

SCOTTSDALE

Unified School District

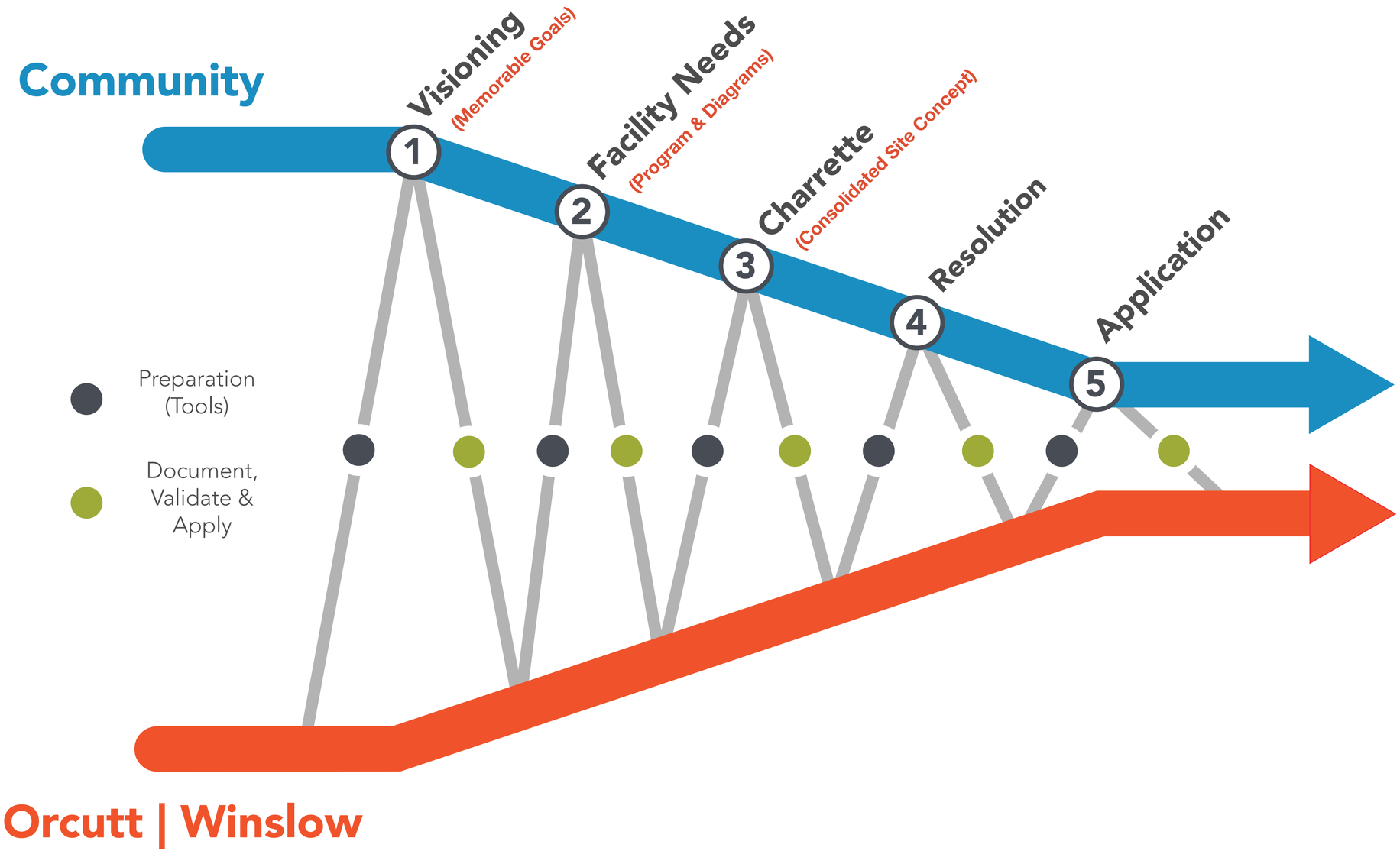
COMMUNITY FORUM #3 RECAP

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January 28, 2019

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.



CHARRETTE ACTIVITY 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.

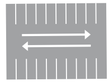
CRITERIA TO CONSIDER:

- 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.)











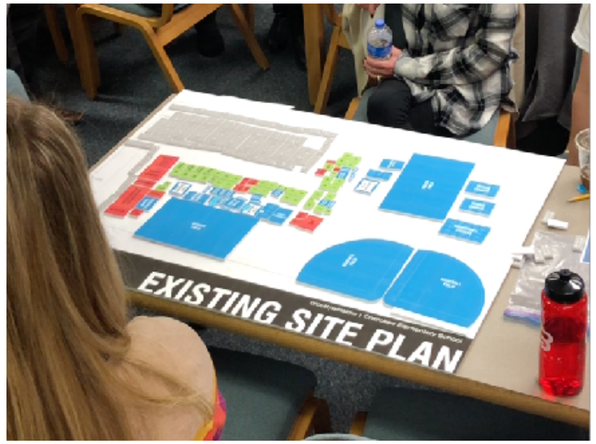








GENERATED CONCEPTS



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

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.


Thank you!!
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