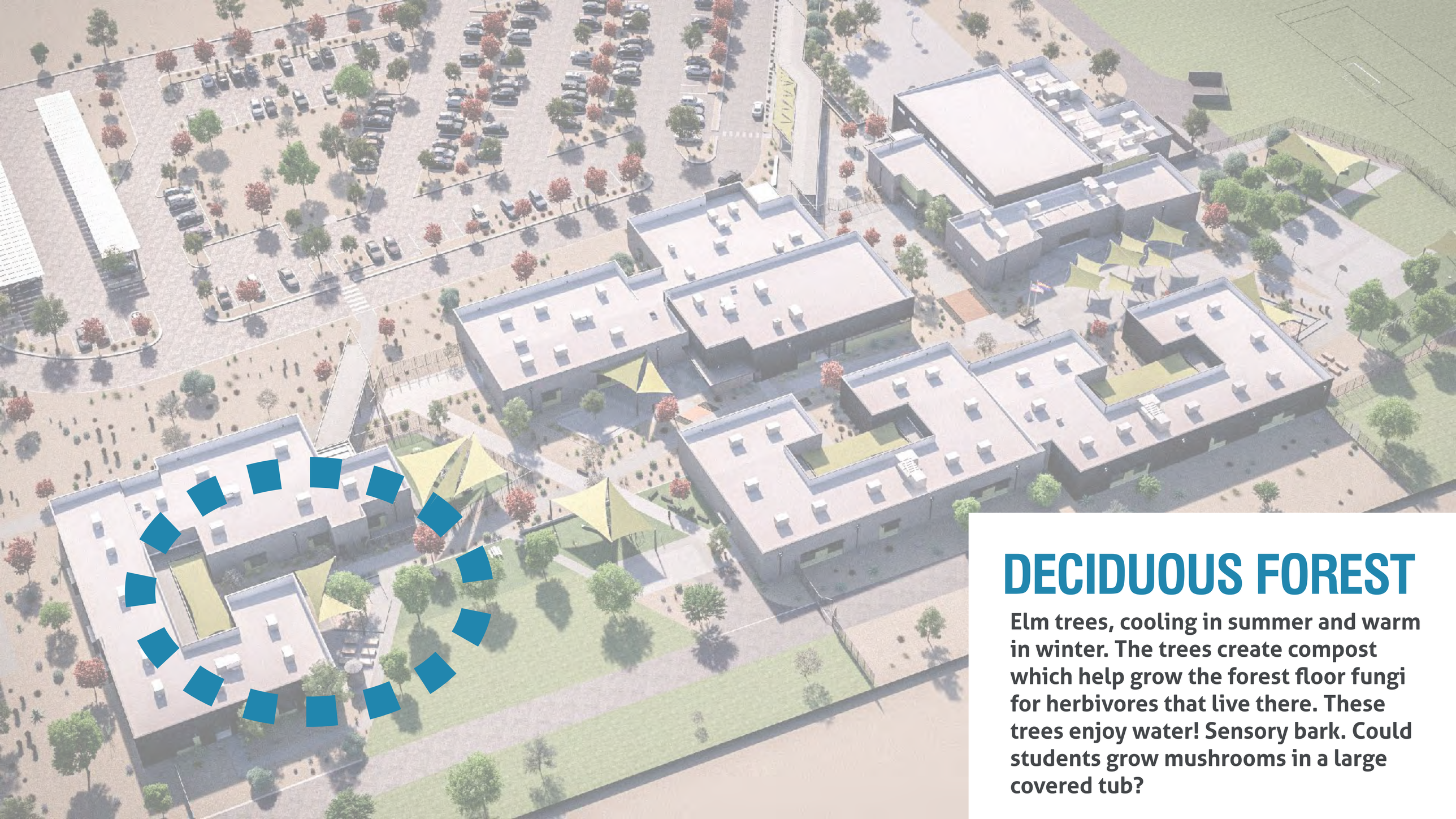
(artistic rendering, subject to change)

COLLABORATION POD



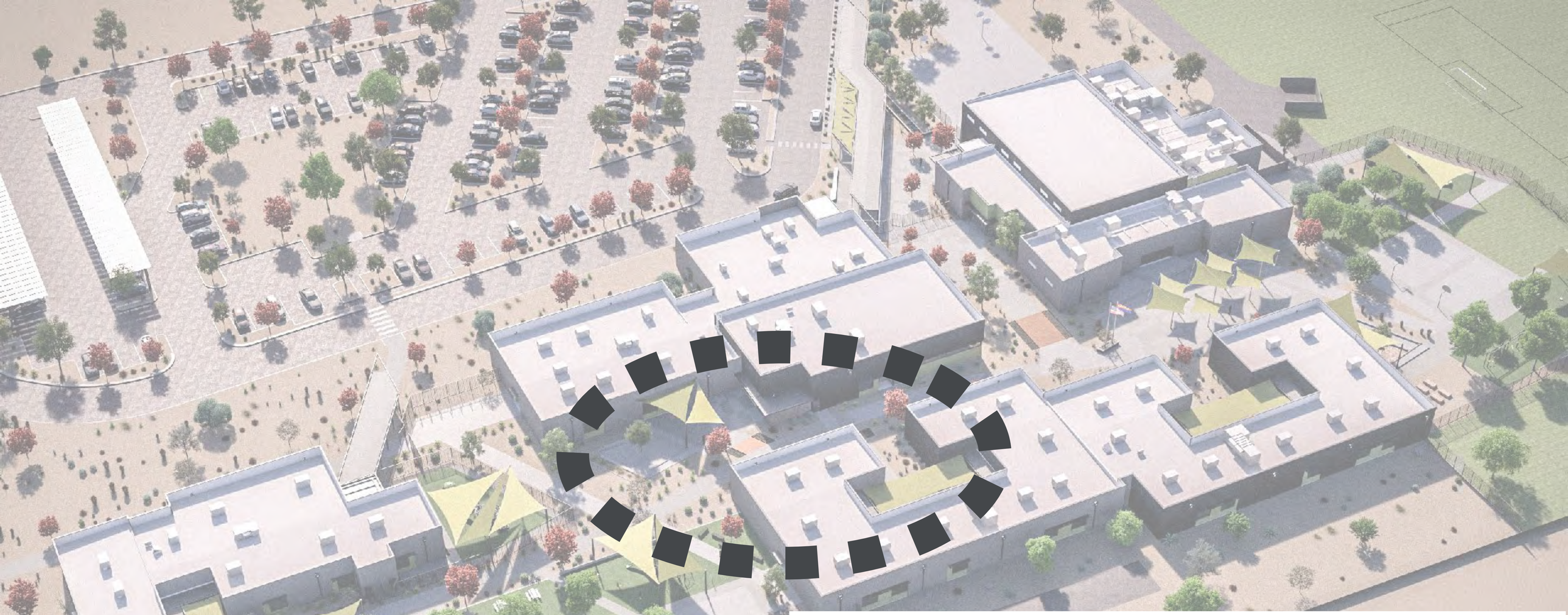
(artistic rendering, subject to change)





