

2013 CEFPI Utah
**Educational Facility
Innovation Award**

Wasatch Elementary School

Davis School District
Wasatch Elementary School
New Primary School Category
Gary R. Payne, AIA






On the door to the library at Wasatch Elementary hang the following words: “Today you are you, that’s truer than true. There’s no one alive who is youer than you.” (Dr. Seuss). According to Janet Sumner, school principal, there’s nowhere around where that is truer than at Wasatch Elementary.

This new school building, nestled in the urban fabric of Clearfield City, Utah provides a warm and inviting educational home to a diverse population of largely Title 1 students from multiple ethnic and family backgrounds. Described as a new center for community hope, this building replaces a 1950s era building that Janet says “just looked like poverty”.

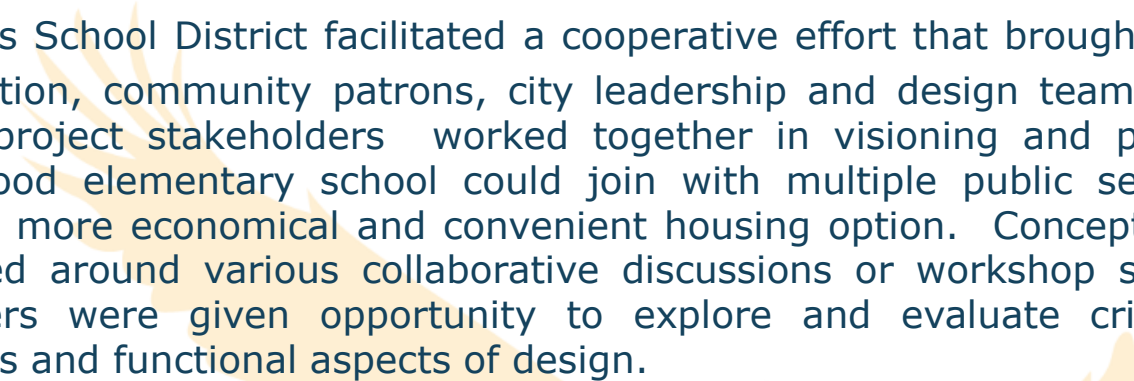
Completed in August of 2012, the new Wasatch Elementary School building not only supports the needs of its 650 elementary school students, but also provides a place for a Clearfield City branch of the Davis Community Learning Center (DCLC). The DCLC provides a network of social and support services to local youth, families, and community members through a partnership between the Davis School District, the United Way of Salt Lake, and several community resource agencies.

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

Located at the north end of the building's main level, DCLC office and classroom spaces support adult education and head start preschool/daycare for this community's working parents. "They are always there for our teachers, students and their families" says Janet of the community center staff. Twice a week elementary school and community center staff take advantage of the secured connection between the two facilities to meet together and discuss student test scores, family needs, and how to work together resolving concerns over student progress and welfare.

Community volunteers frequently meet each week with students in the open activity centers located on each floor of the building. Here organizations, such as Latinos in Action and the KSL/AmeriCorps partnership, engage students outside of the classroom in reading and math skills development. Peer mentoring between older and younger students inspire improvement in interpersonal relationship building while fostering reading level progress. And work/study students from Weber State University hold regular pull-out sessions in the two-story central atrium to provide one-on-one tutoring. Teachers love their new spaces and make full use of the activity and pull out areas for alternative teaching opportunities. Though admittedly challenging and sometimes difficult Janet describes working with students and families here as "...extremely stimulating especially if you want to really grow as a person and an educator." 

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



The Davis School District facilitated a cooperative effort that brought together school administration, community patrons, city leadership and design team members. This group of project stakeholders worked together in visioning and planning how the neighborhood elementary school could join with multiple public sector agencies to facilitate a more economical and convenient housing option. Conceptual development was framed around various collaborative discussions or workshop sessions in which stakeholders were given opportunity to explore and evaluate critical relationship adjacencies and functional aspects of design.

