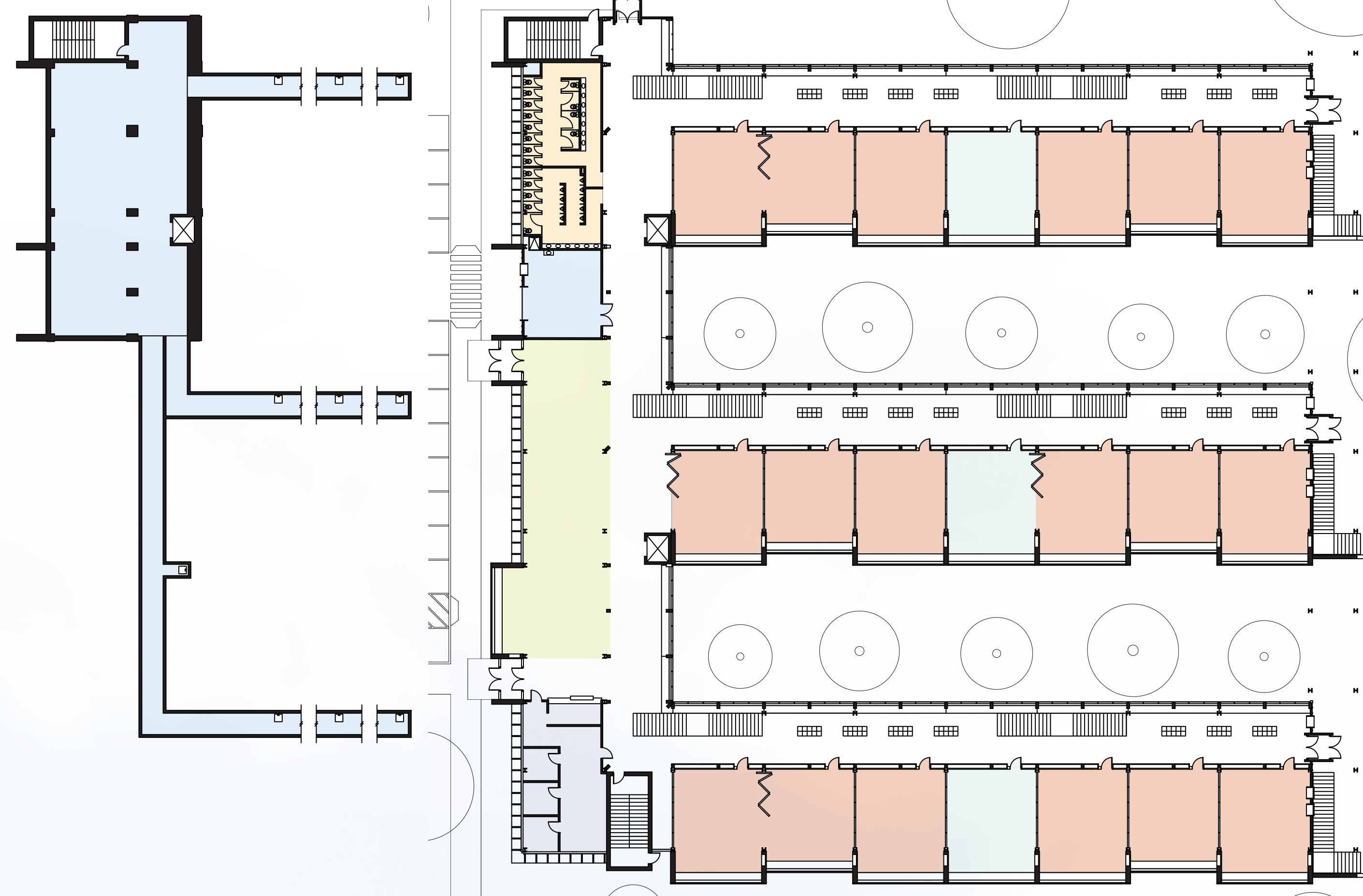


LOWER LEVEL
1/2" = 12'

