



Chappaqua Central School District
PROPOSED RENOVATIONS
CONCEPTUAL DESIGN PHASE

June 2016



FIELDING NAIR INTERNATIONAL



Chappaqua Central School District

PILOT PROJECTS AND RENOVATIONS

TABLE OF CONTENTS

GLOBAL LEARNING CENTERS	1-2	CONCEPTUAL OVERVIEW SCOPE OF WORK
STEAM CENTERS	3-4	CONCEPTUAL OVERVIEW SCOPE OF WORK
ELEMENTARY SCHOOL LIBRARY RENOVATIONS	5-6	GRAFFLIN Plans 3D Views
	7-8	ROARING BROOK Plans 3D Views
	9-10	WESTORCHARD Plans 3D Views
MIDDLE SCHOOL STEAM CENTER PROPOSALS	11-12	BELL STEAM CENTER Plans 3D Views
	13-14	SEVEN BRIDGES STEAM CENTER Plans 3D Views
HORACE GREELEY HIGH SCHOOL	15-16	GLOBAL LEARNING COMMONS Plans 3D Views
	17-18	L WING Plans 3D Views
	19-22	STEAM CENTER Plans Sections



MASTER PLAN DESIGN PROCESS

At FNI, we begin the school design process by discovering all we can about your school community. Discovery is a process designed to gather input from multiple stakeholders (school leadership, teachers, students, and parents) in order to build a common vision. The FNI Discovery Process is a highly collaborative, rigorous, and data-driven system that results in a clear blueprint to move forward into design.

During the Discovery Visit, FNI architects and educators conducted workshops, presented case studies, and facilitated conversations with teachers, staff, parents, and students about their hopes and dreams for the Chappaqua Central School District's future. The resulting Discovery report highlighted the key discoveries and insights from those conversations.

At the start of the conceptual design process, we listened to the school leadership and staff through a series of interviews with every school. We learned how the school facilities are actually used, where the departments are currently located and what are the key academic and functional issues beyond those identified in the Discovery Report. The schools included in our scope of work included the Grafflin Douglas Elementary School, Roaring Brook Elementary School, Westorcharde Elementary School, Bell Middle School, Seven Bridges Middle School, and Horace Greely High School.

The next step consisted of developing a series of conceptual plans which graphically identified the opportunities for each pilot projects throughout the six schools in the district. These plans were cross-referenced with notes relating to existing functional issues and problems. Each department's comments and requests were factored into our planning matrix of decision making.

Finally, we developed 3D models and detailed plans indicating proposed conceptual furniture layouts, wall finishes, and opportunities for architectural interventions.



GLOBAL LEARNING COMMONS

CONCEPTUAL OVERVIEW

Now that most 21st-century students carry a global library in their smartphones, the role of physical libraries in our schools is becoming even more important. They're not just a place to house resources, but one in which to create meaning from them. Students and teachers no longer need a library simply for access to books or online resources. Instead, they require a place that encourages participatory learning and allows for co-construction of understanding from a variety of sources. In other words, instead of being an archive, school libraries are evolving into a "Global Learning Commons" (GLC).

The GLC enables self-directed, independent and group learning which allows students to learn together more effectively. It provides the infrastructure where faculty can ignite discussion, coach, give feedback, demonstrate, supervise, observe and consult with student teams as they collaborate. The GLC will create an educational venue that will allow teachers to be both instructors and mentors.

In addition to the traditional book and media collections, many GLC librarians now find themselves curating a selection of printed and electronic materials. They can now access a vast array of e-books and electronic collections from libraries all over the world. Beyond access to these various collections, the GLC provides students, teachers community members, and parents the basic elements of educational innovation including various sized small group and seminar rooms; long distance learning studios, presentation spaces, individual study rooms, and lounge areas. In the case of parents and members of the community, some schools choose to offer them business support space on a limited basis, similar to a Business Exchange.



GLOBAL LEARNING CENTER VISIONING WORKSHOP (Tuesday, Feb. 9 2016)

GLOBAL LEARNING COMMONS

SCOPE OF WORK

Our proposal includes the renovation of the libraries for Douglas Grafflin Elementary School, Westorcharde Elementary School, Roaring Brook Elementary School, and Horace Greeley High School. These library projects are primary candidates for improvement due to their central location and potential school wide impact. The existing libraries will be reconfigured as global learning commons for their respective schools. The GLC will expand the resources of the traditional library by offering an array of educational support services, an expanded collection of ebooks, and electronic collections from all over the world. Our broad goals throughout all of these renovations include increased interactivity, more working surfaces, greater variation and quality of furniture, improved acoustics, and a more direct connection to outdoor space. Each school also presents unique challenges which are addressed in our plan layouts.

For example, In the Elementary Schools the computer labs will be updated to fit a 21st century curriculum. We are also incorporating more playful and innovative furniture that will give the students more opportunities to interact with the space. In the High School, we are creating more rooms for independent study and small group research. We are also providing more meeting areas for the use of teachers and the administration. These designs will be continually refined through ongoing collaboration with user groups and the school administration as the process moves forward.



