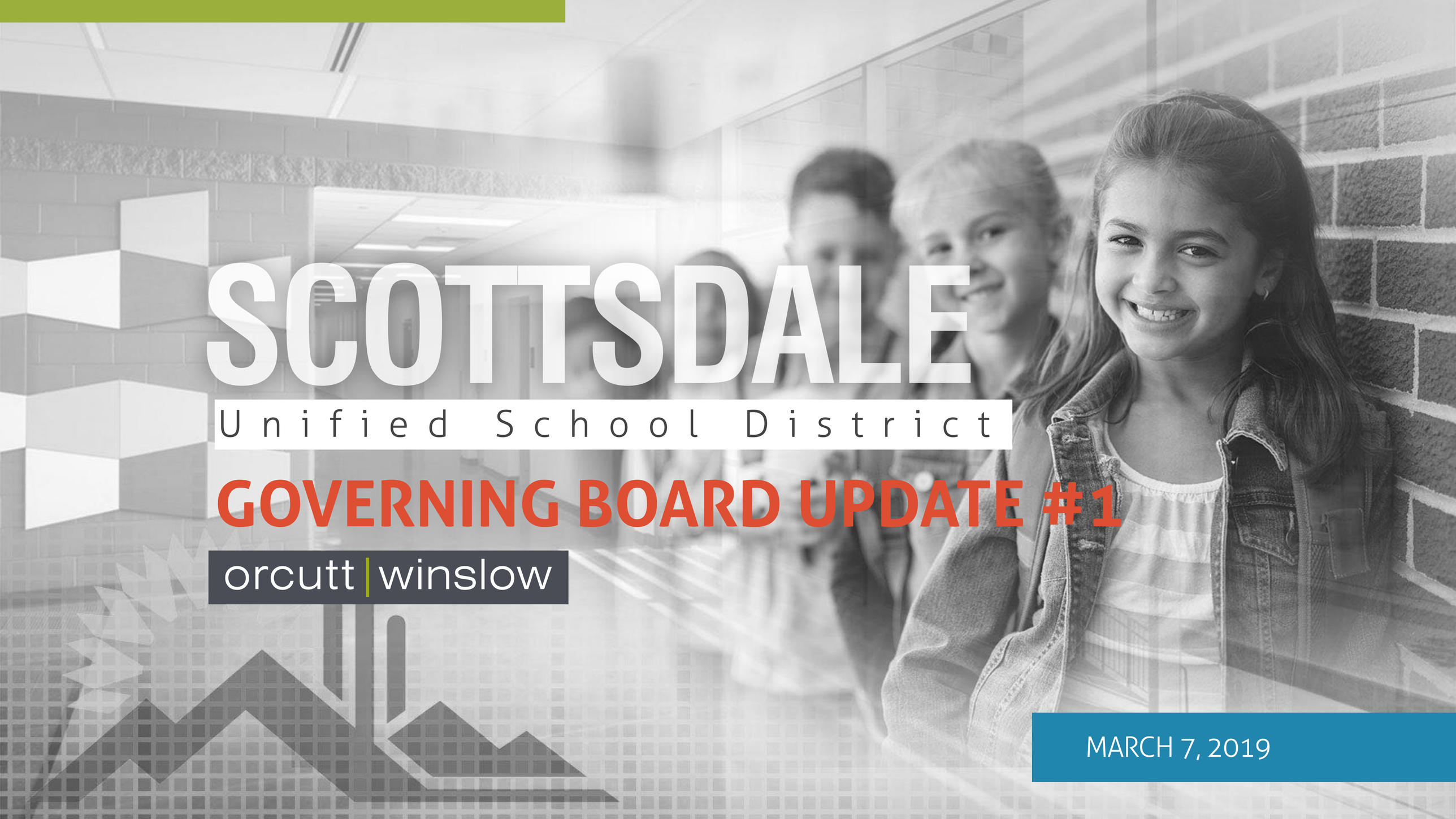


SCOTTSDALE

Unified School District

GOVERNING BOARD UPDATE #1

orcutt | winslow

MARCH 7, 2019


47 YEARS OF EXPERIENCE
orcutt | winslow

STRENGTH OF PEOPLE

85
in Local Office

Education Studio

30 People
15 Registered Architects
8 Registration Track
3 Interior Designers

Construction

200M± Annual Construction
25 Current Districts
85 Districts Overall
100k-50M Small/Large Projects



TOP 50 ARCHITECTURE FIRMS NATIONWIDE FOR SUSTAINABILITY



OUR DESIGN PROCESS BUILDS

TRANSPARENCY
COLLABORATION
CONSENSUS

YOUR DESIGN TEAM



VISPI KARANJIA
PRINCIPAL



TOM O'NEIL
CLIENT LEADER/ARCHITECT OF RECORD



SARAVANAN BALA
SENIOR PM / TEAM LEADER



FATIMA GARCIA
PROJECT MANAGER



SCOTT SOWINSKI
PROJECT ARCHITECT



KRISTINE MILLAR
CREATIVE SERVICES

PROJECT OVERVIEW/INTRO



FEASIBILITY STUDY



HIGH INNOVATION
RENOVATION

VS.



REPLACEMENT

CRITERIA



MEMORABLE GOALS



BUILDING CONDITION



PROGRAM &
FACILITY NEEDS



COMMUNITY INPUT



BUDGET

WHO IS INVOLVED?

