

2013 CEFPI Utah
**Educational Facility
Innovation Award**

Granger High School

Granite School District
Granger High School
New Secondary School (High School) Category
James H. Day, AIA





The Granger High Lancers have firmly laid claim to this new 9-12 grade facility and are in the process of making each and every learning and social space their own. "Student Centered" is the phrase repeated over and over again by Granger's Principal, Jerry Haslam, in describing the new facility. He goes on to say that the new design has "set the tone"; everything is placed where it should be and students are responding with improved behavior and a better attitude toward one another and the building they learn in. Jerry credits what he calls "the little things" such as a very sensible building layout, durable materials inside and out, the lighting and even the selection of contemporary colors. In his mind these seemingly insignificant factors combine to create "great places for student centered engagement".

Designed to replace an aging school facility, the new Granger High School supports the full spectrum of academic, cultural, social, and athletic curriculum. The building's modern spaces facilitate rich and meaningful learning experiences for students and teachers beyond the classroom, and create an environment in which they can thrive both academically and socially.

Narrative - Why this project is outstanding, and how it fosters exceptional student and teacher engagement (page 1)

Building and campus features address aspects unique to the local community by introducing specialized areas that promote self-expression, collaborative engagement and frequent and positive group interaction. Such areas include a centrally located student-focused commons that introduces multiple intimate and large-group interior and exterior gathering areas, an alumni center fostering institutional memory and supporting enhanced community engagement, a medical “hub” that engages the severely handicapped with their families, and large specialized workshop areas that house a strong program commitment to career and technical education.

Granger’s wider variety of learning settings, both in terms of size and qualities, offers teachers, students and the community added flexibility and more choice of the right space for the right activity. Multiple and varied educational venues allow teachers to meet each student at their learning level and engage them in their individual journey toward educational and career success.

Contextually the school sits comfortably within West Valley City’s urban core and will serve to strengthen the role the public plays in educating their youth. The development of a performing arts auditorium, competitive athletic fields, gymnasiums and aquatic center offer a wide variety of individual and group settings that align activity and learning opportunities with the cultural diversity found within this community.

Narrative - Why this project is outstanding, and how it fosters exceptional student and teacher engagement (page 2)

A coalition of school administrators, community patrons, faculty, student body and design team members developed the design program. Stakeholder engagement was a high priority and multiple charrettes with parents, teachers, staff, administrators and community members created an understanding of 21st century high school learning pathways and the facilities needed to support them. The process determined important educational adjacencies, created an understanding of local West Valley community and urban design issues and potential building/site planning solutions, generated opportunities for community and alumni engagement through the incorporation of an alumni center into the new school plans, and explored pathways to addressing the unique qualities of the Granger student body.

Through a series of stakeholder-inclusive charrettes, orchestrated by the District Architect, multiple educational diagrams were developed that placed a number of learning environment features at the top of our development goals. These included: multiple student gathering “places” that foster self and group expression without disruption to academic settings, placement of student/teacher interaction within well daylit learning environments, greater transparency in the building envelope to visually merge exterior with interior environments, numerous outdoor gathering spaces that support interior learning centers, and view corridors to the outside that enliven interior circulation pathways.

Narrative – Planning process, stakeholders and goals (page 1)

Other key development issues focused on student and teacher comfort, allowing them to interact and perform at their best. Strong emphasis was placed on developing a well-insulated building skin, control of HVAC systems at the classroom level, low VOC in building finishes, and the use of indirect/low glare LED artificial lighting. Building layout and orientation was carefully studied to organize classroom wings along an east/west axis and strengthen daylighting opportunities. Organization around a large interior courtyard offered substantially more day light into all learning centers. Technology was seamlessly integrated into the school building giving students' uninterrupted access throughout the facility and allowing teachers access to the latest in state of the art teaching and presentation processes. Infrastructure was designed to accommodate future advances and development in technology.

Student/teacher comfort and interaction were greatly enhanced by making on-site safety and security a priority for this urban core site. District security personnel were brought to the table during the design phase to study both the project site and the new school building. Emphasis was placed on the study of all auto and pedestrian traffic patterns, the ease of control and observation of entry and exit points, visitor and guest interface, and administrative sight lines. Design efforts worked to minimize blind and concealed areas while supporting safe and observable school activity. Security personnel remained engaged throughout all of the subsequent development phases resulting in a project that is both welcoming and safe to all who attend or have reason to visit.