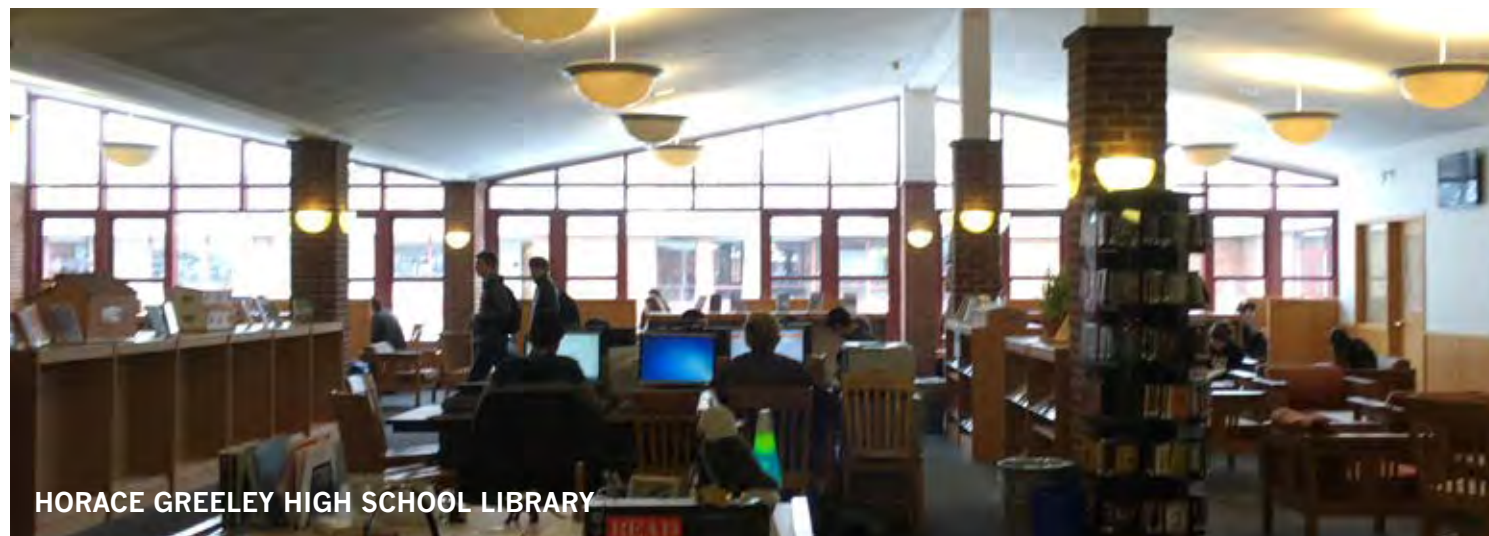
ROARING BROOK ELEMENTARY SCHOOL LIBRARY



DOUGLAS GRAFFLIN ELEMENTARY SCHOOL LIBRARY



WESTORCHARD LIBRARY



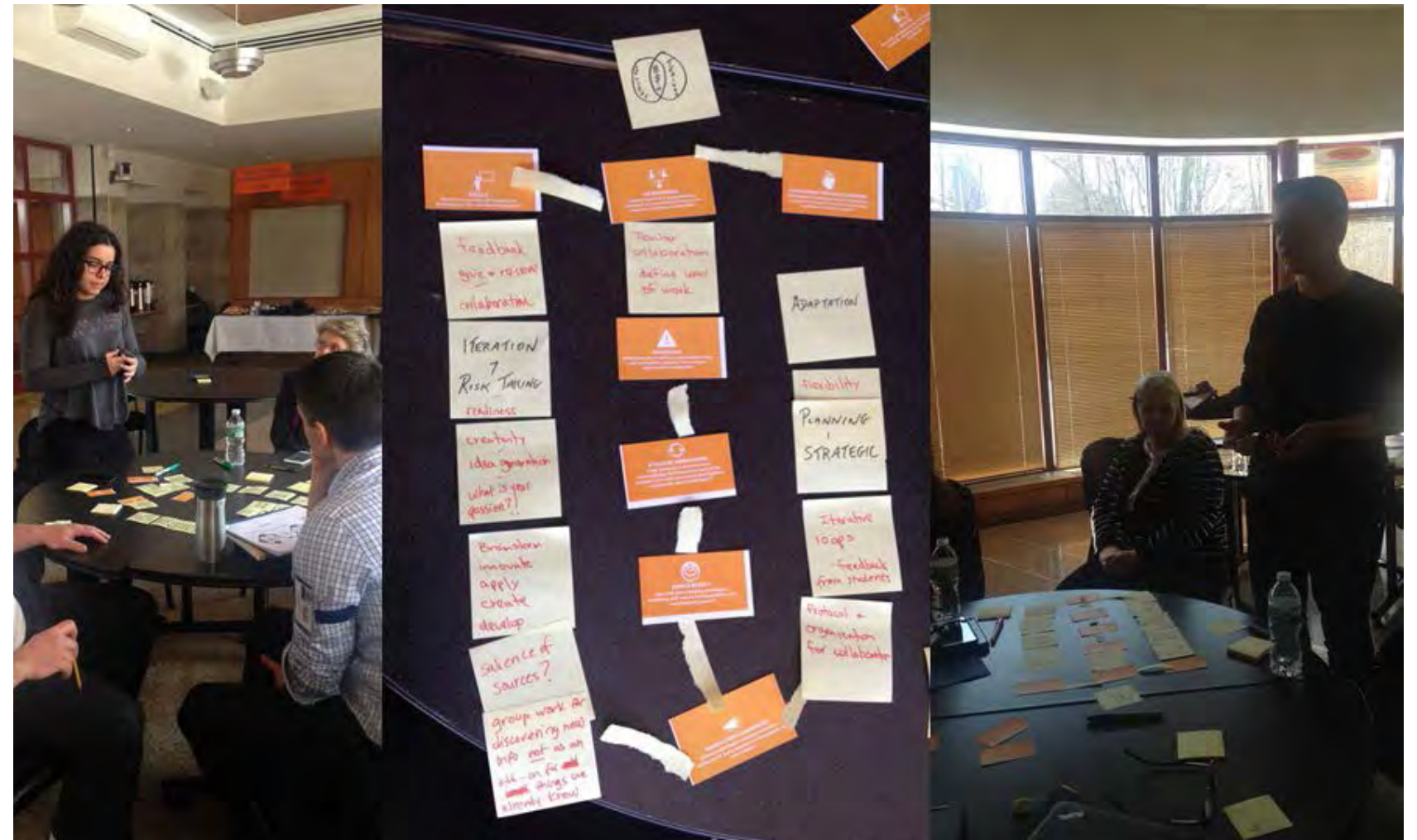
HORACE GREELEY HIGH SCHOOL LIBRARY

STEAM CENTERS

CONCEPTUAL OVERVIEW

“STEAM” is the fusion of the newly emerging STEM, (Science, Technology, Engineering and Math) curriculum with Art and the discipline of Design. John Maeda, former President of the Rhode Island School of Design pointed out that Apple, under the late Steve Jobs was the best example of how a STEAM approach drives innovation. Jobs pointed out to his biographer Walter Isaacson that “When you add Art to STEM you get STEAM, and then things start moving”.

The STEAM Learning Centers will enable an expansion and improvement to each schools’ existing facilities to enable self-directed, independent and group learning which research indicates are some of the most important forms of knowledge acquisition. Students who work together learn more effectively. It provides the infrastructure where faculty can ignite discussion, coach, give feedback, demonstrate, supervise, observe and consult with student teams as they collaborate or work independently.



STEAM CENTER VISIONING WORKSHOP (Tuesday, Feb. 9 2016)

STEAM CENTERS

SCOPE OF WORK

We have identified the best potential areas at Horace Greeley High School, Seven Bridges Middle School and at Bell Middle school, which can be converted into active STEAM Learning Centers.

Seven Bridges Middle School contains an unfinished basement level room which is currently used for storage. This room will be renovated and fitted out to house a fabrication lab, fabrication shop, and a design commons. We are relocating the shop equipment, including the CNC machine, that is currently in the existing maker space on the first floor into this new space.

In Bell Middle School, we are renovating an area on the second floor which currently contains computer labs, a robotics/maker space, and a small wood shop. This entire zone will be re-programmed in order to set the framework for a new STEAM-based curriculum.

The proposal for Horace Greeley High School calls for a new STEAM center to be constructed between the existing art and science buildings (G and K, respectively). It will act as a physical and educational bridge between these two disciplines. This new two-story building will house a fabrication shop, maker space, design studios, and an applied science lab. The scope of work will also include the renovation of Building G in order to reduce wasted space and to create a coherent connection between the art facilities and the new STEAM Center.



BELL MIDDLE SCHOOL
Existing Classroom on Second Floor



SEVEN BRIDGES MIDDLE SCHOOL
Basement Level Storage Facility



HORACE GREELEY HIGH SCHOOL
New STEAM Center Site

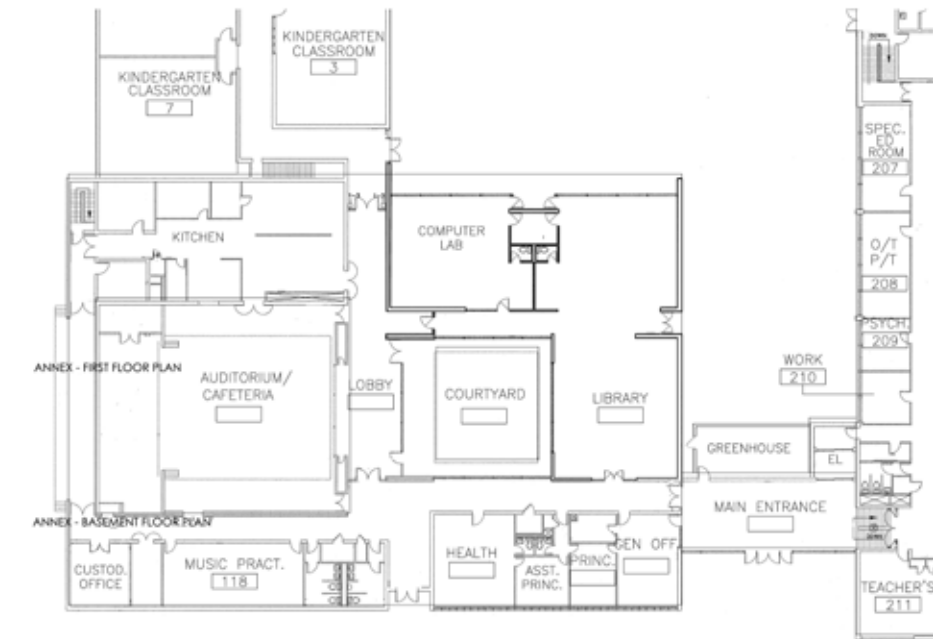
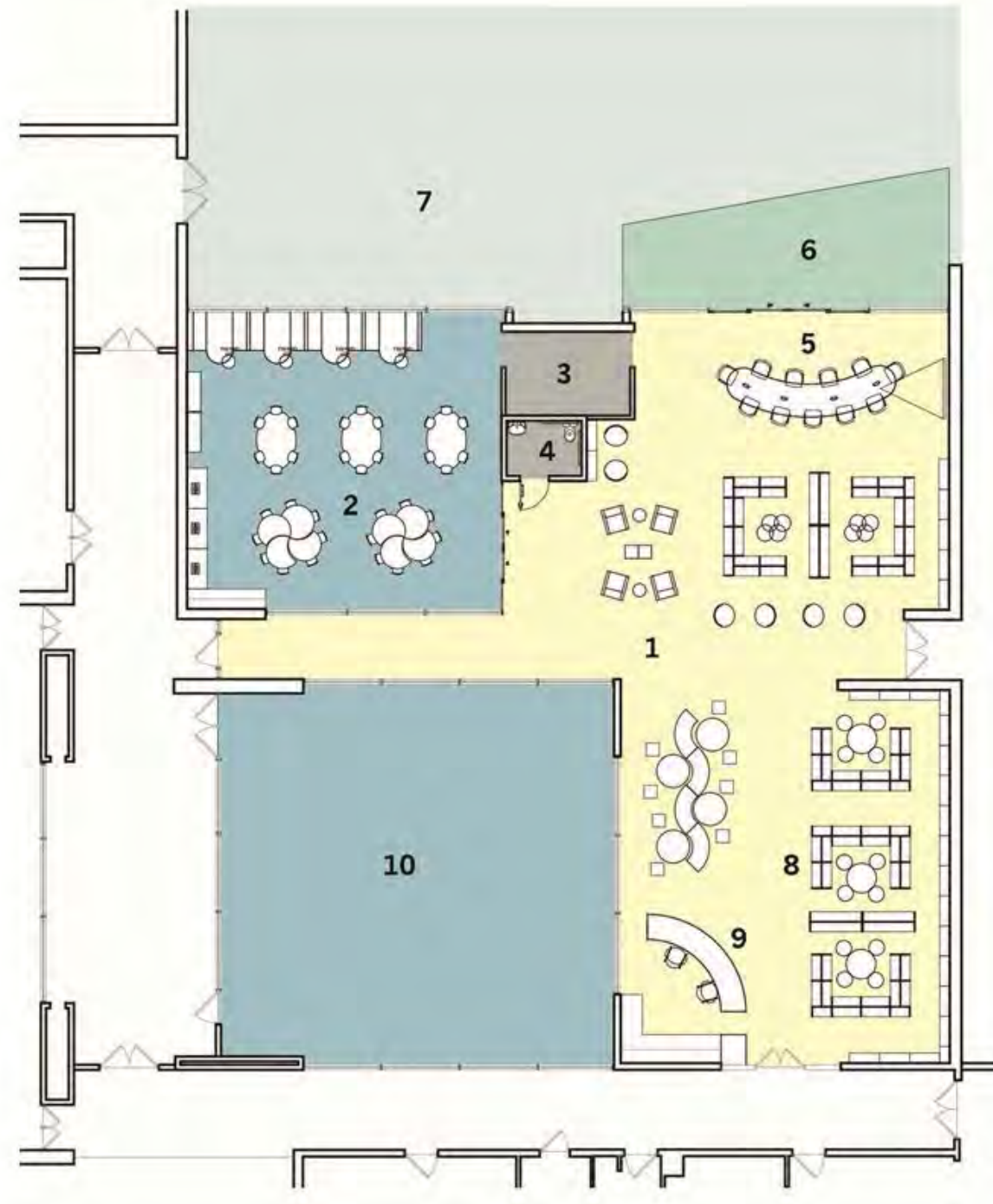
GRAFFLIN ELEMENTARY SCHOOL