DECIDUOUS FOREST

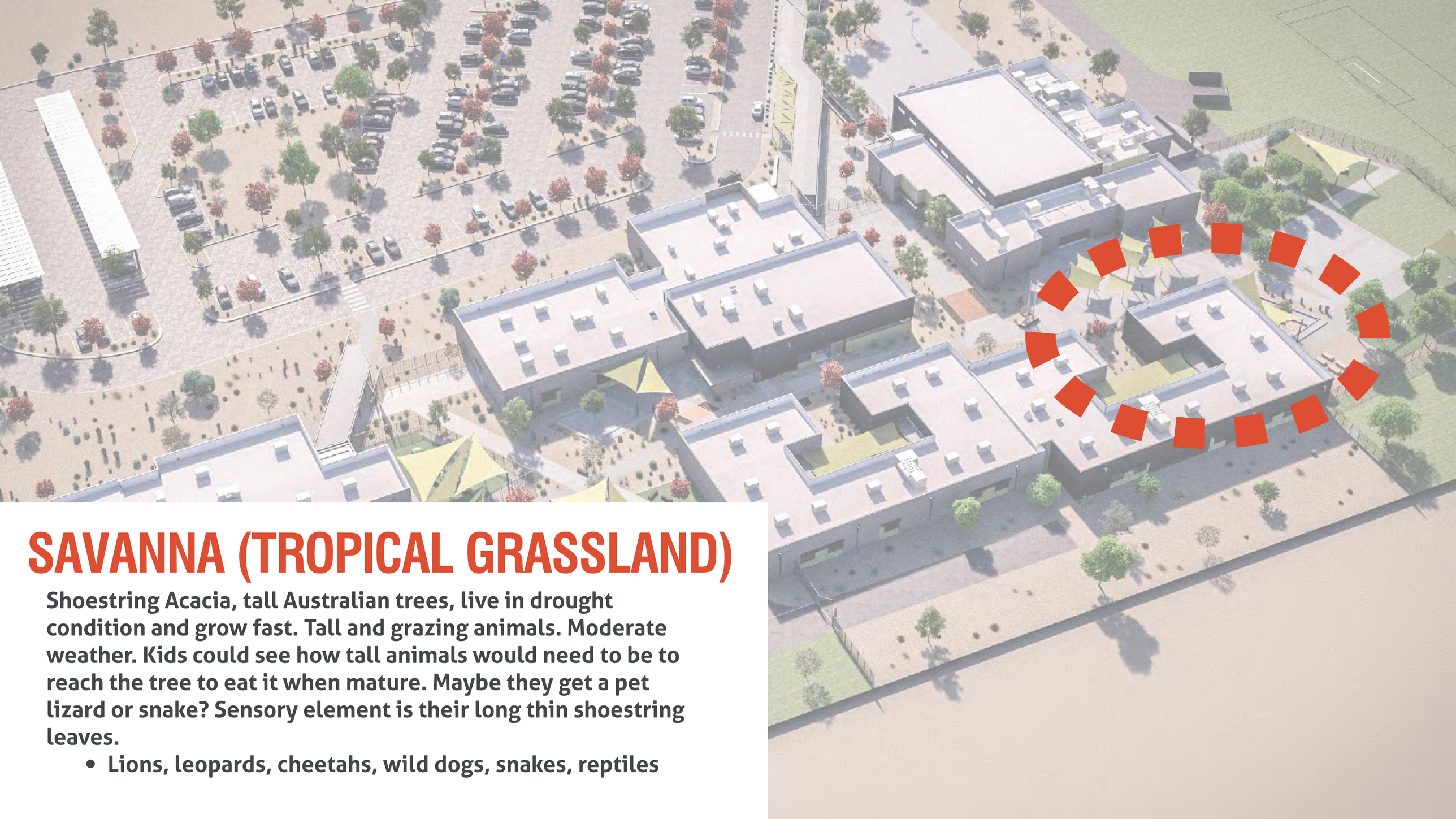
Elm trees, cooling in summer and warm in winter. The trees create compost which help grow the forest floor fungi for herbivores that live there. These trees enjoy water! Sensory bark. Could students grow mushrooms in a large covered tub?



CHAPARRAL

Southern Live Oak, tall vertical tree. Some agaves. Lots of fires which are a benefit as seeds pop and germinate. Dry weather, low water. Hot and humid (California) Could kids grow their own oak trees in cups from the acorns that drop in the fall?

- **Rabbits, coyotes, lizards, mule deer, prairie dog.**



SAVANNA (TROPICAL GRASSLAND)

Shoestring Acacia, tall Australian trees, live in drought condition and grow fast. Tall and grazing animals. Moderate weather. Kids could see how tall animals would need to be to reach the tree to eat it when mature. Maybe they get a pet lizard or snake? Sensory element is their long thin shoestring leaves.

- **Lions, leopards, cheetahs, wild dogs, snakes, reptiles**





HISTORY AND CULTURE

The current campus has a variety of art installations, memorials and other sentimental historical items that will be inventoried. A plan for the items that are deemed salvageable and to be retained will be created.

SPECIALTY CONSULTANTS

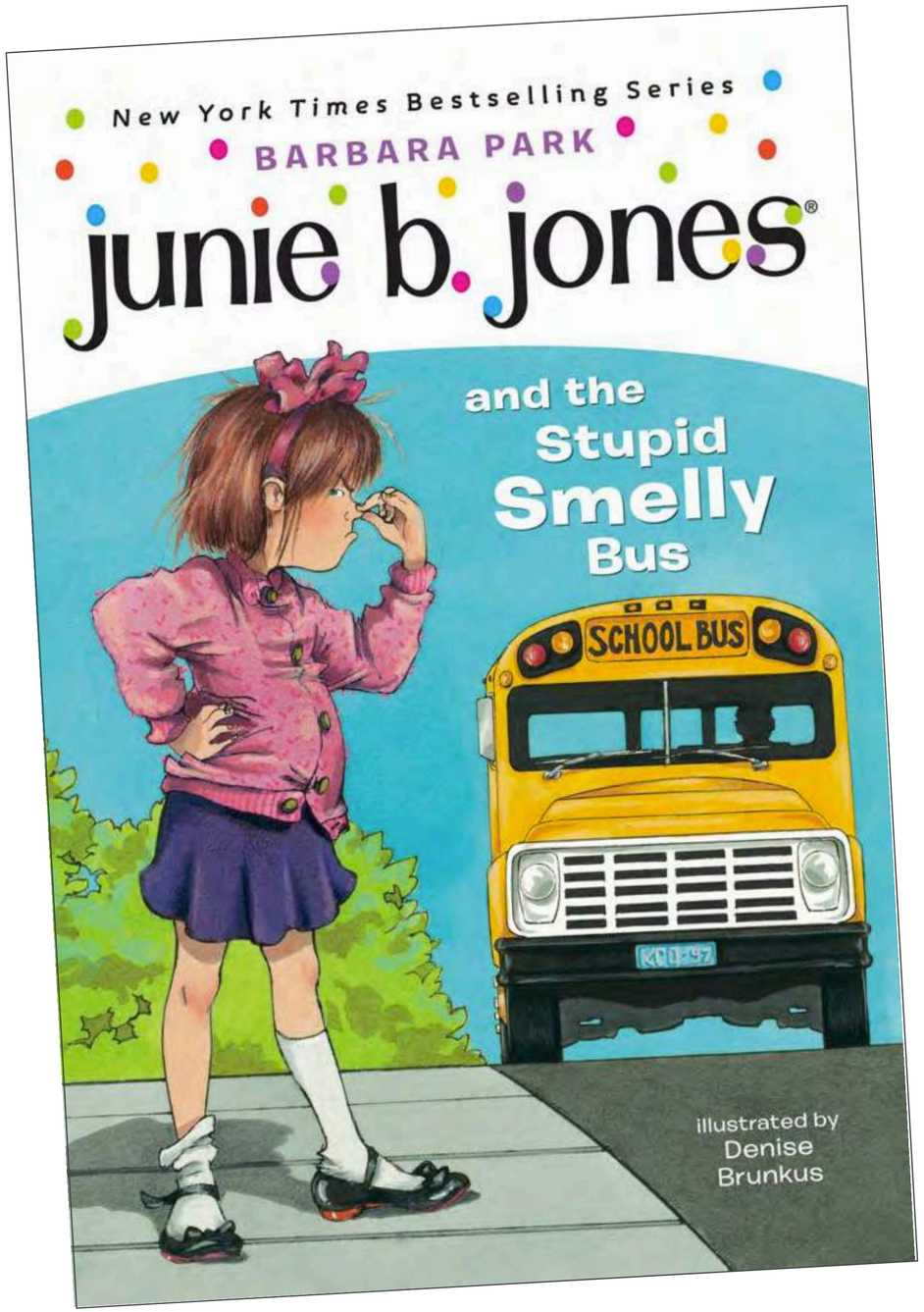
Paradise Valley Police Department
Peter Wingert, Paradise Valley Police Chief