Narrative – Planning process, stakeholders and goals (page 2)

Where stakeholder-driven programming revealed the need of a wider variety of learning modalities, this new educational home to almost 3,000 students responds with a large array of educational venues. Related program elements are housed within simple forms arranged along well-organized and sensible pathways around a large central courtyard suggesting to students and staff a smaller-scaled campus-like setting of easily accessed interrelated facilities as they move through this 441,000 square foot building.

Classrooms are grouped by subject, tied to a computer lab, and function internally as learning labs by deploying a robust array of technology resources including voice enhancement, smartboard equipment and in-classroom mini labs composed of eight hard-wired computer stations. Freshman courses are taught in a separate Freshman Academy wing where these newest high schoolers can store belongings, develop academic and social proficiencies and seek counseling separate from upper classman while taking full advantage of the remaining facility's AP and elective offerings. Granger's technology-rich learning environments and modern workshop facilities easily accommodate the Concurrent Enrollment academic and CTE courses taught in partnership with Salt Lake Community College and Weber State University.

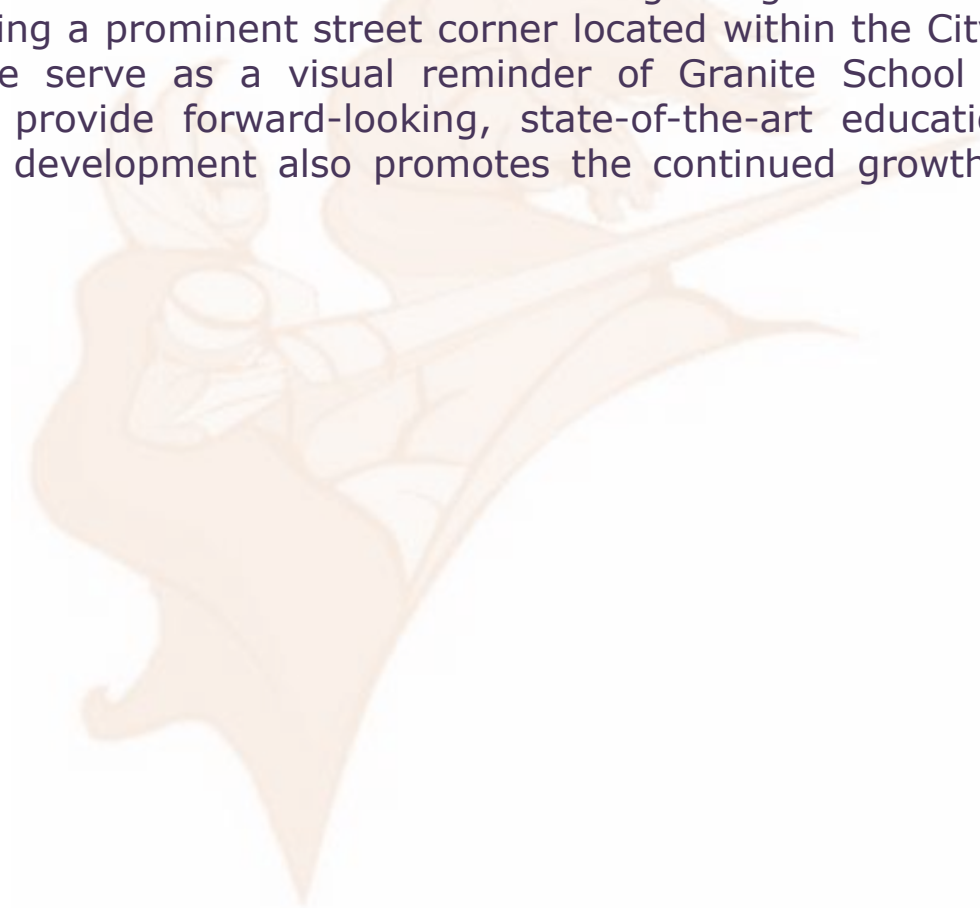
Narrative – How the completed project accomplished desired methodology and goals (page 1)

The programming process also strengthened commitments to much needed extracurricular activity centers resulting in a new aquatics center, tennis courts, and outdoor athletic fields. Additional focus centered on highly valued student expression through the performing and fine arts. A large state-of-the-art 1500-seat auditorium, an intimate black box/studio theatre, multiple visual and musical arts studios and an outdoor performance venue were the results of this student focused effort. Granger High ably serves as a District medical hub for students with severe physical and mental/emotional disabilities. This innovative complex uniquely offers “wraparound” individualized community-based services that focus on the strengths and needs of the child and family.