The process determined important educational/community adjacencies, created an understanding of local family and cultural/diversity issues and program solutions, generated opportunities for community activism through the newly established Wasatch Community Council and explored pathways to partnering with public sector agencies and volunteer resources.

Site planning considerations focused on the viability of rebuilding on the same site. Such an endeavor would require the shared use of building and property with the city and other agencies, the development of inter-local agreements, and the cooperation of the various proposed tenants in the overall design of the project. Stakeholders carefully studied the challenge of safely accommodating multiple users and functions on a single site primarily designed for elementary students.

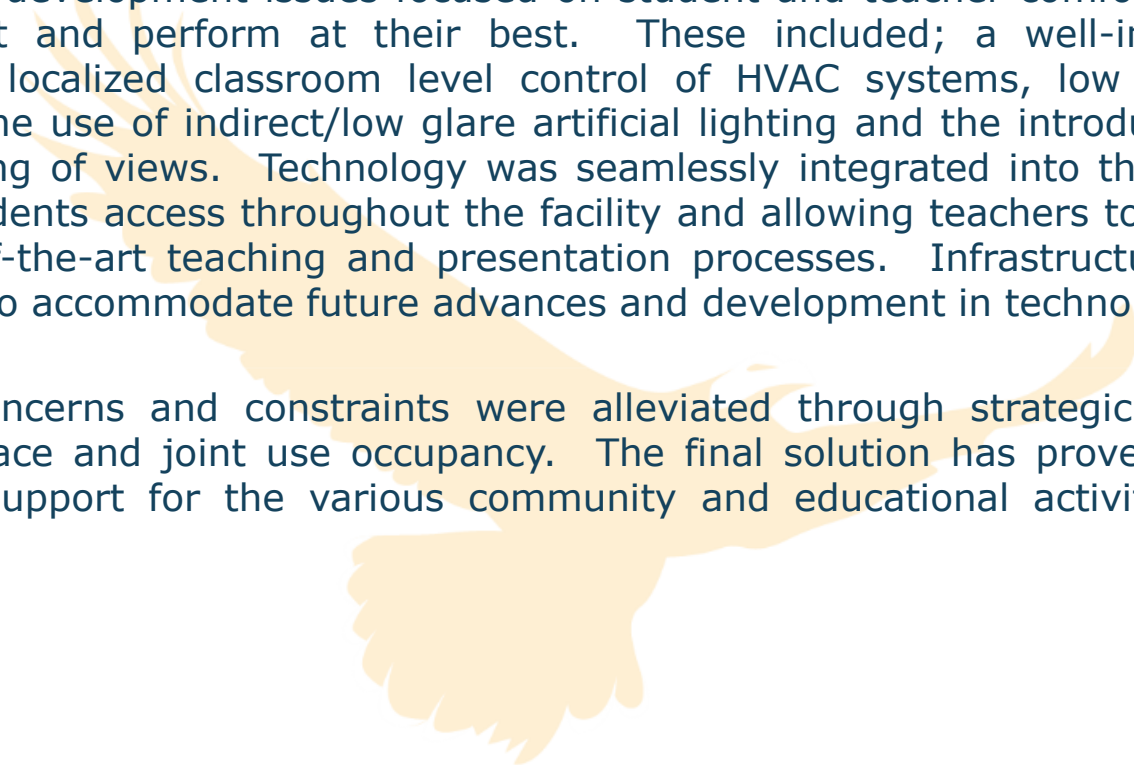
Narrative – Planning process, stakeholders and goals (page 1)

Development of smooth interior and exterior traffic flow with clear sight lines and separation of vehicular and pedestrian activity were of prime importance. Vehicular traffic was further divided into separate automobile and bus drop-off and pickup areas. Visitors were to be welcomed to the building through secure entry into the administrative offices.


