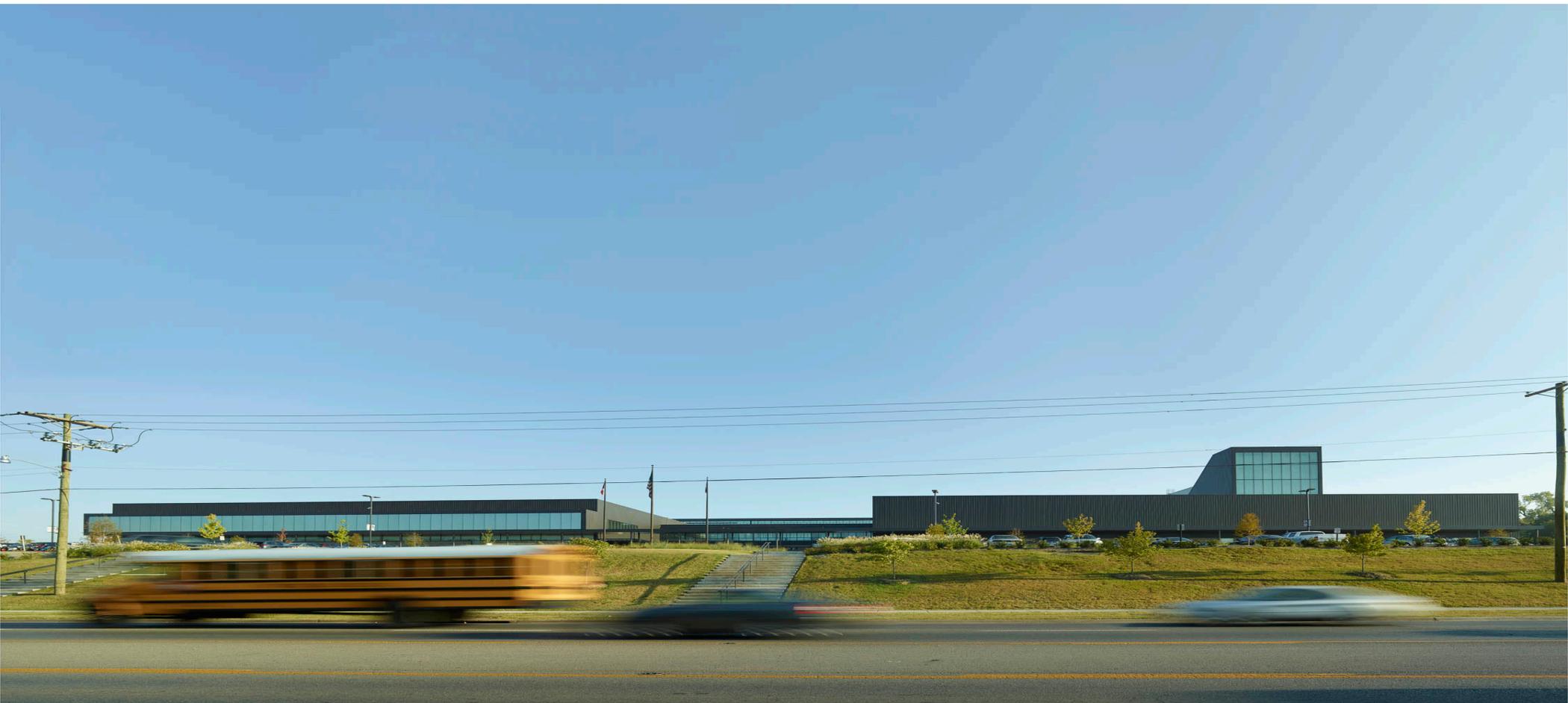


FAYETTEVILLE HIGH SCHOOL



A4LE James D. MacConnell Award Submittal
May 2, 2016

Imagine a picturesque town at the foothills of the Ozark Mountains; a prestigious University that attracts top faculty and scholars from around the globe; and a community rich in education that is rated as one of America's most liveable cities. Now picture a fragmented high school campus, crumbling buildings, and a school district and community that disagreed on what the future looked like for the community's only high school. This is the story of Fayetteville High School (FHS).

Ironically, this story began in early 2009 with a resounding "No." Prior to the current design team, Fayetteville Public Schools (FPS) embarked on a journey to update FHS. The District knew action was necessary and that the community would no longer tolerate deteriorating facilities. However, the first attempt for change was led by the previous design team that crafted a plan *dictated to the community, not by the community*. A lackluster plan that didn't solve the true challenges was as cobbled together as the FHS campus. The community emphatically said "No" to a millage election on September 15, 2009. Quotes began to surface like, "Enough is enough. We won't stand for second best." Community members took a stand. They demanded more, their children deserved more, and they were not going to accept mediocrity.

Thirty days later FPS conducted a national architecture and design firm search and ultimately hired the current design team. The team went to work immediately drafting a new conceptual design for public feedback. FPS hosted three public meetings to display the proposed plans and discuss possibilities for moving forward. Hundreds of volunteers spent 1000s of hours planning, providing input and rallying as a united front to make FHS a world-class campus. Stimulus funds were available, but voters still needed to approve a millage increase to fund the improvements. On September 21, 2010, 55 percent of voters checked YES on their ballot and the millage was approved.

The transformation of FHS is the story of turning a tired, worn facility into a beacon of light, a thoughtful display of education, and an icon in this thriving community of Fayetteville. The shift from a 10-12 to a 9-12 grade campus provided more educational opportunities for students; a modernized, cohesive campus elevated its academic stature to attract top educators and students; and the public's investment in education was seen as an investment in the future of Fayetteville.



In a university town it can be challenging to identify comprehensive 'community' interests. This project and the Board of Education's decisions around it were not without controversy and some opposition. Through that spirited community conversation, it was always the desire of the school board to meet as many student interests and needs as possible. For some in the community, this project means simply, 'This one is done and put to rest.' For others, it keeps the central core of Fayetteville focused around downtown and the University of Arkansas.

– Tim Hudson, FPS Board member



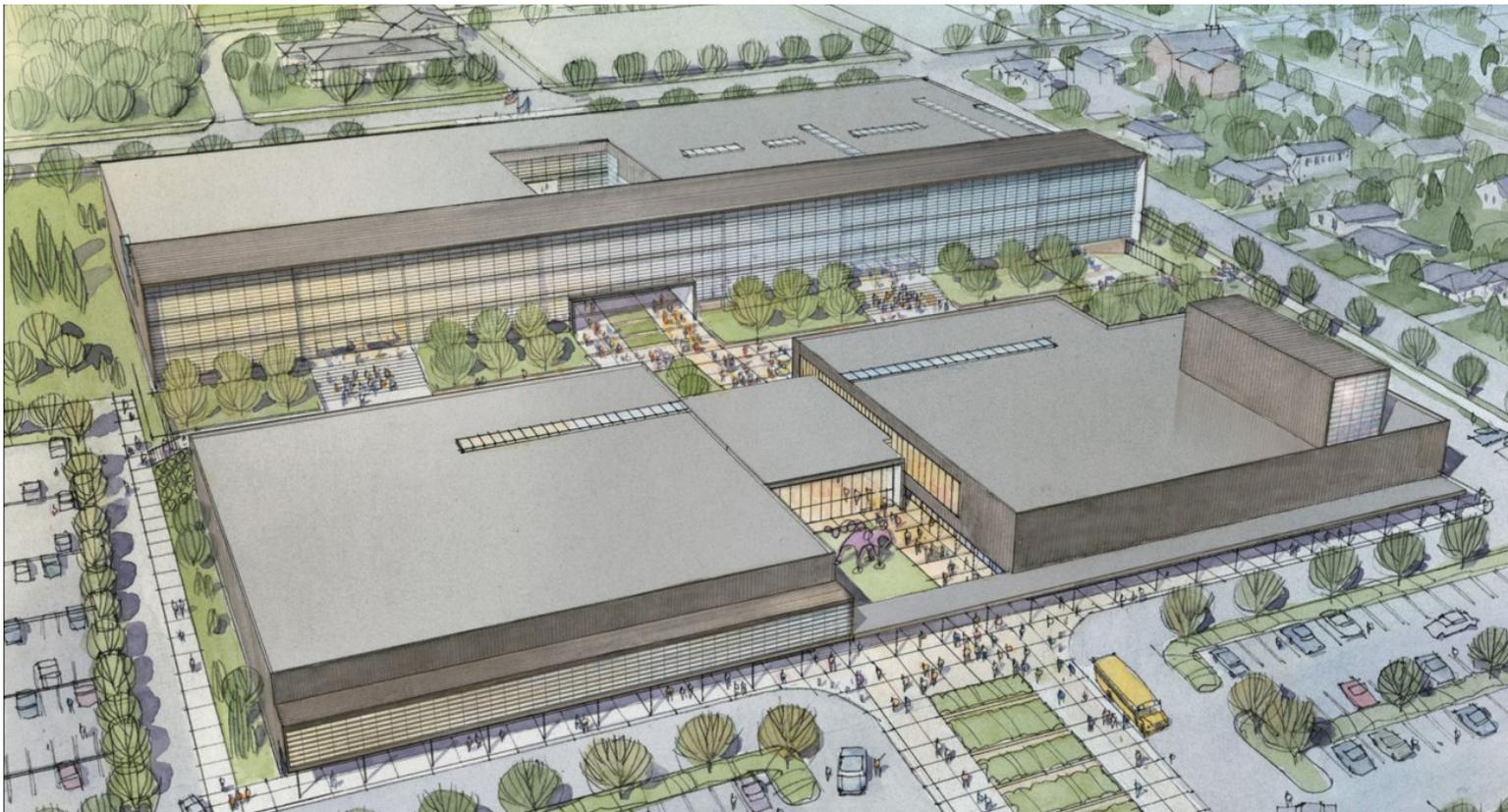
SCOPE OF WORK & BUDGET

The scope of work included planning, programming, and design of a 534,000 SF high school to accommodate 3,000 students in grades 9-12. FHS is the only high school serving a community of 80,000. Services included planning, architecture, engineering and interior design.

