HAMILTON SOUTHEASTERN

BRITTON BRANCH ELEMENTARY SCHOOL

DESIGNED BY

JAMES C. KURTZ

1978
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General Data

Growth within the Hamilton Southeastern School District has dictated that a new elementary school be added to the existing schools in the system. The school is to be built on school property at the site of the three-year-old middle school and will be the second part of a proposed campus on the site.

The total site encompasses some 60 acres of land. Seventeen of these acres are occupied by the middle school and administration building. Of the remaining 43 acres, I use 12 for the elementary school site. The 31 acres left would be used for the proposed high school.

The basic topography of the entire site is flat with a tree-lined creek running east to west through it. The 12 acres I have chosen are adjacent to the creek across from the middle school.

Site Layout

I have taken a portion of the creek and expanded it to create a pond. The excavated earth is then reused along the north and west sides of my site to form a windbreak. To complete this I have extensively planted this area with conifer and deciduous tree varieties. Additional trees and shrubs have been planted along the pond and around the school.

Along the north edge of the pond near the school I have placed an outdoor
seating area which changes as the pond raises or lowers. Outdoor recreation facilities include a multi-purpose playing field and hard surface area to the north of the school. On the south side of the school a playground area is provided for the younger students.

Building Layout

The building is mostly contained on one level with class areas and the resource center breaking through to the second level. As you enter the school, the administrative offices are on your right with the teachers lounge, nursing station, restrooms and storage on your left.

Running along the north side of the building are the major support facilities. From the administrative offices you have the cafeteria/kitchen complex. Next you have the gymnasium/stage area followed by the locker rooms.

Running along the western edge of the building are the music, art and science labs.

From the southwest corner to the northeast corner, running at a diagonal, are the three classroom pods. Each pod contains two grades and is broken into two levels. Located between the grades on the lower level are restrooms and the teachers' office/work areas. On the upper level there are two special purpose classrooms and coat/book storage between grades. The upper class areas are open to the lower level along the southern edge. The pods are divided from east to west by grades K-1, 2-3, 4-5.
The K-1 pod entry is located off the main diagonal hallway on its own corridor. This pod also has its own entrance from the student pick-up/drop-off area. It is also opposite the nurses station and close to the administration offices.

Located at the center of this elongated triangle is the resource center. This is the hub of the school. Contained within its two levels are projection/seminar rooms, audio-visual storage, study carrels, data terminals (for use with pre-programmed tests, information, etc.), stacks, office, storage, standard seating and a large naturally-lighted open seating area on multiple levels for general use.

Located to the east of the resource center and in front of the cafeteria and gymnasium is a two story enclosed atrium space which serves as the major informal meeting space for students, teachers and visitors.

**Building Data**

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**Philosophy**

In the education field, I feel that neither the traditional nor the open plan school is the answer to teaching children. Instead it is a combination of both systems that is the best. Some children are not able to budget their time in an open system and subsequently need the controls that the traditional school provides. Other children are stifled in traditional schools and therefore need to be allowed the freedom the open school affords them.

At present the Hamilton Southeastern School System is entering into this dual type of program. The Middle School is set up in the open plan style while the other schools in the system are all traditional. To help in this transition from one type of system to another I am going to design my Elementary School along team teaching lines which offer the best of both systems.

The team teaching style allows the teacher and the student greater flexibility in their teaching and learning habits. The teacher, in conjunction with others, is better able to work with the students - to provide individual help, guidance and develop the child's interest in learning. The student is better able to learn at his own pace in this environment. He is not forced to compete with his fellow classmates for grades. Instead he has only to compete with himself, to discover his strengths and weaknesses and to develop them at his own pace.
HAMITON SOUTHEASTERN BRITTON BRANCH ELEMENTARY SCHOOL

The project I have chosen for my Thesis is an elementary school for the Hamilton Southeastern School District in Hamilton County, Indiana. The new school has been proposed to accommodate the steadily growing population in the southern section of the district, specifically in the Fishers' area. At the present time the school board is in the early planning stages of the proposed new elementary school, looking mainly into site selection.

The Hamilton Southeastern School District encompasses three (3) townships in the southeast corner of Hamilton County, just as its name implies. The three townships, Delaware - Fall Creek - Wayne, have in the past been almost entirely rural in nature. In recent years, Delaware Township has seen an influx of people from Marion County - to the south - especially between the White River and State Road 37. These new inhabitants are for the most part, former residents of Indianapolis who are moving north. They constitute a growing upper-middle class sector in the school district. In addition, by concentrating their arrival in the western half of Delaware Township they are causing a population dispersal shift within the district.

