

# 2016 Exhibition of School Planning and Architecture

## East Rock Community Magnet School

Category: New Construction

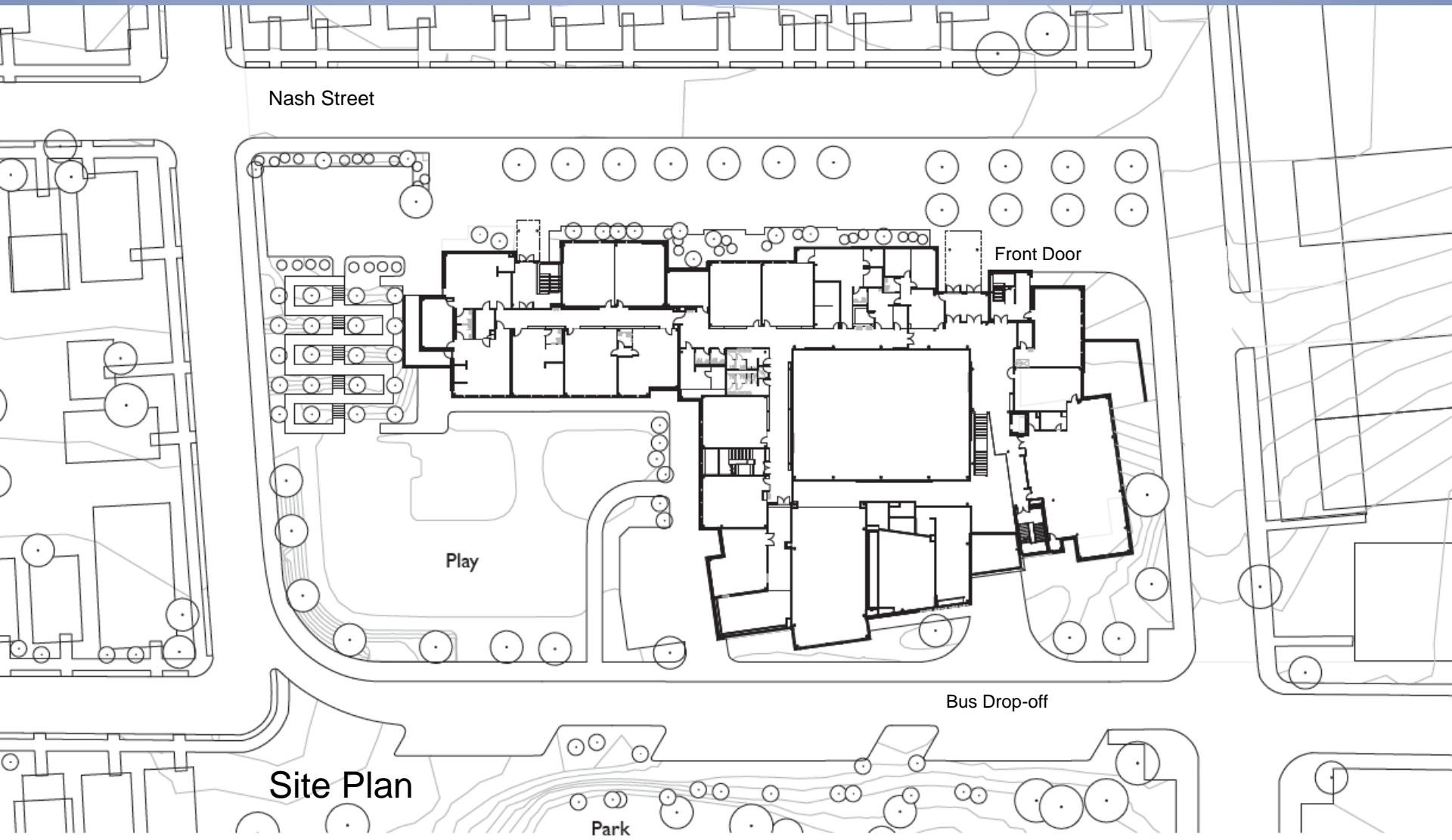
New Haven Public Schools  
New Haven, Connecticut

# East Rock Community Magnet School



Street view

# East Rock Community Magnet School





# Front Door

## Community Environment

The East Rock Community Magnet School is one project in the comprehensive renewal of all the public schools in the city of New Haven. Beginning with its first projects in the late 1990's, New Haven Public Schools' School Construction Program developed a process for community engagement, establishing a school building advisory committee for each school project, bringing together neighbors, parents, teachers and administrators, to participate in the programming and design process. Each committee was a forum to engage each neighborhood community in the design of its own school – whether a renovation or an all-new building – to create schools that belonged to the people they were built to serve.