The Building itself functions as a teacher as its forms and facades instruct students and teachers in the subtle tools of texture, light, and color available to the visual arts. Expansive two-story facades are separated into smaller components by breaking the plane of the wall with cantilevered elements clad in complementary materials such as metal panels and transparent glazing. Arrangement of building materials such as scratch and smooth-faced brick, fritted glazing and surface-applied aluminum angles create a subtle play of light and texture that render even co-planar surfaces as a compilation of smaller facets. Red brick facades and window opening patterns reminiscent of the original building serve to remind students and teachers, young and old alike, of the rich educational history native to this site. In its form and expression, this building conveys a sense of rich sophistication and simplicity in one body.

Narrative – How the completed project accomplished desired methodology and goals (page 2)

West Valley City is home to a diverse population that maintains a strong image and presence along the Wasatch Front. The new Granger High School assists in this effort by firmly anchoring a prominent street corner located within the City's urban core. The building and site serve as a visual reminder of Granite School District's enduring commitment to provide forward-looking, state-of-the-art education to this vibrant community. The development also promotes the continued growth and expansion of West Valley City.



Narrative – How the completed project accomplished desired methodology and goals (page 3)

Simple forms welcome students and teachers to new learning opportunities

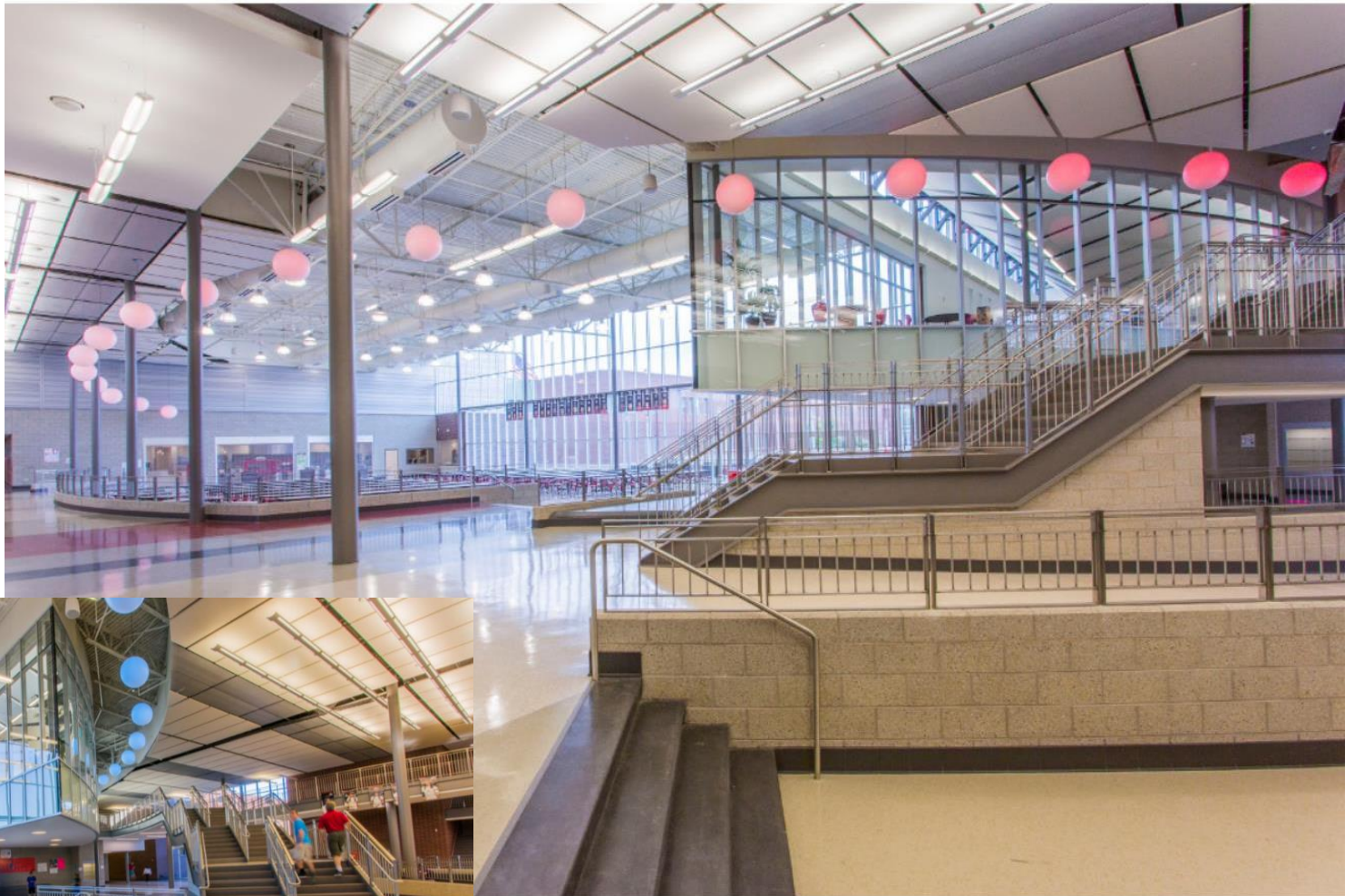




Significant focus on the arts promotes development of both individual and group expression so highly valued by this community.