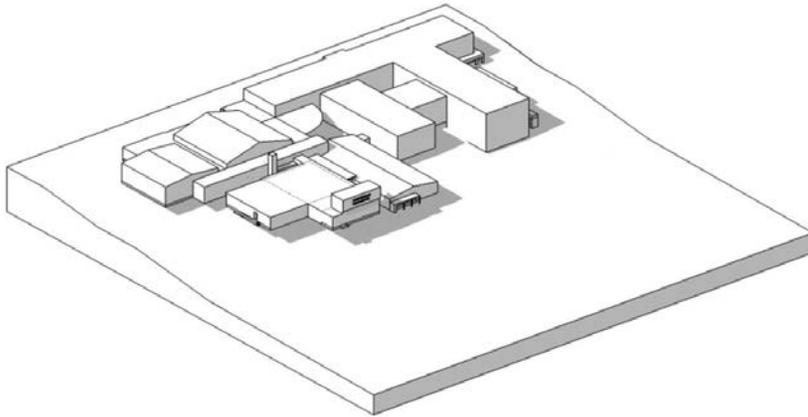
The project was conceived in four quadrants over two phases to allow for continuous operation of the school during the four year construction schedule. The main front entrance was repositioned toward Martin Luther King Blvd., creating an inviting, visible entrance to campus and allowing for new drop off areas and vehicular access to the site.

Phase One – consisting of a new arena, performing arts center, auditorium, band/music space and athletics spaces - was built on the south side of the site and opened in August 2012. Phase Two houses academic facilities, allowing for the integration of 9th grade onto the campus. The 9th grade center and alternative school were built on the site of the former athletic building. Phase Two was completed in August 2015. A complete phasing plan appears on the following two pages.

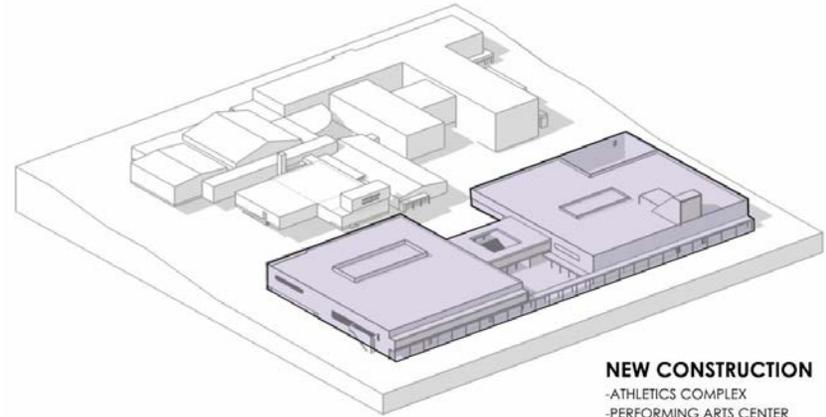
The total project cost, including site development, for Fayetteville High School was \$95.9M.



EXISTING: SEPTEMBER 2010



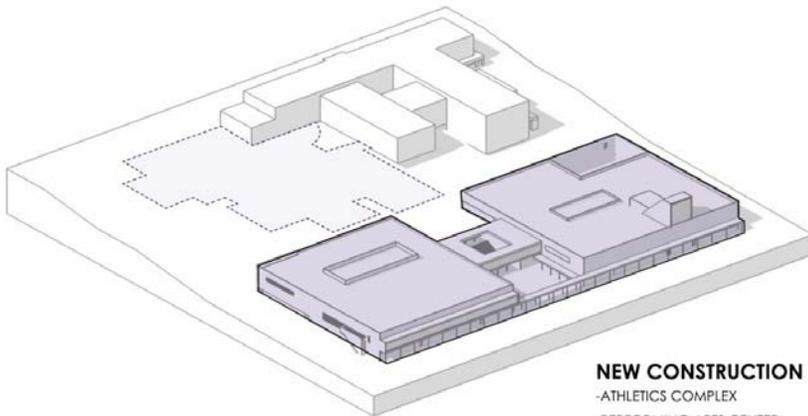
SEPTEMBER 2010 - MARCH 2012



NEW CONSTRUCTION
-ATHLETICS COMPLEX
-PERFORMING ARTS CENTER

- NEW CONSTRUCTION
- RENOVATION

MARCH 2012 - JUNE 2012

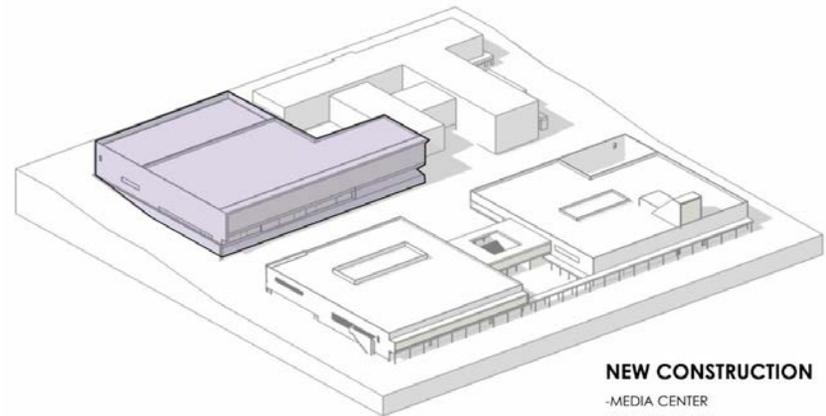


NEW CONSTRUCTION
-ATHLETICS COMPLEX
-PERFORMING ARTS CENTER

DEMOLITION
-GYMNASIUM
-PERFORMING ARTS

- NEW CONSTRUCTION
- RENOVATION

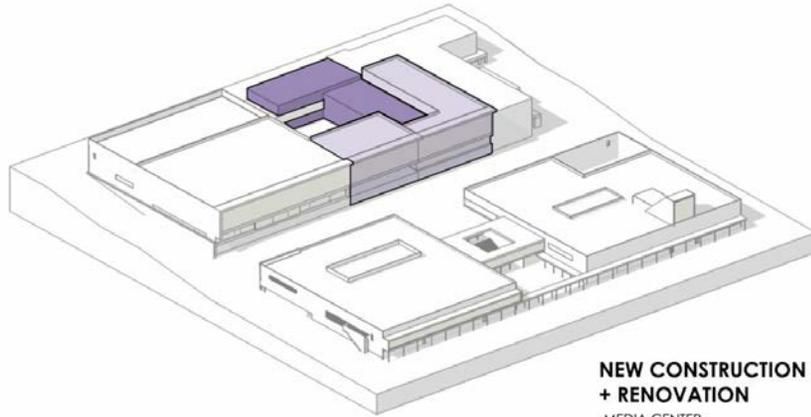
JUNE 2012 - SEPTEMBER 2013



NEW CONSTRUCTION
-MEDIA CENTER
-CTE PROGRAMS
-9TH GRADE CENTER
-ALTERNATIVE PROGRAMS
-LECTURE HALL
-ART

- NEW CONSTRUCTION
- RENOVATION

SEPTEMBER 2013 - AUGUST 2013

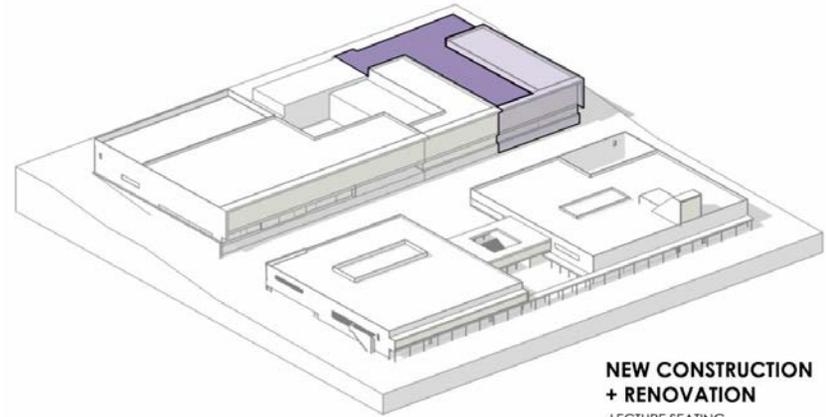


**NEW CONSTRUCTION
+ RENOVATION**

- MEDIA CENTER
- SLCs
- OPEN PROJECTS LABS
- PROJECT BASED LEARNING
- CLASSROOMS

- NEW CONSTRUCTION
- RENOVATION

AUGUST 2014 - MAY 2015

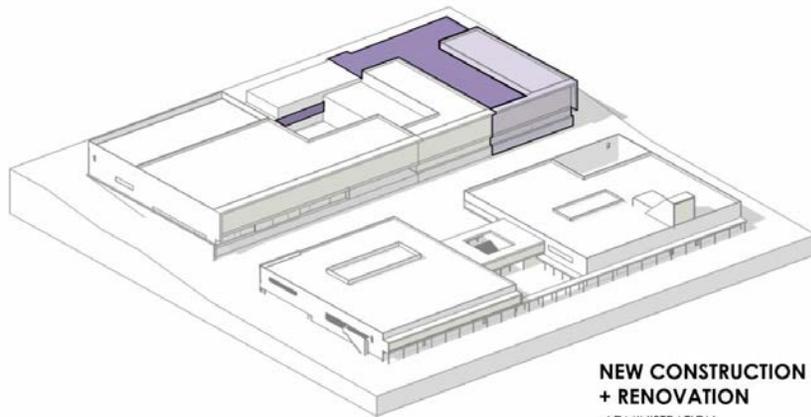


**NEW CONSTRUCTION
+ RENOVATION**

- LECTURE SEATING
- SPECIALIZED LEARNING LABS
- SPECIAL EDUCATION SUITE
- FLEX CLASSROOMS
- SOCIAL COMMONS
- SCIENCE CLASSROOMS

