



Upper Arlington High School

John Shaw Award

Project Description with Educational Vision

“Your voice matters.” This defined the Upper Arlington High School master planning and design process and was the catalyst behind the resulting project.

This high-performing district sought to improve their aging facilities through an extensive district-wide planning process. The message to citizens throughout the planning process was captured by the phrase “Your Voice Matters,” which helped mobilize residents to educate one another on the issues and meaningfully participate in the entire process, the outcome of which was a bond passage that included a replacement building for Upper Arlington High School.

Uniquely, the community involvement did not end after the successful bond passage. With a promise that their voice would continue to matter throughout the design and implementation phases, **the process included thousands of touchpoints including community members, educators, and learners, over the course of six years.** To **advance the district’s development**, concurrent with the programming and design process, **UA educators took part in professional development around curriculum and utilizing innovative learning environments.**

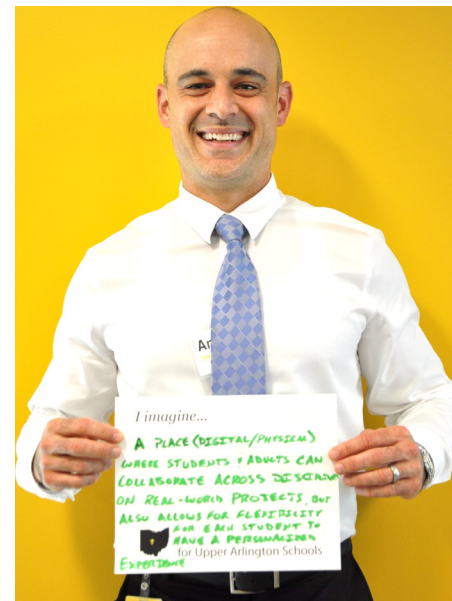
In addition, the **district’s quality profile (educational vision) was a driving force behind the planning and design.** Focused on **educating the whole child, real-world learning experiences, well-being and inclusivity**, the culmination resulted in a future-ready high school facility that features **flexible, student-focused learning spaces** and **cross-disciplinary collaborative spaces** that support **inclusivity and personalized learning.**

In support of this, the three-story wing features small learning communities formed by diverse types of learning studios, small group spaces (huddle rooms), wrapping around open, project-based learning commons. Between the small learning communities, the library media center, art studios and science labs are organized both horizontally and vertically, **allowing departments to work together and cross-collaboratively.**

Administrators, academic support and educator offices are centralized for proximity to students. Special education spaces are embedded throughout. Additionally, a multitude of performing arts and athletics spaces serve the whole child.

A **community-focused facility**, the building’s signature organizing element, a main circulation spine called Golden Bear Boulevard (GBB), divides community facing spaces (theaters, gyms, natatorium) from learning community spaces, providing ease of wayfinding combined with inherent safety.

With only a 34-acre site, working around the existing high school and other required remaining site elements, the constraints necessitated an efficient and compact new building response. The **compact building footprint saved millions of construction dollars and offers a lifetime of operational savings** while the design of GBB brings ample daylight to otherwise internalized spaces.



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Images from the initial visioning session.