LIBRARY RENOVATION

PROPOSED PLAN

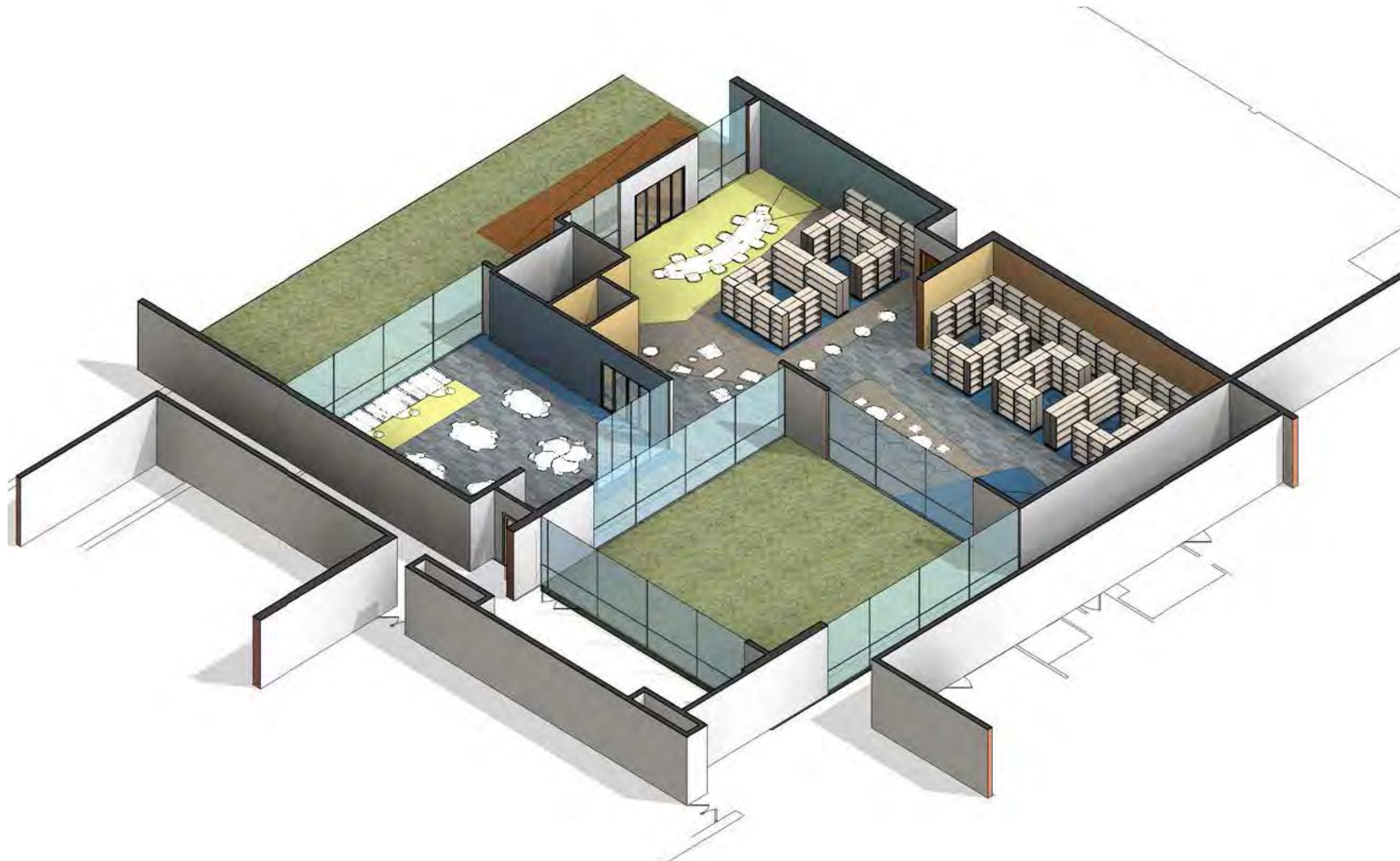
- 1) Lounge and Reading Area
- 2) Maker Space
- 3) Mechanical Room
- 4) ADA Bathroom
- 5) Peer-to-Peer Table
- 6) Outdoor Deck
- 7) Courtyard Play Space
- 8) General Collection
- 9) Service Desk
- 10) School Courtyard

TOTAL AREA: 4,900 f²
BOOK COUNT: 15,000



EXISTING PLAN





VIEW FROM SOUTHWEST

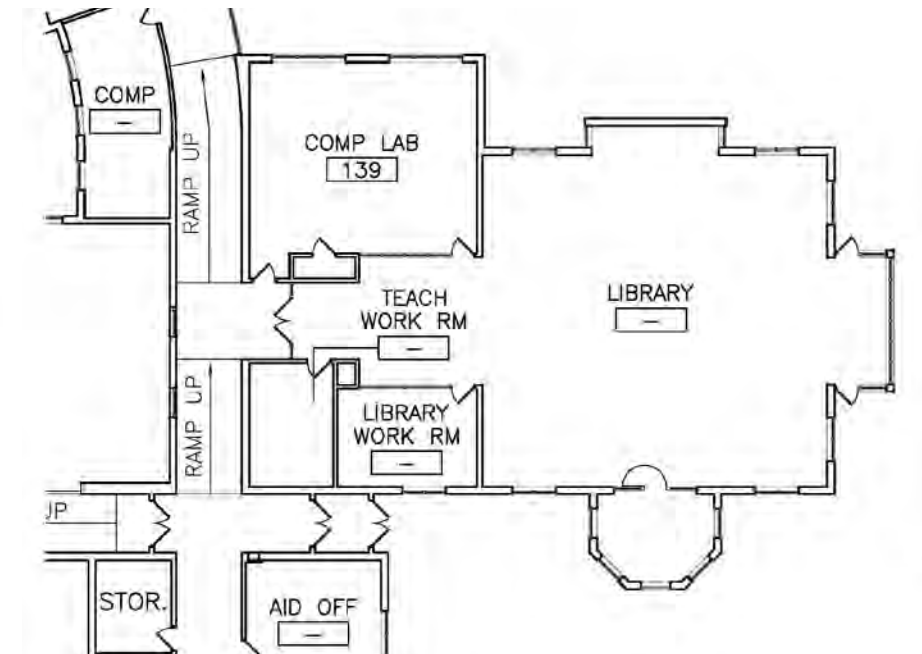
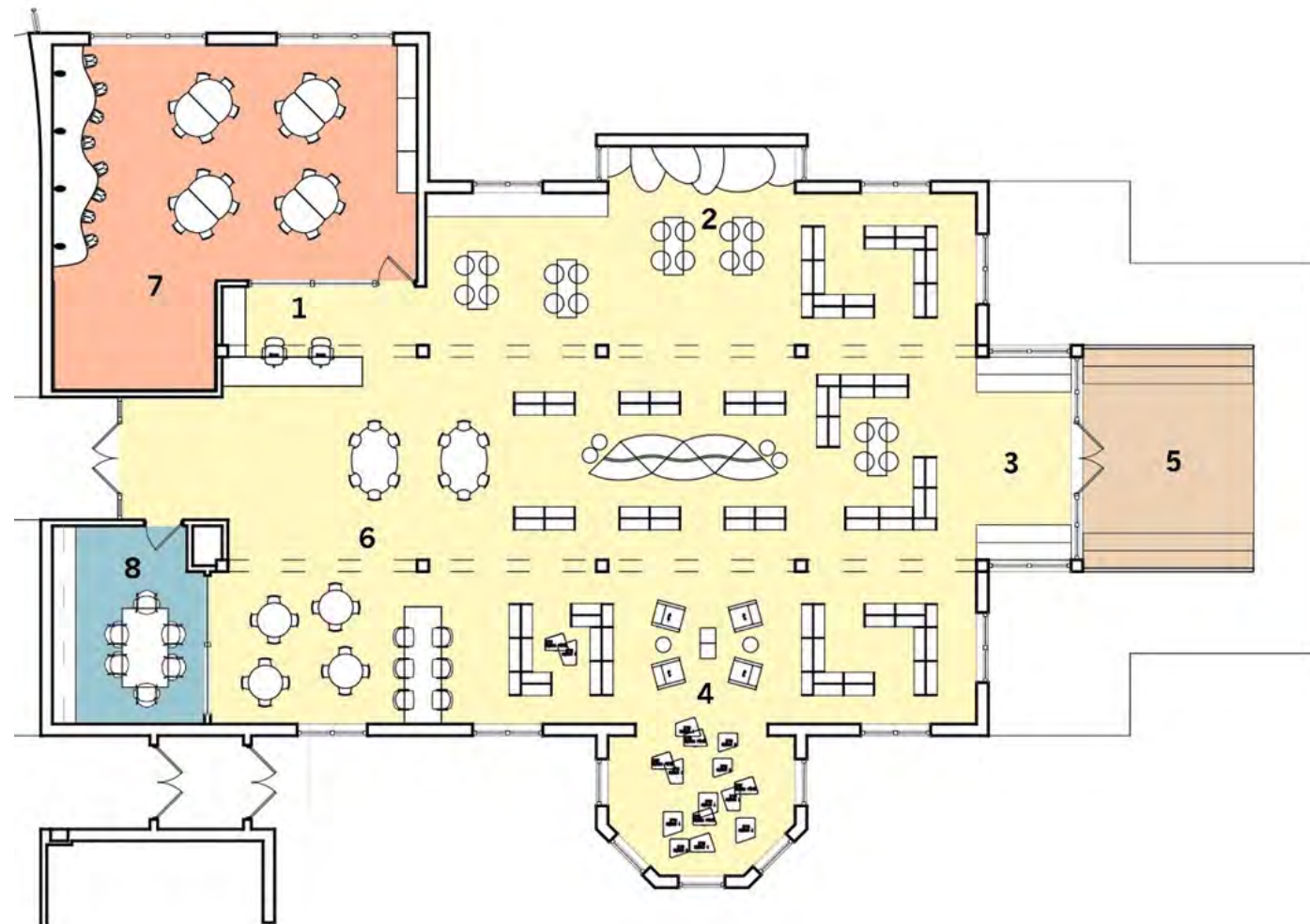
ROARING BROOK ELEMENTARY SCHOOL