- NEW CONSTRUCTION
- RENOVATION

MAY 2015 - AUGUST 2015

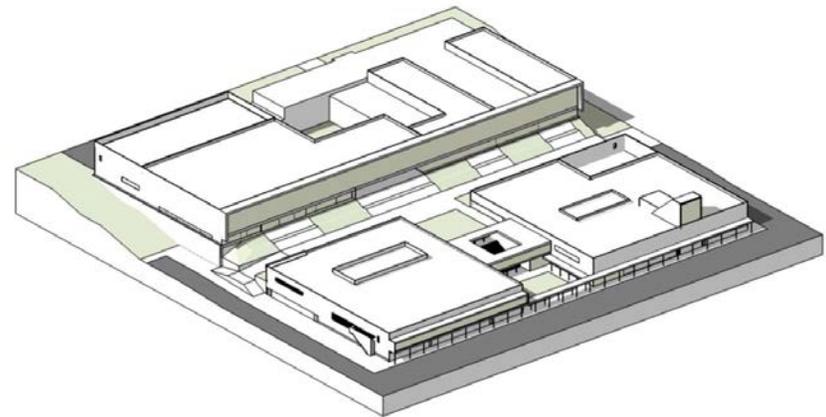


**NEW CONSTRUCTION
+ RENOVATION**

- ADMINISTRATION
- LECTURE SEATING
- SPECIALIZED LEARNING LABS
- SPECIAL EDUCATION SUITE

- NEW CONSTRUCTION
- RENOVATION

COMPLETE: SEPTEMBER 2015



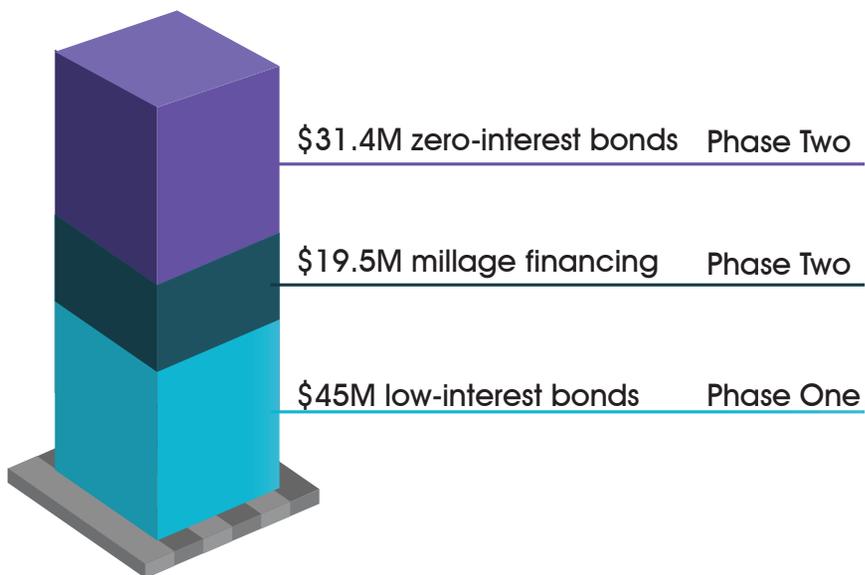
- NEW CONSTRUCTION
- RENOVATION

IDENTIFY STAKEHOLDERS

The community of Fayetteville is the stakeholder group for this project, including parents, students, staff and administrators, the University of Arkansas, local businesses and patrons. Since its inception, Fayetteville has been a community with a diverse culture rich in education. Everyone in the community could, and would, benefit from an updated, modern high school campus.

A key stakeholder group, the University of Arkansas was extremely interested in this community project from the start. Even before the current planning and design team was hired, students from the UA Fay Jones School of Architecture and Design, led by 2009 E. Fay Jones Distinguished Professor in Architecture Larry Scarpa, of Brooks + Scarpa, investigated possibilities of building a new facility on the current campus. During the spring 2009 semester, the student studio began by researching and documenting current high schools in the state of California that utilized small learning communities, and how the methodology affected the typical high school classroom layout. Student projects were built around the SLC type, with the goal to explore how an addition to the current high school could manifest through this organizational strategy. Students were grouped into teams of 4-5, and projects were reviewed with faculty, community leaders, and building professionals. At the conclusion of the studio, student work went on display in the public library as a means to generate interest and community support for the future high school renovation and expansion.

The transformation of FHS also reached beyond the local community through federal stimulus funds. Because of the state's funding formula, Fayetteville Public Schools receives no substantive state facility money to assist in building or renovating campuses, as do most districts in Arkansas. For the first time in history, the district was awarded \$31.4M of zero-interest Qualified School Construction Bonds to supplement \$19.5M of traditional millage financing, which is paid by local taxpayers. Phase One of the project was financed through \$45M in low-interest Qualified School Construction Bonds which were repaid through \$2.5M in budget cuts. These low-interest bonds eliminated the need for a millage increase to fund Phase One.



“

As one would anticipate in a university town, there was significant community interest in the future of Fayetteville High School. Dozens of meetings were held with the invitation extended to all constituencies (faculty/staff, parents/patrons, business, etc.) to participate in the conversations necessary to develop the program for this transformed high school campus.

– Tim Hudson, FPS Board member

”

\$95.9M total

IDENTIFY STAKEHOLDERS

A Picture is Worth a Thousand Words

At the grand celebration for the groundbreaking of Phase One, student representatives from every class in the school district (FHS Class of 2011 thru 2024) wore shirts labeled "Class of 20xx" and lined up chronologically, to turn the first shovels of dirt with help from school board members and local dignitaries. Pictures from this event circulated throughout the community and parents of young students realized this project was for their future. These individuals became impassioned advocates and volunteers throughout the millage campaign. The groundbreaking ceremony demonstrated the district's sincere commitment to the community and a feeling of optimism for success at the polls in September began to build.



“

In a few short years time, the commitment that Fayetteville has to education will once again shine, and our purple pride will not only be for the Bulldogs that play here, but it will also be for the 21st century learning environment provided by our schools.

-School Board President
Susan Heil

Today when we shovel dirt, we don't just shovel dirt, we shovel hope for the next generation of children to come on, generation to generation.

-City of Fayetteville
Mayor Lioneld Jordan

”

CHALLENGES

The existing Fayetteville High School campus presented multiple challenges to the design team.

Conversion from 10-12 grade campus to 9-12 grade campus

The district wanted to transition 9th grade students to the high school campus for greater access to advanced educational programs and courses. However, bringing this group of students to the existing campus created the need for additional space. This conversion also led the change from a traditional comprehensive high school to a small learning community (SLC) model. All students would move through a 9th grade SLC and then into a focused SLC based on career interests. Clustering 9th grade students in a separate and contained SLCs eased their transition to high school, which was a clear directive from the community.

Inadequate facilities and space to accommodate 3,000 students

The existing high school was built in 1952 and was simply too small and fragmented to accommodate 3,000 students. The common areas were too small for the current enrollment. The auditorium did not support student productions and the cafeteria could seat less than 1/6 of the student body at once. Plus the cafeteria flooded during heavy rains. Academic spaces were outdated, did not meet state standards, and were not flexible for modern teaching and learning practices.



