

2013 CEFPI Utah
**Educational Facility
Innovation Award**

Hartvigsen K-12 Special Needs School

Granite School District

Hartvigsen K-12 School

Space for Students with Special Needs

Sid Pawar



Description (400 words or Less) of why the project is outstanding and how it fosters exceptional student and teacher engagement.

The Hartvigsen K-12 Special Needs School enrolls approximately 220 special needs students from 5 to 22 years old and is served by approximately 150 staff in a new 105,000 square foot facility in Taylorsville, UT. The Design Team and Granite School District sought to enhanced student-teacher engagement within this special learning environment by designing a new facility to better accommodate, and adapt to, specific needs of children with special needs. It was paramount to provide Granite School District with an innovative programming and design effort that is sensitive to the school's educational, social and developmental goals, while working within the framework of a set budget. Hartvigsen School responds directly to staff and student needs through a healthy, healing, and sustainable design approach.

The design supported exceptional student and teacher engagement from the moment the students are dropped off at the school. Careful site planning was required to successfully integrate the new Hartvigsen School into an existing Granite School District campus, which includes a high school, elementary school, football stadium, practice fields, student and faculty parking and 30 bus loading. Multiple site studies ultimately led to a reorganized campus plan that respects the existing traffic flows, enhances green spaces and playing fields, makes logical pedestrian connections, and improves student safety. The bus-drop off was carefully designed to provide a safe and efficient loading/unloading for children and teachers. The successful campus environment also allows these unique students to associate with able bodied students through programs that allow students to help students and their teachers. The campus also allows students to have exposure to each other by sharing communal spaces.

Because these students are heavily reliant on faculty for learning and daily care- nearly 1 teacher per 1.5 student- the school is designed specific to the functions of teacher/student engagement. Examples of addressing this engagement can be seen in the hallways that are widened and flared to accommodate equipment such as walkers and wheelchairs, but also allows informal breakout teaching or calming space as needed. The floors in the classrooms are radiant heated because many of the students spend time being taught and playing on the floor with the teachers. The classrooms are set up with smart boards and other interactive learning tools to help stimulate and teach the students.

Daylighting, colors, selective choice of materials, were all critical in creating a warm, welcoming yet educational setting and "home-away-from-home" for the student population.

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

Describe (600 Words or less) the planning process involved in conceiving the environment specifically designed to support your educational methodology. Explain which stakeholders were involved and what the stated goals of the project were.

The design goals of the Hartvigsen School focused on maximizing user accessibility, promoting learning and social interaction while also providing opportunities for independence and personal growth. A critical goal was also to create a healthy and healing environment for students and teachers through proper selection of materials, use of daylight, safety through proper planning for interior and exterior circulation, and heating and cooling systems that support how student interact within the spaces they occupy.

The Design Team understood the Hartvigsen School would become a “home away from home” for many of its students during a critical time in their development. As a result, the school provides a crucial environment for learning the skills necessary for the successful transition of an individual into the community. The design process included study of published documents on how to design for special needs and autistic children, as well as including a specialty consultant with considerable experience in designing educational spaces for children with special needs. These studies identified principles of design that are fundamental to a successful and comfortable environment. Sensitivity to light, textile experience of touch, stimulation of sensation, environmental controls, calming colors and spaces are a few of the considerations.

In addition to study and drawing on the expert consultant, numerous workshops were held with faculty and staff. These workers bring a knowledge and understanding that only hundreds of hours of experience can provide. Each of these students faces individual and unique challenges and the flexibility of space and environment is needed for success. The workshops allowed the Design Team to understand the nuances of transferring students of different sizes, how they use the facilities, and how they engage life. Parents were also engaged to help the design team understand the unique challenges of their children. The parents brought concerns and ideas to the table for both the specifics of their children, but also the school as a whole. Safety for the faculty and staff working with the students was also incorporated into the overall design to allow ease in transfer of students when changing and caring for their special needs.

The Design Team also spent days in the existing school to see how students and teachers interact in their physical environment, and how to improve the physical environment with the design of the new school.

The materials selected are durable and low maintenance, typical of a school that gets a lot of cleaning, but also utilizes high quality finishes that are comfortable and inviting and not institutional. Colors are used throughout to aid in way-finding and student organization.

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

A large part of the student's time is spent in the pool. The pool is used every day by virtually every student in the school. This is typically the highlight of their day. The design of the pool fully accommodates the mobility challenges, temperature challenges and overall water therapy opportunities for these special children. Great consideration was placed on access into the pools (ramps, railings, textures on surfaces, benches for resting), as well as proper flooring solutions to enhance safety and clean-ability of all surfaces. The swimming and therapy pools were custom designed to allow the swim faculty to work with the student in play and learning. The ramps were designed to accommodate the use of gurneys to transport the children. The temperature of the water is between 80 and 90 degrees to accommodate the medically fragile student body. They play and learn while also enjoying the sensation of the water. Parents, teachers and staff all contributed ideas and concepts to make the design process fully collaborative for the benefit of the children.