Project Description with Educational Vision

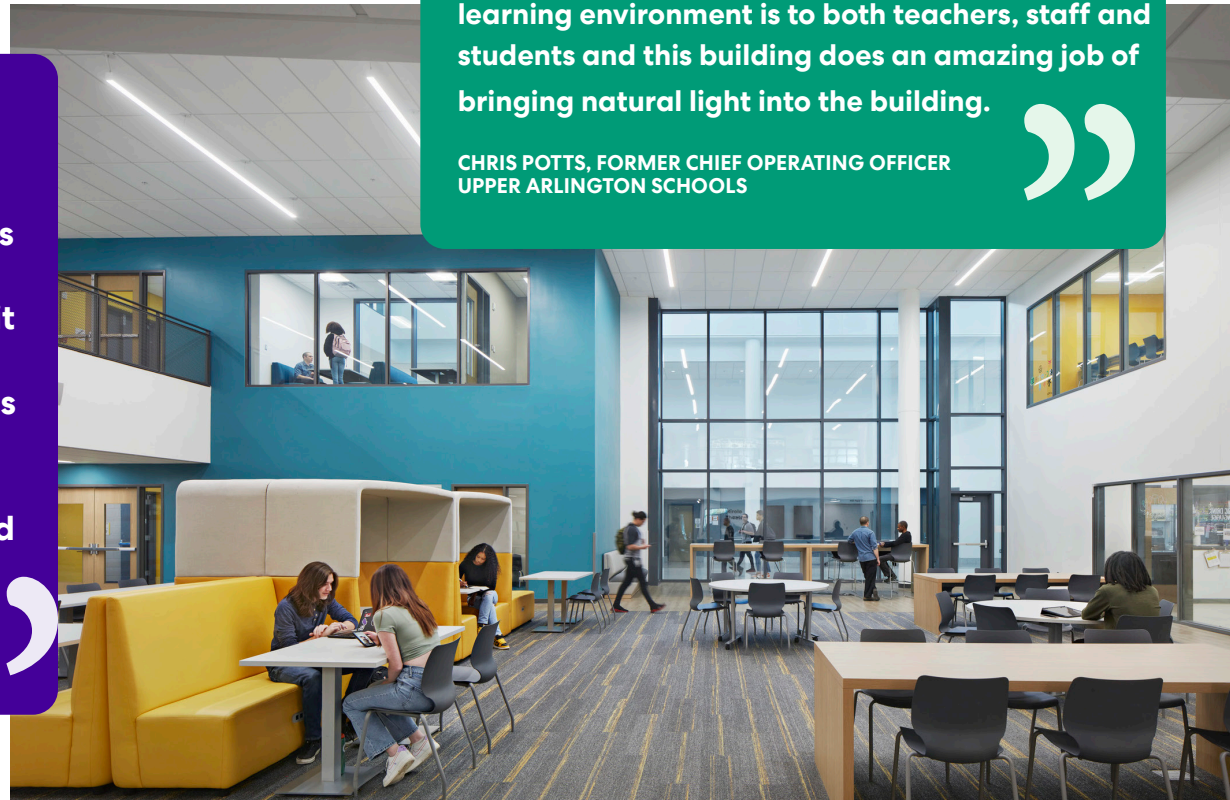


“ The biggest difference from our old school is the natural sunlight that comes into all spaces where learning takes place. We know how important the learning environment is to both teachers, staff and students and this building does an amazing job of bringing natural light into the building. ”

CHRIS POTTS, FORMER CHIEF OPERATING OFFICER
UPPER ARLINGTON SCHOOLS

“ Academically we wanted to make learning visible, provide flexibility with seating and technology, and create an atmosphere of cross curricular collaboration. We also wanted to make sure space worked harder and did not sit idle for parts of the day. We wanted to make sure we were creating spaces that our students would experience post-secondary in both college and careers. We wanted to provide community space for after-hours activities and create opportunities for all to use. ”

CHRIS POTTS, FORMER CHIEF OPERATING OFFICER
UPPER ARLINGTON SCHOOLS



Planning and Programming Process

A robust group of stakeholders was involved during both master planning and design phases. When they continued into the design and implementation phase they were supplemented by additional groups.

Developed through visioning and community engagement sessions, the following Guiding Principles were continually referenced during the design process - to ensure solutions remained true to the desires of the stakeholders and community.

Master Plan Phase	Who was Involved:
	Board of Education Oversight Committee Financial Advisory Board Community-at-Large Engagement Building Teams Architectural Design Committee Student Teams User Groups Green Team Neighbor Committee
Design and Implementation Phase	



Guiding Principles Our Educational Environments...



**Will Champion Uniquely
Accomplished Learners**



**Will be Fiscally Responsible and
Community Responsive**



**Will Foster and
Engage Relationships**



**Will Bolster Collaboration
and Creativity**



**Will Recognize the Need to Create a
Safe Place to Learn and Work**

Planning and Programming Process | Workshop Summary

Participants

- Educators
- Learners
- Staff
- Administrators
- Board Members
- Community Members

Process

- Review and confirm the Guiding Principles
- Virtual and actual tours
- Visual listening
- Activity mapping exercise
- Panel discussion with local industry leaders
- UA Future Vision for Teaching and Learning Professional Development
- Paper doll exercise (diagram ideal learning communities)
- Program tree exercise: Review types and quantities of spaces, diagram relationships
- Review and comment on site and building diagram adjacencies
- Consensus, recommendation Oversight Committee

Outcomes

- Culminating a successful process, the noted themes from these workshops and engagement sessions were incorporated in the final building design.
- Subsequent to the programming workshops, continued engagement occurred to allow users and community members to offer feedback during all of the design phases.



A student from UAHS explains their group's activity mapping diagram - where each group envisioned the types of activities to support the future of learning.



Small groups of learners participate in a paper doll exercise to diagram small learning communities and ideal adjacencies of space.

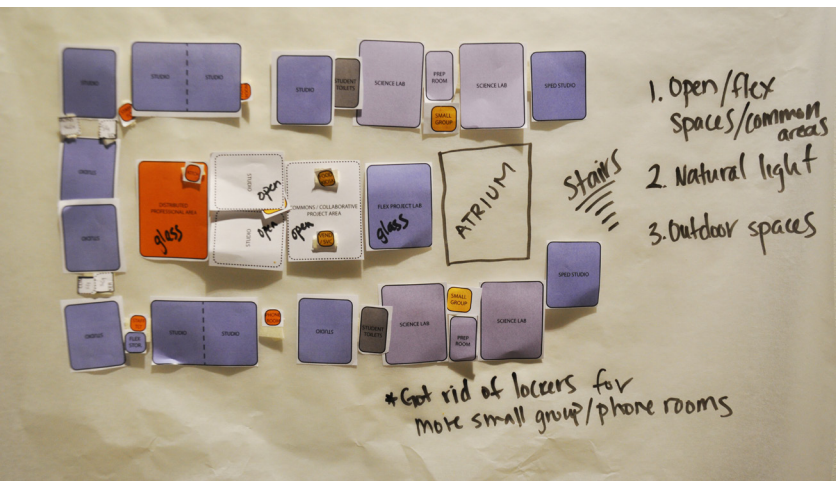


Planning and Programming Process



Important to the challenge of addressing legacy thinking, and insuring that the educational vision would align with spaces in the new building, Upper Arlington held a series of professional development workshops with educators called "UA Future Vision for Teaching and Learning."