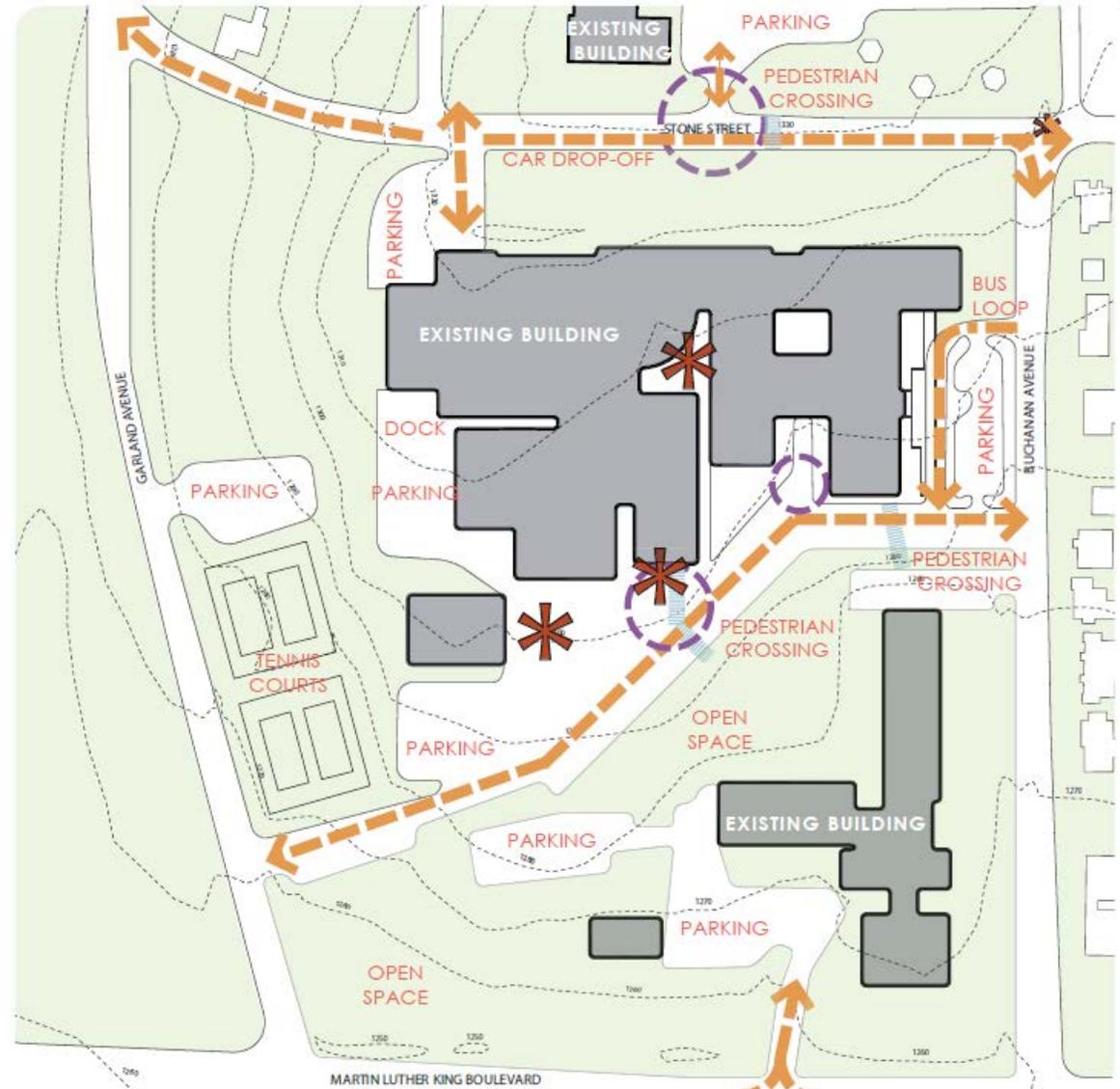
CHALLENGES

Unsecure campus with 56 access doors

As the district piecemealed additions together from 1975 to 1991, more and more access points were added. Monitoring all 56 access doors was not possible, creating an unsafe and unsecure campus for students and staff.

Lack of cohesive outdoor space

Fayetteville High School had become a collection of buildings. Outdoor learning opportunities were underutilized due to the fragmented layout and the campus could not create a sense of identity for the student body.



CHALLENGES

Topography and Sloping Site

The 18 acre urban site drops 85' from north to south, creating a tight site with no possibility of expansion.

Lack of Vision

The existing school was a conglomeration of numerous buildings without an identity.



Aerial photographs showing existing site, 85' sectional drop of site, and various smaller building scattered on site at different elevations.

AVAILABLE ASSETS

The planning and design team used the following assets as it transformed Fayetteville High School into a modern, next generation campus, including:

Adjacent to University of Arkansas

Downtown location

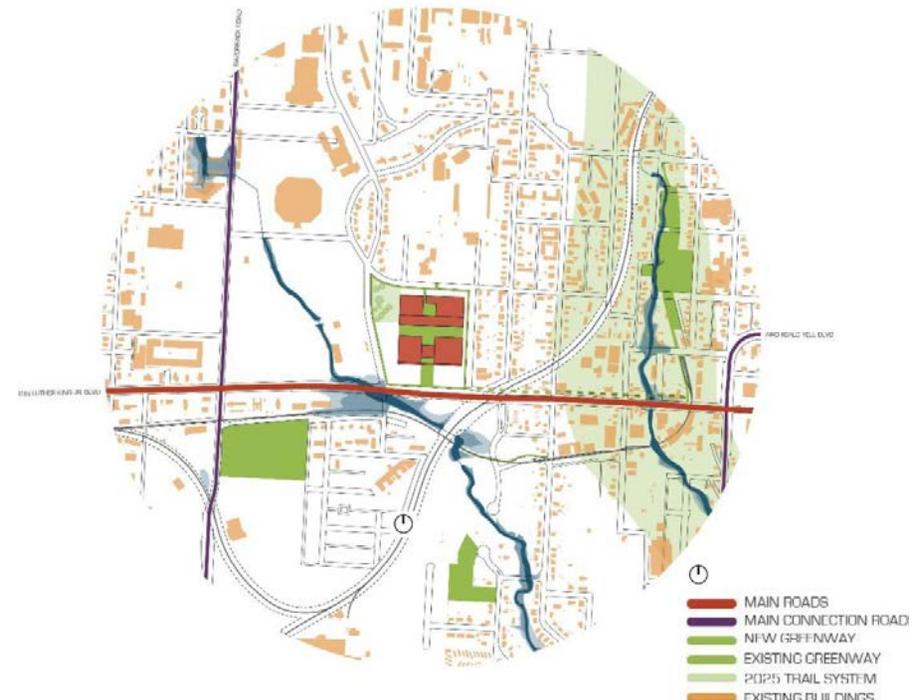
Proximity to bike and walking trails

Site / topography

Early in the planning process, patrons raised the question “Should we move FHS to a new location?” Although the conversation was short lived, the community collectively weighed the options and ultimately decided to keep the school on its original site. FHS is located in the heart of downtown and is adjacent to the University of Arkansas. Patrons could envision a corridor of academic excellence that surrounded a reimagined FHS, downtown Fayetteville and the University.

With help from designers, community members recognized the beauty of the site and its close proximity to bike and walking trails. Adjacent trails would encourage pedestrian traffic to and on campus, giving the community easy access to the facility for public events.

While the sloping site initially proved challenging, the design team wanted to take advantage of the topography to create a prominent connection to the community and avoid large retaining walls. Community members fully embraced a new main entrance that would feature a public plaza located between the athletics and performing arts spaces.



VALUE OF PROCESS & PROJECT TO COMMUNITY AT LARGE

At 534,000 SF, Fayetteville High School is the largest civic project constructed in Fayetteville in the last 50 years.

The Fayetteville community became a united front in 2009 and ultimately defeated a millage request to update the existing high school campus based on a plan proposed by the previous design team. The plan was not clearly defined, it did not solve the educational challenges the district was facing and it was presented at the beginning of the recession. Plus the community had no input on the solution. After the unsuccessful millage election, the district realized a new and different plan was essential. The community had spoken and the district responded by hiring the current design team.

FPS issued a survey to determine primary reasons voters did not support the millage. Cost was the number one reason, followed by lack of clarity of the plan. Survey respondents wrote: "District's message was muddy and too complex" "You threw too many numbers at us."

Armed with this knowledge, FPS hired the current planning and design team in October 2009 and they immediately went to work repairing relationships that had been strained between the public and the district.

New FPS High School Survey – Oct 2, 2009

Did you vote for or against the millage on September 15?
 For Against

Please rank the three reasons (1 being the highest) that impacted your decision the most:

<input type="checkbox"/> Cost of the plan	<input type="checkbox"/> Current economic climate
<input type="checkbox"/> Location	<input type="checkbox"/> One high school instead of two
<input type="checkbox"/> Addition of 9 th grade	<input type="checkbox"/> Building new instead of renovating
<input type="checkbox"/> Trust in school system	<input type="checkbox"/> Small Learning Communities
<input type="checkbox"/> Impact on my property taxes	<input type="checkbox"/> Other (please specify) _____
<input type="checkbox"/> Construction on campus	_____
<input type="checkbox"/> Quality of the current facility	_____

Please include any additional comments you may have: _____

- Please return by October 12, 2009 -

VALUE OF PROCESS & PROJECT TO COMMUNITY AT LARGE

Prior to starting design efforts, the district and its planning and design team hosted a student charrette where all high school students were invited to share feedback related to their current high school. Representatives from the planning and design team asked questions to determine what features students liked and disliked in their current school, and also asked them to share ideas of the spaces they would change to improve the learning experience. Students expressed that there was no dedicated space they could identify with such as a social commons, and there were limited opportunities to view the outdoors or participate in learning activities outdoors. Both elements would be fixed in the new design.

From January to May 2010, five open public forums were held to gather community input. During this time 18 user group meetings with staff, faculty, and school board were held. More than 500 patrons, students, and staff provided input on what would become Fayetteville High School.

The planning and design team led user groups through a five-step process of design thinking to allow educators and students to become integral to the design process. The process evolved from Discovery to Interpretation to Ideation to Experimentation to Evolution. This five-step process gave user groups the opportunity to outline their challenges and gather knowledge by touring modern learning environments around the country. The groups completed exercises where they would overlay ideas and themes into the facility, as well as define the student experience throughout the day. These exercises allowed the groups to help shape the vision and program into the Ed Specs that would be used for FHS.

“

The community brought energy and an inquisitive attitude that contributed to the overall success of the planning. There was a perfect mix of community input and a design team that listened carefully. In my every encounter with the design team every effort was made to listen and go beyond what may have been original thinking. A balanced approach was very successful.