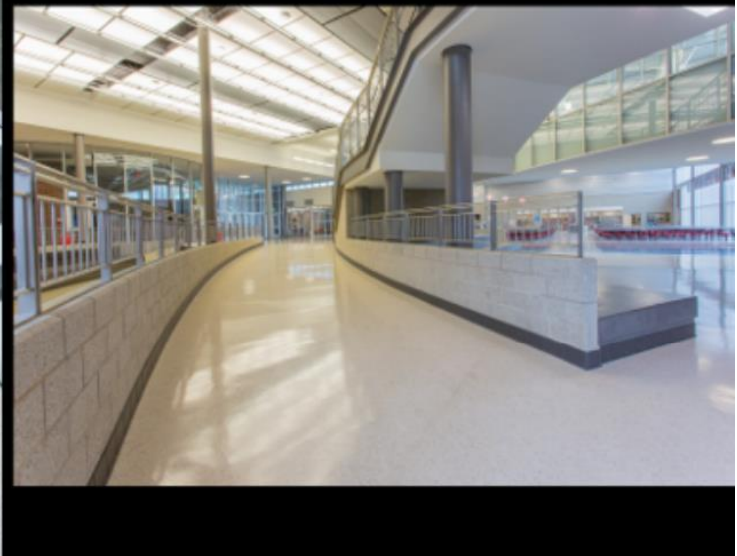
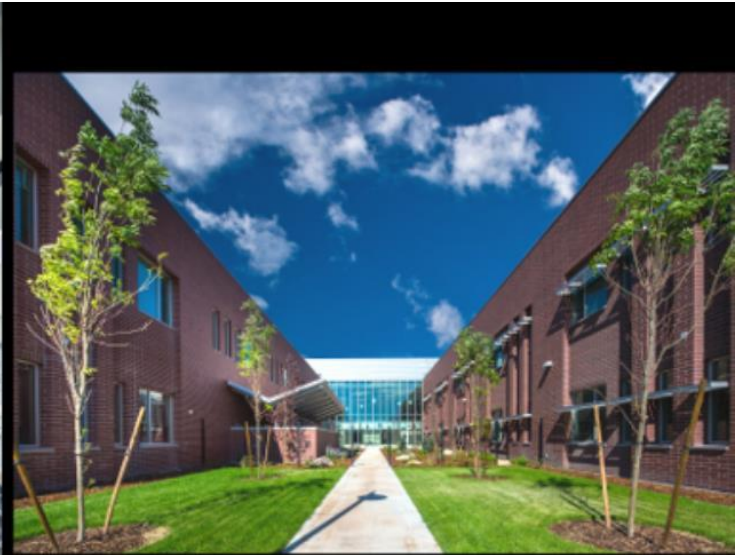
Strong interior connection to exterior through framed views along circulation pathways



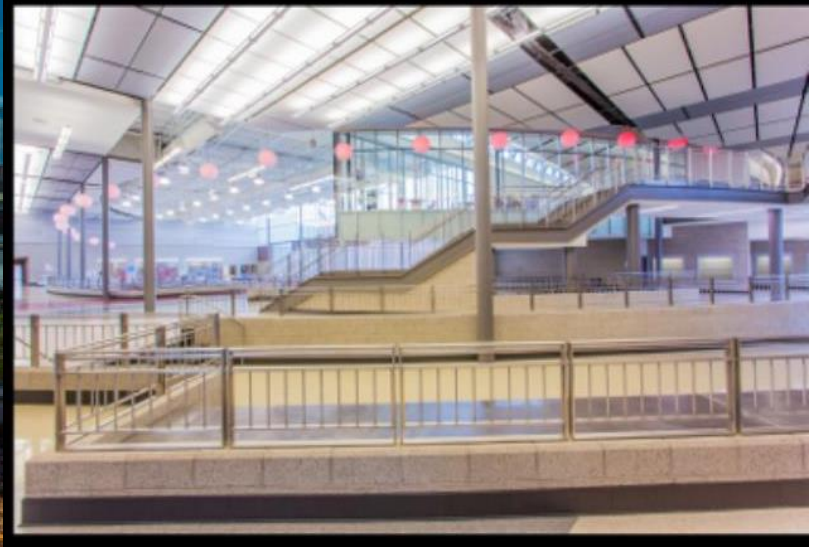
Open, easily monitored interior spaces foster healthy and productive student/teacher interaction



