

Your Voice Matters Upper Arlington High School

James D. MacConnell Award - 2023



Executive Summary

“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. Before putting pen to paper, the transparent master planning process was comprised of five community engagement sessions, 36 public building team meetings, and two community summits on future-ready learning environments to ensure complete community involvement. 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 story

included thousands of touchpoints including community members, educators, and learners, over the course of this six-year process.

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. Designed with community accessibility in mind, the building is organized around a major circulation spine, Golden Bear Boulevard (GBB), that divides public/community facing spaces from private/learning community spaces, providing ease of wayfinding combined with inherent safety.

The district’s vision of “uniquely accomplished students prepared to serve, lead and succeed” was a driving force behind the design.

Scope of Work and Budget

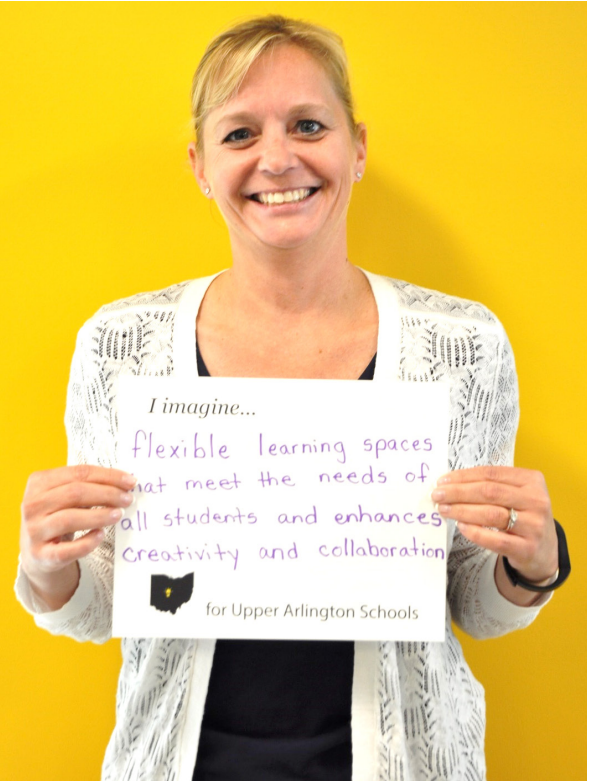
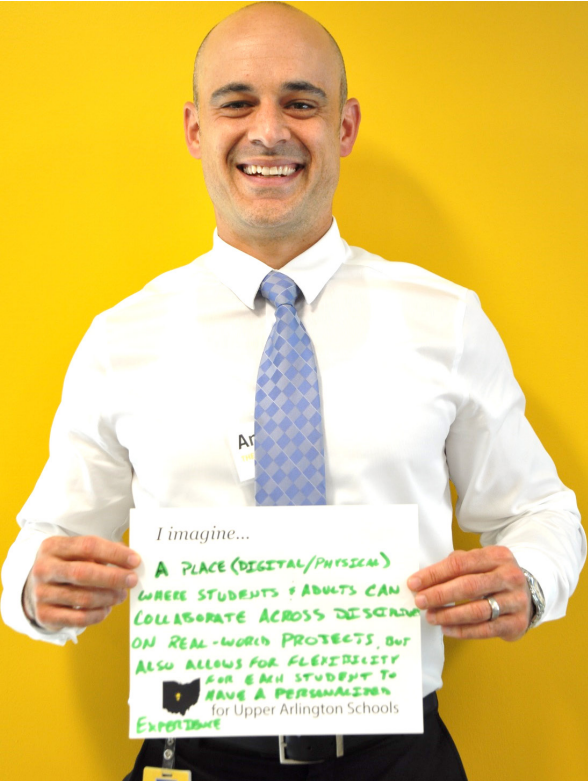
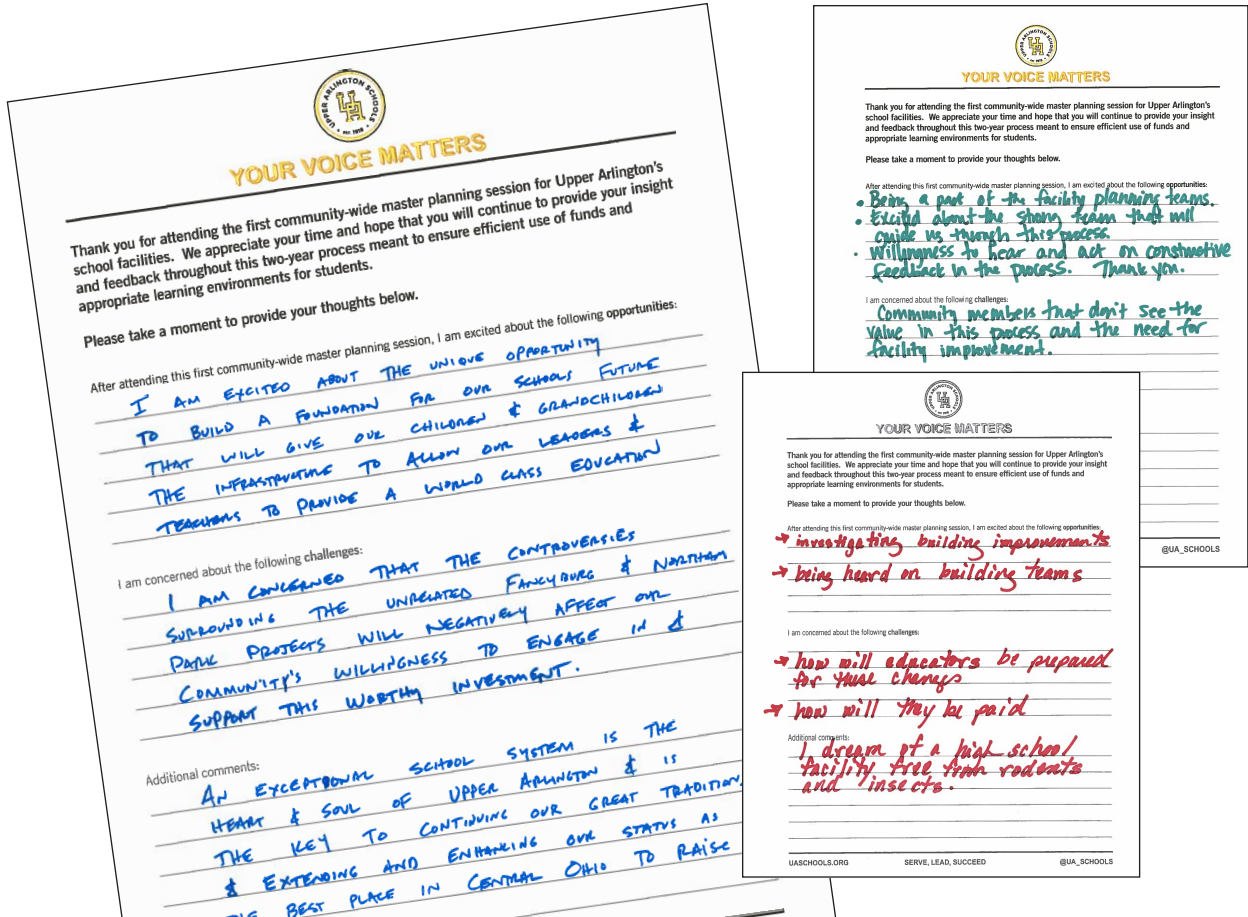
Owner
Upper Arlington City Schools