There are also plans for a new development in Fall Creek Township along Geist Reservoir. This development has not occurred yet but is being planned.
Consequently, this influx of people is making its presence felt within the school district. In the past ten years the district has built a new high school, middle school, administration building and are at present adding on to an existing elementary school. In the future they have plans for an additional high school, middle school and elementary school. The elementary school is foremost in their thoughts at the present time and it is this school which I will be dealing with.

The new elementary school will be built near the town of Fishers in Delaware Township. The town of Fishers encompasses the greatest growth area, namely the Sunblest Development.

The new school is being planned for an expected enrollment of between 500 to 600 students - grades kindergarten through fifth with expansion capabilities for 100 additional students. At the present time school board policy is moving away from the traditional school type toward the more liberal open plan type as exemplified by the middle school built three years ago. In keeping with this trend, I plan to base my design on a team-teaching concept, maintaining individual grade distinctions while having minimal individual classrooms.

The new school is to include administrative offices, teachers' offices, learning spaces, a resource center, art-music and science facilities, a cafeteria and kitchen, gymnasium and outdoor recreation facilities and all related support facilities e.g. mechanical, storage, rest rooms, etc. What follows is a list of function-spaces within the building followed by a list of approximate square foot requirements.
that I will be using in my design. Included in the first list are some of the site considerations.

Weather
- Sun, Snow, Rain, Wind, Temperature

Site
- Sewers, Drainage, Building Location, Orientation
  Outdoor Recreation, Vegetation, Parking

Noise
- External - Cars, Busses, Trucks, Farm Equipment
  Internal - Voices, Circulation, H.V.A.C.

Noise Control

Lighting
- External, Internal, Emergency, Spot, Work

Waste
- Paper, Food, Liquid, Solid

People
- Teacher, Students, Administrators, Visitors, Maintenance

Emergency Exits

Power Supply

Food
- Kitchen, Cooks, Clean-up, Storage, Cafeteria

Maintenance
- Janitors, Equipment, Storage

Fire Protection

Water Supply

H.V.A.C. Equipment

Building
- Administration Offices, Teachers' Lounge - Offices,
  Storage, Rest Rooms, Teaching Facilities, Resource
  Center, Circulation, Special Rooms, Recreation
  Facilities, Food Facilities
Administration Offices
- Principal's Office, Vice-Principal's Office, Secretary Space, Filing Space, Nursing Station, Conference Space, Reproduction Space, Materials Storage Space, Reception Space

Teachers' Lounge
- Meeting Room, Eating Area, Rest Area

Rest Rooms
- Teacher, Administration, Student

Resource Center
- Library, Visual Aids, Tapes, Records, Storage, Seating

Teaching Areas
- Kindergarten through Fifth, Special Instruction, Art, Music, Science, Recreation

Teachers' Office

Mechanical Spaces

Storage
- Coats, Books, Supplies, Equipment

Circulation
- Entry, Emergency Exits, Passageways

Cafeteria
- Food Preparation, Serving, Waste Removal, Delivery, Food Storage, Kitchen, Seating, Tables, Storage

Gymnasium
- Seating, Equipment, Storage, Stage

Communication
- Phones, Music, Intercom, Emergency Horns, Buzzers
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<th>Spaces</th>
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<tr>
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<td>Conference Rooms – 2 @ 200</td>
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<td>Kindergarten Rest Rooms</td>
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<td>Nursing</td>
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<td>First Through Fifth Rest Rooms</td>
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<td>Gymnasium</td>
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<tr>
<td>Stage</td>
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</table>
MAJOR SPACE DESCRIPTION

Administrative Offices

The administrative offices should have a friendly, welcome atmosphere, especially from a child's point of view. A child should not feel that the offices are a place to be sent to, rather they should feel that they are a place he or she may freely visit.

Principal's and Vice-principal's Offices

If possible, both offices should have a view of the busses' departure/arrival points. They should also include a view into the reception/secretarial areas.

Filing, Secretarial, Reception, Reproduction Areas

All four of these areas function as one unit. There should be both internal and external views from these areas. The reception area should be especially inviting to the student and easily visible to the visitor.

Nurse's Area

The nurse's area being a relatively quiet area is separated from the other areas of the school yet close to the administrative offices so that if parents come for their children they will not have to search for it.

Conference Rooms

Both of these rooms will be designed to accommodate 8 to 10 people at one time.
Teachers' Lounge

The teachers' lounge is to serve as a rest area, meeting room and eating area. It should have some sort of view either to a courtyard or to the outside.

Main Teaching Areas

Each of grades K through five will encompass an area equivalent to three traditional classrooms. By grade each area will be open. Between grades, however, some sort of neutral area will be retained.