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

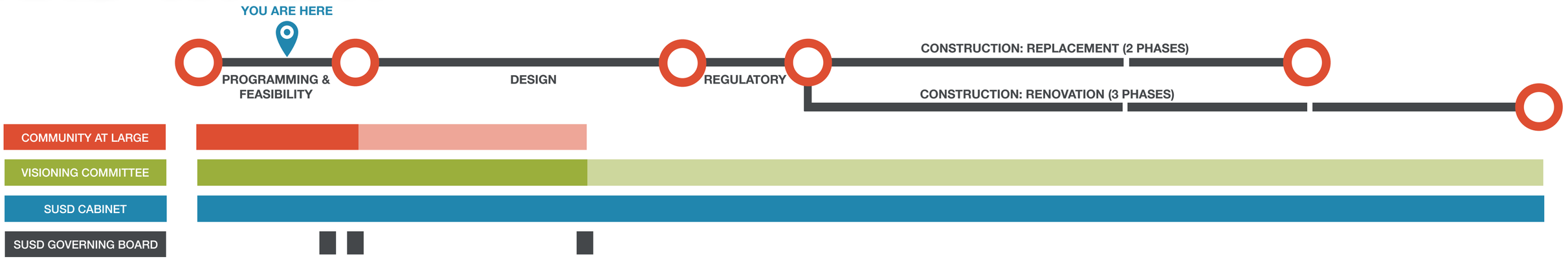
ROLE: Arbiters of District Standards

GOVERNING BOARD

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

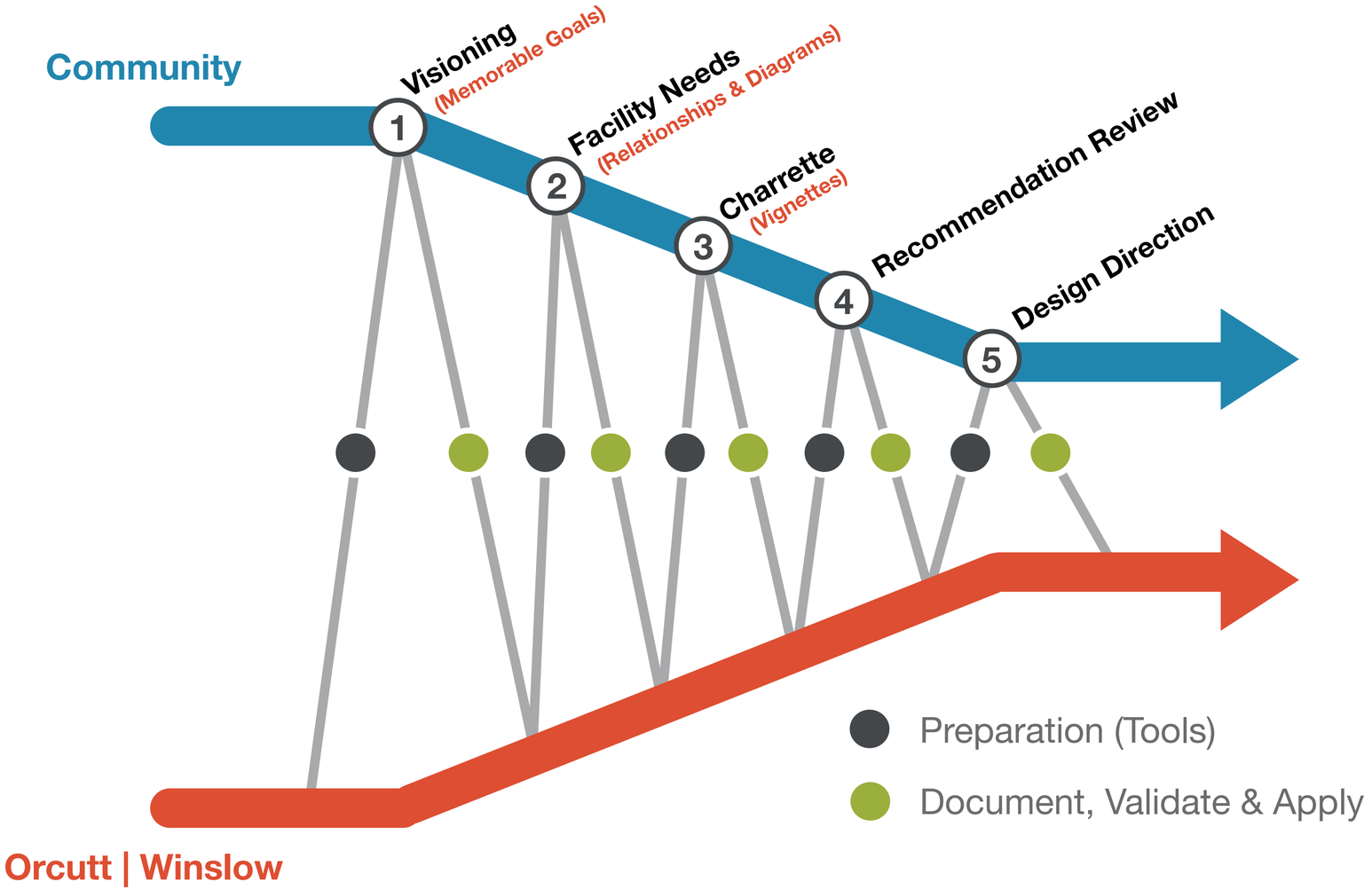
ROLE: Final Approvals

AND WHEN?