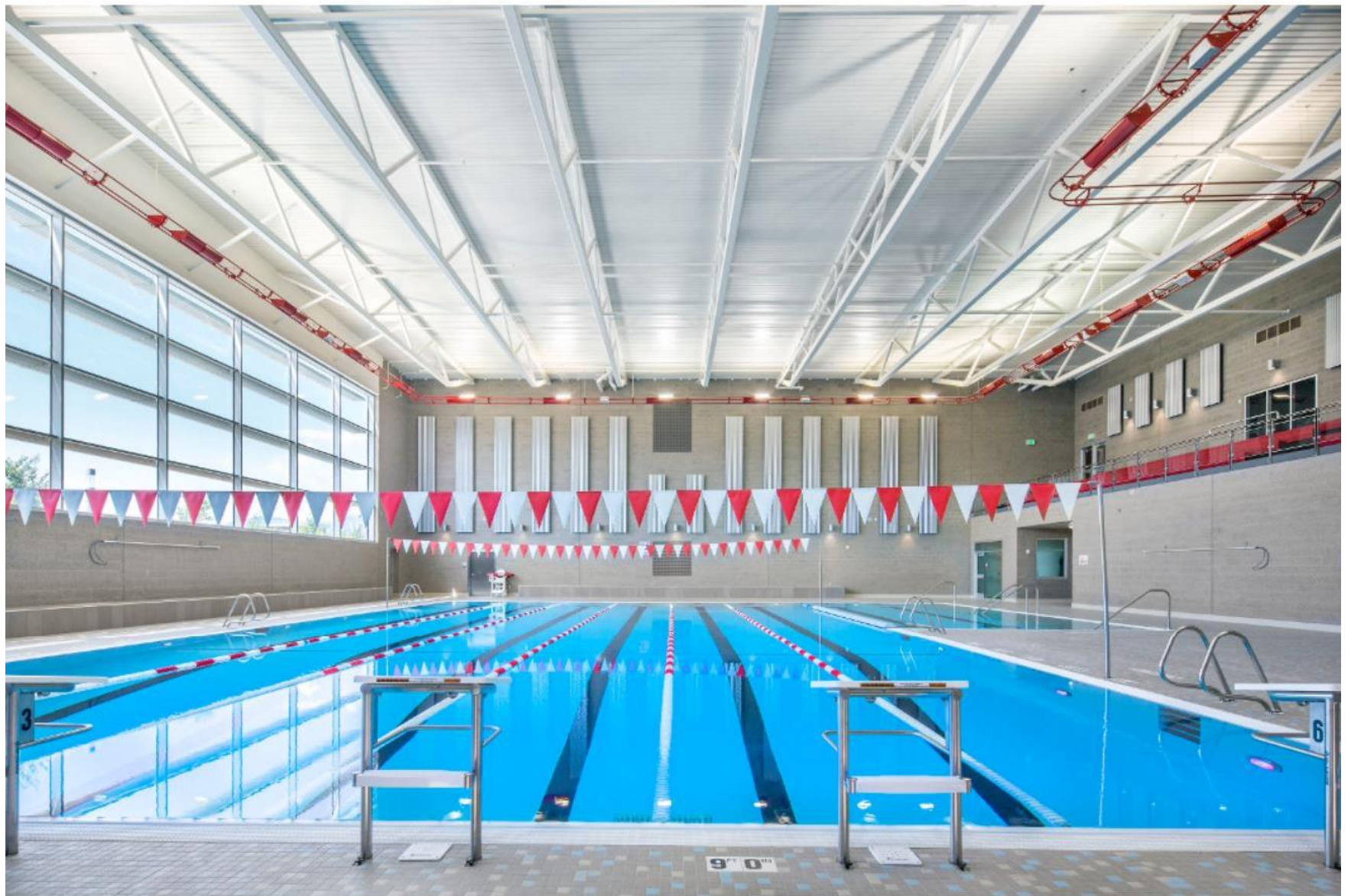
State-of-the-art Media Center with both interior and exterior views