# The Exterior Forms of the School Describes its Interior Neighborhoods

## Community Environment: *Continued...*

For this project, the committee worked with the School Construction Program and the architects, to shape the model Education Specification into one that was responsive to the needs and expectations of the community as a whole and to the culture of the school. As a culturally and socially diverse neighborhood, the process drew on the input of many local architects, designers and planners, who shared ideas about the integration of the school into the physical fabric to promote its use by the community throughout the year, both inside and out, in its character and in terms of the accessibility of its facilities. It was important to the neighborhood that not only should its community-oriented spaces be physically accessible, the school should convey in its design the qualities of openness and a sense of belonging to its setting.





# The Library Has a Public Presence in the Life of the Neighborhood

## Learning Environment

The interior of the school is organized into neighborhoods grouped around a heart of shared spaces – the library, gymnasium, and cafeteria. As a school that serves students from Pre-K to 8<sup>th</sup> grade, and with a large group of students with severe disabilities, the building is designed to enable each age cohort to identify its neighborhood, and to see that is secure and its own while not being isolated from the heart or from seeing other groups.

Classrooms support a range of teaching delivery methods and have interior windows to the corridors to facilitate small group learning outside the classroom. In addition, distances inside the school and to the outdoors are short to engender a sense of possibility about drawing on resources outside the classroom in the course of the school day.



# The School Opens to the Landscape

## Learning Environment: *Continued*

The fundamental organization of the school is very simple. Learning and support spaces wrap the centrally-located gymnasium off a common path. A two storey wing creates a sheltered precinct for the very young and the severely disabled – which also has a separate point of entry for those who want to use it.

While the patterns of educational delivery in the future cannot be known, this simple plan organization of discrete but connected neighborhoods and a common heart of shared resources, is not designed around a specific educational delivery system for today or for tomorrow, but rather and primarily in response to perennial patterns of human organization in support of learning and social development for the young.





# Building and Landscape – Speaking a Common Language

## Physical Environment

This new school replaces a building that was designed as a place of refuge when it was constructed in the late 1960's, a time of unrest in American cities. Cut off from its surroundings, and unpopular, even when new, the former school was considered to be alienating and disorienting for students and faculty – the antithesis of what a school should be. The new school was designed to embody and realize a central axiom: that learning is related to belonging, and that the environment should engender a sense of belonging – maintaining a sense of connection between the students, their teachers, and the larger setting of their daily lives – the neighborhood and the world beyond.





# Corridors and Places of Connection

## Physical Environment – *Continued*

Located in an old, industrial, once working class neighborhood, which after over half a century is still in economic transition, the new school building settles into its sloping site, allowing multiple at-grade entrances on two levels, with its mass broken into parts that respond to the scale of the buildings in its context and to articulate interior functions – telling a story about what a school offers. One side faces the street and other a park. Inside, the common areas are organized around a central gymnasium, and extensive use of impact-resistant, sound-absorbing glass on the interior ensures that from the entrances to the school at both levels there are view corridors through the school. These visually connect and draw together the important spaces in the school to form a unified whole, while connecting interior space to exterior space from one side of the school to the other. This creates a sense of continuity between the life inside the school and life of the neighborhood beyond, supporting the goal of making the school a place of belonging.

A high performance building, the school has abundant areas of glass so that the outdoor environment is part of the interior life of the school, enabling also daylight to provide much of the lighting of interior space. Wide eaves also show the school shading the glass, reducing glare and unwanted solar heat gain. A roof garden adjacent to the science department extends the learning environment to the outdoors and demonstrates how planting the built world can mitigate the environmental impacts of human habitation.



# A Chain of Visually-linked Public Spaces: Outdoors – Indoors - Outdoors

## Planning Process

Creation of an Education Specification for the school was the initial responsibility of New Haven Public Schools' School Construction Program. This baseline document reflected the city's model program for all its Pre-K to 8 schools. Through a process that included meetings with the school's administration, the neighborhood building advisory committee consisting of neighborhood, faculty representatives, and with iterative planning studies by the Architects, the program took on an identity unique to the school.