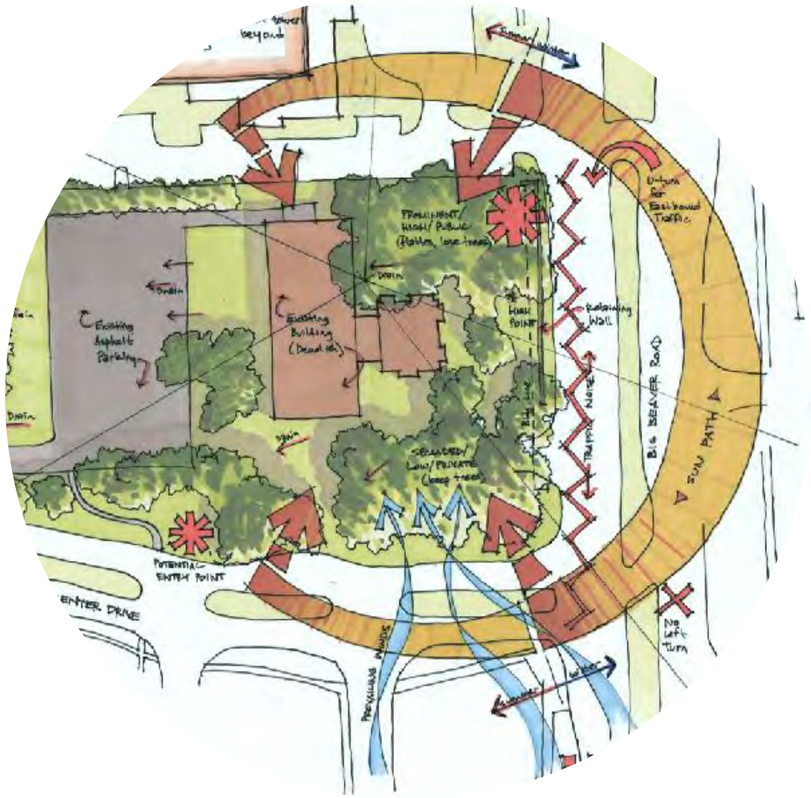


PROCESS DRIVEN DESIGN

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.



PARALLEL EFFORTS



ROBUST SITE ANALYSIS

Studying the existing environment and how it will influence the building and layout.



BUILDING CONDITIONS ASSESSMENT

Evaluate the existing physical condition and useful life of the site, building and its systems.

VISIONING RECAP





1. Live Poll
2. Key Considerations
3. Group Work Session
4. Share
5. Live Poll
6. Conclusion

WHAT ARE YOUR TOP THREE FAVORITE THINGS ABOUT CHEROKEE?



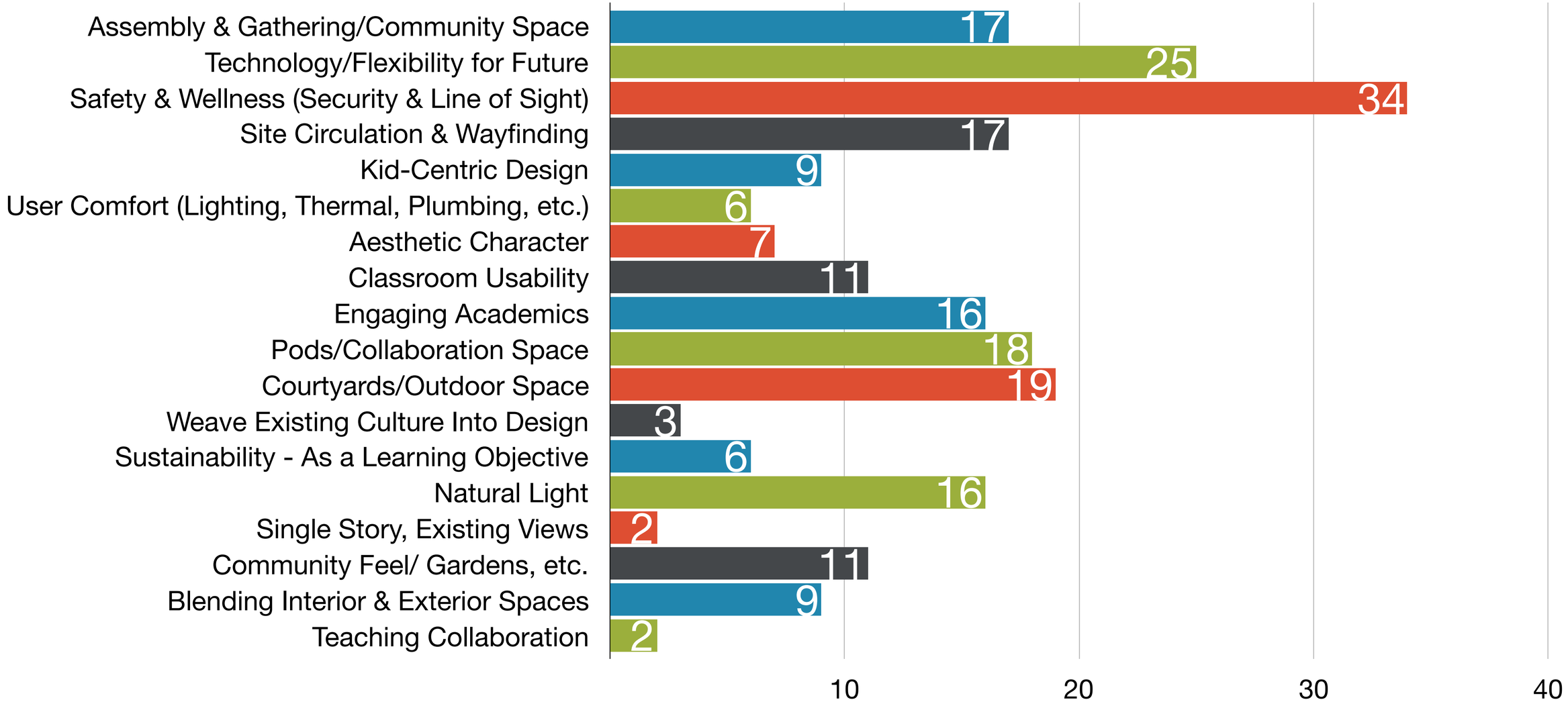
WHAT ARE YOUR TOP THREE THINGS YOU WOULD LIKE TO SEE IMPROVE?