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One of the paper doll diagrams- the final built UAHS small learning communities are reflective of these adjacency diagrams.



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The FF&E phase was equally engaging, with community members, educators and students participating. Themes that emerged were - Mobility, Flexibility, Cleanability, Durability, Adjustability, Functionality, Variety, Budget



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This small group was discussing and modifying their program tree



How the Planning and Educational Vision is Evident in the Design Solution

- 1. Main Entry Plaza
- 2. Student Entry Plaza
- 3. Litchford Memorial Garden
- 4. Legacy Plaza
- 5. Outdoor Student Learning/Dining Space
- 6. Footprint of Former High School

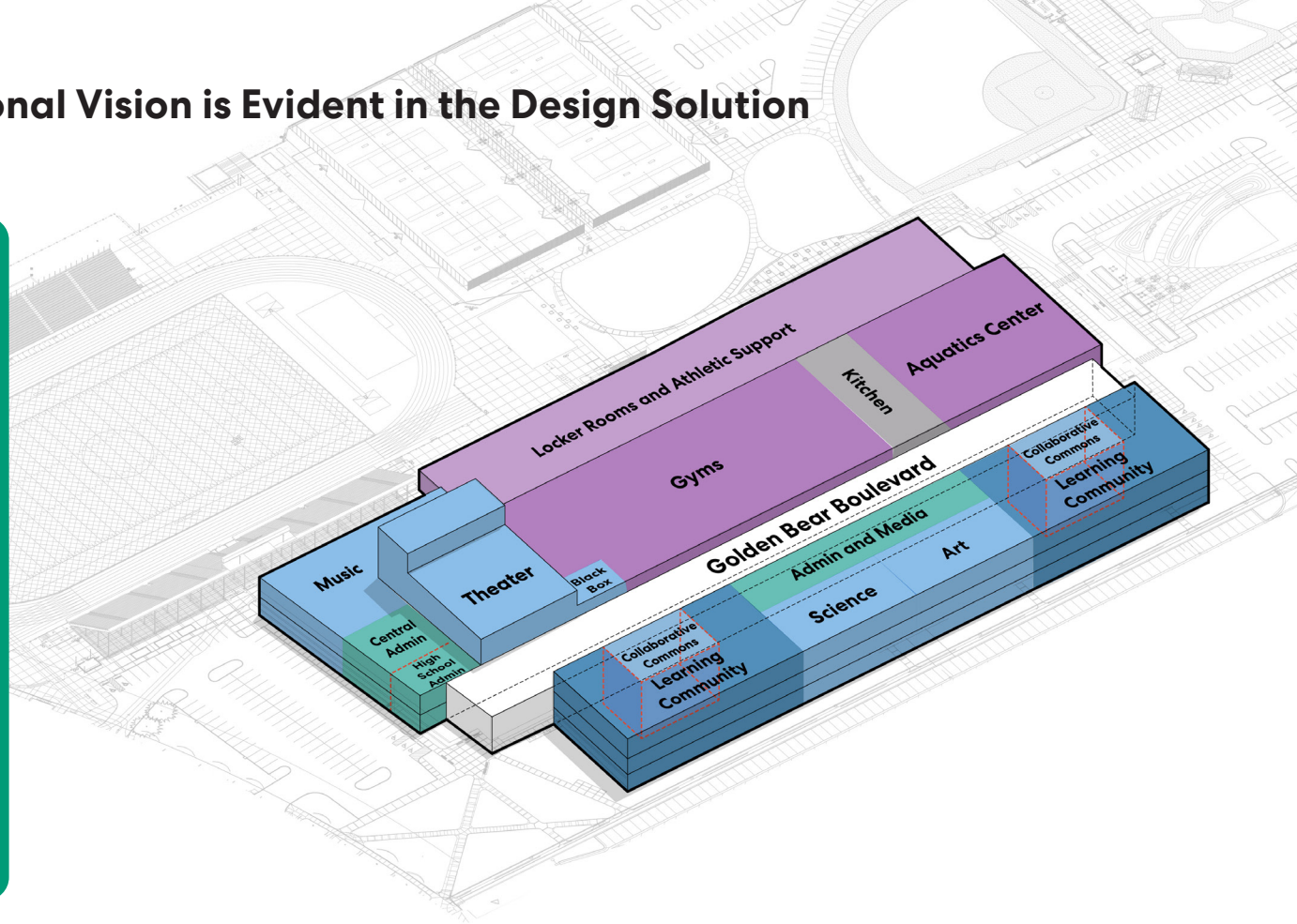
Site Plan



How the Planning and Educational Vision is Evident in the Design Solution

“First thing – this is a replacement high school – and I noticed off the bat – learning and student interactions as it relates to the curriculum are way more visible. As a leader, I can now “see” what is going on. I can see students collaborating in the new open areas. Collaboration is a lot more visible. Learning is a lot more visible. I’ve seen informal connections between teachers. In the old building the teachers were isolated from each other. Teachers are now able to see each other.”