# The Gymnasium: Drawing People and Place Together

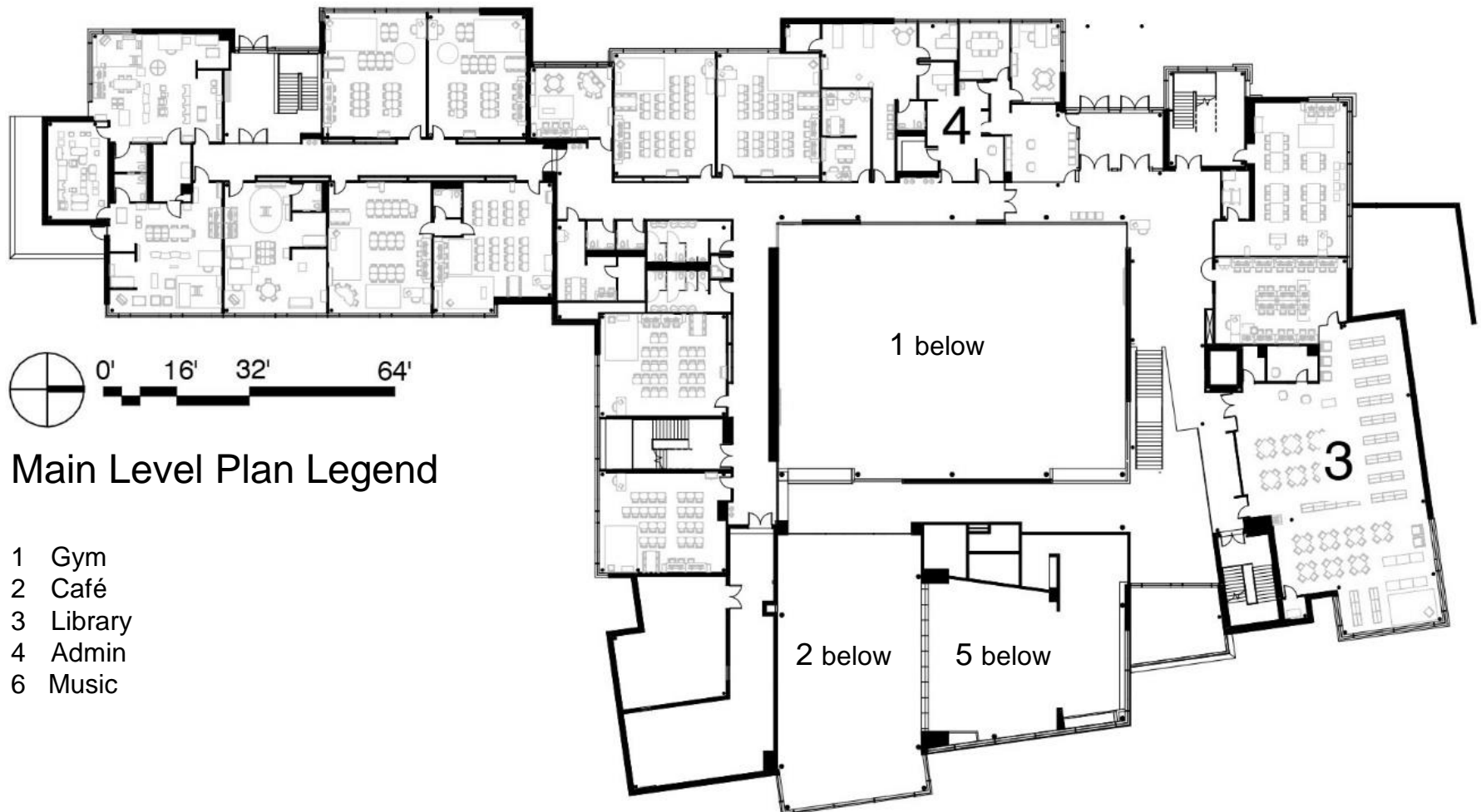
## Planning Process

The new program reflected East Rock's long-standing identity in New Haven as a school with a high proportion of students who had come from all over the world, learning English as a second language while integrating into a new society, and many students with severe physical and learning disabilities. This focus was then moderated by the city's commitment to ensuring that each school have resources to offer appropriate support to all students, regardless of location, and the community's strong conviction that the school be a resource available to as many neighborhood people as possible – to have a local rather than a city-wide identity.