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

Describe (600 words max) how the completed project accomplished the desired learning methodology and goals.

Some of the key desired learning methodology and goals were:

- To provide uniqueness to each setting that addresses the specific challenges of the student population.
- To provide a respite for teachers.
- To predict the potential for student conflict and provide a design to address all possible areas of conflict---reducing opportunities for path crossing.
- To create opportunities for leadership—platform areas for public speaking, outdoor areas for role play.
- To support a successful self image for the student population by respecting their privacy when they need to go to the “Quiet Room”.
- To support the transitioning student’s independence through the design.
- To make the students feel safe yet not confined—provide spacious learning areas.
- To make the students feel included, not secluded.
- To provide social nodes within the design to allow for opportunities to develop stronger social skills.
- To provide ample opportunities for physical exercise—accessible pool, bike paths in gymnasiums, etc.
- To minimize all hiding places in desks, lockers, other areas.

Our design positively influenced the lives of students with disabilities by:

- Making the students feel significant and important through the application of quality materials and images and the beauty of design.
- Reduced distractions (sensory stimuli) through the floor plan layout and materials, colors and fixtures selected, thereby increasing learning and supporting a more successful day for the students.
- Reduced the stress in the student’s daily lives by clearly organizing classrooms and making clearly demarcated and spacious connections to other spaces.
- Support the development of independence in the students with clear wayfinding, easy access and easy reach.
- Prepares the transitioning children for independence through its vocational and life skills classrooms allowing various settings that prepare the students for community integration.
- Prepares the 7th and 8th graders for transitioning to the high school through an increase in complexity of the design.
- The overall design is structured to support a well structured program that leads the children to daily success.

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

Specifically:

- Classroom exit doors are not aligned with classrooms on the opposite side of the corridor—reducing the possibility of personal space conflict.
- Clutter is reduced by providing ample storage areas.
- Circulation paths around desks are wider to provide ample personal space.
- Colors are selected for their calming effect.
- Patterns on the floor are created for organizing the children.
- Window sills are placed higher than seated eye level to eliminate distraction from outside activity.
- Classrooms are design for proper acoustics/to reduce sensory bombardment.
- Protection panels or other durable materials are used on the walls.
- Mechanical equipment has been selectively placed to reduce noise.
- Lights and dimmers were selected to control light levels and eliminate flicker and noise (sensory bombardment).
- Daylighting is incorporated as much as possible to eliminate the use of artificial lighting and even out lighting from inside to outside.
- Lighting and temperature controls are provided in each classroom to allow teachers to control their own classroom environment dependent upon their student population.
- Special education classrooms are provided with more adaptive technology.
- The gymnasium spaces are large and the floors and walls are specially striped for the specific learning games that are played.

The school is incredibly successful in that it is bustling and in constant flux dealing with the unique and ever challenges of the student body. No day is the same, and the staff and faculty use the building as a tool to address the challenges and joys of teaching children with specials needs to learn.

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

Photo #1



Hartvigsen K-12 Special Needs School – South-facing main entry area

Photo #2



Hartvigsen K-12 Special Needs School – West wing with brick and tile façade

Photo #3



Hartvigsen K-12 Special Needs School – Exterior interactive playground area

Photo #4



Hartvigsen K-12 Special Needs School – Brick, tile, glazing on east wing swimming pool facade