Location
Upper Arlington, Ohio

Project Type
High School

Size
418,500 square feet | 34 acres

Construction Cost
\$109 million



School & Community Research and/or Engagement



About Upper Arlington

- First Ring Suburb of Columbus, Ohio
- 9.87 Square Miles
- 36,800 Community Members
- 6,127 Students (1,884 High School Students)
 - 1 High School
 - 2 Middle Schools
 - 5 Elementary Schools
 - 1 Early Childhood Center

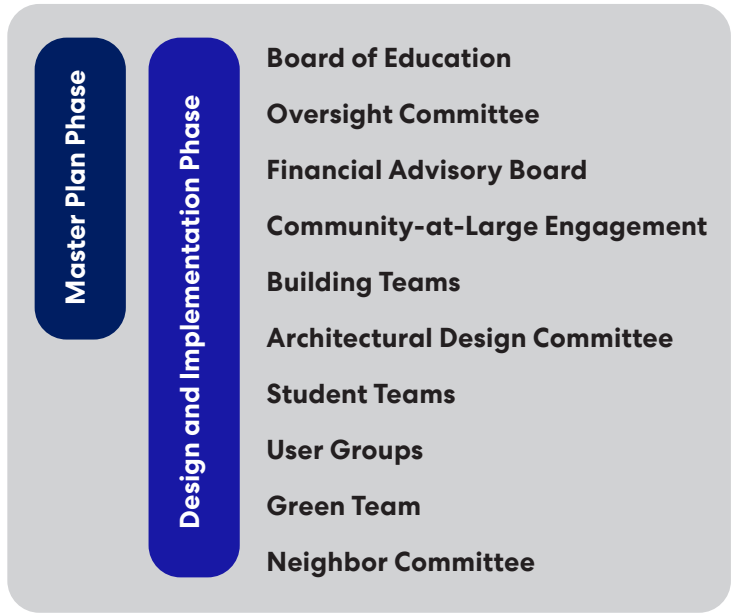
Available Assets

- Community Growth: New families with school aged children
- Regional Growth: Part of a vibrant and growing central Ohio region
- Civic pride: Generations of families continue coming back to live in UA
- Influential Neighbor: Bordered by The Ohio State University to the east
- Heavily involved community: Residents are passionate about their public facilities

Challenges

- Landlocked school site required building on the same site with a limited footprint
- Lack of community awareness around facility conditions and the impact facilities have on learning
- Overcoming legacy thinking around high school departmental organization
- Creating facilities that align with and support current and future pedagogical and curricular changes





Who Was Involved

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.