Special Classrooms and Instructions Areas

Each of grades K through five will have one enclosed classroom area for special instructions of students who may have problems in reading, math, etc.

Art

The art area will be divided functionally into a wet and dry area. The wet area will include clay, plaster, ink, paint, etc. The dry area will have wood cuts, paper work, coloring, etc.

Music

This area will be acoustically removed from the other teaching areas so that the music will not disturb the surrounding activities.
Science

This area will serve to introduce the students to the basic sciences, biology, physics and chemistry.

Teachers' Offices

The teachers' offices will be grouped by grade with all the teachers of one grade in a single office. This will help promote the team teaching capabilities of the teachers. The offices should have at least one view into the teaching area so that the students can be observed.

Gymnasium/Stage/Lockerroom

The gymnasium/stage/lockerroom will operate as a single unit with seating and equipment storage, restrooms, etc.

Resource Center

The resource center is to serve as a major center for the school. It will be an open area on one or more levels with private spaces, community spaces, etc. It should have both external and internal views and should be easily accessible to all occupants of the school. It should have an "alive" atmosphere, be inviting to the student and help promote the learning process.
Three different locations are being looked at as possible sites for this new school. Two are located in the town of Fishers itself and the third is located about 1½ miles away at the site of the new Middle School. Sites 1 & 2 are both in Fishers and are located along 116th Street (the main E-W artery). Both are large open areas which can easily accommodate a new elementary school and both are located in the heart of the growth area. Site 3 is located about 1½ miles out of town - see map - and is also open and could easily accommodate the new school.

The following is a comparative analysis of the three sites on 15 different points. Using these points and some additional information I have chosen what I feel is the best site.
1. **VEGETATION**

A. **On Site**
   1. **Site #1** Poor - no vegetation accept grass and one or two trees along the road
   2. **Site #2** Fair - tree row running along railroad tracks
   3. **Site #3** Fair - trees running along creek

B. **Around Site**
   1. **Site #1** Fair - wooded lot to the east
   2. **Site #2** Fair - wooded lot to the east
   3. **Site #3** Fair - woods across street from site to west

2. **SUN**

   1. **Site #1** Open and receives sun year round
   2. **Site #2** Open and receives sun year round
   3. **Site #3** Open and receives sun year round

3. **WIND**

   1. **Site #1** Open and receives summer and winter winds
   2. **Site #2** Open and receives summer and winter winds
   3. **Site #3** Open and receives summer and winter winds

4. **SLOPE**

   1. **Site #1** Flat with less than 1% slope
   2. **Site #2** Flat with less than 1% slope
   3. **Site #3** Flat with less than 1% slope

5. **SOILS**

   A. **Types**
      1. **Site #1** Combination of Brockton and Crosby
      2. **Site #2** Combination of Brockton and Crosby
      3. **Site #3** Combination of Brockton and Crosby
B. Drainage
1. Combination of Brockton and Crosby in effect means rather poorly drained soil from December to May with possible short term flooding
2. Combination of Brockton and Crosby in effect means rather poorly drained soil from December to May with possible short term flooding
3. Combination of Brockton and Crosby in effect means rather poorly drained soil from December to May with possible short term flooding

5. CIRCULATION - ACCESS TO SITE

A. Vehicle
1. Site #1 Good - 116th Street
2. Site #2 Good - 116th Street
3. Site #3 Good - Cumberland Road

B. Pedestrian
1. Site #1 Poor - no good pedestrian paths
2. Site #2 Poor - no good pedestrian paths
3. Site #3 Poor - no good pedestrian paths

7. NEIGHBORS
1. Site #1 Good - residential to south
2. Site #2 Poor - light industry to west of site along with railroad tracks to west
3. Site #3 Good - new Middle School to south - scattered homes

8. NOISE
1. Site #1 Fair - cars, trucks, farm equipment
2. Site #2 Poor - cars, trucks, farm equipment, railroad, industry
3. Site #3 Fair - cars, trucks, farm equipment

9. VIEWS
A. To Site
1. Site #1 Good - when walking or driving by the entire site is visible
2. Site #2 Good - when walking or driving by the entire site is visible
3. Site #3 Good - when walking or driving by the entire site is visible
B. From Site
   1. Site #1 Good - view of wooded area and residential
   2. Site #2 Fair - view of farmland, industry, commercial, one or two residences
   3. Site #3 Good - view of creek, school, farmland, woods

10. UTILITIES
   A. Electricity
      1. Site #1 Good - easy hook-up to existing power sources
      2. Site #2 Good - easy hook-up to existing power sources
      3. Site #3 Good - easy hook-up to existing power sources
   