– Steve Jacoby,
Former FHS Principal

”

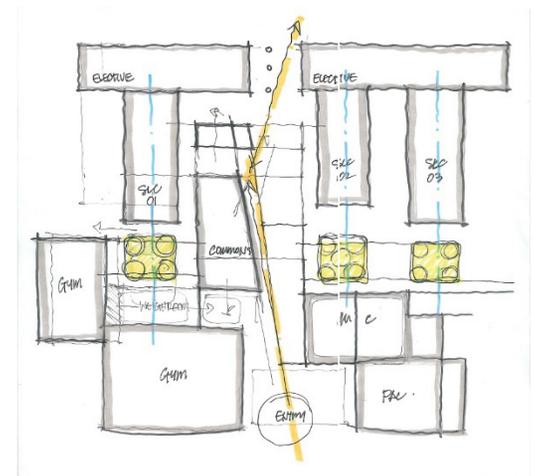
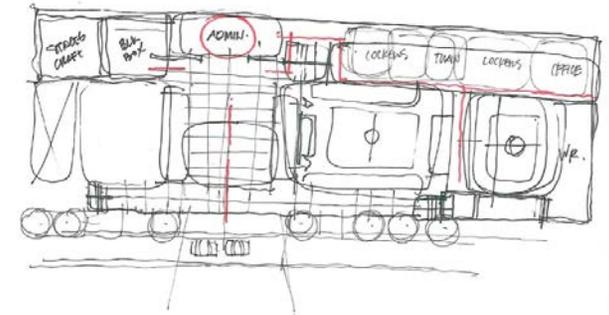
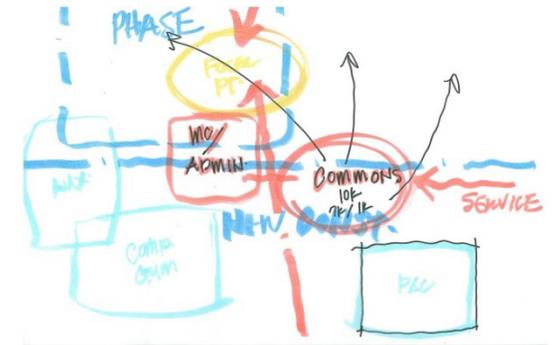
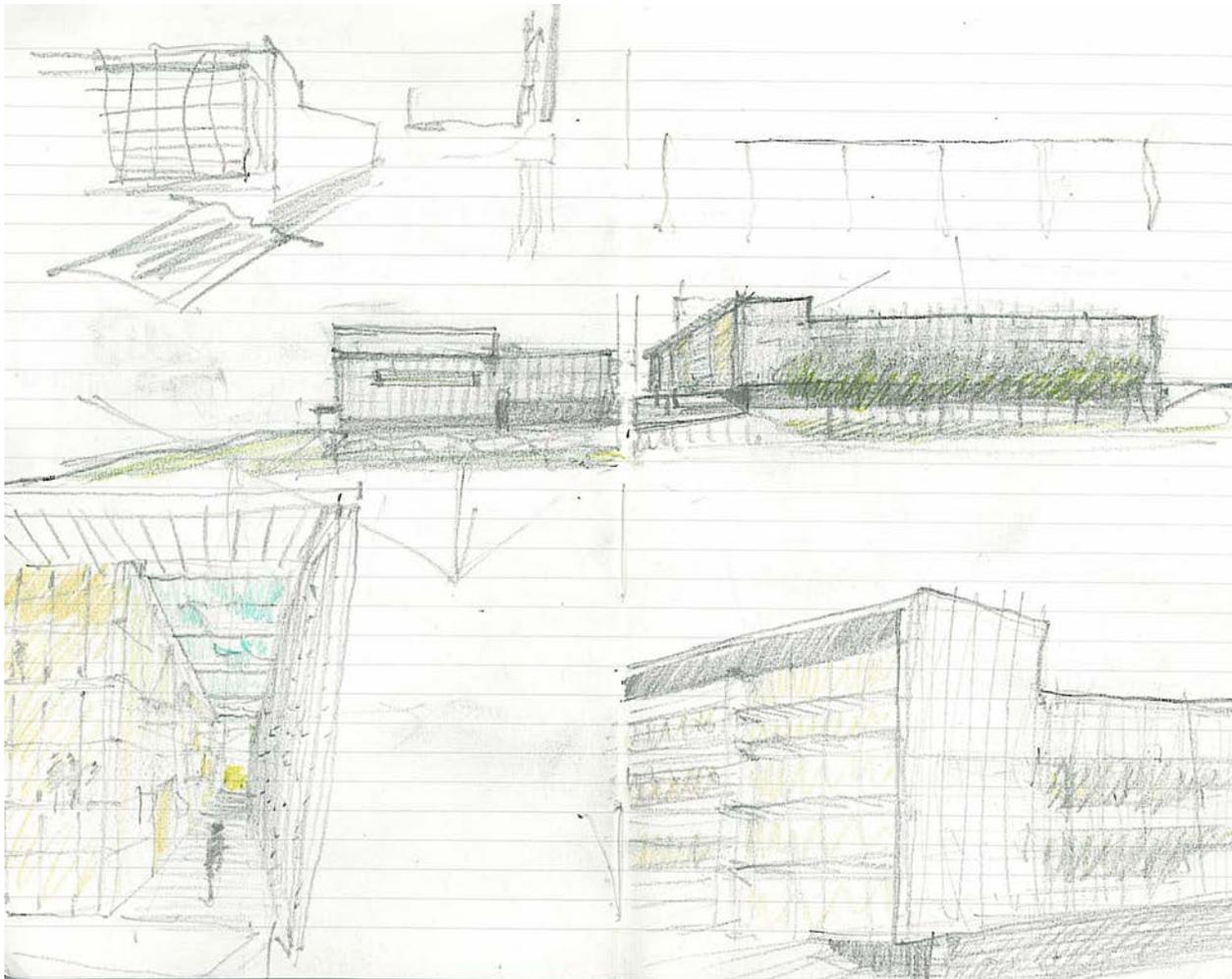


COMMUNITY ENGAGEMENT PROCESS

VALUE OF PROCESS & PROJECT TO COMMUNITY AT LARGE

Every step of the way the planning and design team involved the community. Representatives answered patrons' concerns and were able to converge all ideas into a single vision that was unveiled to the community through public meetings, media coverage, social media promotion and direct mail.

Sketches to the right and below show the progression of the planning and design process shaped by student, staff and community input.



VALUE OF PROCESS & PROJECT TO COMMUNITY AT LARGE

Once the plan was finalized, the planning and design team collaborated with the district to outline a simplified messaging strategy to educate and inform the community about the millage campaign. Three primary messages prevailed:

Education/Program

Economics

Environmental Considerations

The district presented the needs and challenges related to the existing campus, such as outdated and inadequate academic and social spaces for the student population. The solution alleviated overcrowding, allowed for new instructional programs and provided access to more educational opportunities for students.

Plus the facility allowed for public or joint use of several amenities, including the auditorium, gymnasium, athletic facilities and commons areas. Fayetteville High School would become a community-wide shared facility for life long learning.

Funding for the project had changed slightly from 2009 to 2010, as federal stimulus funds became available for the first time in the district's history. The new plan required fewer funds from taxpayers in 2010, which minimized Tea Party and anti-tax groups from advocating against the millage request. The district's message about finances and economics of the plan were simplified so every patron could grasp the personal impact of the plan and a minimal millage increase. Messaging clearly showed the community was getting the full value for their money this time and it worked. A \$19.5M millage request was approved on September 21, 2010 that funded a portion of Phase Two.



- PHASE 1
1. AGRICULTURAL LABS
 2. CLASSROOMS
 3. CLASSROOMS
 4. CLASSROOMS
 5. COURTYARD
 6. CLASSROOMS
 7. SCIENCE LABS
 8. MEDIA CENTER

- PHASE 2
9. GREEN STREET
 10. AUXILIARY GYM
 11. ADMINISTRATIVE OFFICES
 12. SOCIAL COMMONS
 13. LOADING DOCK/CENTRAL PLANT
 14. BRIDGE
 15. MARCHING BAND ROOM
 16. CHOIR ROOM
 17. AUXILIARY GYM
 18. COMPETITION GYM
 19. PERFORMANCE ARTS CENTER
 20. BAND ROOM
 21. STAFF PARKING