Scottsdale Unified School District
James Dorer, SUSD Chief Security Officer

Y2K Engineering, LLC
Michelle Beckley, Project Engineer

Quest Energy Group, LLC
Craig Green, Professional Engineer

SPECTACLE
Mike Murray, Maker & Fabricator



A home for Scottsdale Unified School District's 2005 Thomas School Bus

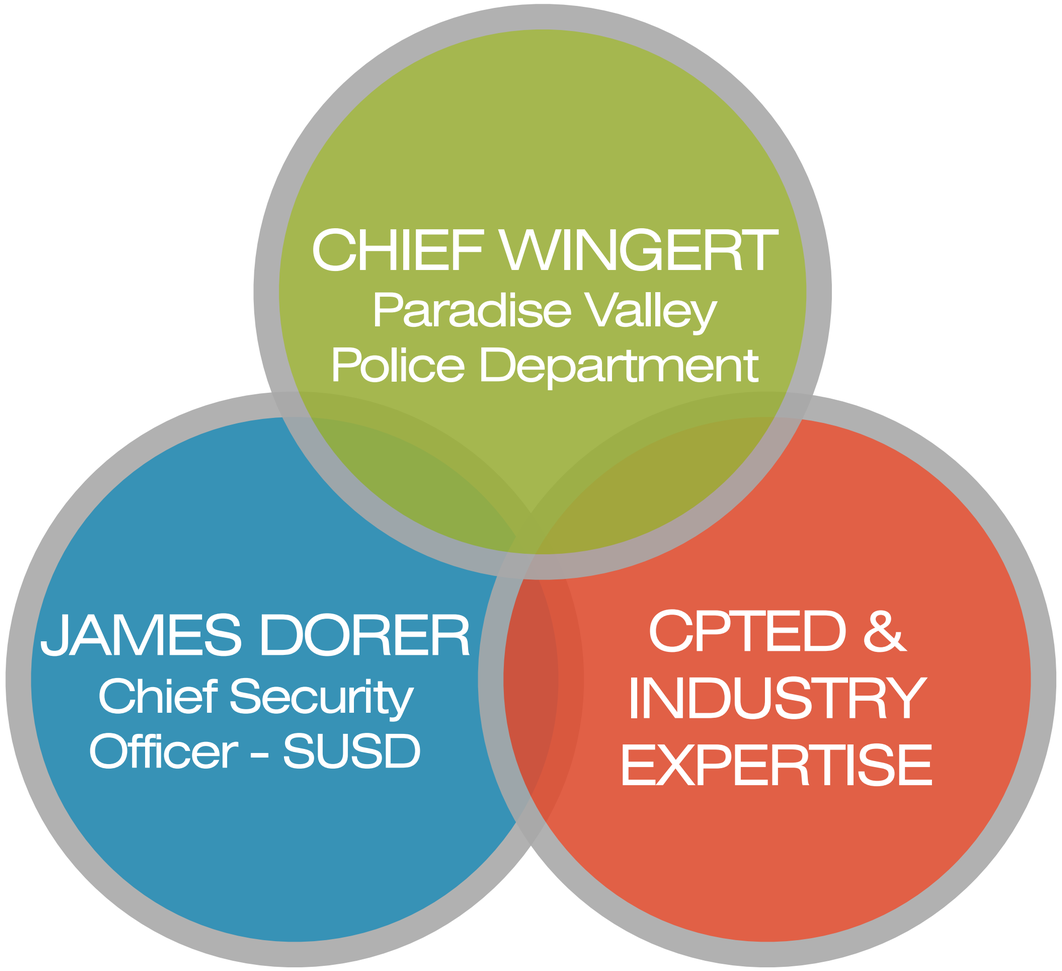

CBS SPORTS
WM
WASTE MANAGEMENT


Tostitos
BRING the
BEER GARDEN ENTRY
Tostitos



SPECTACLE™



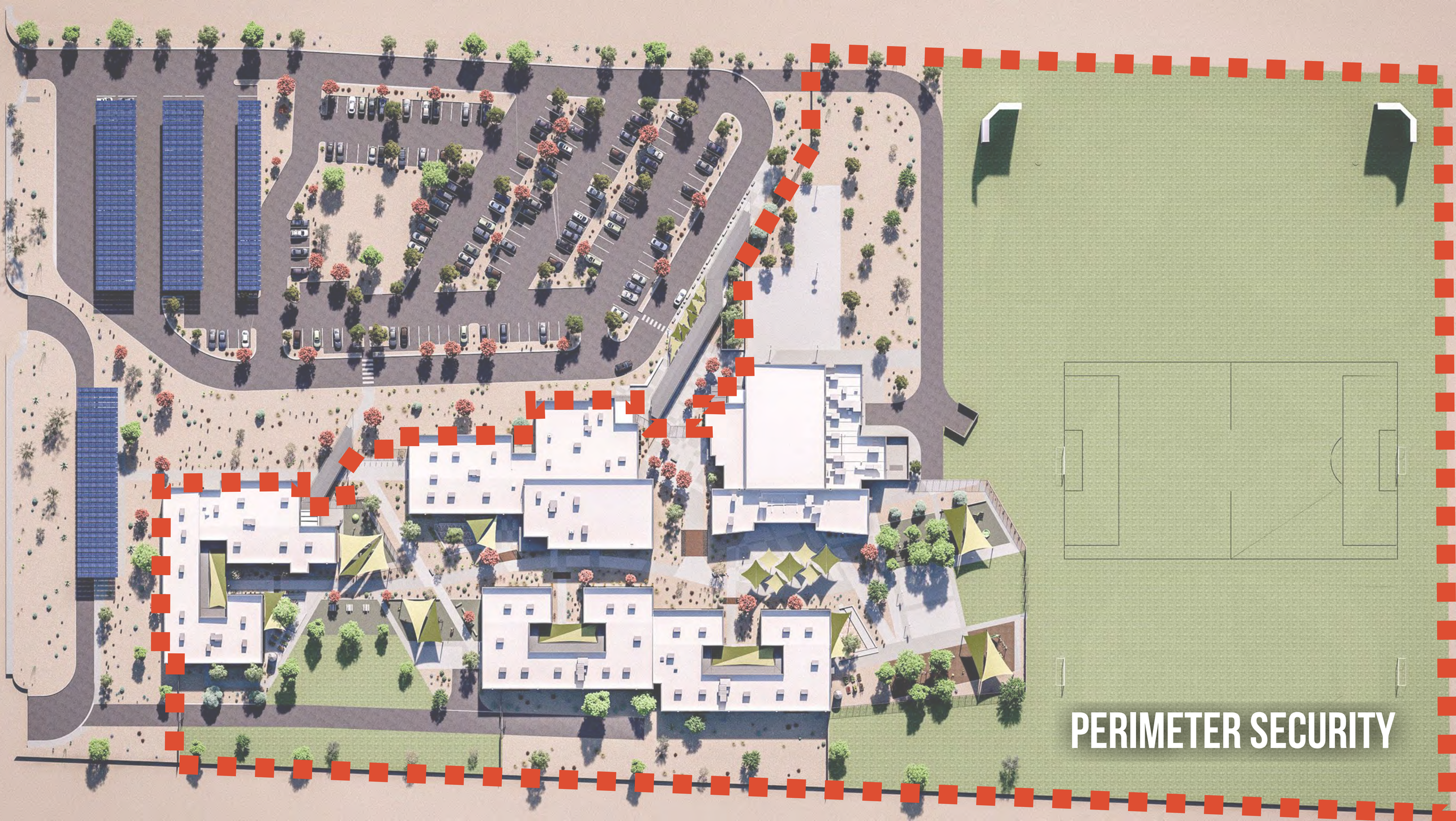

CHIEF WINGERT
Paradise Valley
Police Department
JAMES DORER
Chief Security
Officer - SUSD
CPTED &
INDUSTRY
EXPERTISE