LIBRARY RENOVATION

PROPOSED PLAN

- 1) Circulation Desk
- 2) Reading Nook
- 3) Story Time Area
- 4) Lounge Area
- 5) Outdoor Reading
- 6) Group Work Area
- 7) Computer Lab
- 8) Meeting Room

TOTAL AREA: 4,400 f²
 BOOK COUNT: 15,000



EXISTING PLAN





VIEW FROM NORTHEAST

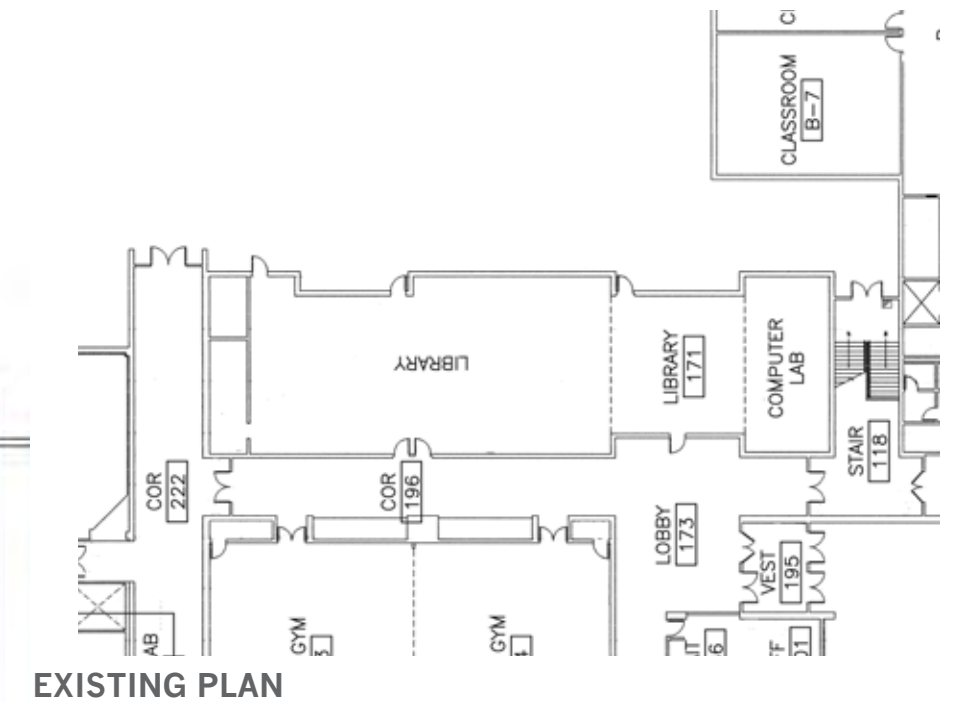
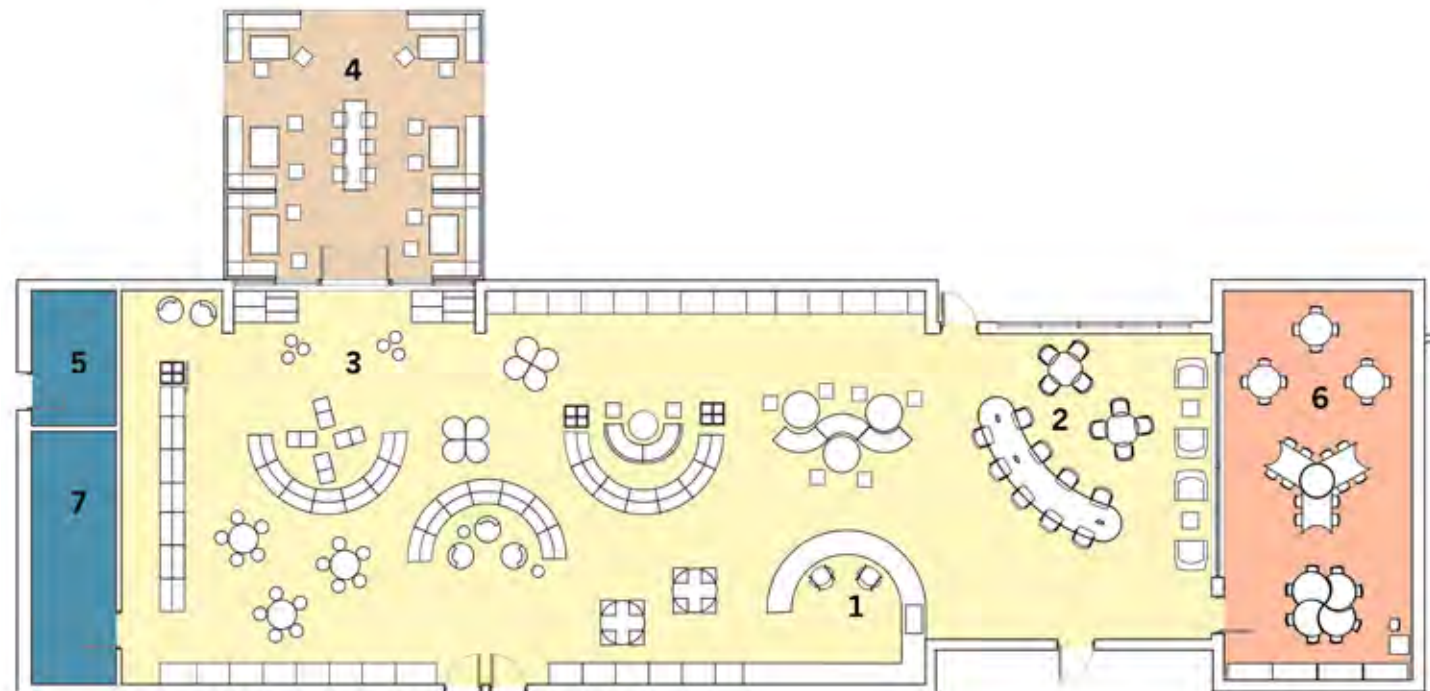
WESTORCHARD ELEMENTARY SCHOOL

