Every Square Inch: Inspiring and Effective School Design

NYSAIS Business Affairs Conference

May 3, 2018
Range of Schools

Meeting Street School

PS 330Q

Brooklyn Heights Montessori School

Rodeph Shalom School

School of the Holy Child
Range of International Schools

Sofia Park School, Sofia, Bulgaria

Africa New Life Academy, Kayonza, Rwanda

UNICEF Classroom Furniture Project, Sub-Saharan Africa

Cayman Islands International School, Cayman Islands
Flexible & Specialized Space
Grace Church High School
Adaptive Reuse & Strategic Additions
St. Hilda’s & St. Hugh’s School
Scales of Space & Community Anchors
Primary School 330
The AltSchool
Student Choice & Learning Everywhere
Student Choice
Learning Everywhere
Effective Programming
Collaboration
Research / Information Gathering

Summary of Chewonki Community Comments and Planning Team Observations
20 March 2015

BIG PICTURE

Campus Neighborhoods
The campus center has precincts and “neighborhoods” that create a favorable overall impression of the campus center. However, the experience of the campus center is oftentimes at odds with the experience of the rest of the site. These include suburban-like conditions like sprawling parking lots, scattered cars, and mown lawns.

a. How can the campus center better evoke the spirit of Chewonki?
b. How can the campus feel wild and project this image but also feel cultivated?
c. Chewonki has grown organically over the last 100 years with minimal planning.
d. How do we better use the whole campus as a teaching and learning space?
e. The existing neighborhoods around campus would benefit from greater identity and sense of place.
f. How do are neighborhoods distinct versus how are they consistent?
g. How can reinforcing neighborhoods enhance student / camper experience?

Design Standards
Some of the buildings evoke the history of Chewonki or their programmatic function. However, as a whole, they are a mixture of styles and construction systems and lack visual cohesiveness.

a. Could buildings have a more unified and cohesive language to make the built environment express the cultural values of Chewonki?
b. Could this result in a building standard that is easier to maintain?
c. Which buildings remain to best preserve the history of Chewonki?

Level of Shared Resources across Programs

Buildings Connected to Landscape
Although the Chewonki experience relies on a strong connection to the landscape, certain existing buildings are not designed to have a relationship with the landscape and natural features of the site.

a. Internal orientation
b. Lack of views to important site features
c. Lack of direct access to outdoors
d. Missing opportunities for indoor / outdoor use
e. How can a stronger connection of buildings to landscape improve educational opportunity?

The duality between summer camp and semester school activities creates programmatic conflicts which are not addressed by the current campus design.

a. Privacy
b. Noise
c. Traffic
d. Housing

Security
Security is a requirement that spreads across many aspects of Chewonki life.

a. Regulate campus visitors
b. How do we eliminate the risk of outsiders wandering into the campus.
c. Lack of campus-wide emergency alert system.

Chewonki inspires transformative growth, teaches appreciation and stewardship of the natural world, and challenges people to build thriving, sustainable communities throughout their lives.

MISSION
Programming

TRADITIONAL

CLASSROOM
LAB
STUDIO

STEM

MATH
SCIENCE
ENGINEERING
TECHNOLOGY

STEAM

MATH
SCIENCE
ENGINEERING
TECHNOLOGY
DIGITAL ARTS
ARTS
Classroom: Articulated
Classroom: Interconnected/ Flexible
Classrooms: Inclusive
Programming for Efficiency
- Collaboration
- Research/Information Gathering
- Consensus Building
- Document that Guides Design
Key Principles & Best Practices
Daylight & Acoustics
Daylight & Acoustics
Sustainable Curriculum
Community
Summary

- Flexible Spaces
- Adaptive Reuse
- Strategic Additions
- Community Space
- Learning Everywhere
- Programming is Key