   B. Water
      1. Site #1 Good - Public water hook-up
      2. Site #2 Good - Public water hook-up
      3. Site #3 Good - Well
   
   C. Sewers
      1. Site #1 Good - Public sewer hook-up
      2. Site #2 Good - Public Sewer hook-up
      3. Site #3 Good - Tie into existing drainage field of Middle School

11. PURCHASE OF LAND
   1. Site #1 Poor - would have to buy land
   2. Site #2 Poor - would have to buy land
   3. Site #3 Good - already own land

12. LOCATION IN GROWTH AREA
   1. Site #1 Good - 0 miles
   2. Site #2 Good - 0 miles
   3. Site #3 Fair - 1 1/2 miles

13. PROXIMITY TO EXISTING ELEMENTARY
   1. Site #1 1/2 mile
   2. Site #2 1 mile
   3. Site #3 1 3/4 miles
14. PROXIMITY TO OTHER SCHOOLS (MIDDLE)

1. Site #1 1 3/4 miles
2. Site #2 1 3/4 miles
3. Site #3 0 miles

15. SCHOOL BOARD'S FEELING FOR SITE

1. Site #1 Fair
2. Site #2 Fair
3. Site #3 Good
Each of the three rankings are given a numerical value as follows: Good - 3 points, Fair - 2 points, Poor - 1 point. Areas which were not ranked are given a 0 value.

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<th>VEGETATION</th>
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<td>B. Around Site</td>
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<td>CIRCULATION - ACCESS TO SITE</td>
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<tr>
<td></td>
<td>A. Vehicle</td>
<td>3</td>
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<td>B. Pedestrian</td>
<td>1</td>
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<tr>
<td></td>
<td>NEIGHBORS</td>
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<tr>
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<td>NOISE</td>
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<td>1</td>
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<td>VIEWS</td>
<td></td>
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<tr>
<td></td>
<td>A. To Site</td>
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<tr>
<td></td>
<td>B. From Site</td>
<td>3</td>
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<td>3</td>
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<tr>
<td></td>
<td>UTILITIES</td>
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<td>A. Electricity</td>
<td>3</td>
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<tr>
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<td>B. Water</td>
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<td>C. Sewers</td>
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<td>PURCHASE OF LAND</td>
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<td>3</td>
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<td></td>
<td>LOCATION IN GROWTH AREA</td>
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<td>PROXIMITY TO EXISTING ELEMENTARY</td>
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<td>PROXIMITY TO OTHER SCHOOLS (MIDDLE)</td>
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<td>SCHOOL BOARD'S FEELING FOR SITE</td>
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<td>3</td>
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<td>TOTALS</td>
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From the preceeding analysis it is obvious that all three sites are nearly equal. Therefore, to help finalize my choice, I talked with different members of the school board to discover their preference for a site. From these talks a preference for site three (adjacent to the middle school) became obvious. The two most important reasons for their choice were - 1) ownership of the land. 2) the ability to development on the site.

Using all of the preceeding information and considering school board preference I have chosen site three as the location for my new Elementary School.

The maps on the following pages locate the site and analyze it on eight different points.
**Location Map**

Central Indiana - north of Indianapolis in Hamilton County. The school will be part of the Hamilton Southeastern School District (outlined in yellow) just outside of the town of Fishers.

**Vicinity Map**

The school is located approximately 1½ miles northeast of Fishers at the junction of Cumberland Road and 131st Street. The site includes some 60 acres with a creek running through the middle of it.

**Site Map**

Of the 60 acres, 17 are occupied by the existing middle school. I have chosen to use approximately 12 acres adjacent to the middle school across the creek. This will leave the remaining 31½ acres for the development of a high school at a later date.
SUMMARY

The project I have chosen is an elementary school for the Hamilton Southeastern School District which is located in the southeast corner of Hamilton County. The new school will be based on the Team Teaching Concept with an expected enrollment of 500 to 600 students. The necessity for the new school arises from the influx of new people into the school district from Indianapolis.

The site chosen is adjacent to the existing middle school on land already owned by the school system. The new elementary school will be a part of the planned campus at the location. This campus will include high school, middle school (existing), elementary school (proposed) and administration building (existing).
During the first weeks of our thesis projects, my fellow classmates and myself were required to initiate three separate concepts in relationship to our individual projects. The purpose behind this was to allow ourselves to open up our design options and thus avoid following our first conceptual idea as though it were the only solution.

In my case this proved very helpful as I was fixed on a single concept. If I had not been made to open up in this manner I feel that my design would have been greatly limited.