EDUCATIONAL ENVIRONMENT

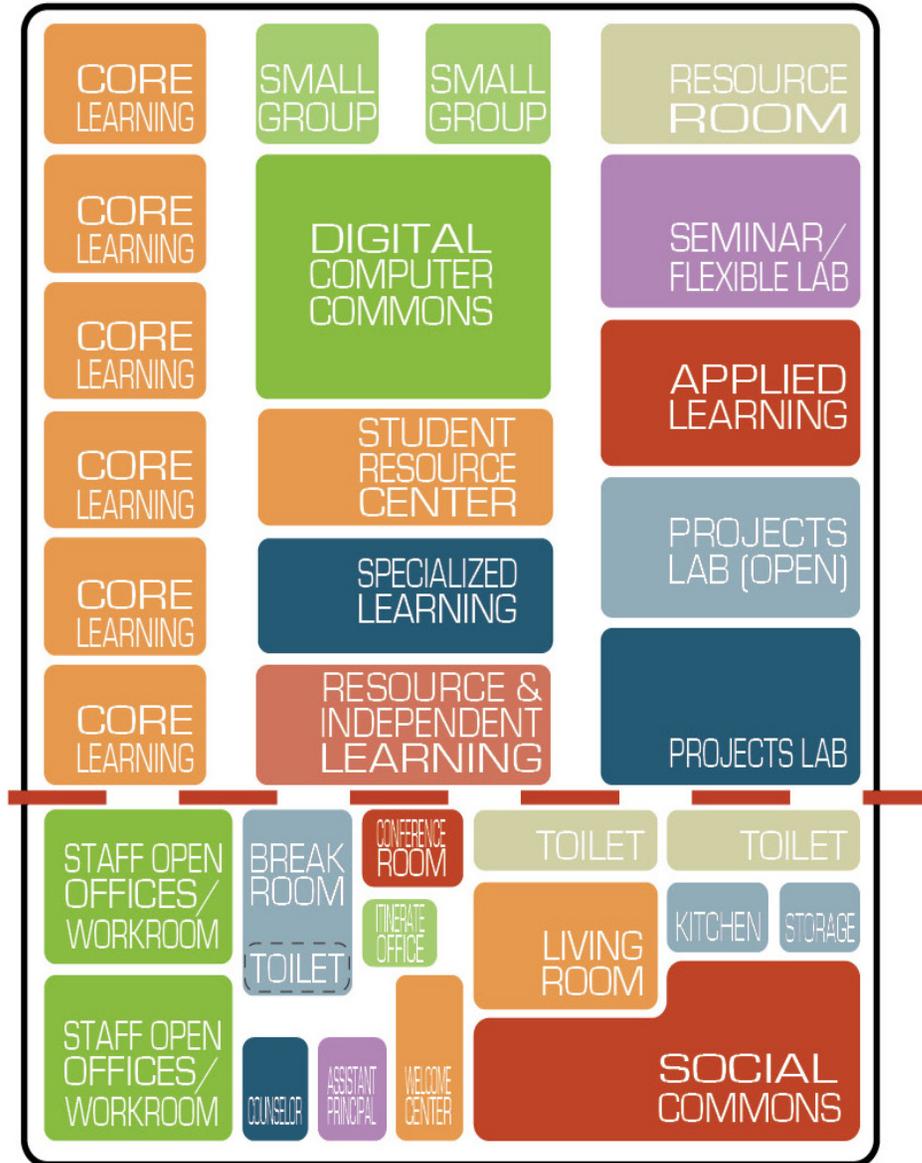
ENVIRONMENT SUPPORTS CURRICULUM

To maintain its competitive advantage in academics and attract the state's brightest students, Fayetteville Public Schools tasked the design team to strategically re-structure its high school educational program into a Small Learning Community model. SLCs are designed with core learning studios that feature discovery, project-based learning, and digital and applied learning labs to foster collaboration. Distributed administration, resource centers and dining allow students to spend a majority of their day within their SLC.

SLCs are themed and prepare students for careers or college in a field of interest. The two upper floors house career programs, including Agriculture, Horticulture and the Culinary Arts program. The back half of the school features career program classrooms to allow the specialized learning to be seen from inside and outside the facility. Locating specialized career classrooms on one side of the building eliminates the need for students to travel through the heart of a SLC to arrive at their classroom.



Small Learning Community



EDUCATIONAL ENVIRONMENT

ENVIRONMENT SUPPORTS CURRICULUM

Students at FHS have a variety of hands-on learning opportunities, including a robotics lab and student labs for multidisciplinary collaboration. The school features a broadcast studio, full wood working, metal and welding shops, animal stables for the agriculture program and the largest agricultural science lab in Arkansas. Multiple art rooms and an Art Courtyard encourage art instruction over many disciplines and display of student artwork.



EDUCATIONAL ENVIRONMENT

ENVIRONMENT SUPPORTS CURRICULUM

The design team was able to create 21st century learning environments in an existing facility through a massive renovation and addition that includes maker spaces, project labs, simplified circulation and joint-use extracurricular amenities. The campus is fully wireless to allow learning to happen anywhere. Instructional areas incorporate smart technology interactive learning boards, projectors, computers, satellite theaters, and teleconference areas.

The location of the high school allows for partnerships with the University of Arkansas professors, as well as local businesses. These partnerships can elevate learning for students, giving them access to mentors, advanced programs and the chance to experience real-life, hands-on learning.

Classrooms have sliding doors that open up and allow students to spill out into larger group areas. Transparency is abundant at FHS. Learning is visible and on display for students and visitors. Many classroom walls feature writeable glass for spontaneous collaboration and group activities.



ENVIRONMENT SUPPORTS A VARIETY OF TEACHING AND LEARNING STYLES

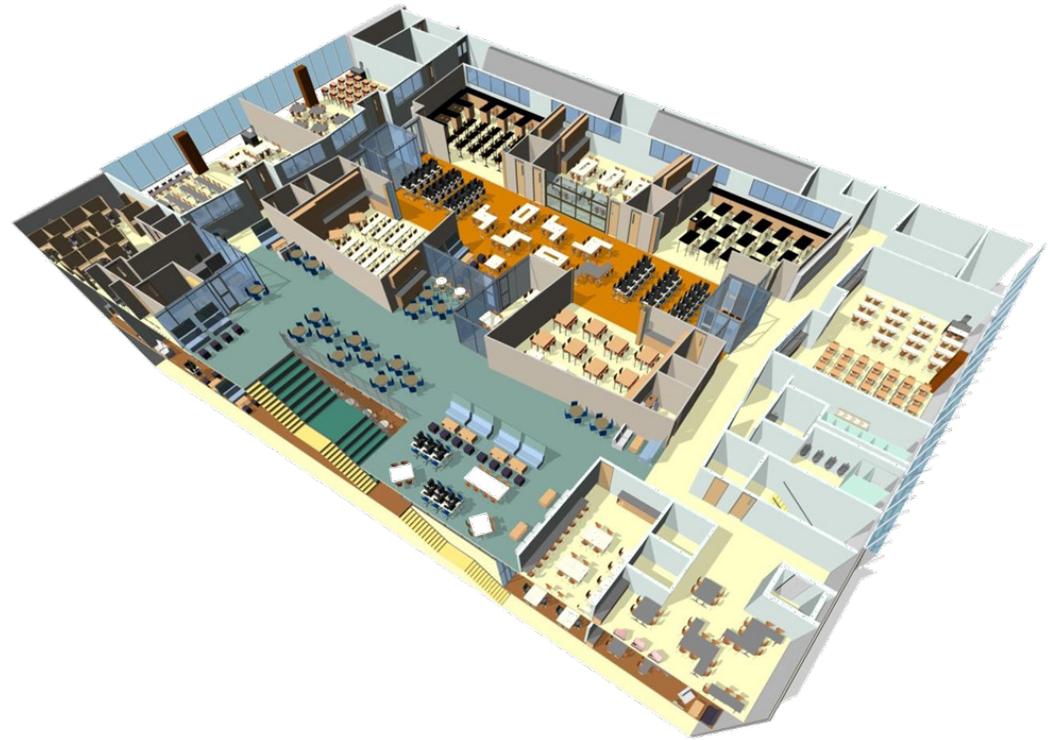
At the onset of design, some staff resisted the transition from the traditional departmental model to the small learning community model. To ease anxiety and the transition process, the team created a hybrid of traditional classrooms and incubator spaces. These incubator spaces allow students to experience hands-on projects and collaboration with other classes and students nearby. Ten to 15 classrooms in each SLC are along the interior corridor and connected to the collaborative maker spaces as a way to spark interest in students and teachers to adopt the true SLC model.



FHS has moved away from the traditional 7 period day to the BLOCK schedule. As a result this has changed how teachers present material over a 90 minute period as opposed to the 50 minute period. The variety of teaching stations in many open concept areas, open projects labs, seating areas, science labs, stair classrooms, and lecture hall have all contributed to strengthen teaching and learning at FHS.

Because of these unique options students are able to keep their mind on learning.

– Steve Jacoby,
Former FHS Principal



EDUCATIONAL ENVIRONMENT

ENVIRONMENT SUPPORTS A VARIETY OF TEACHING AND LEARNING STYLES

By creating a cohesive campus, designers capitalized on opportunities for outdoor activities. Multiple courtyards encourage outdoor learning and the student commons incorporates outdoor dining.

The Art Courtyard is intended to serve a number of functions. First it is positioned to be an oasis on campus where students can reflect on their daily lessons. Second, the Art Courtyard is a circulation path as the public moves from the north parking area and transitions through the north gateway. Patrons experience the courtyard after they descend down exterior stairs and continue through the planting beds under the elevated library.

Art studios are adjacent to the Art Courtyard, giving students an outdoor place to display their work to campus visitors. Large doors from the art studios open up to allow interior spaces and the exterior garden to become one environment.

The Culinary Arts SLC is located next to an outside garden that can be used as a cafeteria or restaurant. The intention is to create real-life environments through outdoor cafes for students and visitors.



PHYSICAL ENVIRONMENT

DESCRIBE AND ILLUSTRATE THE PHYSICAL ATTRIBUTES OF THE ENVIRONMENT

The entire FHS campus site was reimagined and maximized with an efficient building layout. Previous FHS graduates would not believe the existing high school transformation and campus development. New construction redefines the existing building and identity, creating a brand new campus experience for students, staff and visitors. The new cohesive campus easily allows for future expansion and increased security if desired by the district.