ANDREW THEADO, PRINCIPAL
UPPER ARLINGTON HIGH SCHOOL



Many traditional high schools are organized and operated departmentally. This traditional arrangement does not reflect the interdisciplinary nature of learning that today’s students need.

Therefore, in support of the educational vision, the design solution includes small learning communities with departments arranged to work both horizontally in plan and vertically stacked in section to allow flexibility to work departmentally and cross-collaboratively. Abundant transparency between spaces ensures passive supervision and access to natural light. Several classrooms have motorized glass garage doors to allow agile and flexible room sizes and **connectivity to the larger project area.**

To further support interdisciplinary learning, the media center spaces, art studios and science labs are centrally located between core classroom spaces, and also vertically stacked.

Distributed student support offices and educator touch-down spaces are embedded in the learning communities, placing adults with close proximity to students, to enhance student/teacher relationships, safety, and personalized learning. The central location of these spaces further supports the district’s commitment to supporting all learners. **Strengthening inclusivity** are shared project-based learning spaces that vary in scale and furniture, huddle rooms for quiet work, and special education classrooms that are embedded throughout. Locker rooms and restrooms are designed purposefully for inclusive use.

With Golden Bear Boulevard acting as a natural wayfinding element, along its length, the main vertical circulation elements are highlighted in yellow, **embedding the district’s mission and school spirit in its words: Serve, Lead, Succeed.**

How the Planning and Educational Vision is Evident in the Design Solution



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The school Alma Mater is embedded in the terrazzo along Golden Bear Boulevard. The Golden Bear mascot, an artifact from the original Upper Arlington High School, is prominently displayed at the school store entry, adjacent to the main competition gymnasium.

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Important to the community and stakeholders, was deeply embedding the UA mission and vision, along with school spirit within the physical environment.