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.



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 RECAP



1 Introduction

2 O|W & Design Process Recap

3 Community Forum #1 Findings

4 Program and Adjacencies

5 World Cafe Activity

6 Share and Release

This recap represents the documentation of the agenda, activities and conversations that took place at the community forum. It is not an interpretation or demonstration of key findings.

ACTIVITY



EDUCATIONAL SPACES





SITE/OUTDOOR SPACES



SUPPORT/SPECIALTY SPACES

SPACE PROGRAM

SUPPORT/SPECIALTY SPACES

- Grade K-2 Socialization/Communication/Academics (SCA)
- Grade 3-5 Socialization/Communication/Academics (SCA)
- Grade K-2 Learning Resource Center/Interventionist
- Grade 3-5 Learning Resource Center/Interventionist
- Speech and Language Pathologist
- Gifted
- English Immersion Studies
- Art
- Makerspace
- Music
- Band
- Computer Labs
- Media Center
- Reception/Administration
- Nurse
- APT Resource Room
- Teaching Aids Touchdown Space
- Counselor
- Psychologist
- Social Worker
- Paradise Valley Police Sub-Station
- Multi-purpose/Student Dining
- Stage
- Kitchen
- Physical Education (PE)

EDUCATIONAL SPACES

- Early Childhood Classrooms (3s, 4s)
- PANDA
- Pre-School Entry/Check-in Vestibule
- Grade K-2 Classrooms
- Grade 3-5 Classrooms
- Breakout Spaces
- Teacher Work/Prep Rooms

MISCELLANEOUS SPACES

- Restrooms/Water Fountains
- Custodial
- Storage

SITE/OUTDOOR SPACES

- Pedestrian Path of Travel
- Parent Drop-Off
- Bus Drop-Off
- Special Education Bus Drop-Off
- Staff Parking
- Visitor Parking
- Early Childhood Parking
- Early Childhood Playgrounds
- Grade K-2 Playgrounds
- Grade 3-5 Playgrounds
- Hard Surface Play (Courts)
- Soft Surface Play (Fields, etc.)
- Assembly Courtyard/Amphitheater
- Gardens & Outdoor Learning/Classrooms
- Service Entry/Loading Zone

The following space program is subject to change and represents a draft baseline program used for the purposes of the World Cafe exercise only.

GENERAL COMMENTS

- Currently the Police Sub-Station is on the same HVAC zone as the surrounding school. When the school is dormant during the summer, the air conditioning is not on within the Sub Station.
- There is a desire to see the Pre-K and PANDA (Pre-School for Assessed Needs in Developmental Areas) programs near the Kindergarten classrooms.
- Kindergarten parents would love to be able to remain further on campus during drop-off and pick-up. This is in conflict with the current perimeter fence and security protocols. An internal, safe courtyard would be well received by parents.
- Currently the library is an intervening space, meaning that it is used as a mean to travel between other spaces. The new media center should be a destination, not a hallway.
- As the new design incorporates the edible gardens and FOSS Kits, irrigation should be provided.
- The administration needs to be located near the front of the school at the entry, to serve as a gatekeeper, but also to allow for confidential conversations to happen away from the student body. The administration building should also be close in proximity to the core spaces of the school where additional supervision would be ideal.
- The current Physical Education staff requested that the space provided for PE in the future facility be a stand alone space. In times of rain or excessive heat, PE is necessarily relocated indoors. This creates a potential conflict with already scheduled assemblies that are using shared space.
- Cochise, Cheyenne and Copper Ridge were all brought up as case study examples of courtyard, garden and assembly spaces that are well liked.
- The Socialization/Communication/Academics(SCA) and Learning Resource Center/Interventionist spaces desire adjacency to their respective grades, but require strong acoustical separation.