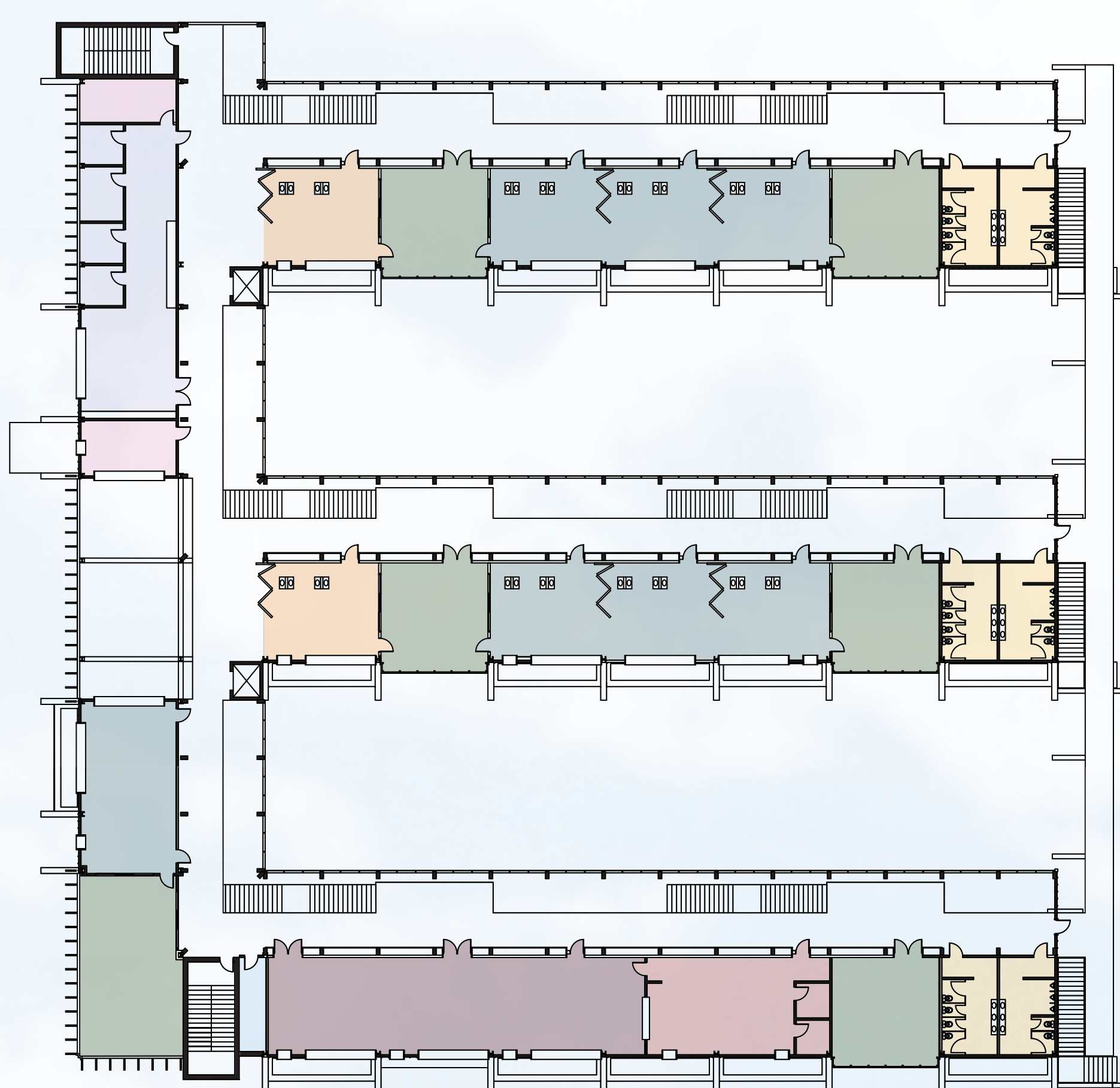
FIRST FLOOR
1/2" = 12'