LIBRARY RENOVATION

PROPOSED PLAN

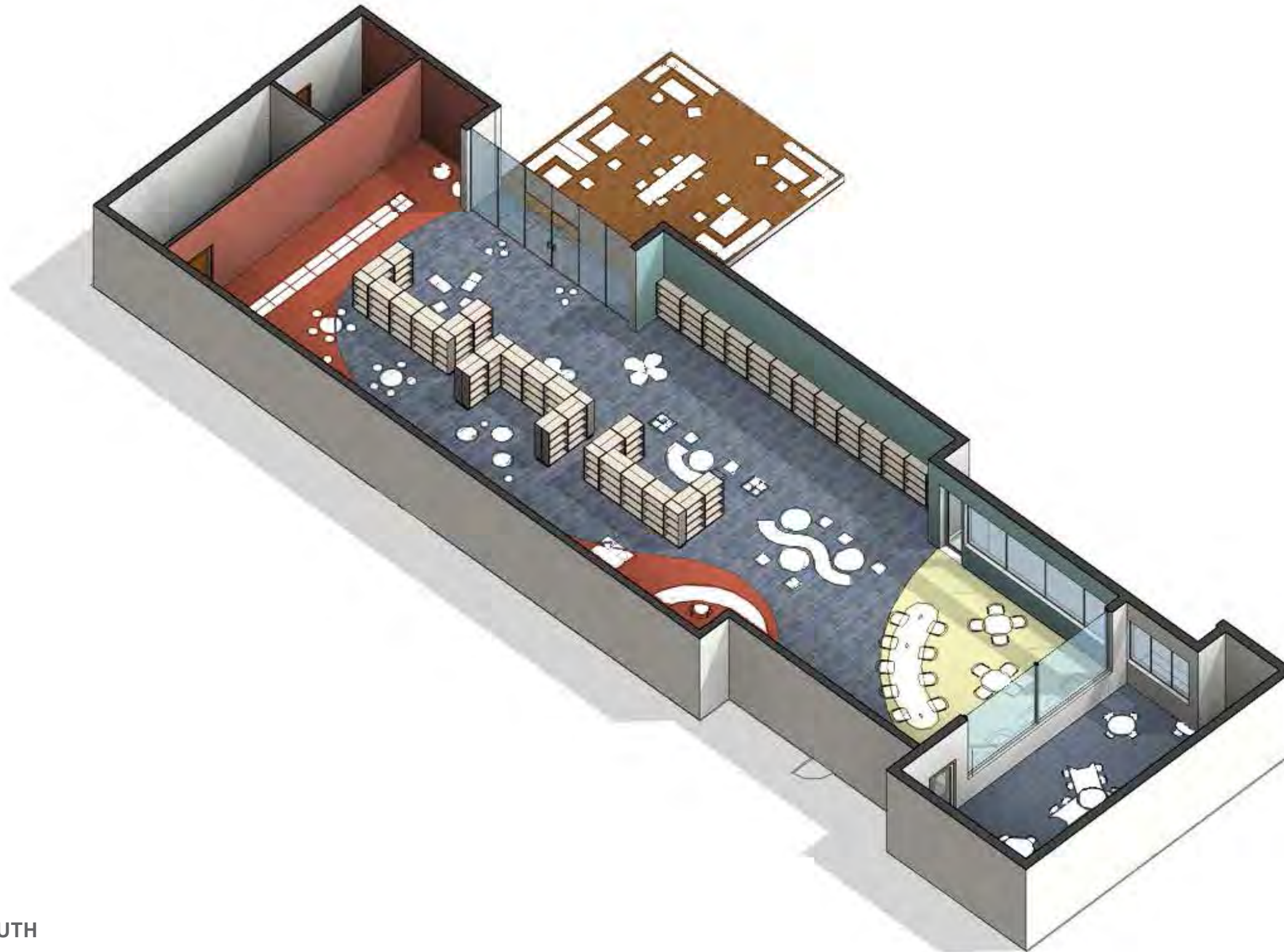
- 1) Circulation Desk
- 2) Group Work Area
- 3) Story Time Zone
- 4) Outdoor Reading
- 5) Office
- 6) Maker Space
- 7) Storage

TOTAL AREA: 4,000 f²
BOOK COUNT: 15,000



EXISTING PLAN





VIEW FROM SOUTH

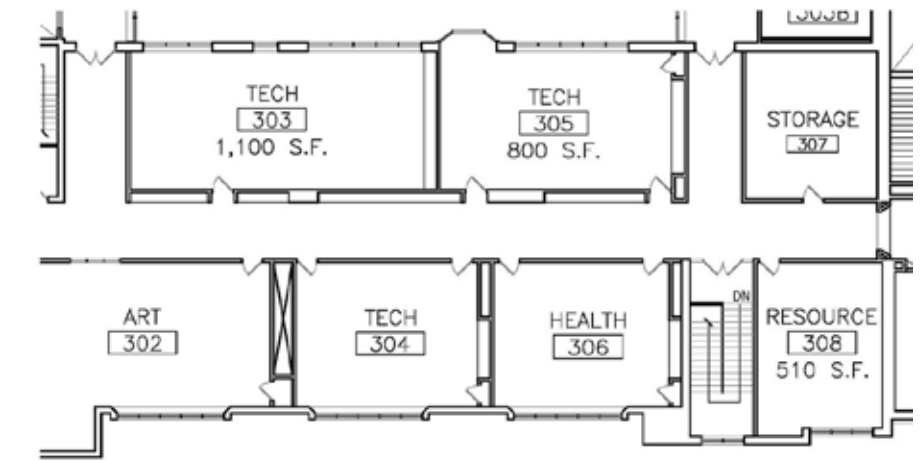
BELL MIDDLE SCHOOL

STEAM CENTER

PROPOSED PLAN

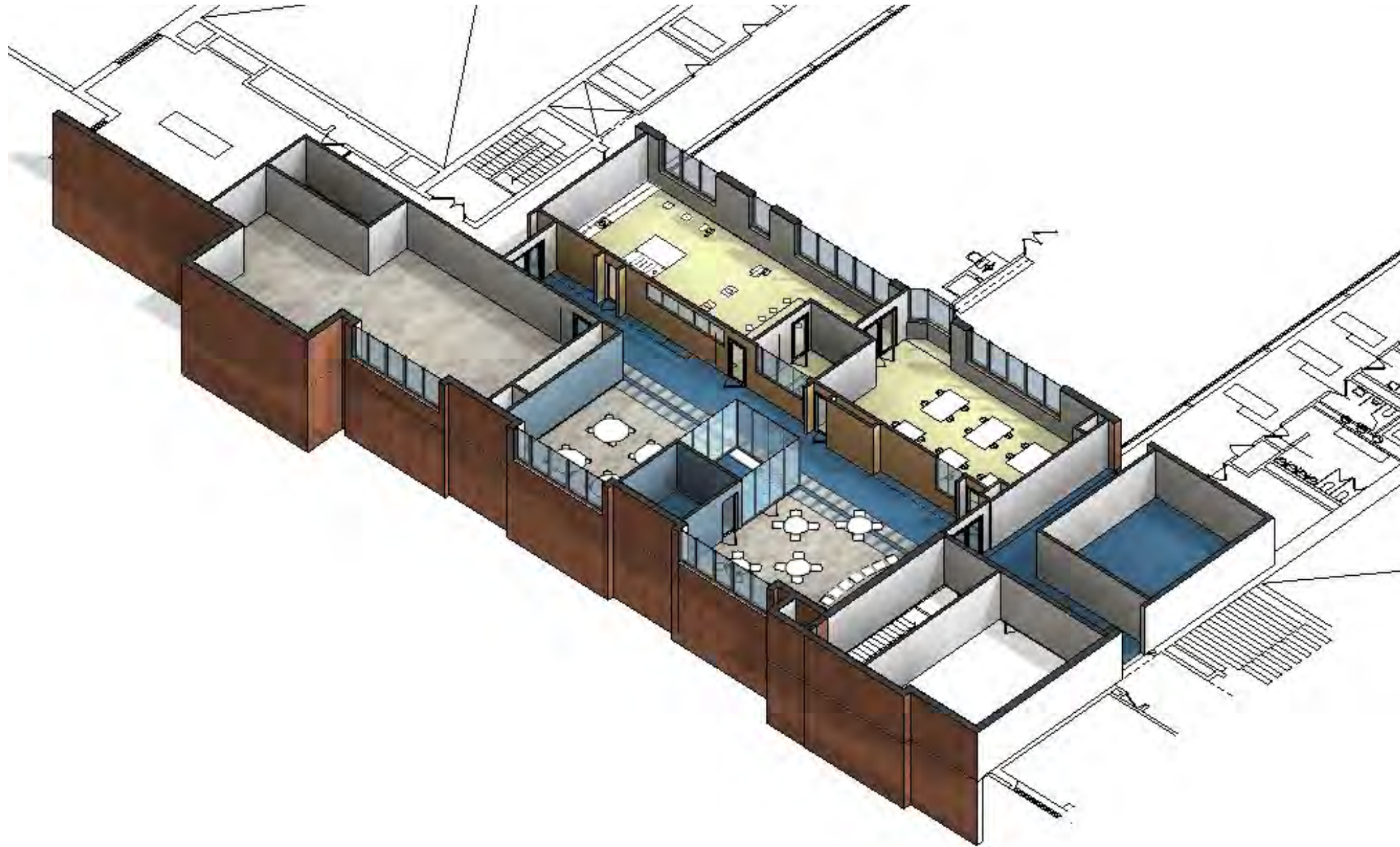
- 1) Design Commons
- 2) Design Studio
- 3) 3D Lab
- 4) Small Group Room
- 5) Applied Science Lab
- 6) Art Studio
- 7) Fabrication Shop
- 8) CNC room
- 9) Facbrication Lab
- 10) Storage