SUMMARY

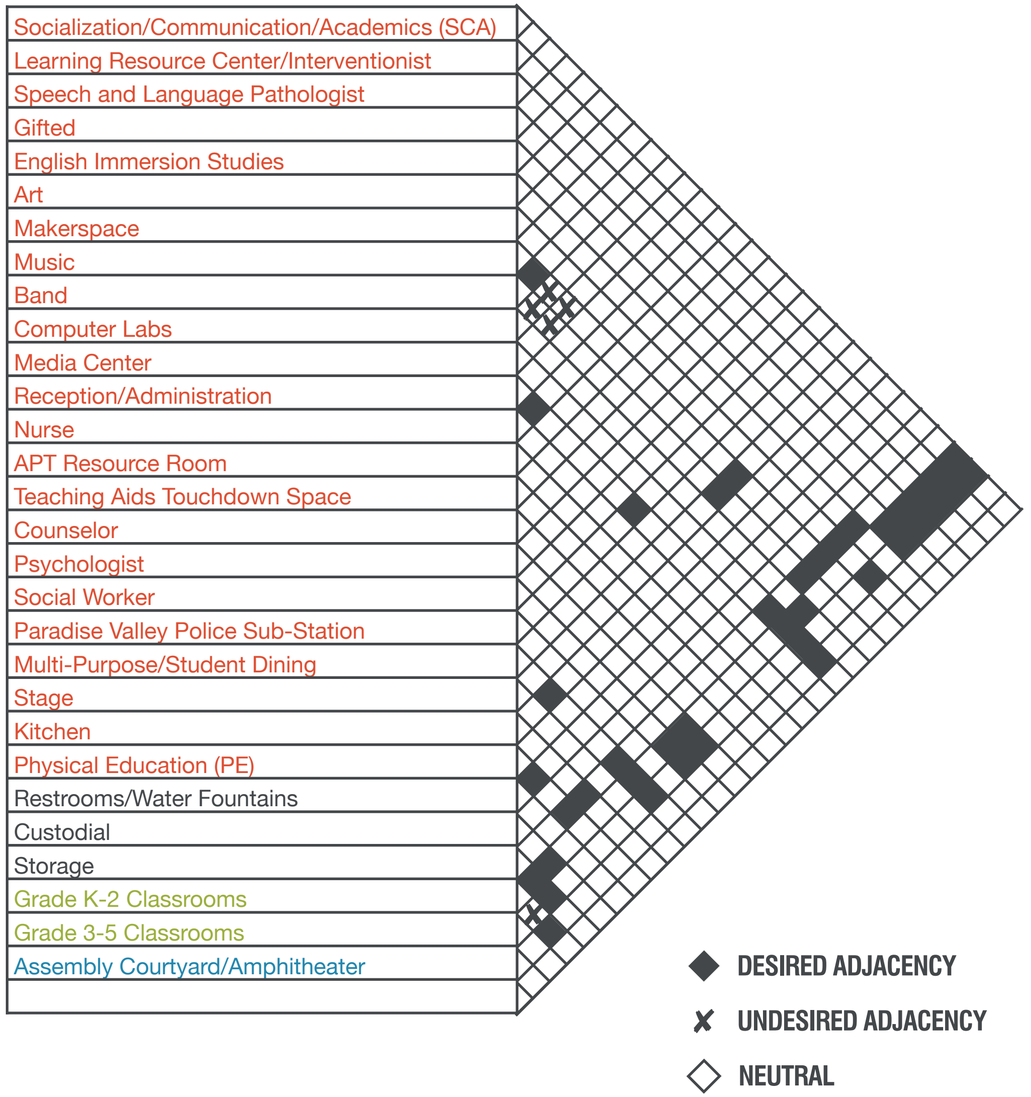
The forum identified three main groups; Pullouts, Core and Administration. Pullouts represent areas that support classroom learning and have smaller groups of students at a time during normal class time. Core areas like the cafeteria, represent areas where an entire class travels together. The first priority in adjacencies is to arrange the pullouts so that they are closest to the classroom and educational spaces. This facilitates an ease in transitioning students between these spaces quickly and safely. The core spaces hold the second priority of adjacency to the education spaces. In addition, a large discussion within the forum focused on providing separate spaces for some of the larger assembly spaces that currently are used in a multi-purpose fashion. For example, there was a desire to not have a “cafetorinasium” space used for cafeteria, auditorium and gymnasium.



SUPPORT/SPECIALTY 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.



GENERAL COMMENTS

- There was a desire by the community that the design team go door to door to invite neighbor participation 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 adjacencies 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.