ROOM KEY

- CLASSROOM x18
- SP-ED CLASSROOM x3
- LG FLEX LAB x3
- SM FLEX LAB x2
- OUTDOOR LAB x5
- CAFETERIA
- KITCHEN
- LOBBY
- ADMIN/SUPPORT
- CONFERENCE ROOM x2
- BATHROOM
- MECHANICAL

SECOND FLOOR
1/2" = 12'



SE ELEVATION



NE ELEVATION



7.3 MILLION

The number of students served by the Individuals with Disabilities Education Act in 2019-2020 school year. (Irwin et al., n.d.) This number has increased from 6.5 Million in the 2009-2010 school year. (Irwin et al., n.d.)

14 %

Percentage of total public school enrollment served by the Individuals with Disabilities Education Act. (Irwin et al., n.d.) Of these disabilities the highest percentage are learning disabilities that are often difficult to detect.

8.4 %

Percentage of children ages 2-17 affected by ADHD. (Zgodic et al., 2023) People who have ADHD struggle to focus, pay attention, and are often categorized as being overly active. The symptoms are often enhanced in schools where students are made to stay at a desk, and learn in ways that are not conducive to the portion of students who are diagnosed with ADHD.

3.1 %

The percentage increase the Midwest region has had in ADHD prevalence from 1998-2000 to 2007-2009, increased from 7.1% - 10.2%. (Akinbami, 2011) The Midwest has had the highest increase of any region and is second in overall prevalence only to the South Region.

10 YEARS

"Over the past decade, there has been no progress in mathematics or reading performance" in the United States "in reading the lowest performing students... have made no progress from the first National Commission on Excellence in Education administration almost 30 years ago." (Finn, 2019)

14-18 %

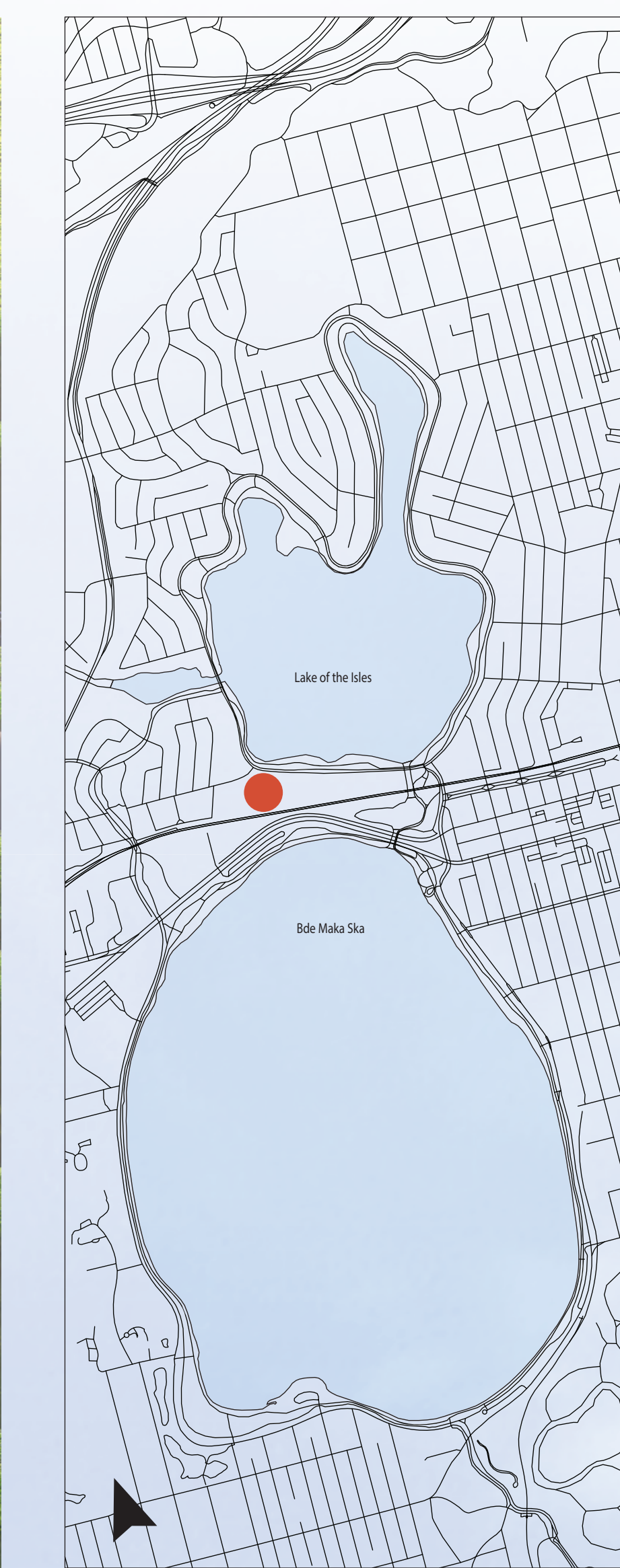
The percentage increase in test scores between the most daylight classrooms compared to the least daylight classrooms in Fort Collins, CO. Similar results in Orange County, CA, 20-26% and Seattle, WA, 9-15%. (Heschong et al., 2002)