TOTAL AREA: 4,500 f²



EXISTING PLAN





VIEW FROM SOUTHEAST

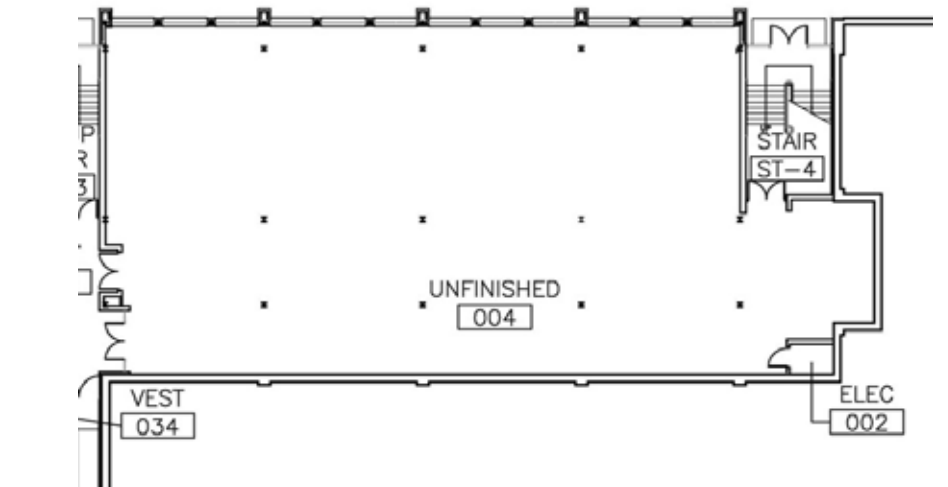
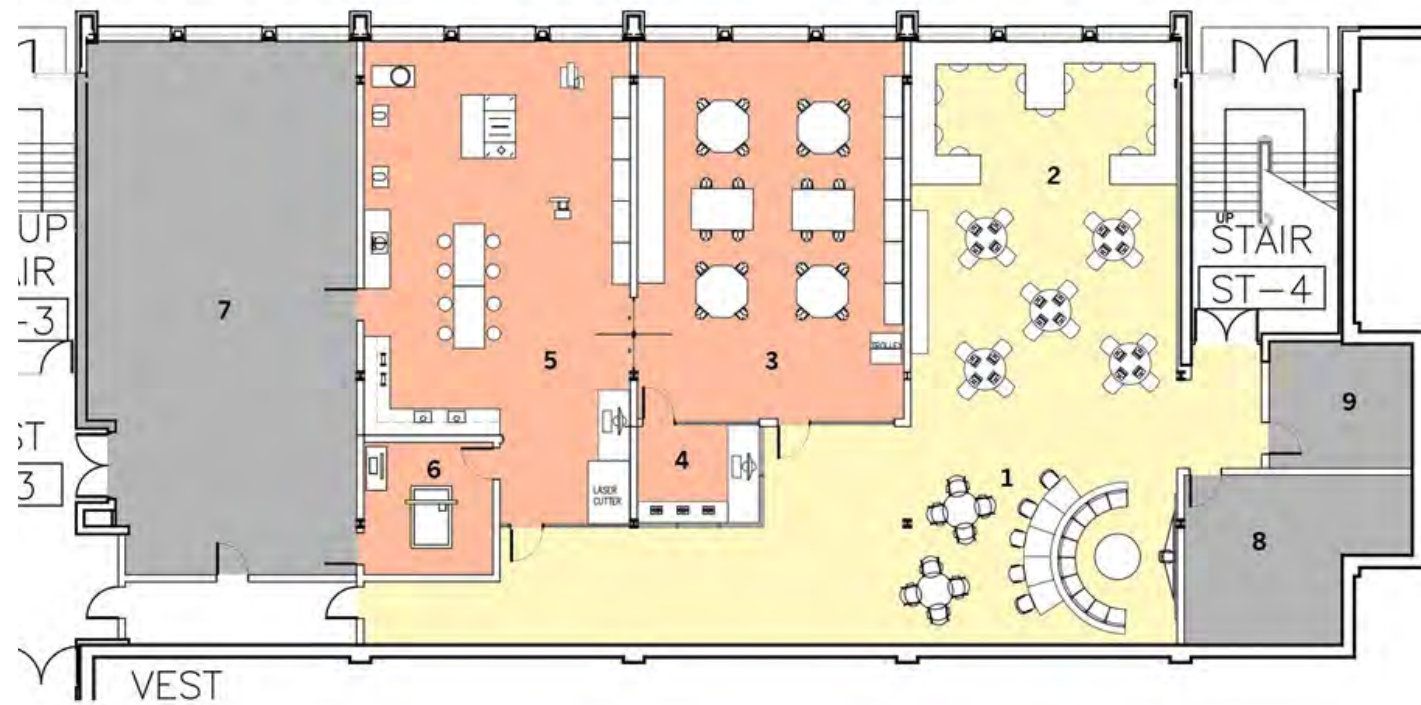
SEVEN BRIDGES MIDDLE SCHOOL

STEAM CENTER

PROPOSED PLAN

- 1) Presentation Space
- 2) Design Studio
- 3) Fabrication Lab
- 4) 3D Lab
- 5) Fabrication Shop
- 6) CNC Room
- 7) Project / Material Storage
- 8) Electrical / Storage
- 9) Storage

TOTAL AREA: 5,900 f²



EXISTING PLAN





VIEW FROM SOUTH

HORACE GREELEY HIGH SCHOOL

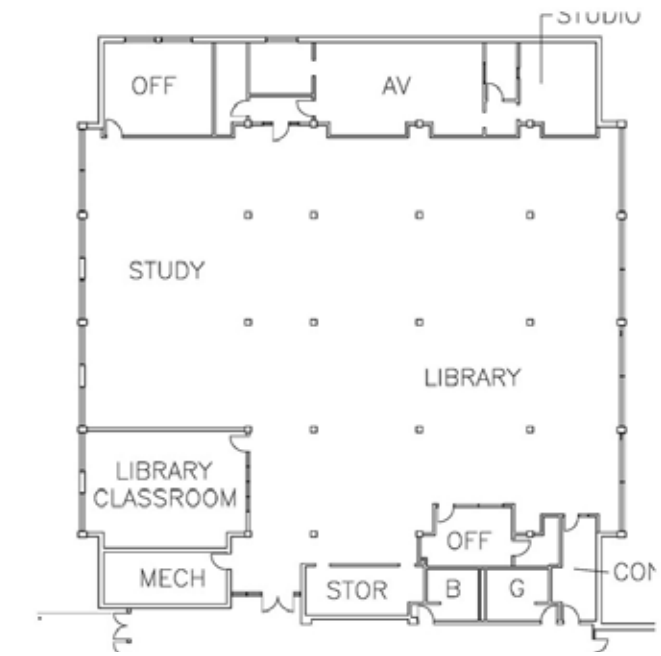
LIBRARY RENOVATION

PROPOSED PLAN

- 1) Vestibule
- 2) Seminar Room
- 3) Circulation Desk
- 4) Satellite Desk
- 5) Independent Study
- 6) General Collection
- 7) Large Group Room
- 8) Seminar Room
- 9) Small Group Room
- 10) Meeting Room
- 11) Office
- 12) Green Room
- 13) Control Room
- 14) Recording Studio
- 15) Storage
- 16) Bathroom
- 17) Mechanical Room