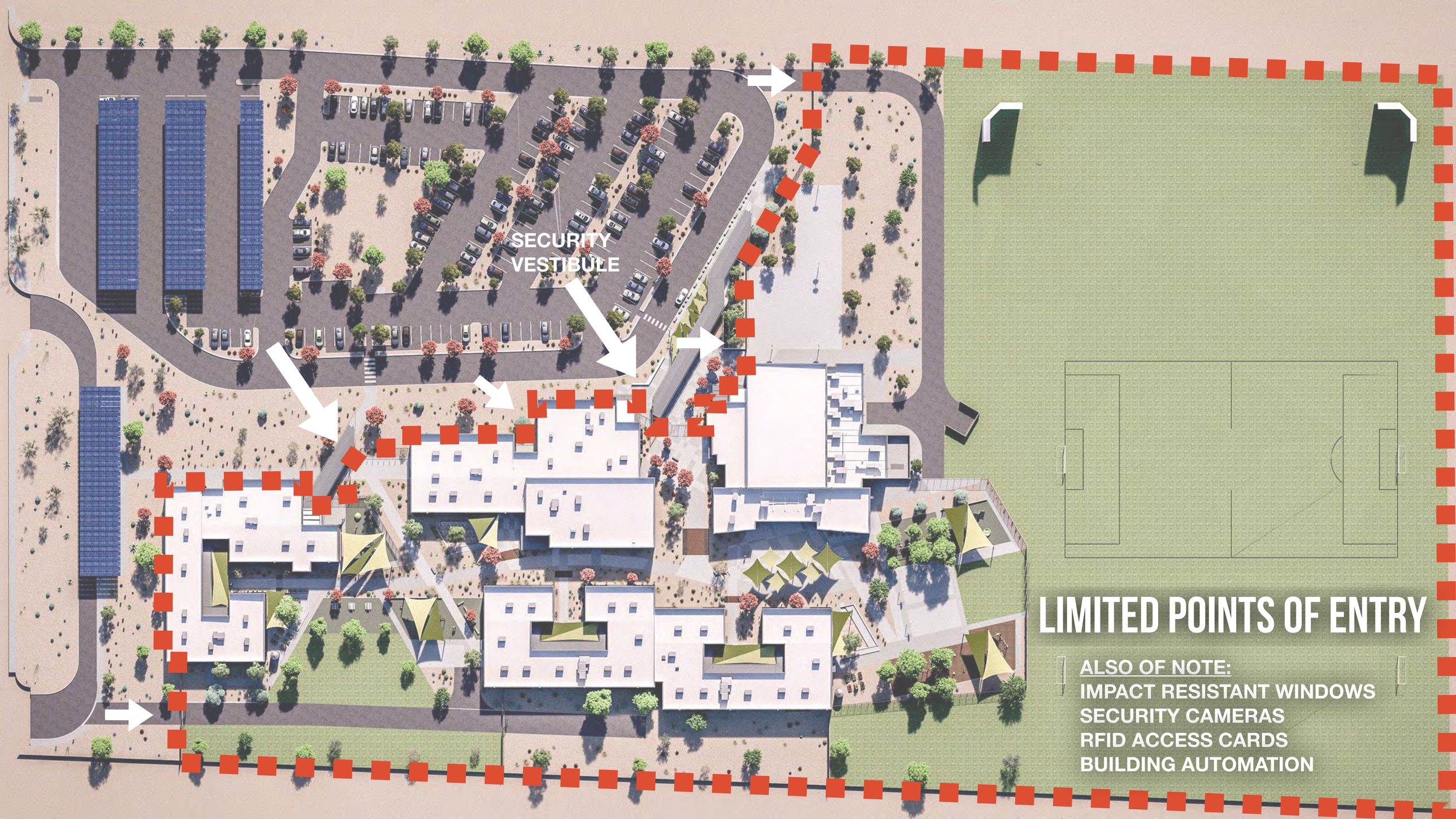

CAMPUS SECURITY PLAN



SUMMARY OF FINDINGS

- SUSD practices a **Gate-to-Gate philosophy.**
- **Access Control & Layered Security**
  - RFID & Door Hardware
    - New classroom door hardware will allow teachers to lock their doors from the inside.
    - Electronic access control on the perimeter of campus/buildings will grant access to authorized staff during appropriate hours.
  - Fence and Gate Access
    - Perimeter fencing will ensure a secured campus with limited entry points.
- **Security Vestibule**
  - The front office will have a secured lobby ensuring visitors are screened and approved before having access to campus.
- Lockdown, Evacuation and other procedures
  - All SUSD schools practice emergency procedures to ensure they are ready to respond during a crisis. Schools do a monthly evacuation drill, three lockdown drills and two shelter-in-place drills per year.