Careful treatment of both interior and exterior circulation pathways



Transparency and layering of entry, circulation, and learning spaces



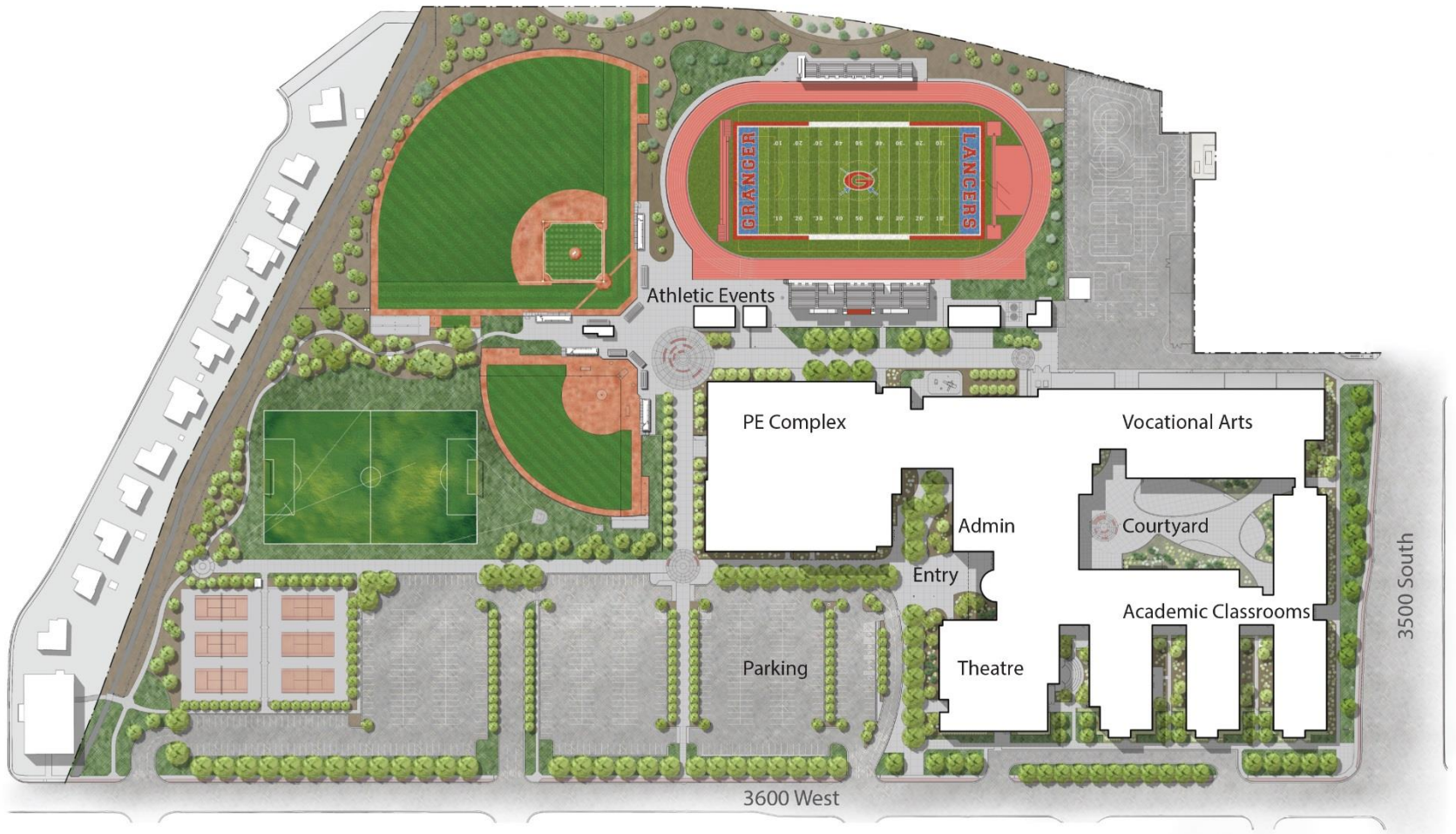
New Aquatic Center - Extra-curricular spaces that promote both individual and team achievement