SOURCES

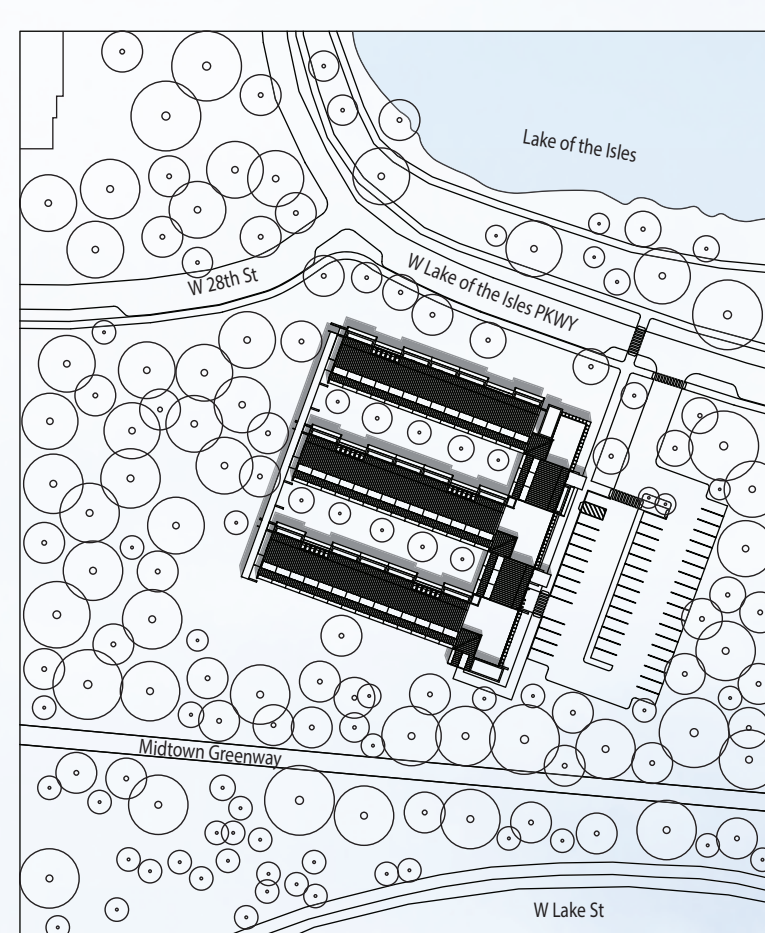
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A NEW SCHOOL