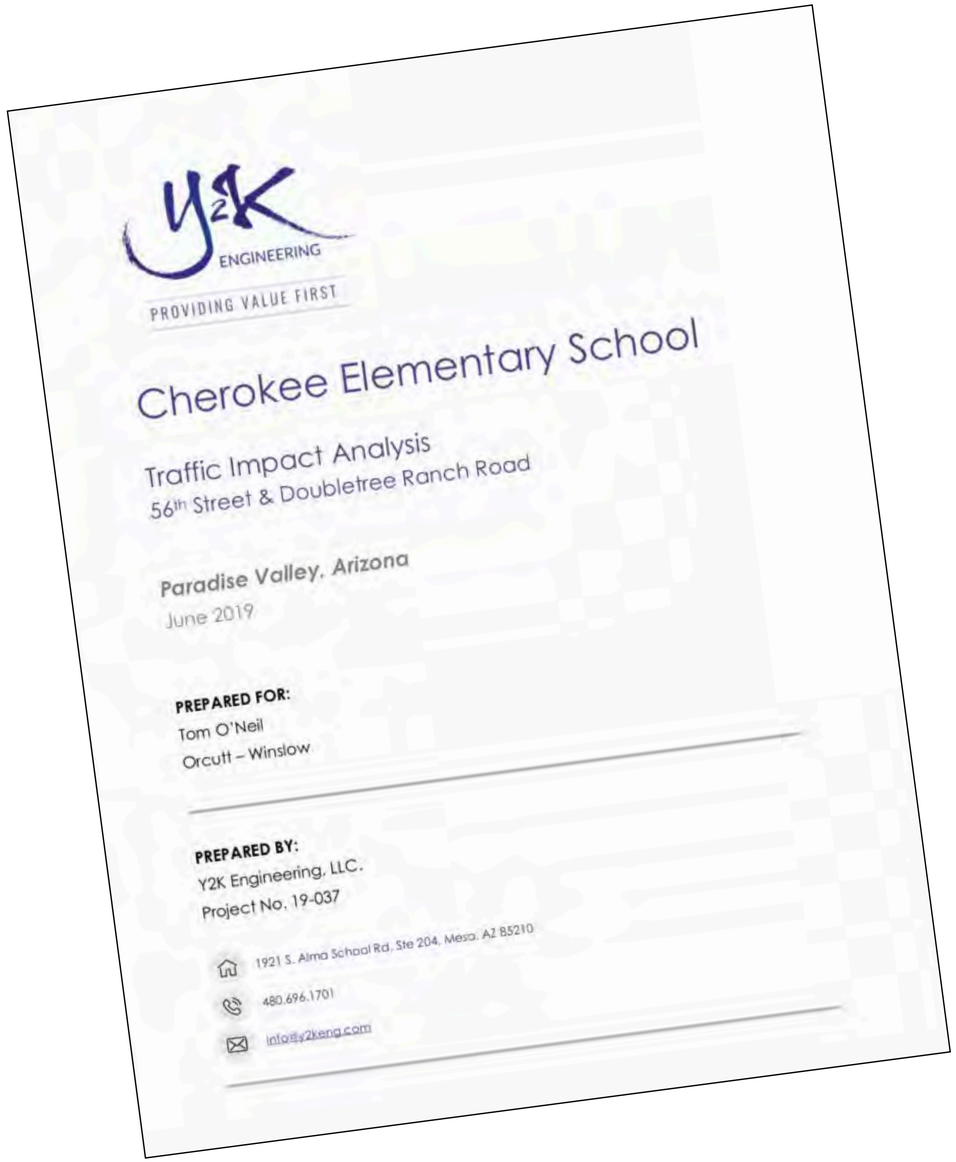

PERIMETER SECURITY



LIMITED POINTS OF ENTRY

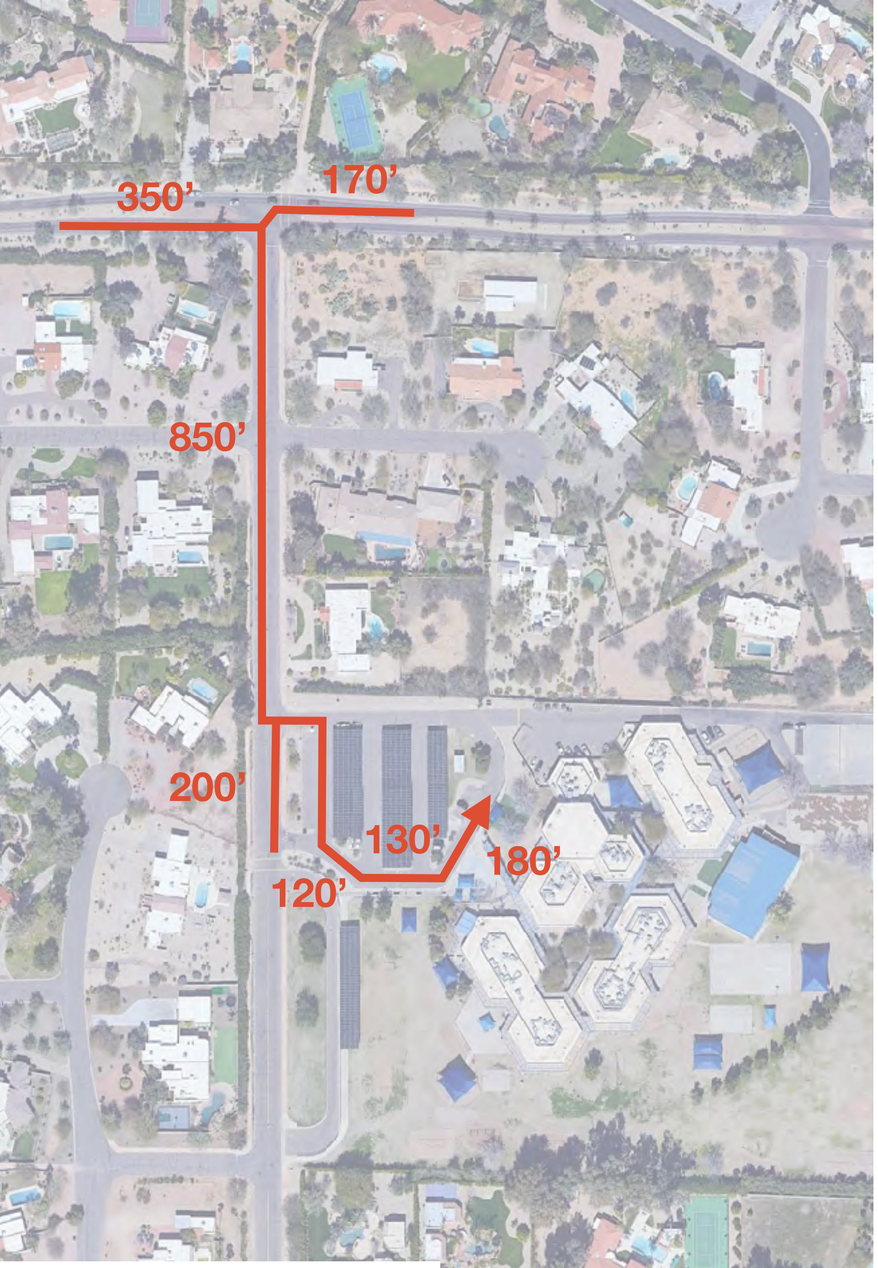
ALSO OF NOTE:

IMPACT RESISTANT WINDOWS
SECURITY CAMERAS
RFID ACCESS CARDS
BUILDING AUTOMATION



SUMMARY OF FINDINGS

- **Existing** = 2000' Total Queue Length **(430' stored on-site, 1570' stored off-site)**
- **Proposed** (two queuing lanes within site) = 2000' Total Queue Length **(1,630' stored on-site, 370' stored off-site)**
- The secondary queueing lane on-site reduced the off-site queuing significantly. The proposed scenario (with the dual queuing lanes) satisfied the team's request to contain the queuing south of Via Los Caballos.