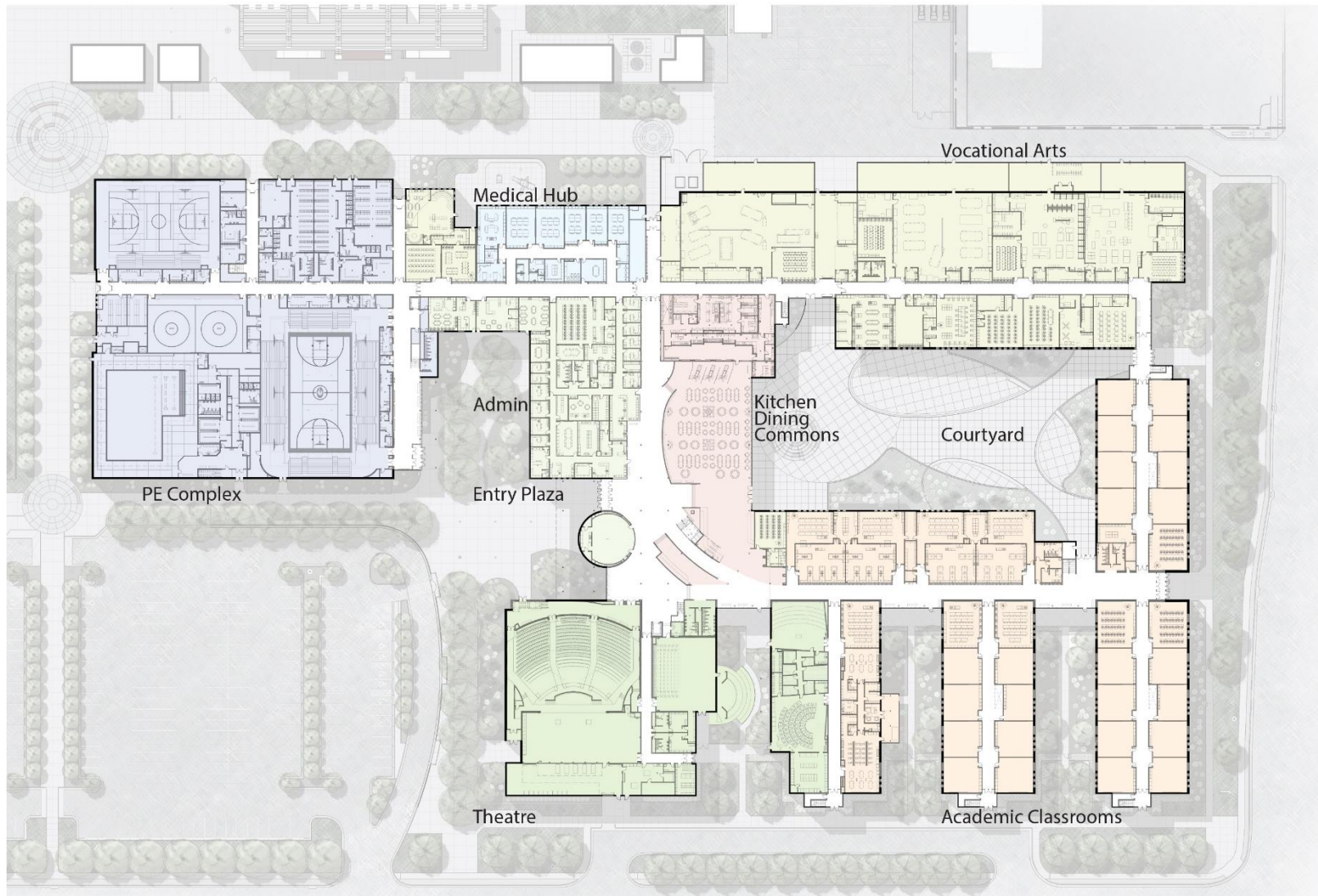


New Gymnasium with fitness track - Extra-curricular spaces that promote health and individual/team achievement. School Spirit can thrive at the “G-House”