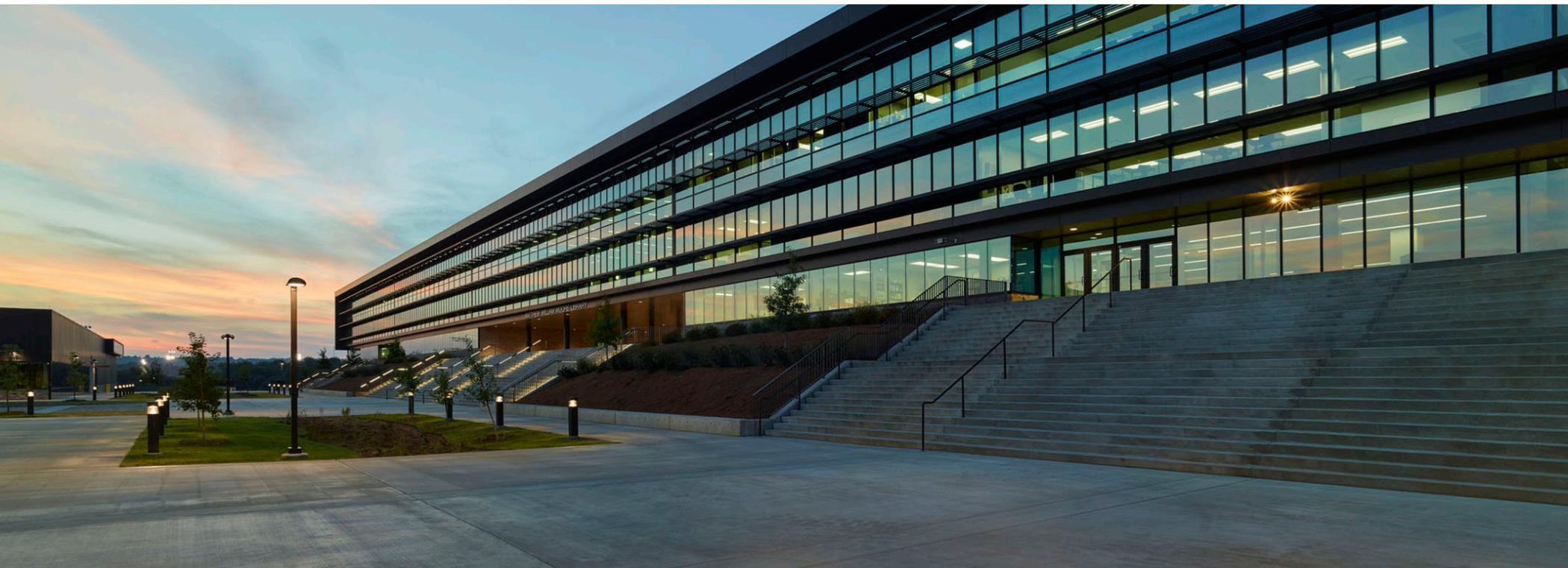
The Fayetteville community passionately called for a school that was designed to a minimum of LEED Silver. The process exceeded expectations when it was designated a LEED Gold facility in March 2016. Sustainable elements include integrated shades for temperature and glare control, natural light and daylit spaces for learning, water efficient landscaping, energy efficient mechanical and lighting systems and recycled materials.

Long bands of glass along the campus buildings draw light deep into the school. Due to the site constraints, some classrooms are located on the interior of the building. Skylights over grand staircases and maker spaces let light penetrate these interior spaces.



FHS is much more modern and contemporary. It is very nice to have all of the natural light flowing into the building since the old building was fairly dark.

-Allison Z., FHS Senior



PHYSICAL ENVIRONMENT

DESCRIBE AND ILLUSTRATE THE PHYSICAL ATTRIBUTES OF THE ENVIRONMENT

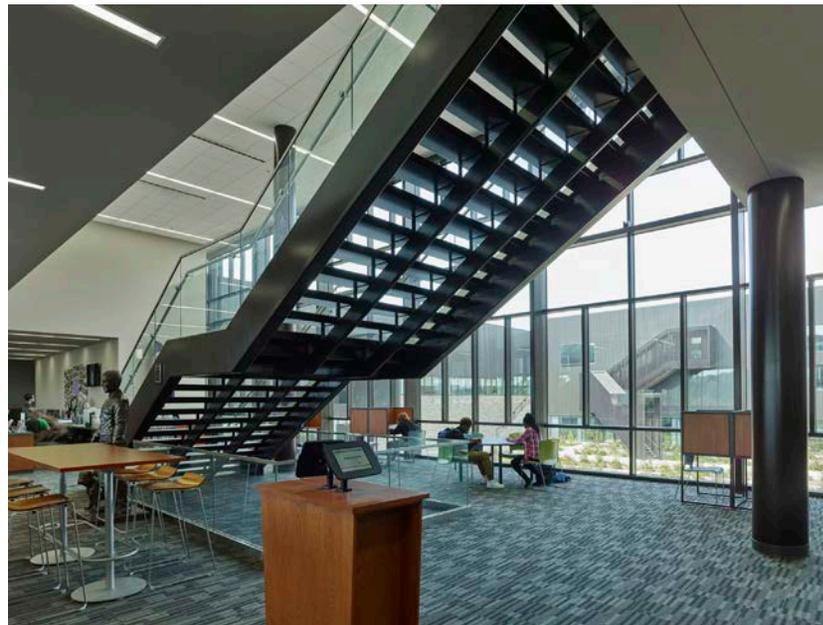
During construction, the media center served as a bridge linking the existing and new buildings, allowing the new to be built so students did not have to relocate. The media center features abundant glass and overlooks a new landscaped street which creates a collegiate campus feel, reflective of the school's ties to the University of Arkansas.

Although the SLC concept has the ability for distributed media, the district and community opted for one large media center inside the school. This two-story space creates an iconic nightscape and appears as though it floats between the public and academic buildings. The media center captures incredible views of the Ozark Boston Mountains to the south.



The media center is a favorite place of mine. It is impressive with its large expansive windows and views to the south. Even though it is large with tall ceilings, it still feels very cozy to me and is a fantastic place to study.

-Allison Z., FHS Senior



PHYSICAL ENVIRONMENT

DESCRIBE AND ILLUSTRATE THE PHYSICAL ATTRIBUTES OF THE ENVIRONMENT

FHS features a 2,200 seat walk-down competition arena with a running/walking track around the top. The adjacent weight room is designed as a health club. A long, glass wall at the front of the weight room allows students and visitors to see the activity inside, promoting a healthy environment. The weight room includes operable shades and direct access to the indoor track and arena.



PHYSICAL ENVIRONMENT

DESCRIBE AND ILLUSTRATE THE PHYSICAL ATTRIBUTES OF THE ENVIRONMENT

An 850 seat performing arts center features a cherry wood veneered acoustic wrap, orchestra pit, control room and fully automated set and stage rigging.



The PAC is beautiful and has incredible state of the art technology. It doesn't look like any other auditorium in a high school because it is such a sophisticated facility. It is a gathering place for so many people and productions in there have such a professional appearance.

- Allison Z., FHS Senior



PHYSICAL ENVIRONMENT

DESCRIBE AND ILLUSTRATE THE PHYSICAL ATTRIBUTES OF THE ENVIRONMENT

The gym lobby and performing arts lobby mirror each other and act as their own spaces. They are connected by a bridge that can be accessed on either side of the exterior of the building. Both spaces can be active at once and accommodate thousands of patrons without disruption.



PHYSICAL ENVIRONMENT

DESCRIBE AND ILLUSTRATE THE PHYSICAL ATTRIBUTES OF THE ENVIRONMENT

The central cafeteria (bottom left) is designed for 600 students at one time. It is downsized to allow for additional commons space to be allocated in each SLC. Students have the option to dine outdoors (bottom right) or in the social commons (right) in their SLC.