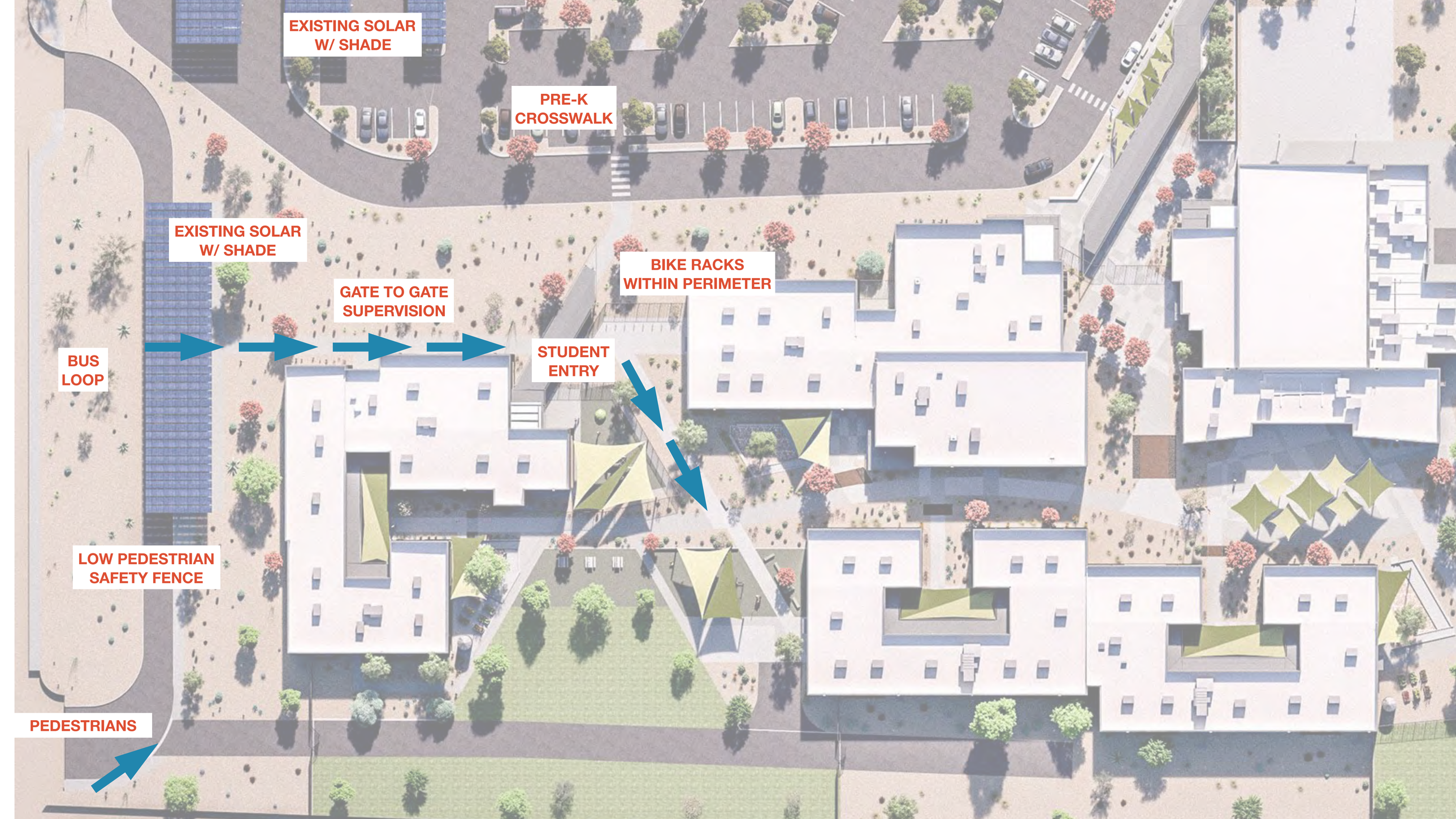


BEFORE

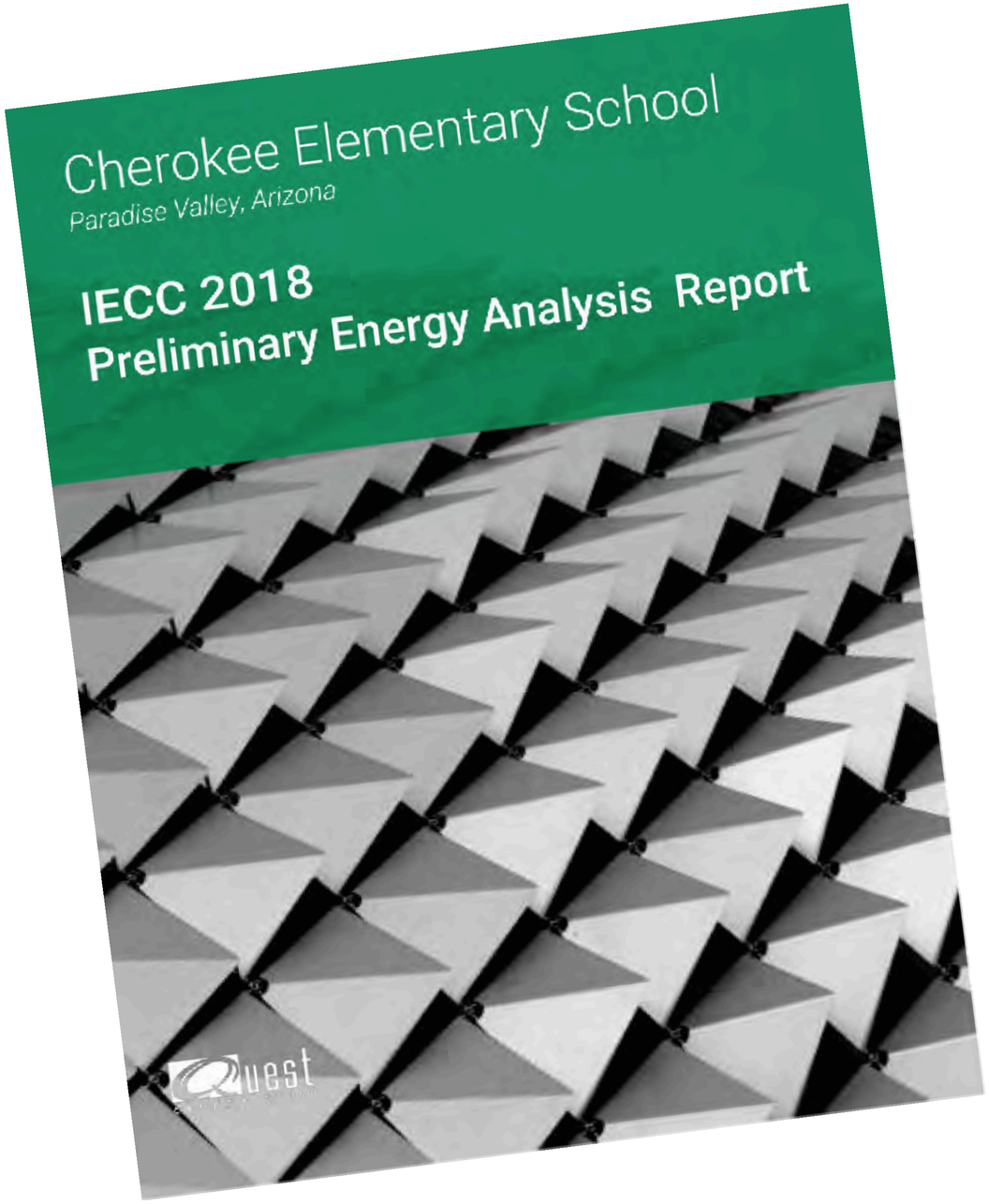


AFTER

- TWO LANE QUEUEING
- DROP-OFF AND PICK-UP LOCATED FURTHER ON TO CAMPUS
- 4 TIMES THE AMOUNT OF OFF-STREET CAPACITY


EXISTING SOLAR W/ SHADE
PRE-K CROSSWALK
EXISTING SOLAR W/ SHADE
GATE TO GATE SUPERVISION
BIKE RACKS WITHIN PERIMETER
BUS LOOP
STUDENT ENTRY
LOW PEDESTRIAN SAFETY FENCE
PEDESTRIANS


EXISTING SOLAR
W/ SHADE
LOW PEDESTRIAN
SAFETY FENCE
SINGLE LANE DROP OFF
W/ OPEN LANE
PEDESTRIAN
CROSSWALK
PRE-K
CROSSWALK
DOUBLE LANE QUEUEING
STUDENT
ENTRY
GATE TO GATE
SUPERVISION



SUMMARY OF FINDINGS

- **Envelope**, located in climate zone 2.
  - CMU walls with filled cavities, R-11 batt insulation
  - R-30 Above Deck Roof Insulation
  - Glazing: North - Solarban 70XL Clear
  - Glazing: E/W/S - Solarban 70XL Solargray
- **Lighting and Glazing**, as designed is expected to perform much better than baseline, 40% better on the exterior.
- **HVAC**, high efficiency roof top units(16 SEER, 8.2 HSPF) to be basis of design.
- **Utility Rates & Utility Incentives**

SUSTAINABILITY STRATEGIES

ENERGY

GOAL:

- Target EUI 21 BKTU/SF/YR

STRATEGIES:

- Finding the most efficient mechanical system
- Potential battery capacity added to existing solar panels
- Daylight harvesting in classrooms

WELLNESS

GOAL:

- Indoor Air Quality based on LEED Gold requirements
- Optimal Learning Environment

STRATEGIES:

- Indoor Air Quality Measurements
- Daylight access and exterior views in all classrooms
- Provide sustainability educational experiences with the building/exterior space

PLACE

GOAL:

- Exterior spaces that are healthy and comfortable for most of the school hours/ days

STRATEGIES:

- Human(student) scale for canopies and windows
- Clean and easy to maintain landscape
- Rainwater collection and harvesting

MATERIALS

GOAL:

- Materials to be healthy, local, re-used or recycled

STRATEGIES:

- Specification of healthy materials during design/ construction
- Tracking of local materials during design/construction
- Tracking of diversion of demolished materials from landfills during construction
- Tracking of re-use of materials during design/ construction

01 SAFETY & WELLNESS

- 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]
- **Intuitive site circulation & wayfinding**
- Create an inviting & inclusive campus

02 UNIQUELY CHEROKEE

- Retain the existing **community feel via gardens & blending interior & exterior spaces**
- Generate a **unique aesthetic character** while weaving existing culture into the design
- Provide a community hub with **usable courtyards and outdoor space**
- Create a positive user experience

03 STUDENT-CENTRIC LEARNING

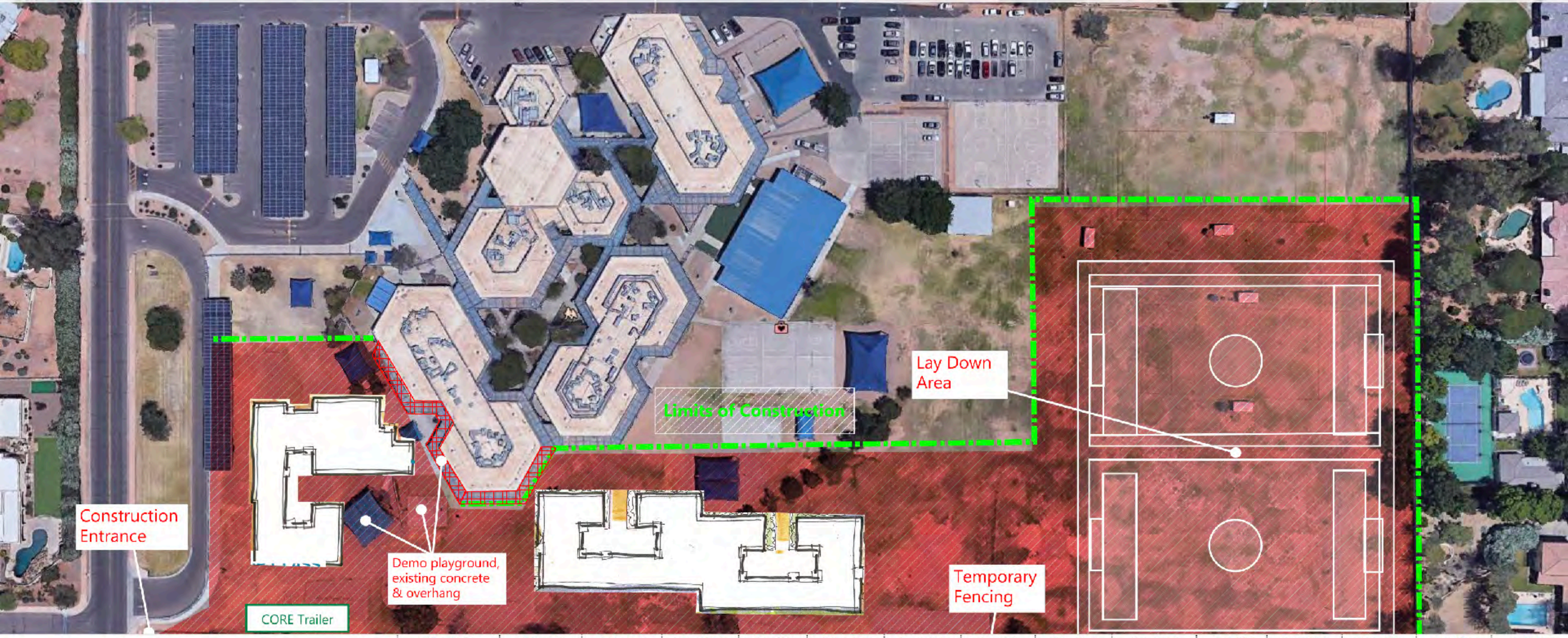
- Teacher & Student **Collaboration Spaces (Pods)**
- Learner-centric design concepts - collaboration, reflection, student agency [or choice], instructional and hands on spaces
- **Design for flexibility** - spaces, furniture, technology, other infrastructure
- Co-curricular, Specials & Athletics [accommodate current and future offerings, curricular integration]

04 HIGH PERFORMANCE LEARNING ENVIRONMENT

- 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.)