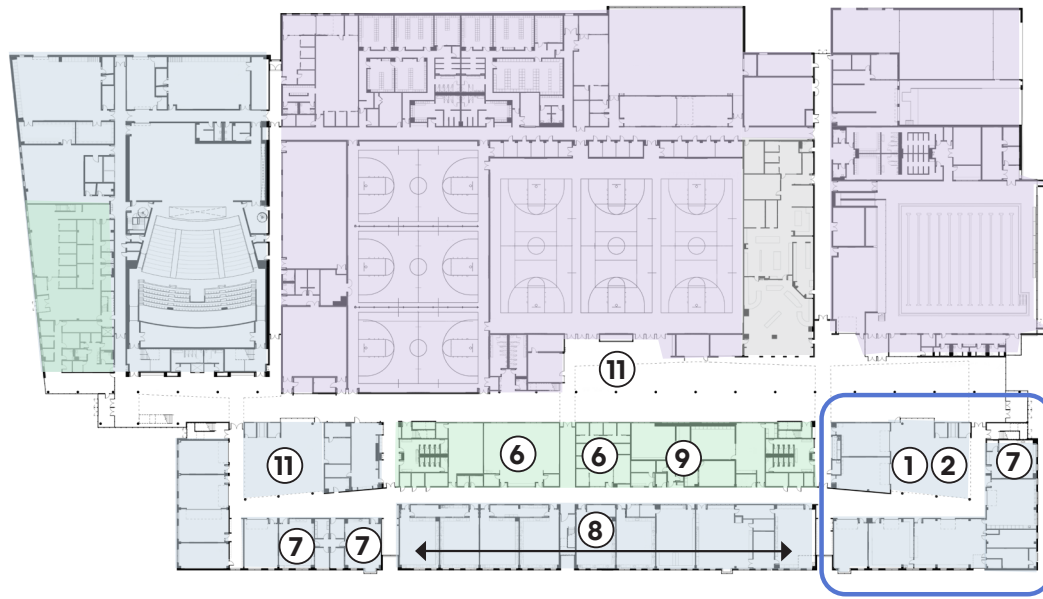


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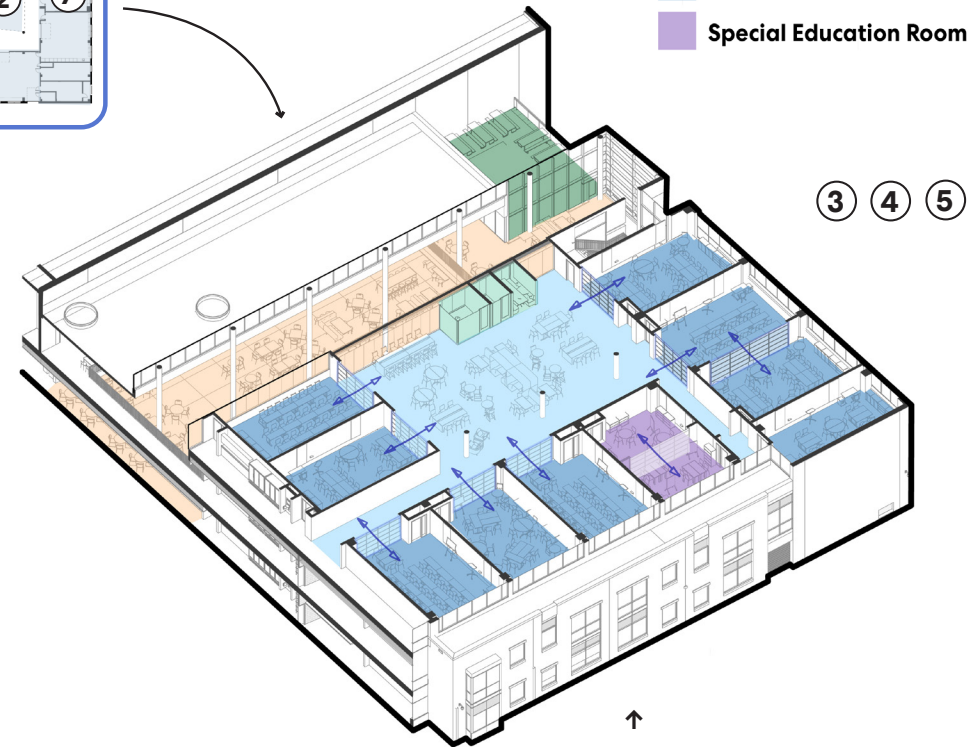
UA Gold color stair towers are emblazoned with words from the vision statement - Serve, Lead, Succeed, reinforcing culture and act as a wayfinding tool along Golden Bear Boulevard.



How the Planning and Educational Vision is Evident in the Design Solution



- Outdoor Learning Terrace
- Small Group
- Golden Bear Boulevard
- Collaborative Commons
- Learning Studios
- Special Education Room



Planning and Educational Visioning: Workshop Takeaways Evident in the Design Solution

- ① Small communities of classrooms and support functions
- ② Organize communities around an interior open collaboration space
- ③ Prioritize flexible spaces
- ④ Strong considerations for natural light and outdoor connections
- ⑤ Put learning on display with interior transparency
- ⑥ Strengthen faculty/student relationships via embedding collaborative teacher planning areas in learning communities
- ⑦ Integration of Special Education spaces
- ⑧ Centralizing Science and Art to promote interdisciplinary learning
- ⑨ Organize the library vertically to connect it to every learning community
- ⑩ Reduce student lockers significantly
- ⑪ Make space “work hard”

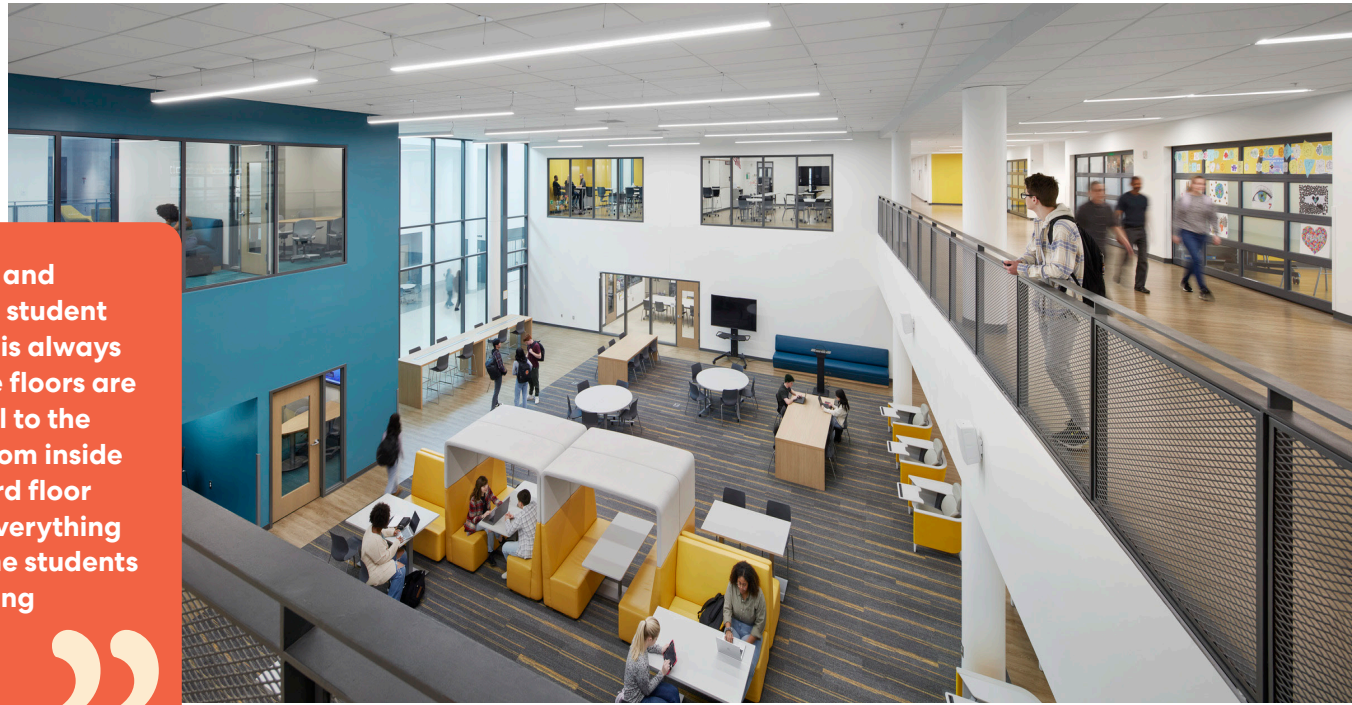
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Diagram of typical small learning community