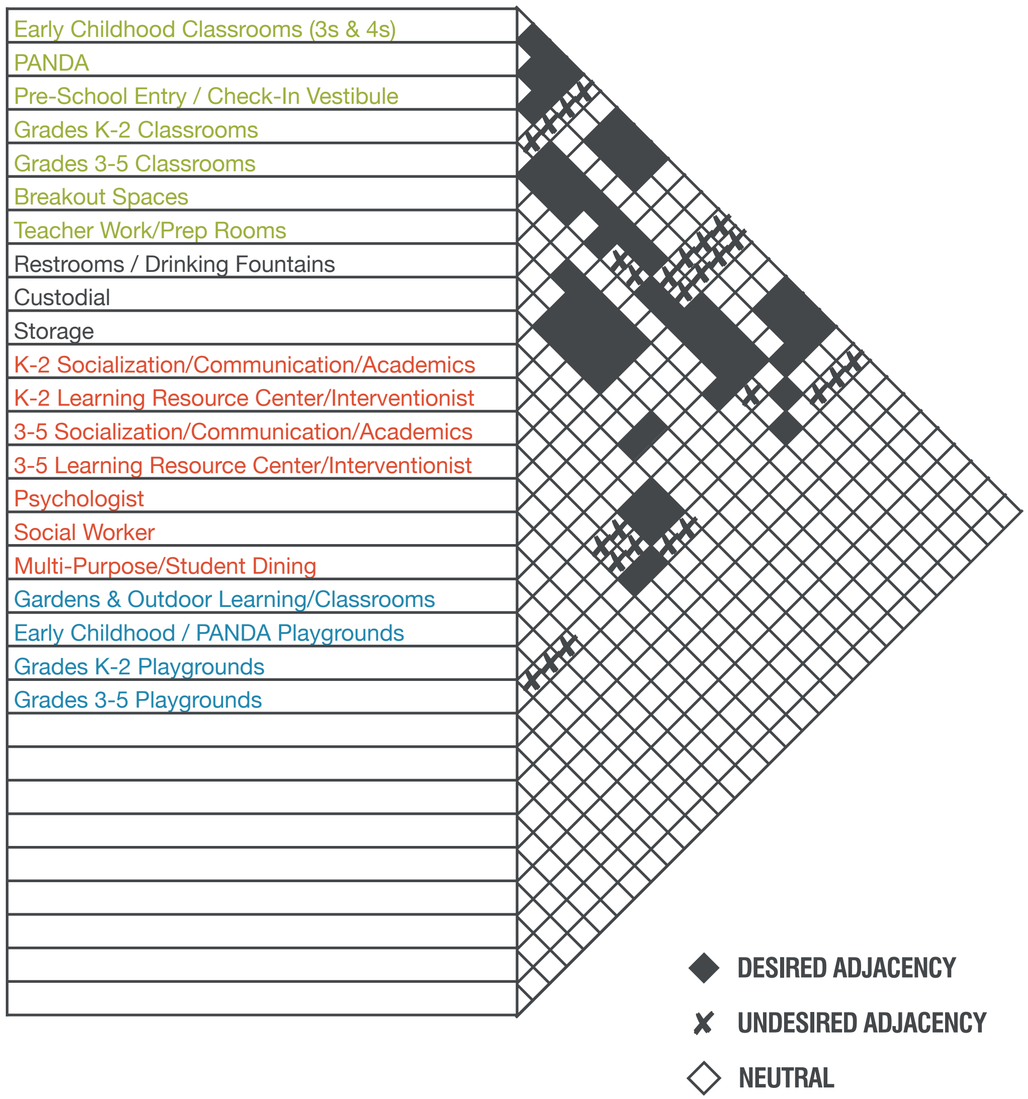
SUMMARY

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 do 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.



GENERAL COMMENTS

- The current location of the playgrounds does not have a desirable adjacency to the parent parking and drop-off.
- Early Learning, Pre-K and PANDA need to be located close to parent parking. In pre-school, parents are required to park, escort and sign-in/out their students.
- There are 3 buses currently, but there is potentially a need for more. Incorporation of a special education bus drop-off area is desired. The overall queueing length could be adjusted accordingly.
- Parking for early learning students would be best to be adjacent to the respective playgrounds.
- Gridiron Football is a vendor that uses the fields. Golf, Tennis and SportBall are present on campus. Gymnastics currently is using the cafeteria.
- It is undesirable to have the garbage trucks and food truck deliveries adjacent to the parent drop-off. Currently the service entry is located between the parent drop-off at the front of the school and the early learning parent drop-off at the rear of the school.
- If possible, staff would prefer separate parking.
- The queueing lane for parent drop-off is substantially undersized currently, resulting in off-street congestion, sometimes all the way north to Doubletree Ranch Rd.
- Overall, the desire is to keep the general arrangement of the site the same, buildings towards 56th street (front) and fields in the back.
- Quick calculations estimate a need for 200+ parking spaces. (Currently 104 staff and 100 Early Childhood, without counting visitor/miscellaneous)
- Historically, surrounding homeowners have had private gated entry onto the campus, and those community members expressed a desire to keep those gates. This is a perk that they have enjoyed having for many years. Staff brought up safety concerns with having that many unregulated entries to the school campus. This will need to be discussed further.
- Playgrounds should be located in close proximity to their respective associated age range.