Phase 1
8 months

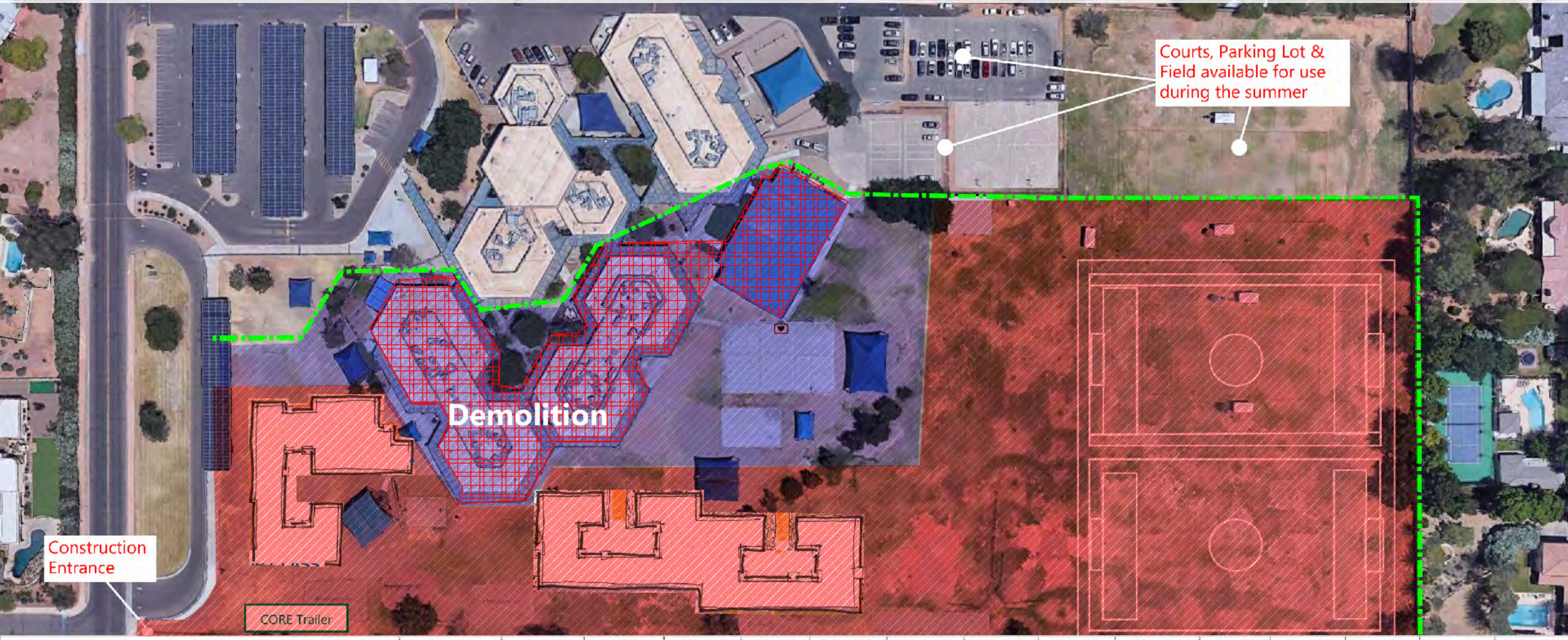
December '19 - July '20



	Dec '19	Jan '20	Feb '20	Mar '20	Apr '20	May '20	June '20	Jul '20	Aug '20	Sept '20	Oct '20	Nov '20	Dec '20	Jan '21	Feb '21
Phase 1 - Construction of Bldgs. 300 & 400															
Phase 1a - Soccer Fields															
Phase 2 Demo - Abate / Demo South Buildings															
Phase 2 - Construction of Bldgs. 100 & 200															
Phase 3 - Demo - Abate Demo North Buildings															
Phase 3 - Baseball/Softball Fields															
Phase 3 - Build Parking lot															

Phase 1/2
Summer Demo

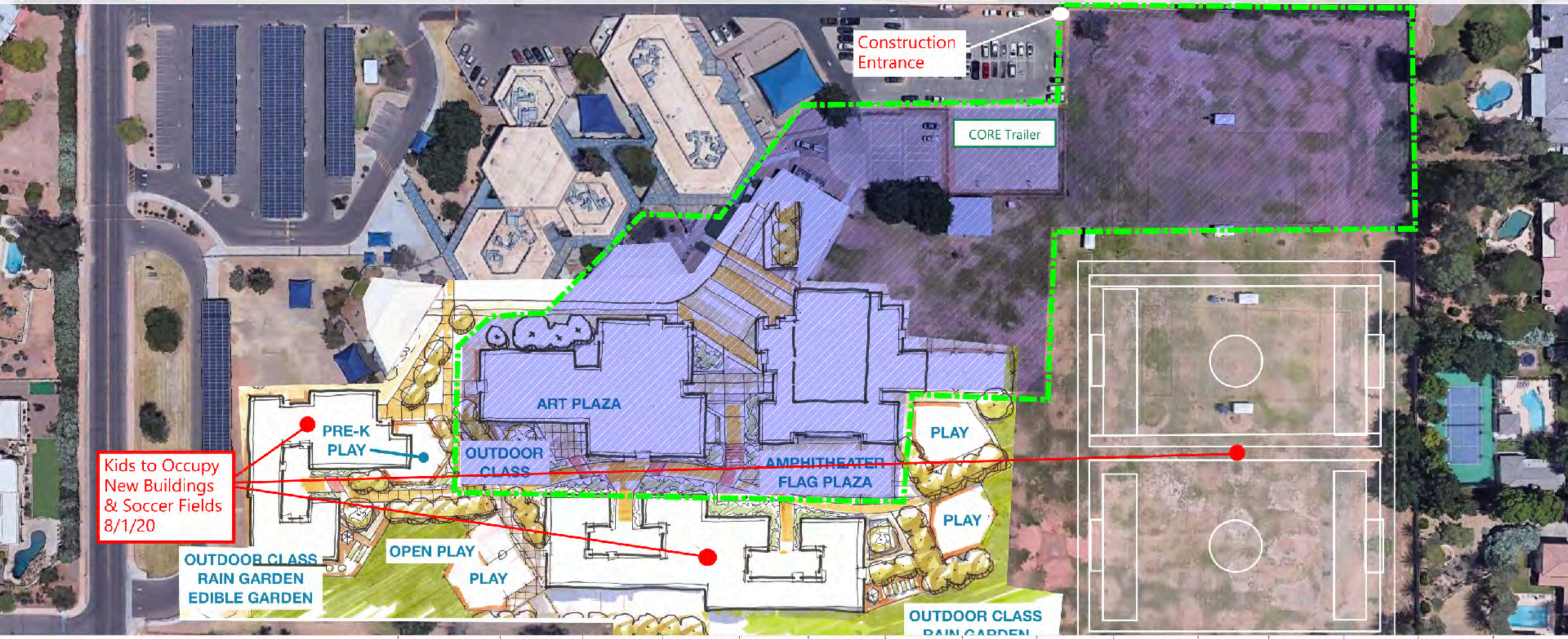
May '20 - July '20



	Dec '19	Jan '20	Feb '20	Mar '20	Apr '20	May '20	June '20	Jul '20	Aug '20	Sept '20	Oct '20	Nov '20	Dec '20	Jan '21	Feb '21
Phase 1 - Construction of Bldgs. 300 & 400															
Phase 1a - Soccer Fields															
Phase 2 Demo - Abate / Demo South Buildings															
Phase 2 - Construction of Bldgs. 100 & 200															
Phase 3 - Demo - Abate Demo North Buildings															
Phase 3 - Baseball/Softball Fields															
Phase 3 - Build Parking lot															