Shown on this page are the original three concepts from which I started my thesis project. On the following six pages are the conceptual ideas and original schematics based on these three concepts.
Concept 1 was based on a linear configuration of class spaces which ran along the creek. Backing up these class areas was the resource center which was surrounded by the gymnasium, cafeteria and administrative areas.
Concept 2 also ran along the creek. In this one the resource center, class areas, and administrative offices all had views to the creek. The cafeteria and gymnasium backed off of the resource center towards the north edge of the site. Also in this concept, the class areas were on two levels rather than one as in the first concept.
Concept 3 was placed away from the creek at the northwest corner of the site. The resource center served as the focal point of the school along with a large atrium space. The other areas completely enclosed this central core.
Concept 4

Concept 4 evolved as a composite of the original three concepts. The building was placed along the creek with the two-level class pods stretching out along it. Directly behind the center pod was the two-level resource center. It again served as the central space of the school. Surrounding the resource center was the gymnasium, cafeteria, administrative offices, art and music labs and the kindergarten class areas. The resultant form was that of a large triangle.

This concept also marked the initial appearance of the classroom "Pod". Each grade was in its own pod with the teachers' areas and special classrooms located inside of it.
Concept 5

Concept 5 came about after I had worked with the triangular concept for about three weeks. I had reached an impasse as to how to solve certain functional relationships within the building. As a result I discarded the triangular scheme and came up with what is shown on this page. The class pods remained but they were no longer regular in their layout. The entire school became more free-flowing and open.

I worked on this concept for two weeks and solved many of my functional problems but created some new ones. From this concept the idea of the double pod, with service functions between, came about. This concept also marked the first time I altered the creek to form a pond.
Design development

After I had completed working with the fifth concept I began on the final development of the project. The double pod arrangement for the class areas was further developed. Location of the cafeteria, gymnasium and locker rooms was fixed along the north facade. The music, art and science labs were fixed along the west facade. The administrative offices were located at the east end of the building and the resource center was centrally located.

On this page are diagrams which show the early development of the final scheme. Shown on the following page are some final alterations to the resource center and the surrounding circulation made just prior to starting the final schematics.
Schematics

On the following six pages are the schematics which directly led to the final design. Included are the site plan, floor plans, elevations and a section. The final two pages are reproduced photographs of the model used in conjunction with these schematics.

Several minor and some major changes were made in these plans prior to the final design. Some of these changes include a relocation of the administrative offices, relocation of the rest rooms and adjustment of the class pods. Others include removal of the ramp at the entry to the resource center as well as removal of the amphitheater in front of the resource center.
The Bellflower Elementary is a two level open plan school which has been partially buried. The exterior embankment is carried over on the inside with sloped wall-display areas.

The major learning spaces are open through both levels. The center area is covered by the mezzanine level.

The mezzanine level incorporates special class areas as well as teacher and administrative functions.
COURTNEY: COLUMBUS, INDIANA
ARCHITECTS: CAUDILL, ROWLETT AND SCOTT

May 1974

Courtyard scheme with learning to south and east and other activities to west and north. The courtyard is enclosed in glass on all sides with two openings at the lower level.

Inside the mechanical system is exposed within the space frame roof system.

The learning levels are spaced at a half level to ground level keeping the overall height of the building uniform.
The Francis J. Bellamy School is a three section lineal plan with learning areas to each side of the support section.

It is a single level school with exposed structural and mechanical systems.

The main connection between the two learning sections is the cafeteria.
The Ivan G. Smith Elementary is built on a sloping site and occupies two levels. The upper level includes all the learning facilities while the lower handles the noise creating activities such as cafeteria, gym and service.

The structural system is exposed while the mechanical system is not.
Separation of learning and other functions, the learning is in pods. All three pods are two level with large glass areas to the south.

The mechanical system is color coded and helps serve as guides through the building.

There are lots of graphics which are child oriented and the lack of floor to ceiling partitions opens the entire interior for use.
The New Pierce School is separated into two distinct halves as follows: 1) Instructional Center 2) Unified Arts Center. The instructional center is on three levels and incorporates many nooks and special spaces into which students may retreat. Also included is an elaborate materials center which has raised seating and is open through all three levels.

The unified arts center incorporates all other activities - gym - cafeteria, etc. and is open to the public year round.

The mechanical system is exposed throughout.
Learning areas surround the other activities.

The interior uses lots of graphics to help define the different areas. There is also a large three level play area located within the resource center.

The graphics are child oriented and say or express exactly what they mean.

The play area is also child sized with its three levels occupying less than two normal floors.
Gymnosanc?