Photo #5



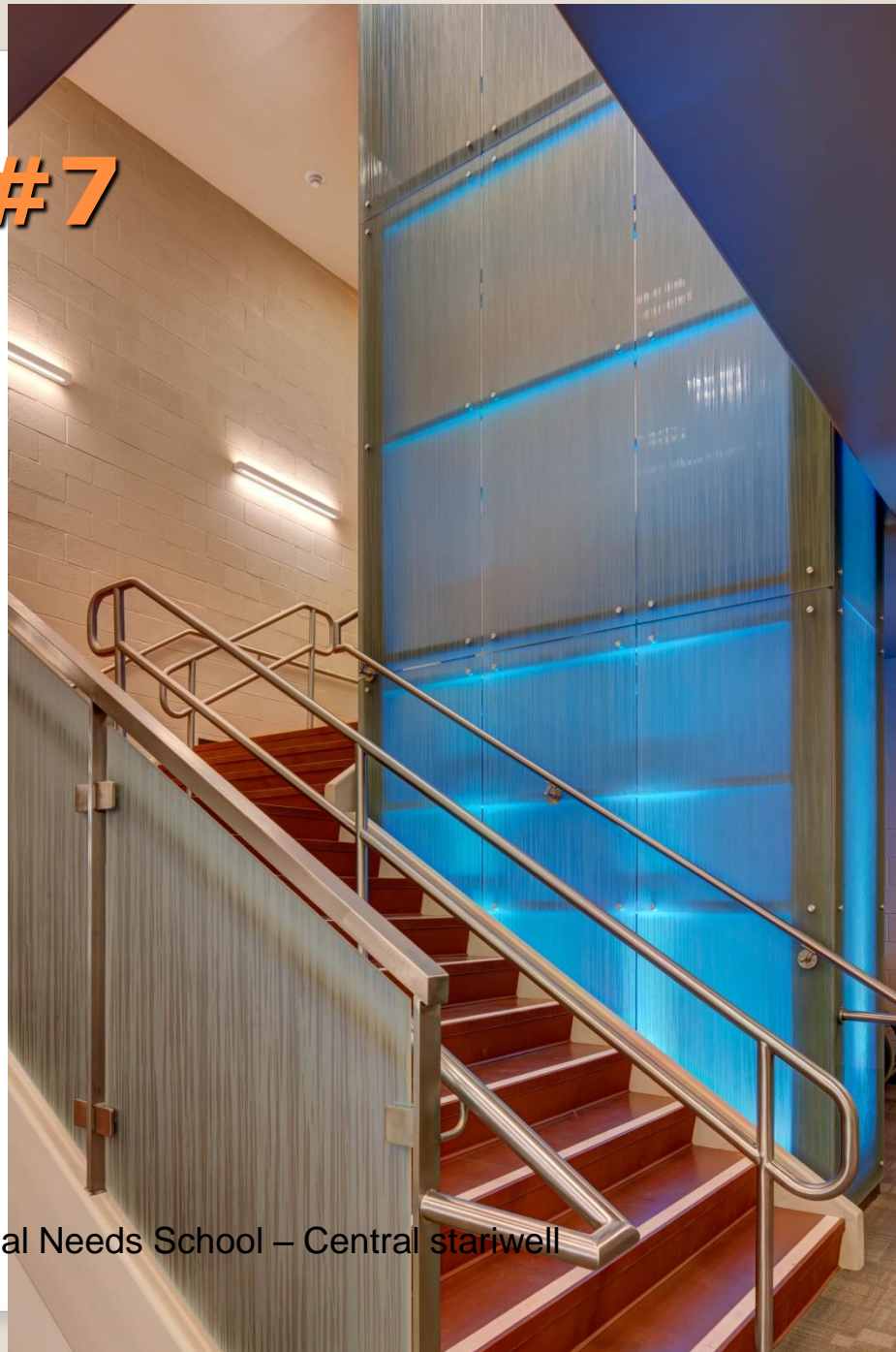
Hartvigsen K-12 Special Needs School – Central hall with natural overhead daylighting

Photo #6



Hartvigsen K-12 Special Needs School – Physical therapy room

Photo #7



Hartvigsen K-12 Special Needs School – Central stairwell

Photo #8



Hartvigsen K-12 Special Needs School – Classroom

Photo #9



Hartvigsen K-12 Special Needs School – Snoezelen therapy room or controlled Multi-sensory Environment (MSE) room for special needs individuals