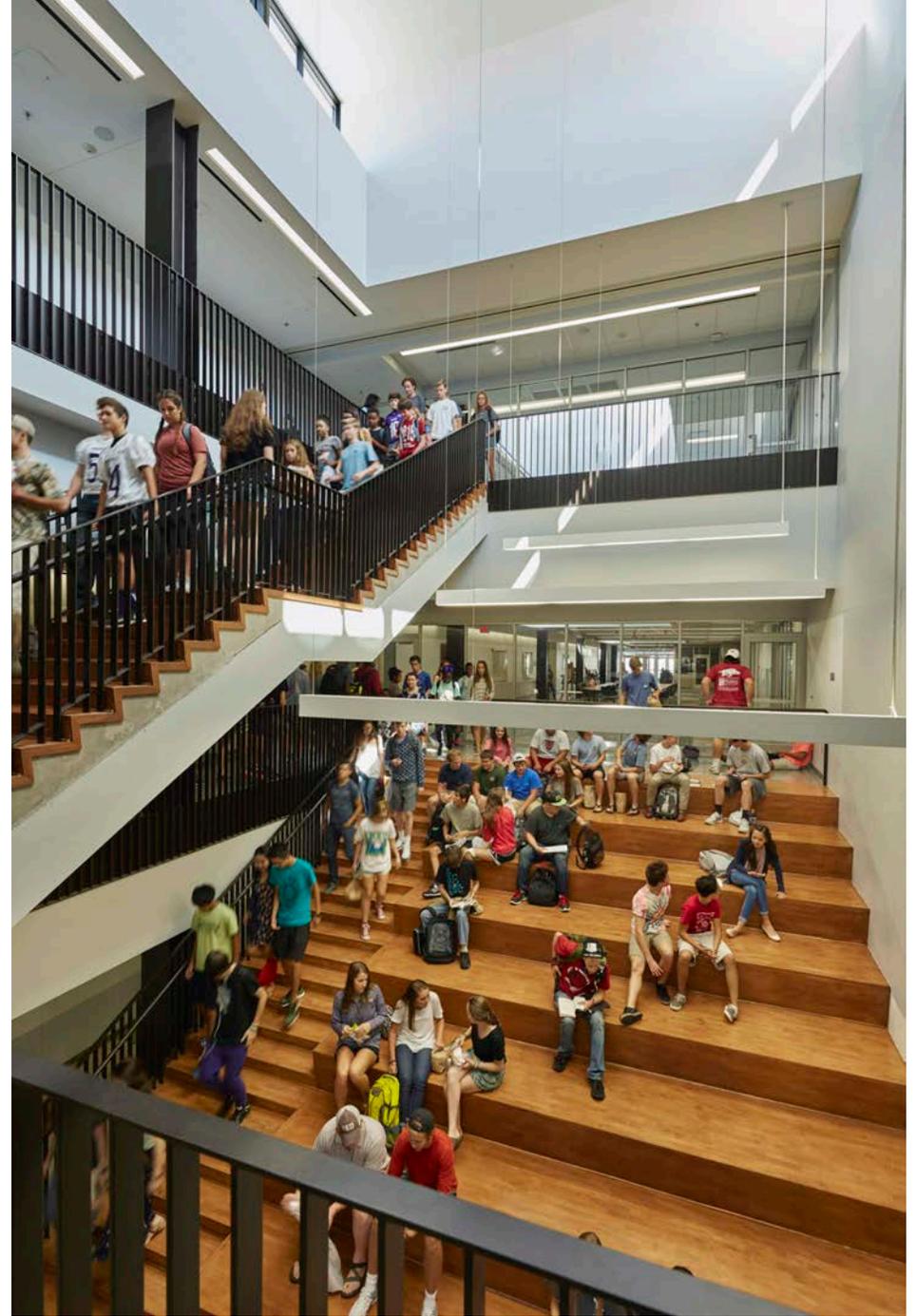
One unique aspect of the central cafeteria is the feature wall, which is made from the existing gymnasium basketball court to instill school pride.



PHYSICAL ENVIRONMENT

DESCRIBE AND ILLUSTRATE THE PHYSICAL ATTRIBUTES OF THE ENVIRONMENT

At the onset of design, students expressed the desire for both large and small group gathering spaces. Designers incorporated grand staircases that can be used for large lectures, community presentations, or small group collaboration.



PHYSICAL ENVIRONMENT

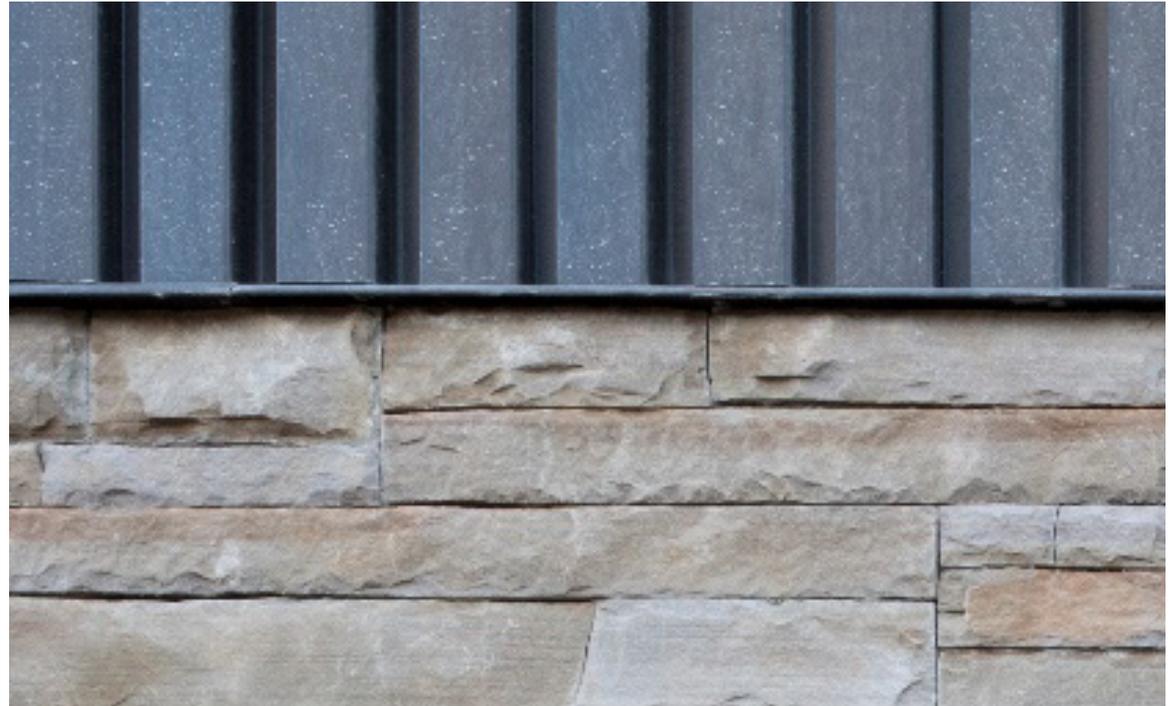
DESCRIBE AND ILLUSTRATE HOW THE FACILITY FITS WITHIN THE LARGER CONTEXT OF THE COMMUNITY

The existing school was a conglomeration of numerous buildings without an identity. The new FHS presents a unified design, embracing its role in the community and the public at large, negotiating between downtown Fayetteville and the Ozarks beyond. The challenge was taking the 180,000 SF existing academic wing and giving it a new vocabulary that responded to the new aesthetic of the campus. The school complements and abstracts the local vernacular by using local quarried stone, 75-year box rib metal panel, and locally milled oak. These materials provide cost effective and long lasting presence.

Local Quarried Stone

75-year old Rib Metal Panels

Locally-Milled Oak



PHYSICAL ENVIRONMENT

DESCRIBE AND ILLUSTRATE HOW THE FACILITY FITS WITHIN THE LARGER CONTEXT OF THE COMMUNITY

Serving both an educational and a civic role, the new high school features greatly simplified circulation and improved security built around a public entry plaza and a pedestrian green street that mediates between the first and second phase and the 85' change in topography across the site. This entry plaza is flanked by the most public aspects of the school, the competition gymnasium and the performing arts, illustrating the relationship of the school to the community. The fly loft is abstracted into a beacon for the school, emblazoned with the school's initials and illuminated at night.

“

I believe the new FHS fits well with the way Fayetteville is growing and developing. The design of the facility and its prominence on a major thoroughfare definitely are attention-getting, without being off-putting.

-Tim Hudson, FPS Board Member

”



PHYSICAL ENVIRONMENT

DESCRIBE AND ILLUSTRATE HOW THE FACILITY FITS WITHIN THE LARGER CONTEXT OF THE COMMUNITY

The design team created an iconic entry to the campus by reorganizing the layout of the buildings. The athletic and performing arts center moved from the northwest corner of the campus to the south side to make room for the addition of the 9th grade center and alternative school. The 18 acre, tight urban site drops 85' from north to south. The school is divided into two buildings to navigate the steep slope and to not over scale the surrounding residential neighborhoods, but also tie into the University of Arkansas's campus. This proximity allows University professors to teach courses on the FHS campus, or gives high school students the ability to walk to the University for advanced programs.

One of the biggest struggles of moving public spaces was providing adequate parking for activities on the football field. Designers incorporated outside circulation that connects the parking lot to the high school public buildings, giving visitors access to community-use spaces without the need to step inside the building.



“

I would safely say there are over 100 events a year that include the community. This includes athletic events as well as program taking place in the Performing Arts Center. We often will hear the comment, "I wish I could have attended a school like this." This statement speaks volumes about the completed project .

– Steve Jacoby,
Former FHS Principal

”

PHYSICAL ENVIRONMENT

DESCRIBE HOW THE PROJECT INSPIRES AND MOTIVATES

“

I am a visual learner and a lot of my teachers are able to use a wide variety of technology to teach in a variety of visual ways. These were not available in the old building. There are also many spaces to meet with other students to study and hold study groups. No one feels cramped and we can spread out in a conference room, commons area, or open projects lab to work on projects or study quietly in a group.

- Allison Z., FHS Senior



”



RESULTS

ACHIEVES GOALS AND OBJECTIVES

After almost a decade of conversation, planning, design and construction, the community has achieved its full vision of Fayetteville High School. Thousands of patrons, students and staff celebrated the grand opening of FHS on September 28, 2015. The building glows at night, exuding the spirit and essence that Fayetteville patrons desperately wanted for so many years. FHS has regained its prominence and significance to the educational landscape of the community. This icon will serve Fayetteville students and the entire community for decades.



“

Scholarship and reaching out to the student who may be low achieving is the focus. With the new facility, and classroom teachers knowing they now a 'home,' they focus on finding solutions to student needs. The campus has great initiative and determination.

– Steve Jacoby,
Former FHS Principal

”

“

The overall improvement of classroom and performing arts space has given a new sense of pride in the physical structure of Fayetteville High School. A state-of-the-art campus has begun to match the expectations of the district's faculty and staff, its parents/patrons and especially its ambitious students.

– Tim Hudson,
FHS Board Member

”