Once the concept and the program were approved, the School Construction Program monitored design through rigorous assessment during design, construction, and post-occupancy, utilizing standards and methodologies developed over almost 20 years of continuous school renewal, to establish that the project met its goals and those of New Haven's comprehensive school renewal effort.



# Floor plans

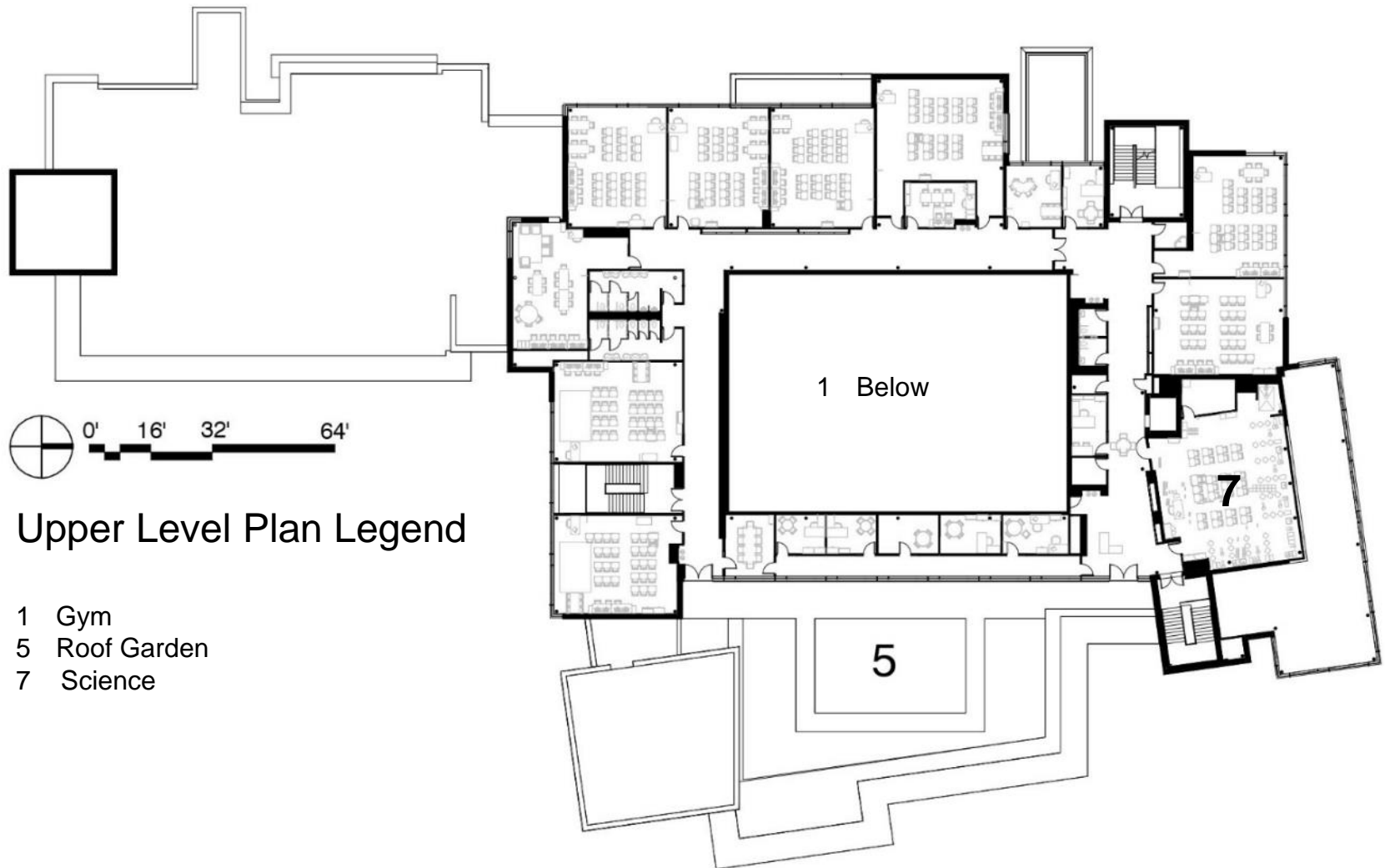




# Floor plans



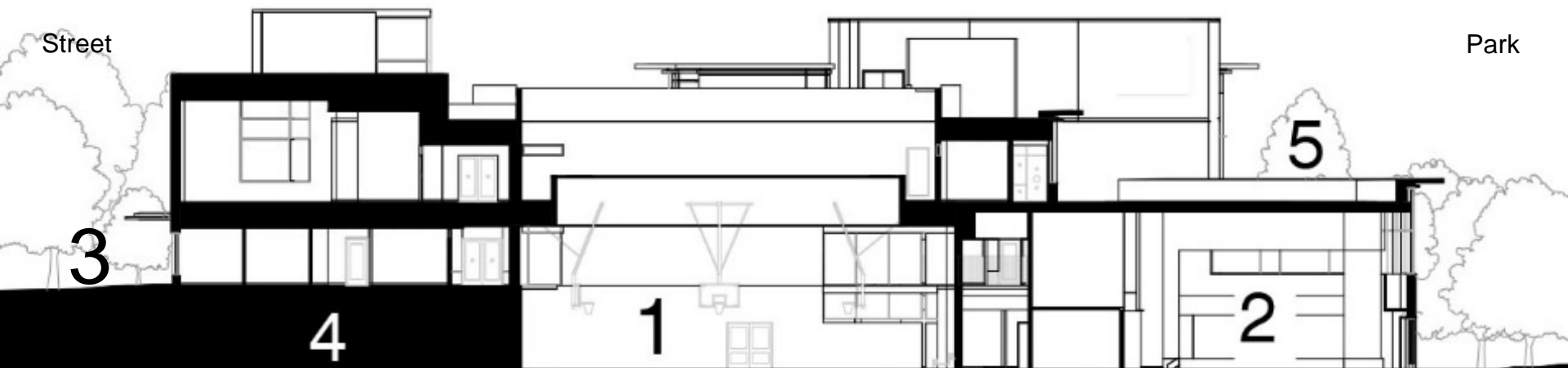
# Floor plans





# Section

- 1 Gym
- 2 Café
- 3 Nash Street Main Entrance
- 4 Admin
- 5 Roof Garden



# Exhibition of School Planning and Architecture

## Project Data

Submitting Firm :	Newman Architects
Project Role	Architect
Project Contact	Richard Munday, AIA
Title	Principal
Address	300 York Street
City, State or Province, Country	New Haven, Connecticut
Phone	475-441-7275

Joint Partner Firm:	None
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Other Firm:	Gilbane Building Company
Project Role	School Construction Program Manager
Project Contact	Robert Lynn, Jr.
Title	
Address	54 Meadow Street