Photo #10



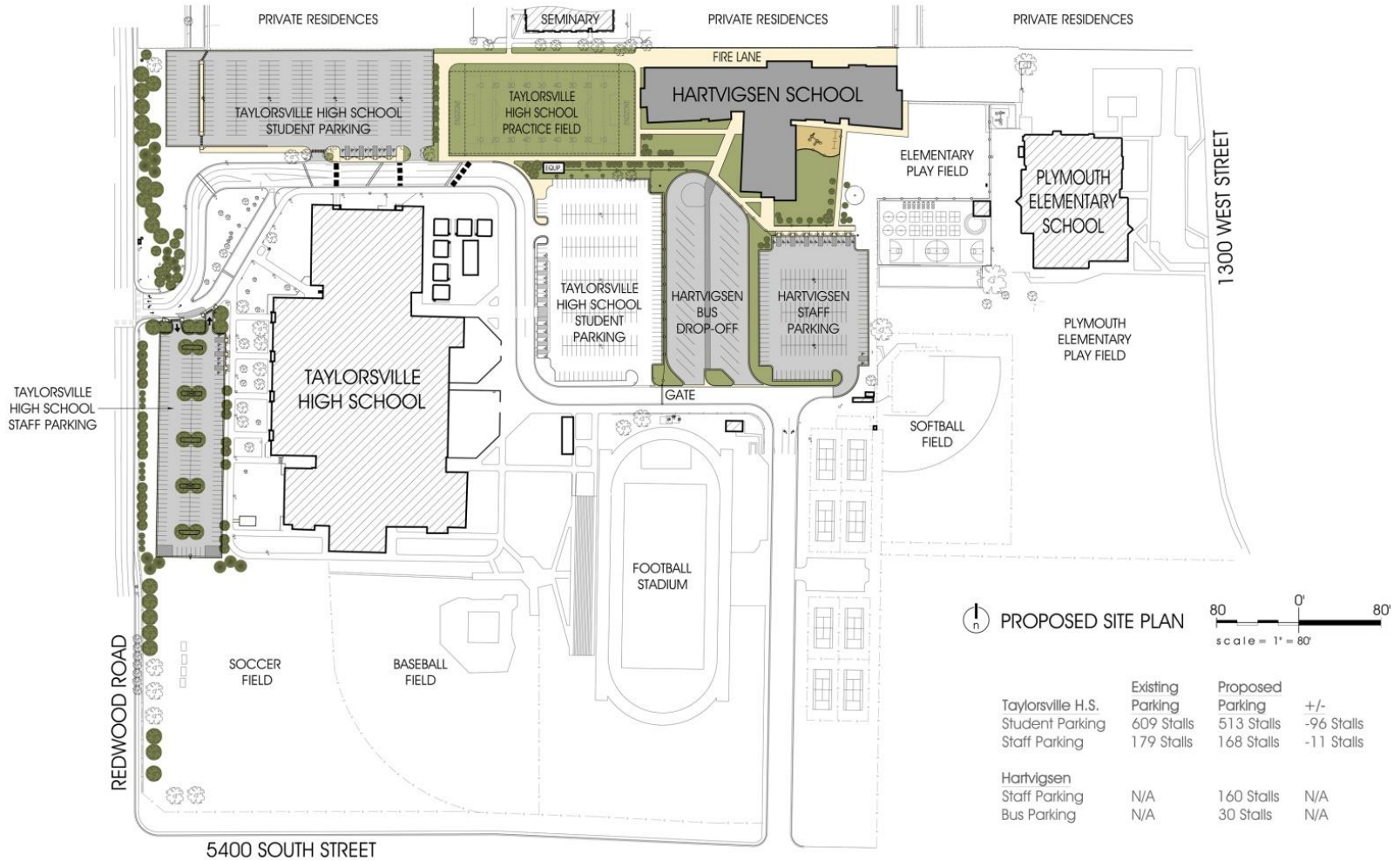
Hartvigsen K-12 Special Needs School – Hydrotherapy pool (foreground) with lap pool beyond



Hartvigsen School Replacement

Taylorville High School & Plymouth Elementary School Campuses
 5400 South Street & Redwood Road Taylorville, UT 84123

Site Plan





FIRST FLOOR PLAN

1/8" = 1'-0"



Hartvigsen School Replacement

Taylorsville High School & Plymouth Elementary School Campuses
5400 South Street & Redwood Road Taylorsville, UT 84123



Level 1 Floor Plan



Level 2 Floor Plan

Project Details

1. Project Name	Hartvigsen K-12 Special Needs School	
2. District Name	Granite School District	
3. Award Category	Space for Students with Special Needs	
4. Superintendent	Martin W. Bates	
5. Contact Person	Name:	James H. Day, AIA, Director of Engineering & Construction
	Email:	jday@graniteschools.org
	Phone Number:	385.646.4142
6. Type of Facility	New Elementary School, New Middle/Jr. High, New High School, Space for students with special needs, Special High School Program (CAPS, CTE, etc.), Alternative/Credit Recovery Program, Experience Based Learning Environment, Renovation/Addition, Historic Renovation, Flipped/Blended Learning Environment, Other	
7. Number of Students Impacted	220	
8. Project Size	108,000 Square Feet	
9. Occupancy Date	August 2013	
10. Design Professional	Derek S. Wilson, AIA, LEED AP, BD+C, Project Manager, ajc architects	
11. General Contractor	Hughes General Contractors, 900 North Redwood Road, North Salt Lake, UT 84054	

Print, Sign, Scan and Submit with Package

Name of Project: Hartvigsen K-12 Special Needs School

Location of Project: 5400 South Street and Redwood Road, Taylorsville, UT 84123

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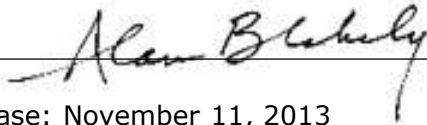
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School District: Granite School District

Responsible Party/Photographer: Alan Blakely, Blakely Photography

Print Name: Alan Blakely

Signature: _____



Date of Release: November 11, 2013

Photo Release: (Return SIGNED copy with your submittal)