TOTAL AREA: 10,500 f²
 BOOK COUNT: 15,000



EXISTING PLAN





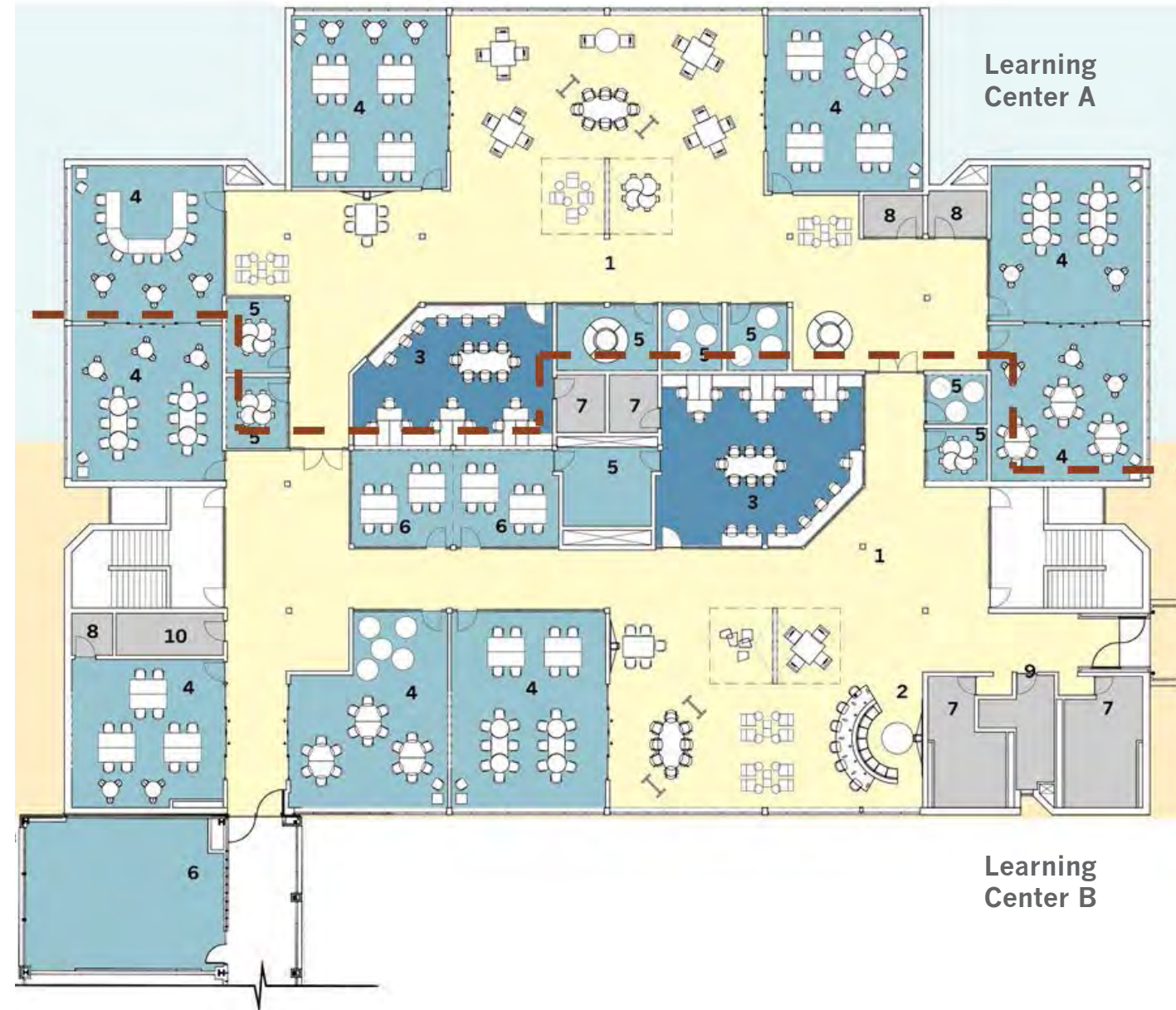
VIEW FROM NORTH

HORACE GREELEY HIGH SCHOOL

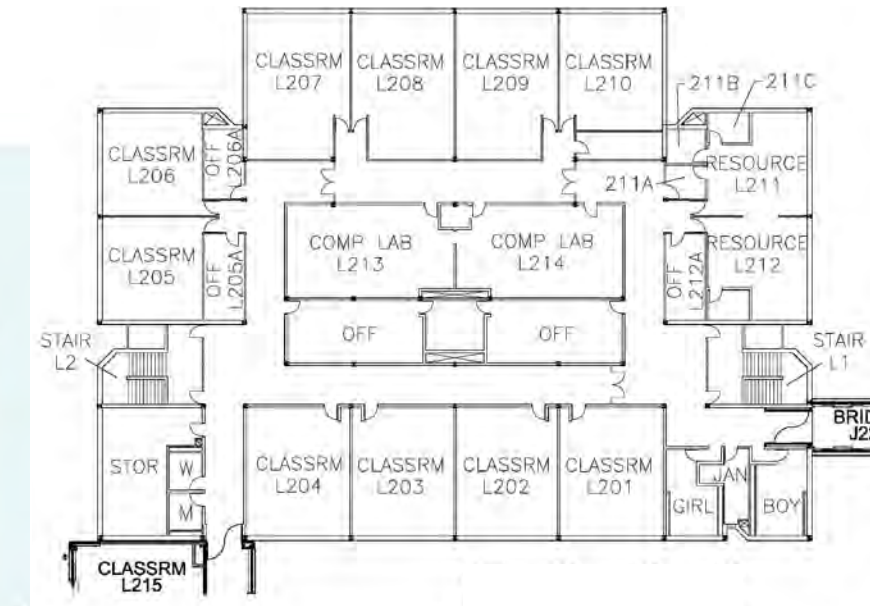
L WING - 1st and 2nd Floor

PROPOSED PLAN

- 1) Learning Commons
- 2) Campfire Banquet
- 3) Teacher Collaborative Workroom
- 4) Learning Studio
- 5) Small Group Room
- 6) Seminar Room
- 7) Restroom
- 8) Storage
- 9) Janitorial
- 10) Mechanical