Resulting educational diagrams emphasized the need for learning environment features such as: technology-rich elementary and community center classroom settings that are amply supported by alternative learning areas, natural daylight enhancing all learning environments; framed views to the exterior brought in through greater building envelope transparency; and multiple outdoor gathering spaces supportive of interior learning centers.

While the early workshops addressed the educational diagram, later workshops addressed spatial diagrams that studied critical adjacencies, placement of program offerings and grade levels on multiple floors, safe/secure integration of elementary and community center functions, and site plan development that safely met both school and community needs. Every effort was made to maximize square footage devoted to learning/community space while reducing or eliminating dedicated circulation. Numerous interior and exterior learning sites were developed and care was taken to promote ease of access and flexibility in use.

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



Other key development issues focused on student and teacher comfort, allowing them to interact and perform at their best. These included; a well-insulated building envelope, localized classroom level control of HVAC systems, low VOC in building finishes, the use of indirect/low glare artificial lighting and the introduction of daylight and framing of views. Technology was seamlessly integrated into the school building giving students access throughout the facility and allowing teachers to utilize the latest in state-of-the-art teaching and presentation processes. Infrastructure was carefully designed to accommodate future advances and development in technology.

Budget concerns and constraints were alleviated through strategic development of shared space and joint use occupancy. The final solution has proven to provide the required support for the various community and educational activities taking place there. 

Narrative – Planning process, stakeholders and goals (page 3)

Affirming that the new Wasatch Elementary School building accomplished its goal of serving the students, families, and community of Clearfield City would be an understatement. In the afternoon of Tuesday March 19, 2013, sparks from an old computer monitor ignited a fire that would result in the total loss of the building housing Clearfield Community Church – one of the school’s most faithful partners. A central part of the Clearfield City community since the early days of World War II, CC churchgoers had “adopted” Wasatch Elementary students years ago and, ever since, promoted donation of school supplies and volunteered as academic/ESL tutors in an effort to support and even enrich student life at this facility. Now it would be Wasatch’s turn to give back and the new school building would provide the means.

Though offered resources elsewhere, Clearfield Community Church members began holding their worship services at the new Wasatch Elementary last spring and plan to do so until their building is rebuilt next fall. Kathy Nichols, church secretary, says the arrangement is win-win situation that is “working out wonderfully” for this community organization that has been so supportive of Wasatch Elementary students.

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

With community center support and the building's state-of-the-art advantages, students and teachers are experiencing educational development at new levels. With WIFI available throughout, students and teachers interact across netbook and I-pad tools in ways previously unavailable at school and rarely provided in their own homes. Janet points to classroom components such as smart boards, short throw projectors, and sound enhancement tools that are making it possible for students and teachers to engage in a multitude of varied learning modalities.

Building layout also contributes to flexibility in educational approach. Multiple learning venues such as large and small group activity centers, and kivas located in the main lobby and media center allow students and teachers to explore new learning pathways outside of the traditional "cells and bells" constraints. A movable wall centrally located in the gym/dining space can be shut to allow PE classes to run uninterrupted by lunchtime needs. Restrooms strategically located between playground and dining spaces allow the school to schedule "reverse lunches" where students play first and eat second after supervised hand-washing. Separation of Kindergarten play from older students relaxes recess efforts and supports a safer playground experience for these early learners. Special Ed students often utilize the same playground area as a part of their physical development.

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

Daylighting has proven an asset to instruction and the general mood at Wasatch. Students love the central atrium where they can sit next to blooming flowers and trees while they study subjects outside of the classroom setting. Janet says it's like having summer in the middle of winter, and even on dark days the learning areas feel brightly lit.

Adjacent community center spaces and equipment afford parents access to helpful internet sites and the school's Guardian Account where they can easily interact with teachers and monitor their child's educational progress. United Way's Math Club offers tutoring differentiated to specific educational needs. Emotional and psychological needs are addressed by school counselors and, where needed, a clinical psychologist located in the community center. Physical needs are addressed through a large closet located in the community center that opens to reveal new clothing, shoes, winter jackets, school supplies, backpacks and even bicycles; all freely donated to the good homes of needy Wasatch students.