City, State or Province, Country	New Haven, Connecticut
Phone	203-946-6809

Construction Firm:	R2D Corporation
Project Role	Construction Manager
Project Contact	Ron Carr
Title	Project Manager
Address	29 Berlin Road
City, State or Province, Country	Cromwell, Connecticut
Phone	203-777-7451



# Exhibition of School Planning and Architecture

## Project Details

<b>Project Name</b>	East Rock Community Magnet School
<b>City</b>	New Haven
<b>State</b>	Connecticut
<b>District Name</b>	New Haven Public Schools
<b>Supt/President</b>	Dr. Garth Harries
<b>Occupancy Date</b>	2013
<b>Grades Housed</b>	PreK - 8
<b>Capacity(Students)</b>	550
<b>Site Size (acres)</b>	3.14
<b>Gross Area (sq. ft.)</b>	78,000 square feet
<b>Per Occupant(pupil)</b>	142 square feet
<b>gross/net please indicate</b>	78,000 Gross SF / 56,160 Net SF
<b>Design and Build?</b>	no
<b>If yes, Total Cost:</b>	
<b>Includes:</b>	
<b>If no,</b>	
<b>Site Development:</b>	Withheld
<b>Building Construction:</b>	Withheld
<b>Fixed Equipment:</b>	Withheld
<b>Other:</b>	Withheld
<b>Total:</b>	Withheld

# East Rock Community Magnet School



Street view