TOTAL AREA: 17,700 f²



EXISTING PLAN

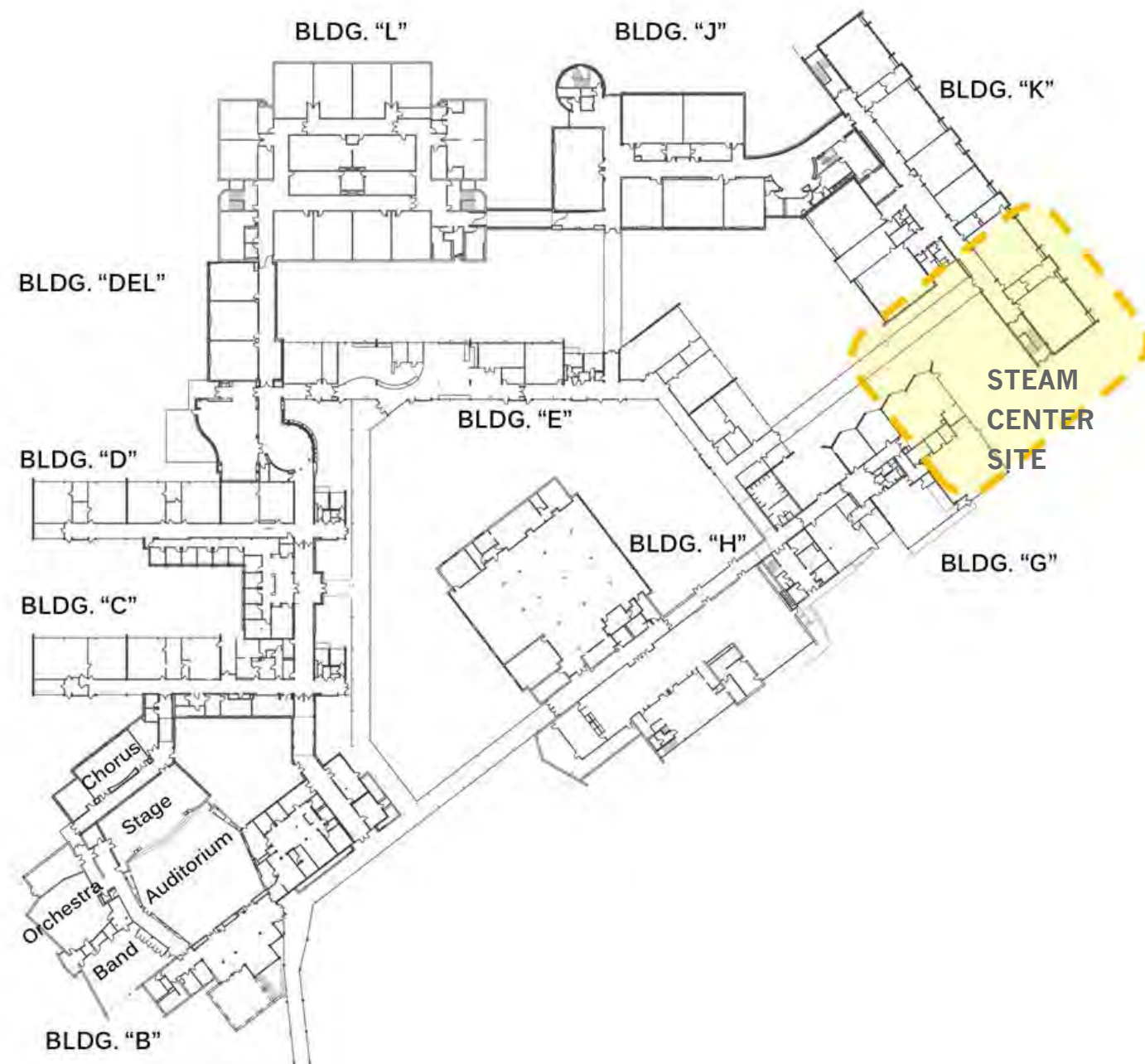




VIEW FROM EAST

HORACE GREELEY HIGH SCHOOL

NEW STEAM CENTER PLANS



EXISTING



PROPOSED

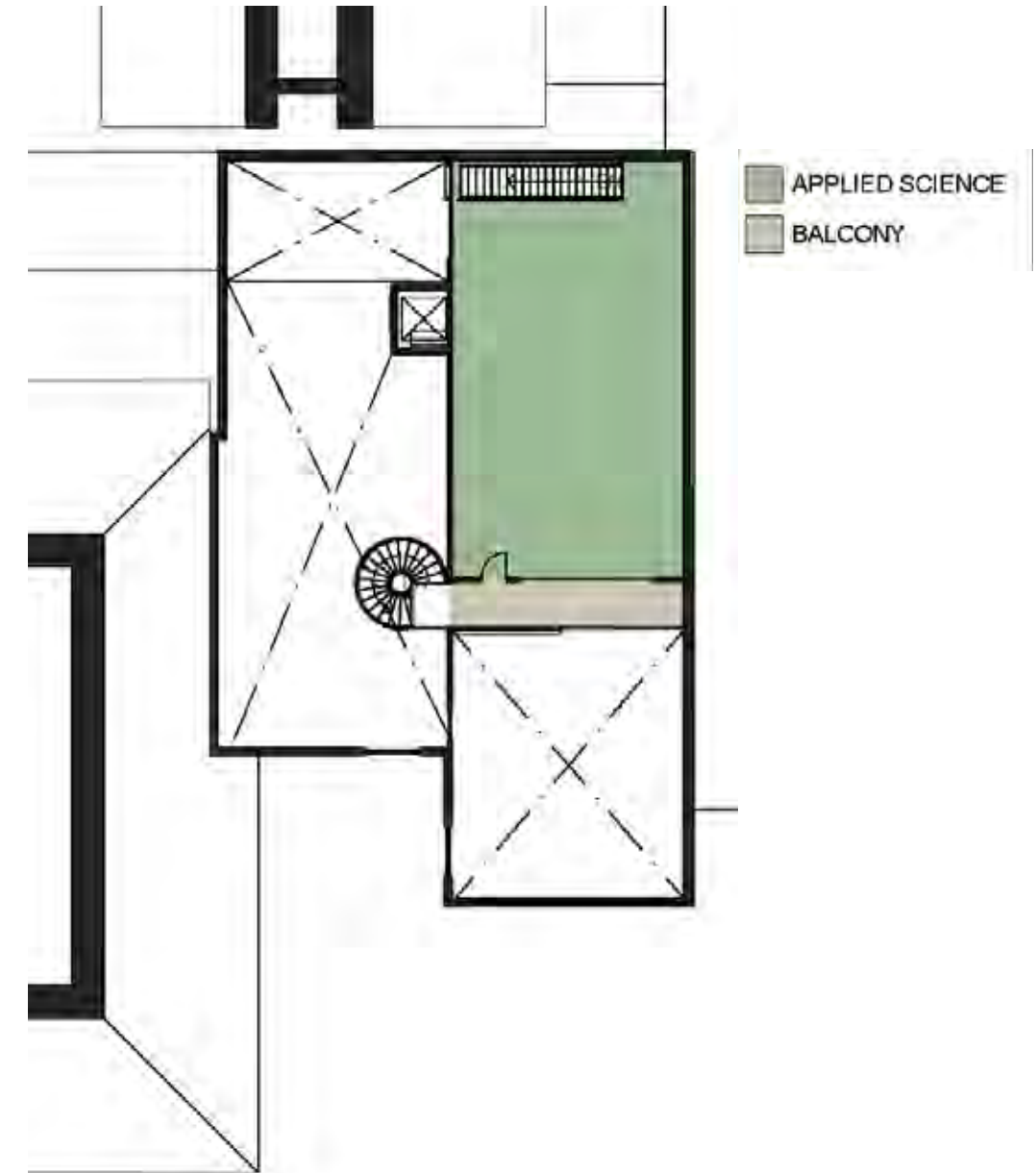


1ST FLOOR PLAN



- ART STUDIO DESIGN LAB
- CNC
- DESIGN COMMONS
- FABRICATION LAB
- FABRICATION SHOP
- LOBBY
- NEW COURTYARD

2ND FLOOR PLAN



- APPLIED SCIENCE
- BALCONY

TOTAL AREA: 6,350 f²

HORACE GREELEY HIGH SCHOOL

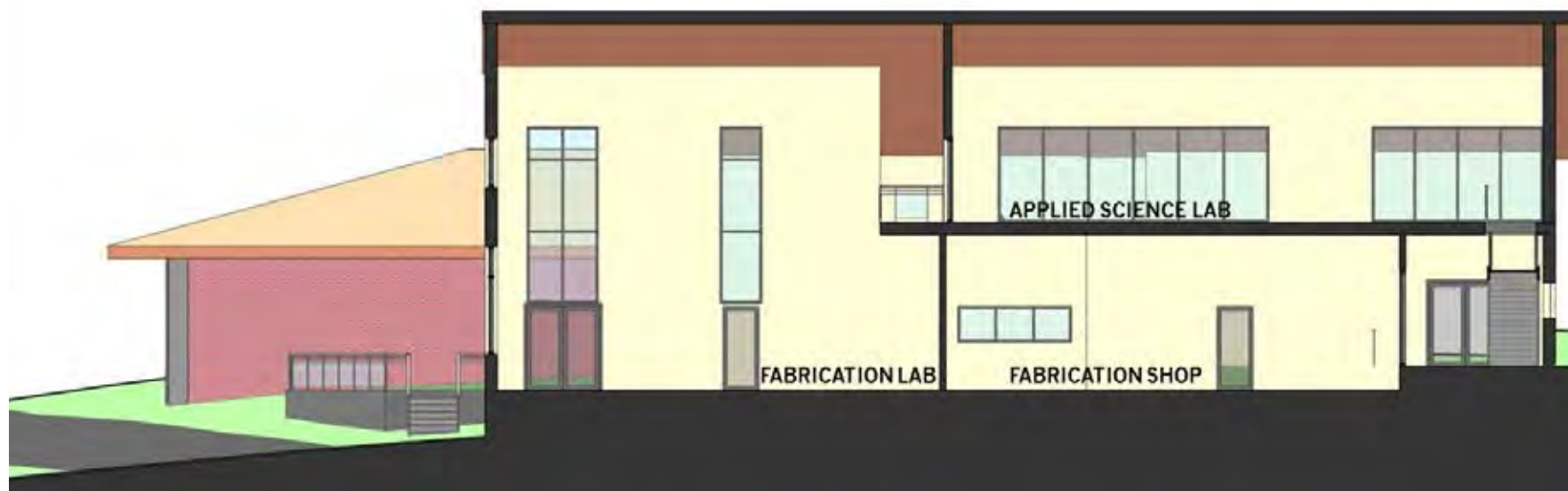
NEW STEAM CENTER SECTIONS and 3D VIEW



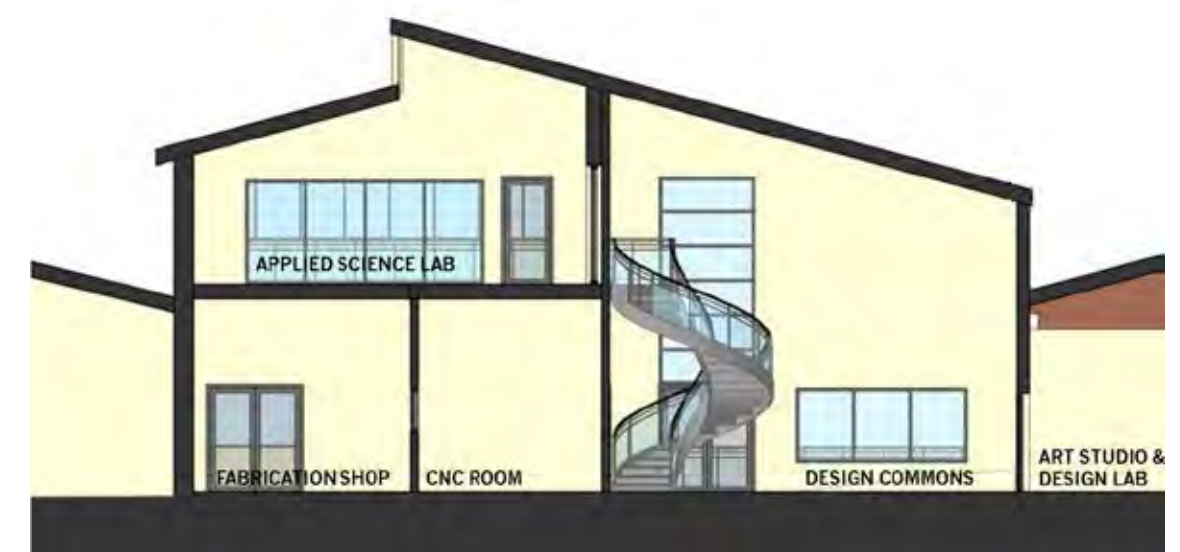
SECTION A-1



SECTION C-1

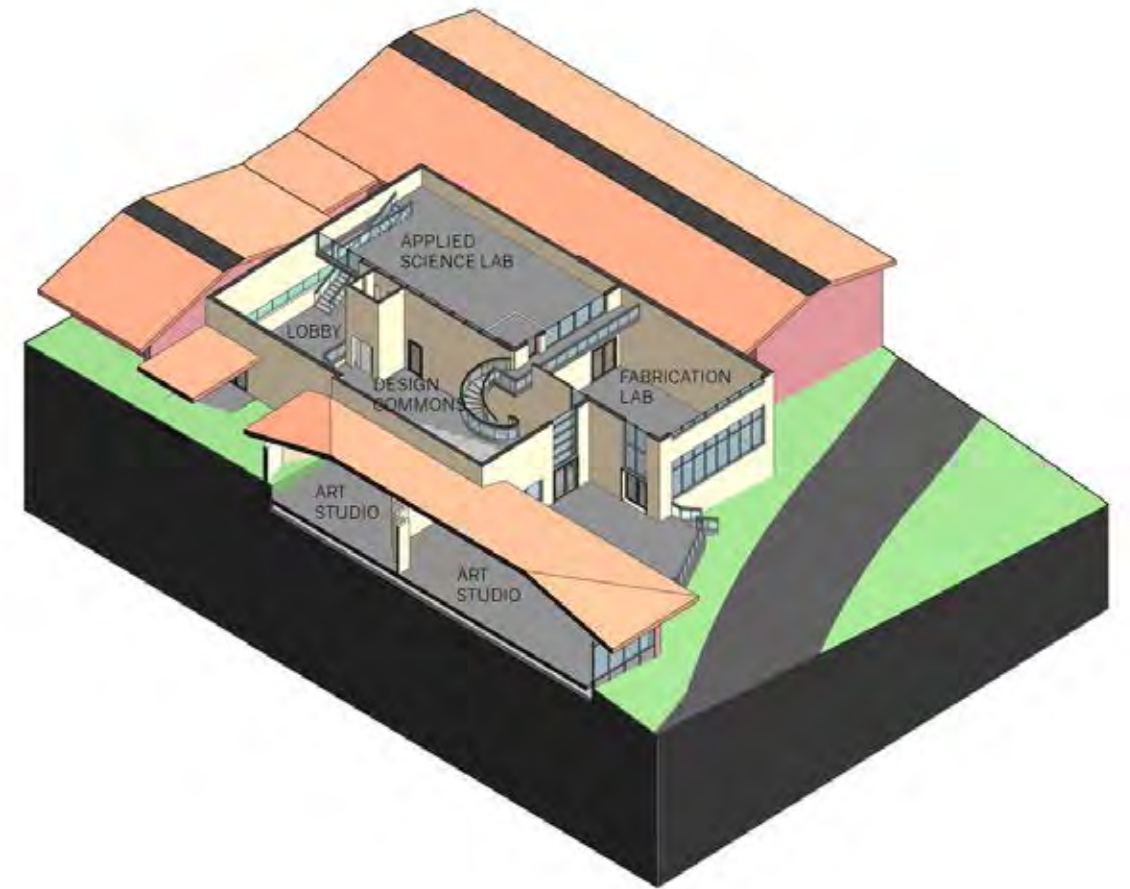


SECTION B-1



SECTION C-2

ELEVATION FROM ROAD





THANK YOU!