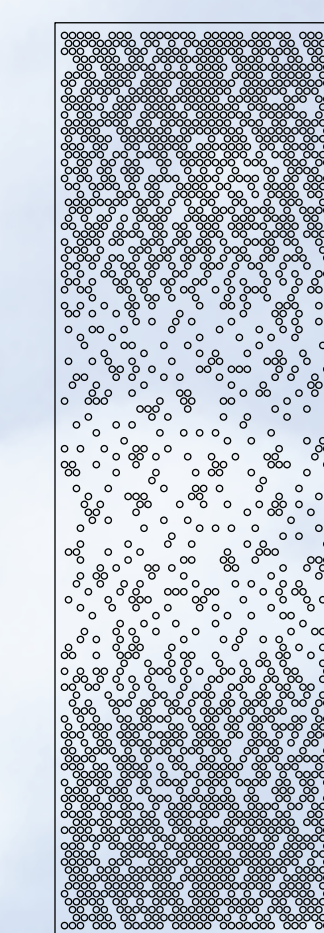
ALTERNATIVE LEARNING ENVIRONMENTS FOR THE FUTURE



N 44° 95' 15.97", W -93° 31' 15.19"



Located across from Lake of the Isles in Minneapolis, Minnesota. This site provides ample amounts of trails, nature and seclusion to learn from the outdoors in an urban environment. The site meets the needs to achieve an alternative learning and outdoor focus K-5 school for students who are negatively impacted by traditional learning practices. Additionally it is strategically located within 15 min of 10 similarly sized K-5 schools within the Minneapolis Public School District. This school is intended as a location for the approximately 10 percent of students with learning challenges such as ADHD, who currently go to the schools nearby, to come to for an education catered towards them, while also providing conducive learning environments.



Urban schools often lack natural light and outdoor spaces, hindering students' cognitive development and well-being. Studies show that exposure to these elements enhances learning outcomes, but schools often prioritize outdated ideas due to economic constraints or lack of awareness. This school is designed to make students learning environment the priority while also being easily constructible and economically feasible. Transforming urban schools by integrating natural light and outdoor spaces can revolutionize learning outcomes and student well-being, challenging outdated norms and paving the way for future success.

▲ 3/16" : 25'



NORTH EXTERIOR



EAST EXTERIOR



CLASSROOM

Classrooms are designed to be adaptable and conducive to learning for all students. Intended to be occupied by 20 students, if necessary classrooms can adapt to account for an additional 10-15 students. Every classroom faces north to allow indirect daylight through the expansive glass, as well as provide a view of nature via the lake or courtyards. Classrooms lack solid side walls and have partitions to allow class to class interaction and larger spaces if desired.