SUMMARY

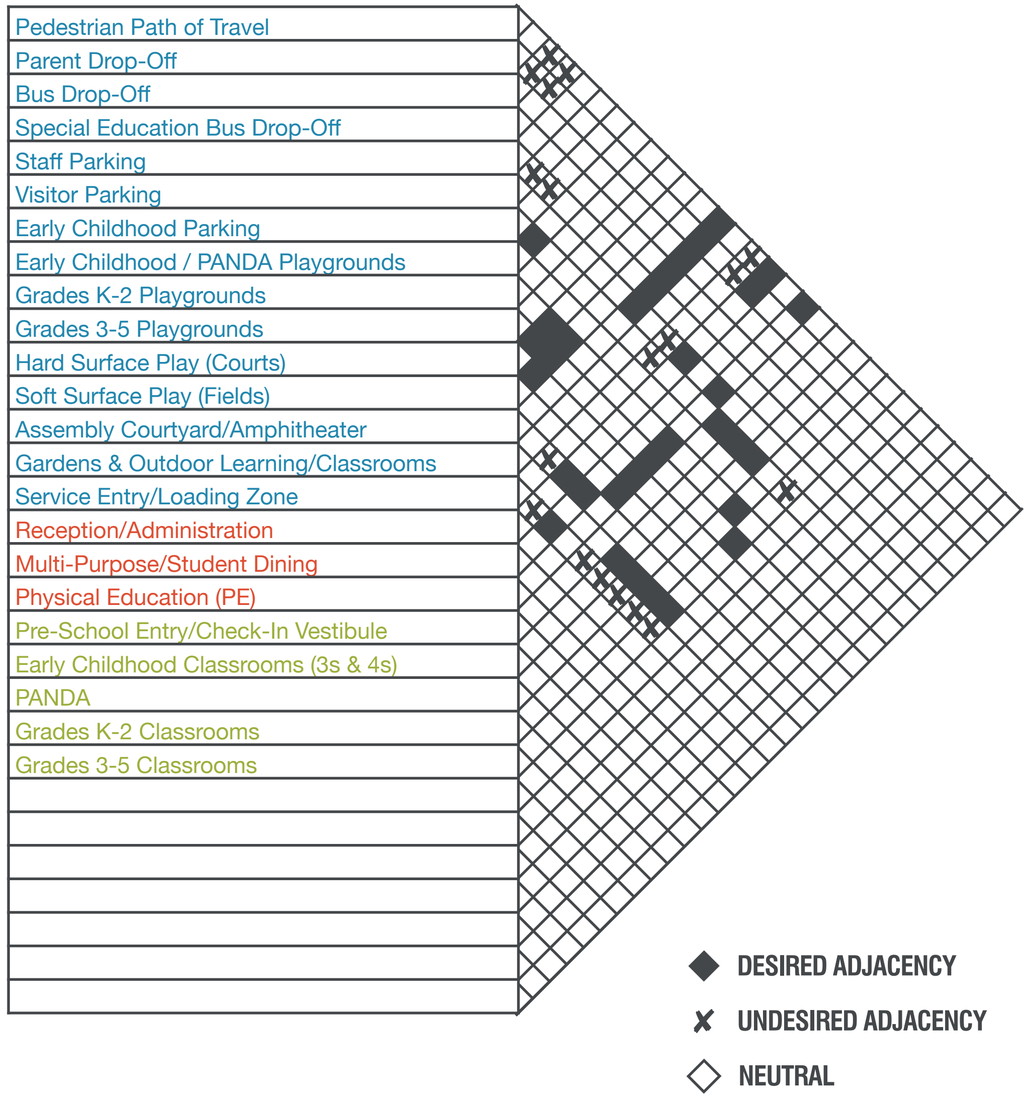
Similar to the request that educational spaces be separated by age cluster, the outdoor spaces will require a similar arrangement. Best case scenario is that the age appropriate playgrounds be adjacent to their respective classroom clusters. Safety, from a practical standpoint, is a major factor in the site layout. Not only should there be layers of security as you move further onto campus, but the general safety of pedestrians from vehicular traffic patterns need to be carefully explored. Separation of early childhood parking and drop-off from the rest of the circulation can also be explored.



SITE/OUTDOOR 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.



CHARRETTE RECAP



1. Introduction
2. O|W & Design Process Recap
3. Community Forum #1 & #2 Findings
4. Instructions and Group Assignment
5. Charrette Activity
6. Share and Release

This recap represents the documentation of the agenda, activities and conversations that took place at the community forum. It is not an interpretation or demonstration of key findings.

ACTIVITY

CHEROKEE ELEMENTARY SCHOOL RELATIONSHIP DIAGRAM ACTIVITY

AGENDA:

1. Introduction and Update on Program Feedback (5 minutes)
2. Activity Instructions (5 minutes)
3. Activity (60 minutes)
4. Present concepts (15 minutes)
5. Conclusion/Next Steps (5 minutes)

OBJECTIVE:

The objective of this activity is to discuss as a group and come to consensus on what types of arrangements of spaces best allow the new Cherokee to accomplish the goals established to date. With the expertise/input of the group, prepare a best case scenario layout of the spaces provided.

This exercise is NOT meant as a building design, or even building layout, but as an idealistic relationship study only. The concepts developed through this effort will allow the architectural team to assess the ability of providing this best case scenario program within the context of a renovation or replacement.

GENERAL NOTES:

- Cutouts are to scale.
- Colors are generically grouped by overall uses:
  - **Green - Education Spaces**
  - **Orange - Support & Core and Specialty Spaces**
  - **Blue - Site & Outdoor Spaces**
  - **Grey - Site Parking and Circulation**
- Some cutouts have extra pieces, to allow for flexibility to explore alternative options, example, gardens & teachers work room.

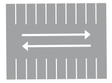
CRITERIA TO CONSIDER:

- Separate the bus and vehicular traffic. Minimize the necessity for students to cross traffic. Kids must exit from the passenger side of a vehicle.
- Give careful consideration to the length of the queueing lane with respect to parent drop-off. Preference is to limit the backup on 56th and Doubletree Ranch Rd.
- Provide approximately 250± parking spaces, 100 for Pre-K and PANDA.
- Pre-K check-in requires parking and physically signing in the student. Proximity to parking and pedestrian friendly circulation is ideal.
- Preference is to limit the distance from drop-off or parking to the Pre-K/PANDA/ SPED programs.
- Lower(PK-2) and upper(3-5) grades should be grouped/ clustered together respectively.
- Pullout spaces for each group should be located amongst their respective age cluster. (SCA, LRC, TWR, B)
- Playgrounds should be

LEGEND:



Existing Elements



Parking & Drive Isle



2-Way Traffic Lane

TWR	Teacher Work Room
SLP	Speech & Language
LRC	Learning Resource Center
SCA	Socialization/Communication/ Academics
RR	Restrooms
PANDA	Pre-School for Assessed Needs in Developmental Areas
B	Educational Breakout Spaces
K	PK-5 Classrooms

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.)



