How the Planning and Educational Vision is Evident in the Design Solution

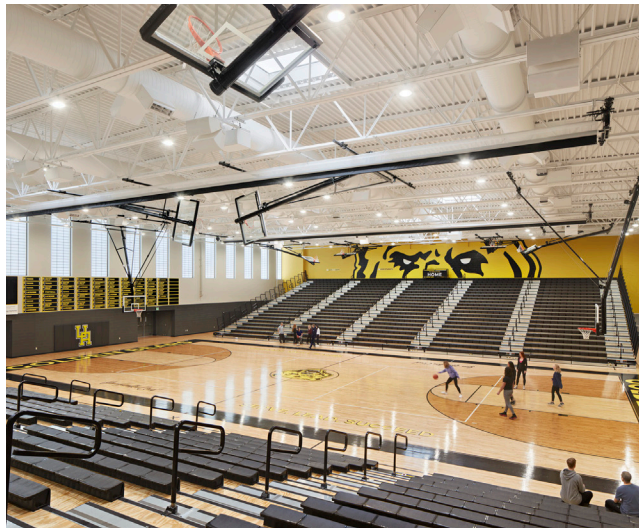
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*Digital and analog opportunities exist throughout.
A variety of furniture ensures no one-size-fits-all spaces.*

“ The hallways are lined with art, awards, and work that is made by and represents the student body and it's constantly changing which is always exciting. From the main hallway all three floors are clearly visible from one side of the school to the other, probably the most striking view from inside the HS is standing on a bridge on the third floor that is above the GBB and you can see everything it has to offer. It brings a new pride to the students wanting to attend each day and a learning environment that was truly awesome.

BEN CULP, CLASS OF 2022
UPPER ARLINGTON HIGH SCHOOL



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Comprehensive high school spaces support the whole child and the community - Natatorium, Gymnasium, Theater



How the Planning and Educational Vision is Evident in the Design Solution

This space helps us provide meaningful opportunities to students and is welcoming to our entire school and community. It's a true showcase of our UA culture and history!

ALICE FINLEY, EXECUTIVE DIRECTOR
UPPER ARLINGTON EDUCATION FOUNDATION



Library Media Center: Research and development lab, media production spaces, student run help desk, college and careers counselors, quiet study spaces and informal social spaces.



Maker Lab adjacent to the STEM commons with door open, allowing flexibility for student use



Huddle rooms for small groups, acoustical privacy and sensory needs.



Classroom studios with flexible walls to provide choice in room size and connectivity to hands-on project areas, like this STEM focused commons.

How the Planning and Educational Vision is Evident in the Design Solution



Science and art directly adjacent to classroom studios to encourage interdisciplinary collaboration.

Putting art and science together has allowed for cross-disciplinary work. For instance, a metals in art class and a science materials science class are now collaborating with each other whereas they would not have previously. This is a result of the intentional proximity of those programs in the building.

ANDREW THEADO, PRINCIPAL
UPPER ARLINGTON HIGH SCHOOL



How the Planning and Educational Vision is Evident in the Design Solution



The spaces designed for learning, are also opportunities to subtly promote diversity, equity, and inclusion. When we have spaces that open up into common areas, they allow all sorts of learners to gather and learn together.

I can't say enough good things about those intentionally planned spaces and the positive impact they have on the inclusivity and diversity of our school.

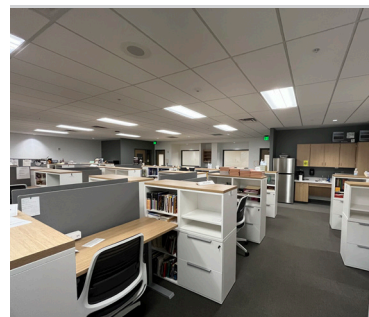
KIM WILSON, INTERVENTION SPECIALIST
UPPER ARLINGTON DISTRICT
TEACHER OF THE YEAR 2022



A student run coffee shop, UA Rise, is prominently located along Golden Bear Boulevard, where, as part of the curriculum, special education students learn business and job skills.



Special education classrooms are located in each learning community and are intentionally visible and seamless with the surrounding spaces.



Educators are at the heart of the student spaces, bolstering collaboration and cross-disciplinary opportunities.



Inclusive restrooms are located throughout the building, while inclusive locker rooms are available within the athletics wing.