There's no doubt in anyone's mind that the new Wasatch Elementary School/Clearfield Community Center clearly demonstrates Davis School District's commitment to providing student-centered community-based education to the Clearfield City community. 

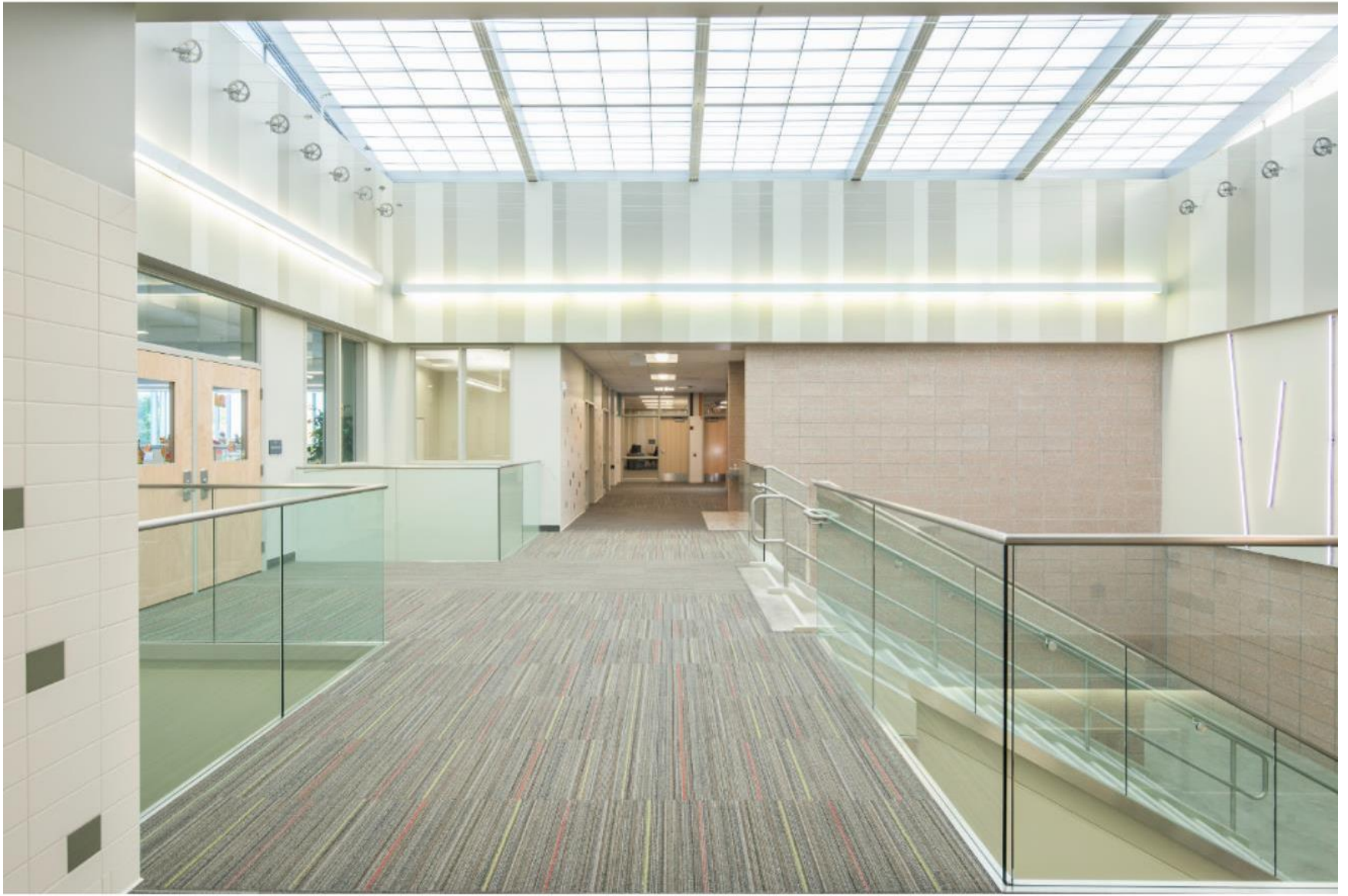
Narrative – How the completed project accomplished desired methodology and goals (page 3)