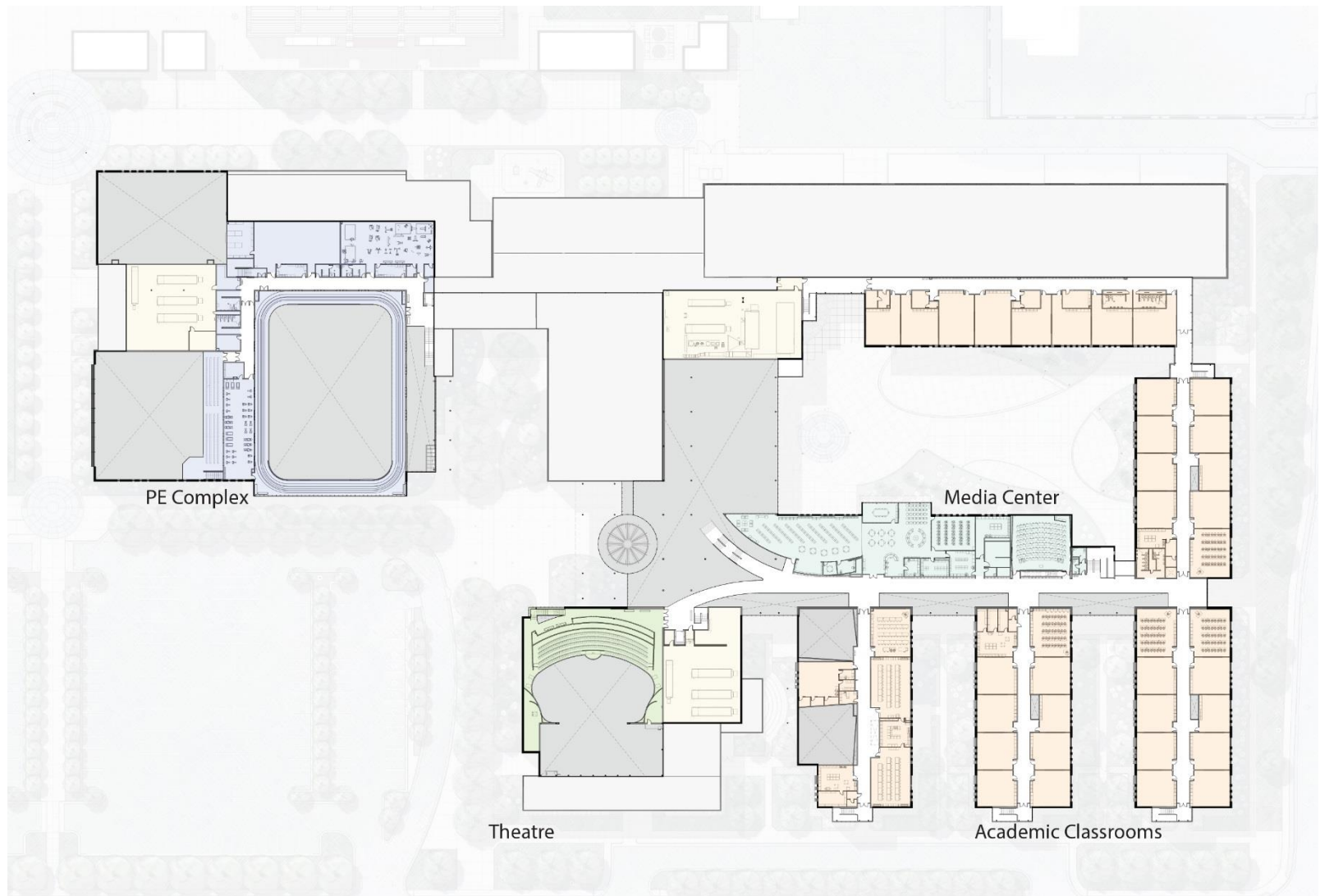


A modern, transparent and welcoming exterior that points students to the future





Floor Plan – Ground Level



Floor Plan – Second Level

Project Details

1. Project Name	Granger High School	
2. District Name	Granite School District	
3. Award Category	New Secondary School (High School)	
4. Superintendent	Martin W. Bates	
5. Contact Person	Name:	James H. Day, AIA
	Email:	jday@graniteschools.org
	Phone Number:	385-646-4142
6. Type of Facility	New High School	
7. Number of Students Impacted	3,000	
8. Project Size	441,000 Square Feet	
9. Occupancy Date	August, 2013	
10. Design Professional	Naylor Wentworth Lund Architects	
11. General Contractor	Jacobsen Construction	

Print, Sign, Scan and Submit with Package

Name of Project: Granger High School

Location of Project: West Valley City, Utah

CEFPI has your permission to:

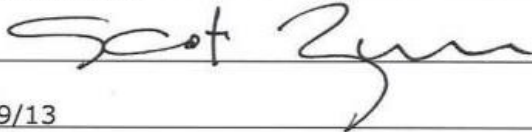
- ✓ Send photos electronically to jury members (required for entry).
- ✓ Display photos in the award winners' area of the website, if selected as a finalist.
- ✓ Display photos on other sections of the website as representative CEFPI projects.
- ✓ Print photos in CEFPI newsletters.
- ✓ Print photos on CEFPI marketing materials, i.e. brochures , awards, call for entries, etc.
- ✓ Print photos and project details in the CEFPI Design Portfolio, if selected as a finalist.
- ✓ Display photos at local or regional CEFPI, UFOMA, CAE or USBA events.

Please Note: CEFPI maintains an in-house archive of school designs as part of our research library.
Your information will be entered and recorded as one of those designs.

School District: Granite School District

Responsible Party/Photographer: Scott Zimmerman

Print Name: Scott Zimmerman

Signature: 

Date of Release: 10/29/13

**Photo Release: (Return *SIGNED* copy
with your submittal)**