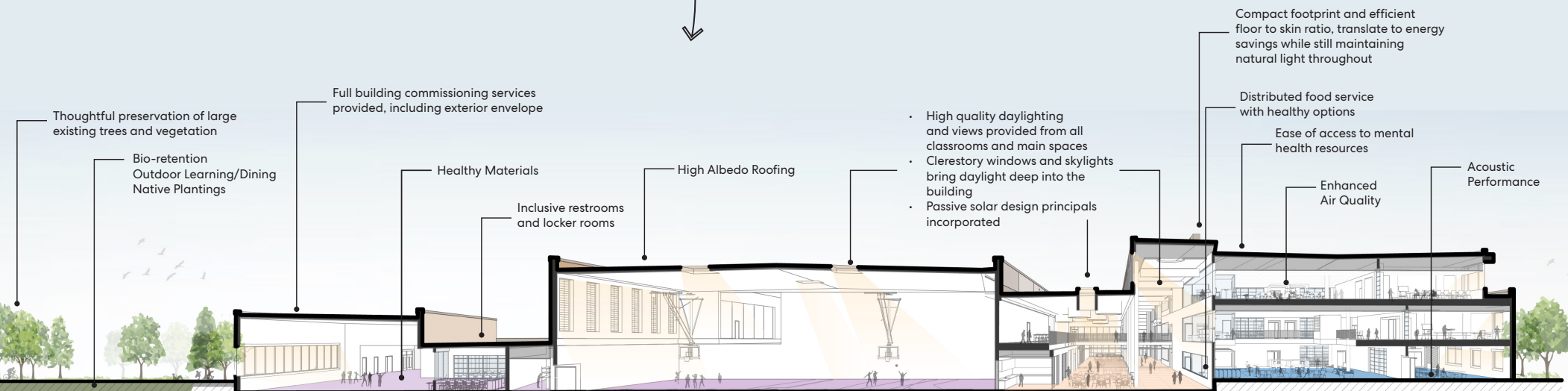
Student support spaces are centrally located close to learners.

Green Features

With many community members passionate around sustainability, the community Green Team convened, together with the district leaders, and design and construction teams, to study and prioritize possible sustainable aspects about energy use, water use, indoor environmental quality, materials and sustainable sites, some of which are diagrammed below.



A majority of the high priority strategies derived from the Green Team were implemented in the final project.



Green Features

People are always commenting on the quality of the daylight. Like the noticeable sunrises and sunsets which increase the positive mood in the building.

**ANDREW THEADO, UAHS PRINCIPAL
UPPER ARLINGTON SCHOOLS**



The GBB Mezzanine area features a distributed food service area with healthy options, and allows students choice in where and what they eat.



The clerestory windows of GBB bring abundant natural light into the library/media center, which is not on an exterior wall.



Special Challenges and Solutions and Cost Effectiveness and Matching the Solution to Community Resources

Challenges	Solutions
<ul style="list-style-type: none"> Landlocked school site required building on the same site with a limited footprint 	<ul style="list-style-type: none"> Compact building footprint maximized site and limited phasing impact
<ul style="list-style-type: none"> Lack of community awareness around facility conditions and the impact facilities have on learning 	<ul style="list-style-type: none"> Reflects community values and Guiding Principles. 2 1/2 year facilities master plan process led to voters to endorse the bond measure by 55%.
<ul style="list-style-type: none"> Overcoming legacy thinking around high school departmental organization 	<ul style="list-style-type: none"> Concurrent professional development process, ensured the design vision would align with space utilization
<ul style="list-style-type: none"> Creating facilities that align with and support current and future pedagogical and curricular changes 	<ul style="list-style-type: none"> Vertical and horizontal planning relationships allows for both departmental and interdisciplinary use Provides adaptable and flexible environments to meet the needs of all learners, now and in the future
<ul style="list-style-type: none"> Comprehensive high school replacement with enhanced spaces, challenged the budget. 	<ul style="list-style-type: none"> Efficient building design minimizing exterior wall saved over \$2 million dollars in initial project costs and reduced operational costs in perpetuity

“ At the end of our two-and-a-half-year process, I can say with absolute certainty that the master plan for our schools is truly the community’s plan. ”

PAUL IMHOFF, FORMER SUPERINTENDENT UPPER ARLINGTON SCHOOLS

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UAHS groundbreaking ceremony



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UAHS ribbon cutting ceremony



How the Project Advances the Development of Awareness of Effective/Innovative Learning Environments

Via the concurrent professional development process, 'UA Future Vision for Teaching and Learning' the UAHS educators were immersed in overcoming legacy thinking around high school departmental organization. Now, with the new UAHS as a tool, they are exceeding their goals around teaching and learning.



“ Having all of special functions (art, WARL [the media production studio], etc.) right in the middle has allowed for connections to be made between students and the building because it is all visible. Kids can see what is going on in the building. We had an event in the winter called an “elective fair” with tables and presentations down GBB at lunch which could not have been done in old building. It has allowed kids to learn about electives happening they might not have been aware of or interested in.