Simple, colorful forms welcome students, teachers, and community members to new learning opportunities



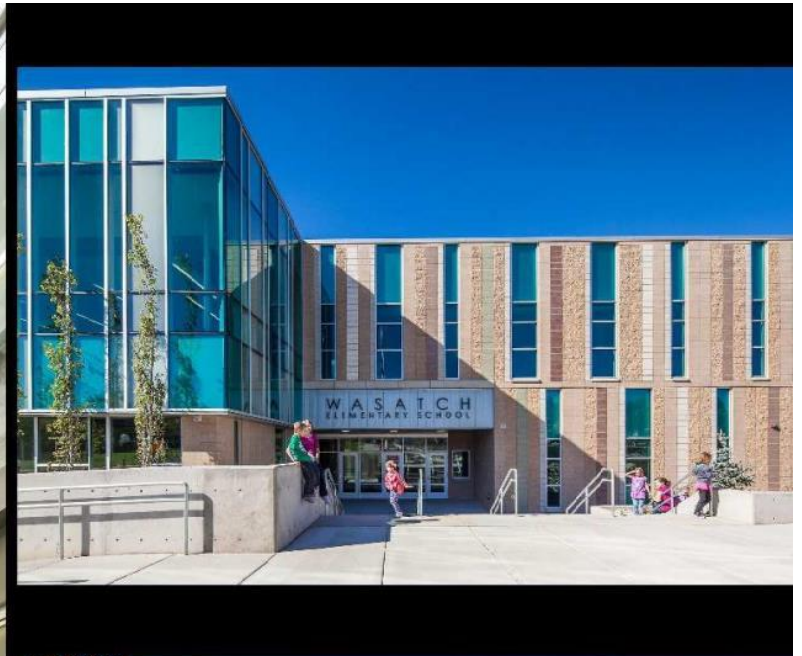
Active outdoor places that support interior learning activities



Open, Well-Daylit Treatment of Interior Circulation Pathways



A welcoming entry greets students and teachers





Alternative learning “places” with ample daylighting and interior landscaping



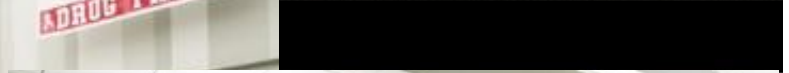
Light and Airy Treatment of Learning Spaces with Strong Interior Connection to Exterior