Phase 2
7 months

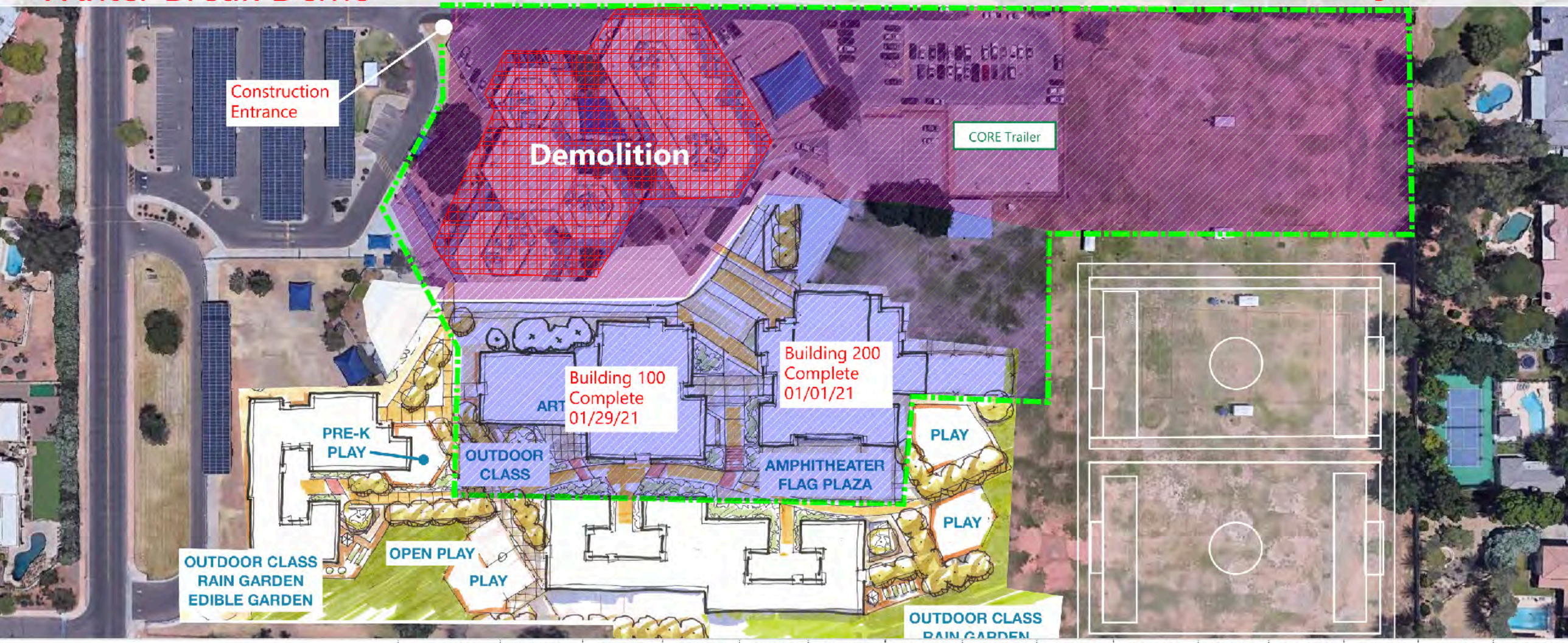
July '20 - January '21



	Dec '19	Jan '20	Feb '20	Mar '20	Apr '20	May '20	June '20	Jul '20	Aug '20	Sept '20	Oct '20	Nov '20	Dec '20	Jan '21	Feb '21
Phase 1 - Construction of Bldgs. 300 & 400															
Phase 1a - Soccer Fields															
Phase 2 Demo - Abate / Demo South Buildings															
Phase 2 - Construction of Bldgs. 100 & 200															
Phase 3 - Demo - Abate Demo North Buildings															
Phase 3 - Baseball/Softball Fields															
Phase 3 - Build Parking lot															

Phase 2/3
Winter Break Demo

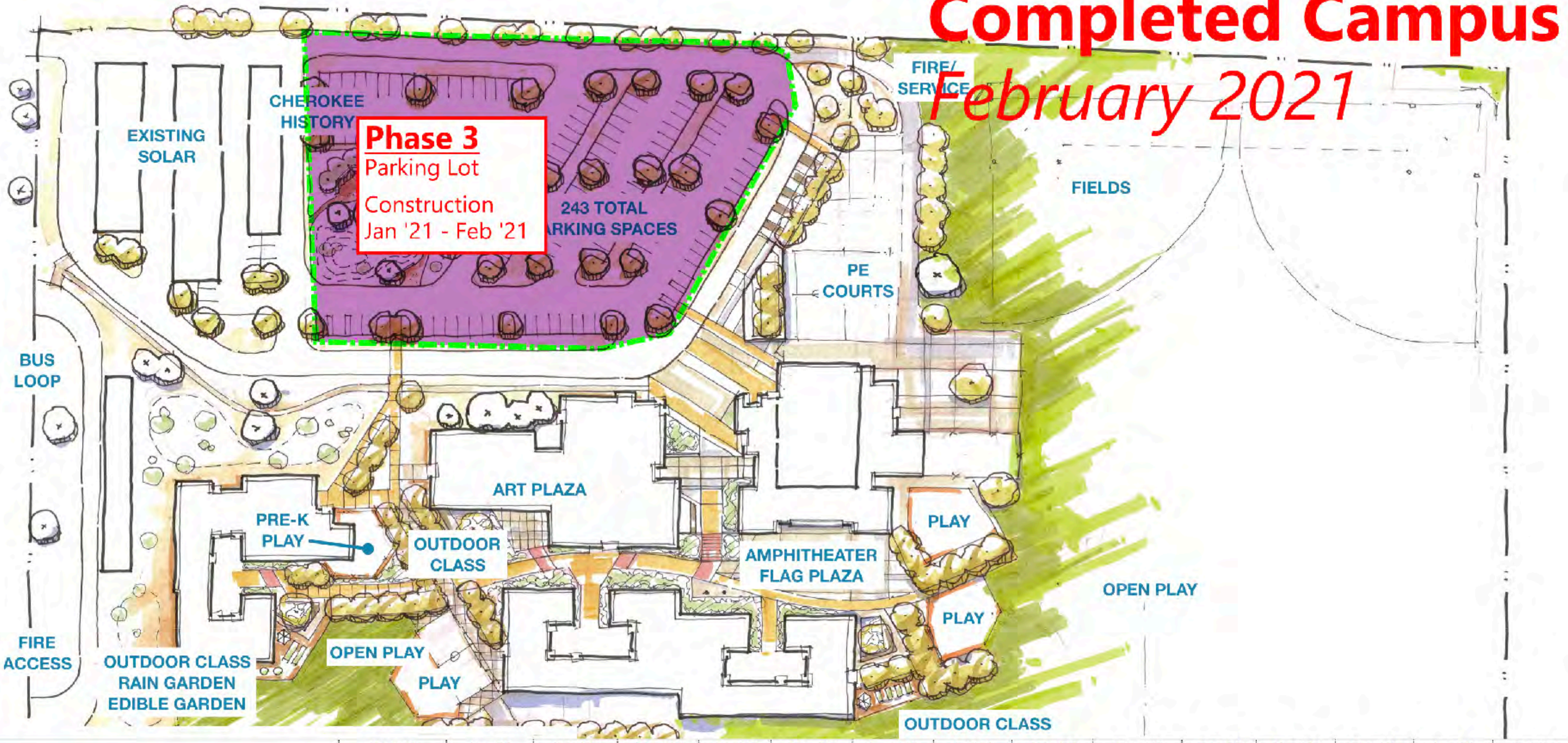
December '20 - January '21

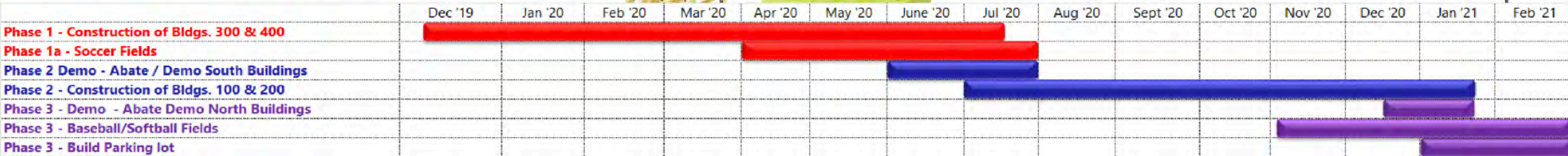




Completed Campus

February 2021





WHERE YOU CAN SEE THIS AFTER?



http://www.owp.com/clients/cherokee-vr/


orcutt | winslow
THANK YOU!