GENERATED CONCEPTS



OPTION 1: VISIONING COMMITTEE



OPTION 2: VISIONING COMMITTEE



OPTION 3: VISIONING COMMITTEE



OPTION 4: COMMUNITY FORUM



OPTION 5: COMMUNITY FORUM



OPTION 6: COMMUNITY FORUM



OPTION 7: COMMUNITY FORUM



OPTION 8: COMMUNITY FORUM



OPTION 9: SUSD FACILITIES STAFF

OPTION 10: ALTERNATIVE COMMUNITY FORUM

The Charrette concepts generated and displayed above are from both a Visioning Committee meeting on January 23, 2019, and a Community Forum on January 28,2019. Additional concepts will be created during alternative times on March 1, 2019.

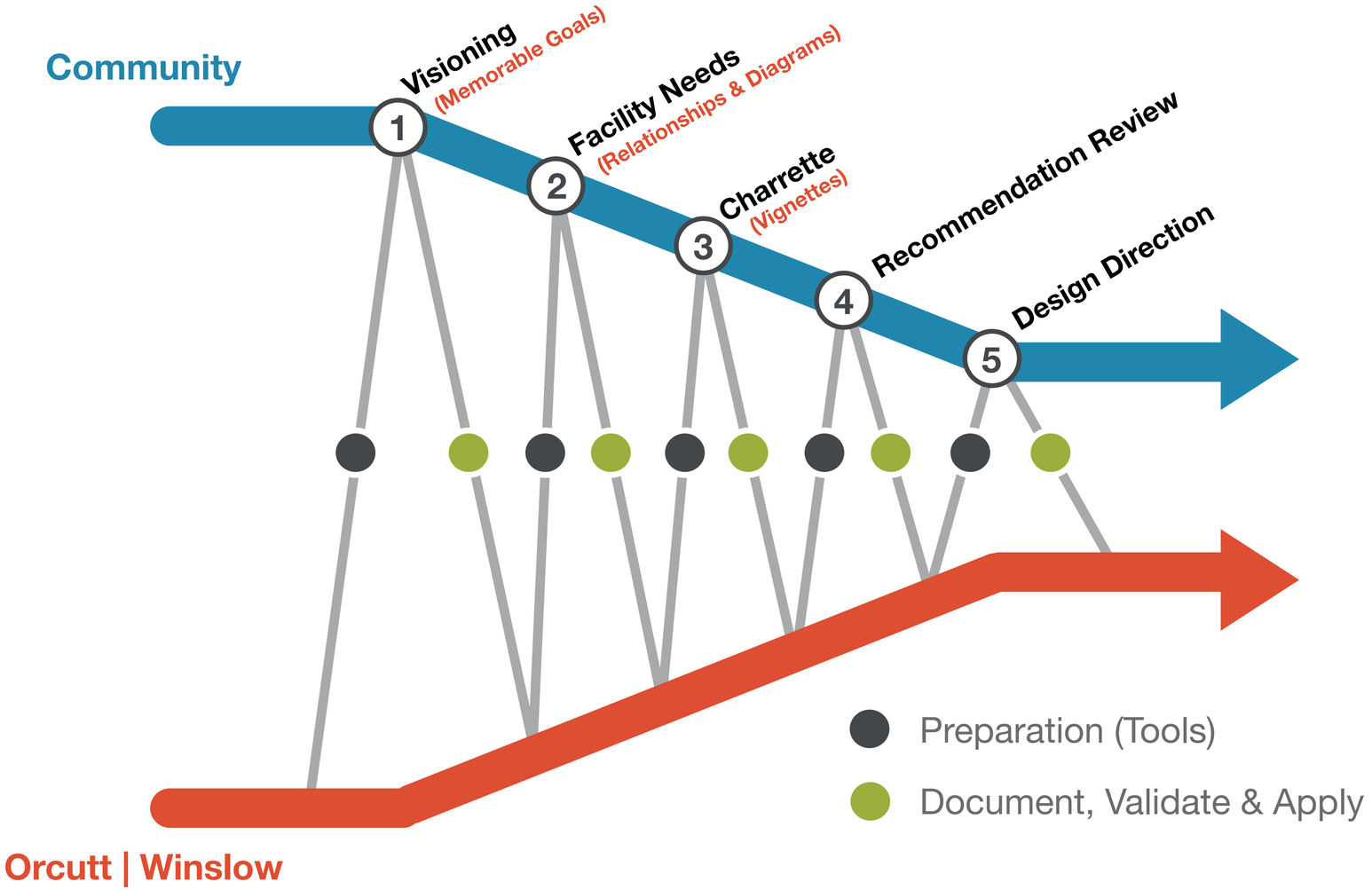
STUGO INVOLVEMENT

CHEROKEE STUDENT GOVERNMENT

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

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.




Thank you!!
orcutt | winslow