Daylight and Color



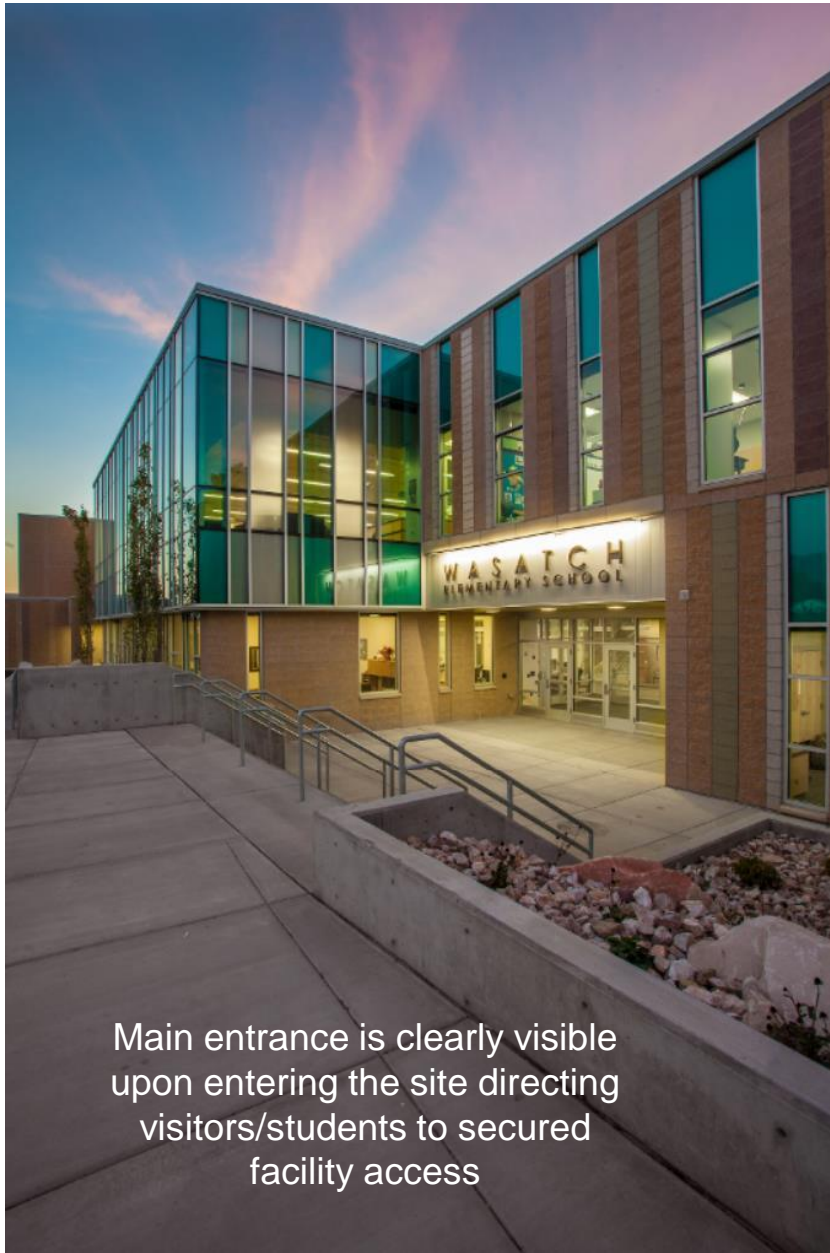


Well daylit corridors lead to multiple alternative learning areas





Outdoor landscapes promote both contemplation and stewardship of the larger environment.