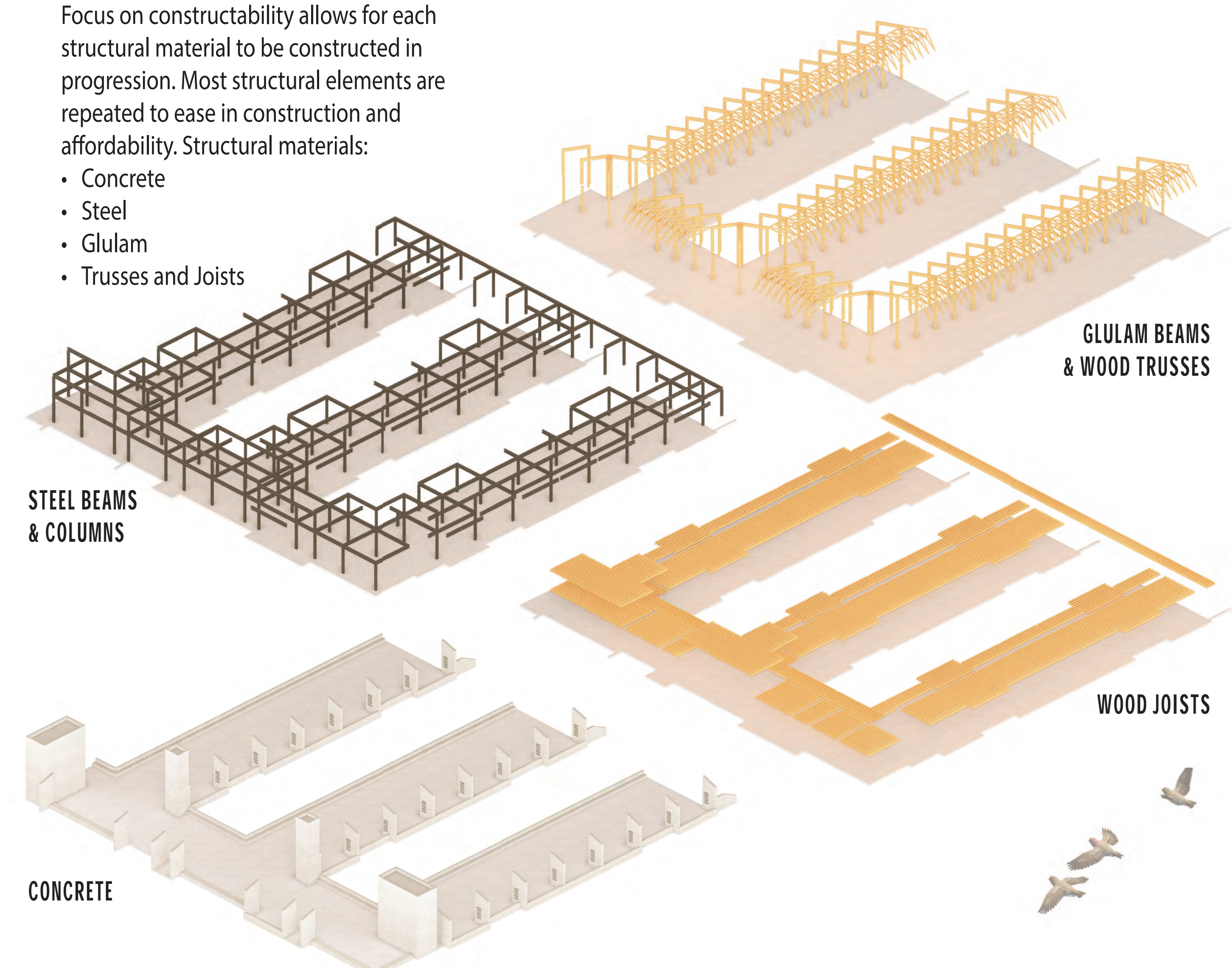
WAYFINDING

Being designed for K-5 students, wayfinding different from written signage is critical as reading can be challenging at this age. Each of the three wings have an assigned color of red, blue, or yellow. Key points throughout the school such as doorways and stairs are colored accordingly to guide students. The colors selected are based off a simplification of the Minneapolis schools logo which is also integrated into exterior signage. ● ● ●

AXONOMETRIC

Focus on constructability allows for each structural material to be constructed in progression. Most structural elements are repeated to ease in construction and affordability. Structural materials:

- Concrete
- Steel
- Glulam
- Trusses and Joists



HALLWAY

Characterized by the large glulam structure and expansive glass walls the hallways provide circulation, interior daylight, as well as support spaces to the classrooms. Seating and lockers provide transition before entering the classroom. The double story space of the hallways are interrupted by a cantilever walkway for second floor circulation. The second floor provides many additional support spaces such as labs, cafeteria, outdoor classrooms, restrooms and admin.



DAYLIGHT

Classrooms are designed with a focus on daylight coming from multiple directions. The South wall provides diffused daylight through a perforated screen followed by a fogged glass curtain wall, creating the feeling of sunlight passing through a tree canopy. The perforated screen also limits views into the classroom from the hallway and changes the amount of perforation gradually less near eye level.