**ANDREW THEADO, PRINCIPAL
UPPER ARLINGTON HIGH SCHOOL**

”

How the Project Advances the Development of Awareness of Effective/Innovative Learning Environments



“ This building brings people together. It has helped to encourage collaboration between teachers and students and provided new opportunities for all types of different student gatherings and presentations. We also have more space for our community to enjoy the building. ”

**CHRIS POTTS, FORMER CHIEF OPERATING OFFICER
UPPER ARLINGTON SCHOOLS**

“ The parents and community now can take great pride with respect to our facilities being a metaphor to our community values in making an investment for generations to come about the importance of our schools and the inseparable impact it has on our community. It has had a tremendous impact on property values and pride in our community. ”

**ANDY CULP
UAHS COMMUNITY MEMBER AND PARENT**



“ I love the diversity of design within our new building. It has created countless opportunities for groups to gather and collaborate in ways that were not previously possible. ”

DAVID MOCKABEE CLASS OF 2023
UPPER ARLINGTON HIGH SCHOOL



A4LE MWGL John Shaw Award Submission

REMINDER: You must register prior to filling out this form

- https://www.a4le.org/A4LE/Events/Event_Display.aspx?EventKey=MWGLJS24&WebsiteKey=d37387ab-a51a-4aef-8403-8eaa70ea95e2

Electronic Portfolio Requirements:

Project Narrative (400 Words Total)

- Project description clearly stating the educational vision
- Planning process identifying programming process or educational specifications development
- How the planning and educational vision is evident in the design solution
- Special challenges faced and solutions provided
- Cost effectiveness and matching the solution to community resources
- “Green” features of the design
- How does the project advance the development or awareness of effective/innovative learning environment?

Project Drawings

- Site plan
- Floor plans and sections (maximum 8.5” x 11”)

Project Photographs: (Color)

- 3 to 4 photos of interior and exterior
- Before and after photos for renovation projects

Email *

megan.wakefield@perkinswill.com

Form Submission Contact *

Megan Wakefield

Contact Email Address *

megan.wakefield@perkinswill.com

Project Type/Category

Project Type *

- New Construction
- Renovation
- Addition

Category ^{*}

- Elementary School
- Junior High School
- High School
- Vocational School
- Community College
- Four (4) Year College/University
- Other

Project Information

Project Name ^{*}

Upper Arlington High School

District Name ^{*}

Upper Arlington City School District

City and State *

Upper Arlington, Ohio

Superintendent/President *

Dr. Paul Imhoff

Occupancy Date: *

Spring 2021

Grades Housed: *

9-12

Project Size: *

418,500 square feet

Capacity (Students) *

2,100

Site Size (Acres): *

34 acres

Gross Area (Sq. Ft.): *

418,500 square feet

Per Pupil (Sq ft.) *

199 square feet

Project Cost

Site Development *

estimated \$22,000,000

Building Construction *

estimated \$87,000,000

Fixed Equipment *

included in building construction cost, breakdown not available

Other *

n/a

Total *

\$109,461,937

Project Team

Architectural Firm *

Perkins&Will and Moody Nolan

Principal -in -Charge *

Steve Turckes

City/State (Province) *

Chicago, Illinois and Columbus, Ohio

Educational Planner *

Pekrins&Will, Aimee Eckmann

City/State (Province) *

Chicago, Illinois

Engineering Firm(s) *

MKSK, EMH&T (other consultants: Schuler Shook, Counsilman-Hunsaker, Vorndran&Associates, Sextant Group/NV5)

Engineer - in - Charge *

Pat Carney, Stank Kmonk, Matt McGrath, Amy Nagy

City/State (Province) *

Columbus, Ohio

Construction Management Firm *

Ruscilli Construction

City/State (Province) *

Upper Arlington, Ohio

General Contractor *

n/a

City/State (Province) *

n/a

Project Photos/Drawings/Design Plans

PLEASE NAME YOUR FILE - 2023JS(Name of your Firm) EXAMPLE: 2023JSA4LE

Enter Files Here *

 2023JSPerkins&...

Display Board Requirements:

Panel Display Format:

Plans: Site plan, floor plan, and one or more sections or elevations should be shown legibly and accurately at scale, with numerical and graphic indication of scale. Reproductions of working drawings are not acceptable. Lettering should be kept at a minimum and be large enough for exhibit viewing.

Photographs: It is important that most photographs include teaching areas and preferably contain people to help jury members with scale. Only one exterior signature photograph is

required. It is better to have a greater number of smaller pictures rather than two large photographs. Rendered elevations or perspectives may be used but not substituted for photographs.

Mounts: All entries shall be two dimensional and exhibited on a minimum of two and a maximum of four, 20" x 20" x 1/2" foam board mounts.

Composition of individual mounts shall be at the discretion of the entrant, provided that mandatory requirements are met. Permanent-type adhesive should be used to attach plans and photographs to mounts. Names of design firms may appear on drawings, photographs, or other materials to be judged. Lettering should be kept at a minimum and be large enough for exhibit viewing.

Display Logistics

Panels are to be sent directly to the conference hotel with clearly marked packaging for A4LE. Name of hotel, address, and delivery information will be provided once submission deadline and applicable fees have been met.

Supervision and Services: The exhibit committee reserves the right to assign exhibit space and to withhold from exhibition entries deemed to be unsuitable for display. Adequate general illumination will be provided; no special individual lighting or displays will be permitted.

Return of panels: Applicants will be responsible to pick up their display panels at the end of the conference. All boards not picked up will be discarded.

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