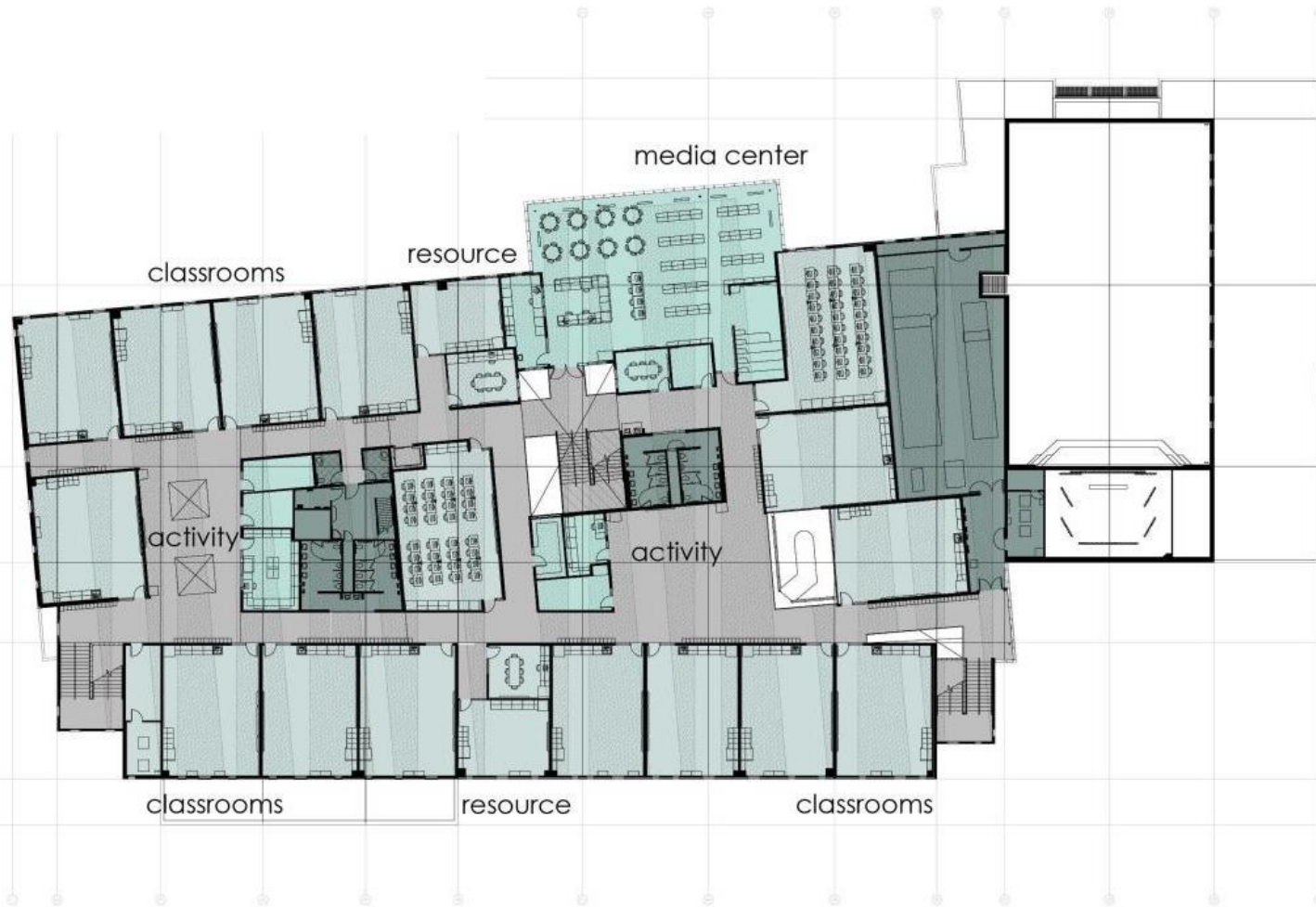
Main entrance is clearly visible upon entering the site directing visitors/students to secured facility access







⊖ main level plan



upper level plan

Project Details

1. Project Name	Wasatch Elementary School	
2. District Name	Davis School District	
3. Award Category	New Primary School	
4. Superintendent	Dr. Bryan Bowles	
5. Contact Person	Name:	Gary R. Payne, AIA
	Email:	GPAYNE@dsdmail.net
	Phone Number:	801-402-5448
6. Type of Facility	New Primary School	
7. Number of Students Impacted	650	
8. Project Size	80,000 Square Feet	
9. Occupancy Date	August, 2012	
10. Design Professional	Naylor Wentworth Lund Architects	
11. General Contractor	Hogan Construction	

Print, Sign, Scan and Submit with Package

Name of Project: Wasatch Elementary School

Location of Project: Clearfield City, Utah

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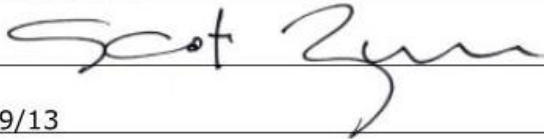
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School District: Davis School District

Responsible Party/Photographer: Scott Zimmerman

Print Name: Scott Zimmerman

Signature: _____



Date of Release: 10/29/13

Photo Release: (Return SIGNED copy with your submittal)