Board of Education

Oversight Committee

This team of district administrators, building principals, select board members, and community members worked with the design professionals to inform the process and project development and ensure that all feedback was reflected in the design. This team also worked to ensure the project stayed on budget and on schedule and made recommendations to the Board of Education.

Financial Advisory Board

Selected group of community members with financial and facilities related background gathered to inform and advise the process.

Community-at-Large Engagement

This included any and all community members and staff members who desired to participate in these large-group meetings to learn and offer feedback at any point during process. These teams met during each stage of the process to provide feedback to the Oversight Committees.

Building Teams

Teams of community members, staff members, and students came together to inform the process, program, site and building plans of developing site, and building-specific plans. Each school in the district had a building specific team.

Architectural Design Committee

Select community and non-community representatives with expertise in design related fields assembled to provide feedback and input to the design team.

Student Teams

Multiple student workshops were held during the design and FF&E phases. Middle and high school students were asked to create ideal diagrams and describe the types and qualities of their desired learning spaces.

User Groups

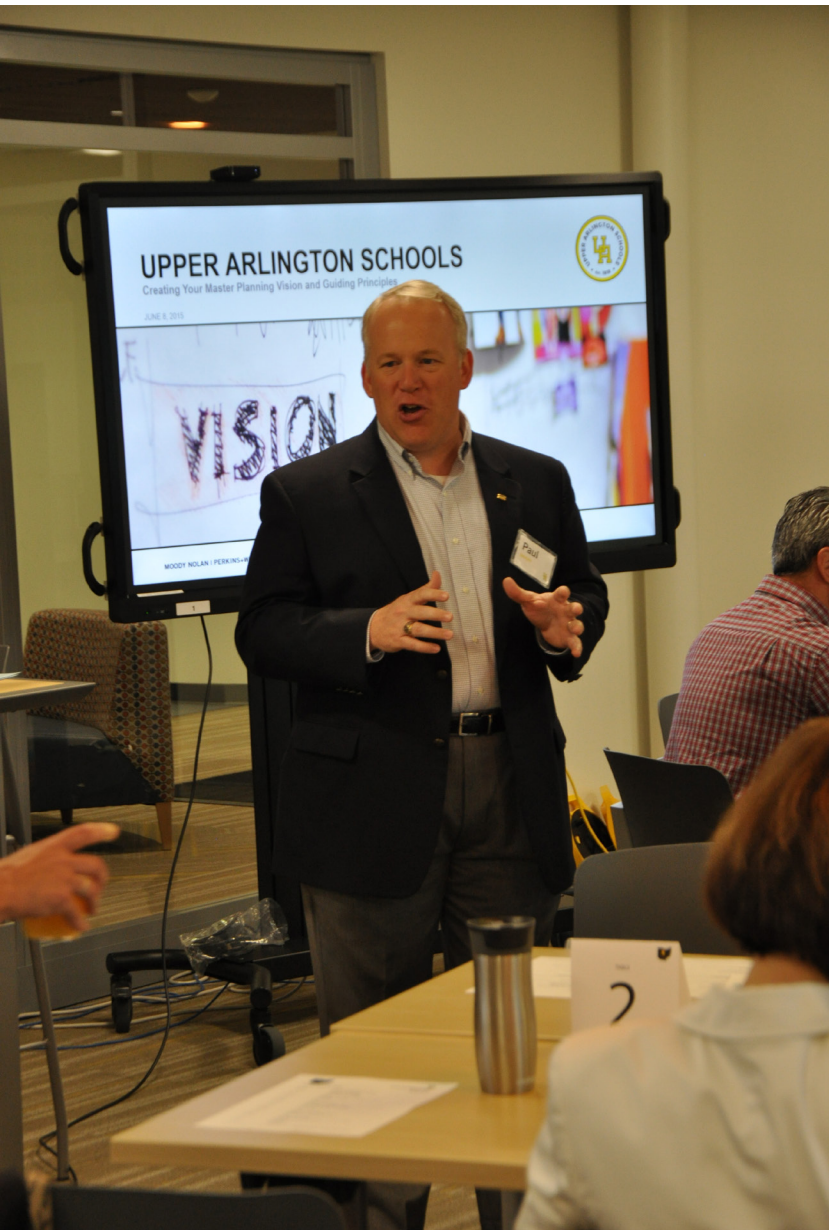
These teams of staff members working in similar roles (i.e. high school science teachers or maintenance/custodial staff) met during the Schematic Design (SD) and Design Development (DD) phases to provide feedback on the design of space(s) related to their roles as well as the overall design of the school building.

Green Team

This district-wide team is made up of community members and staff members interested in studying and prioritizing sustainable opportunities.

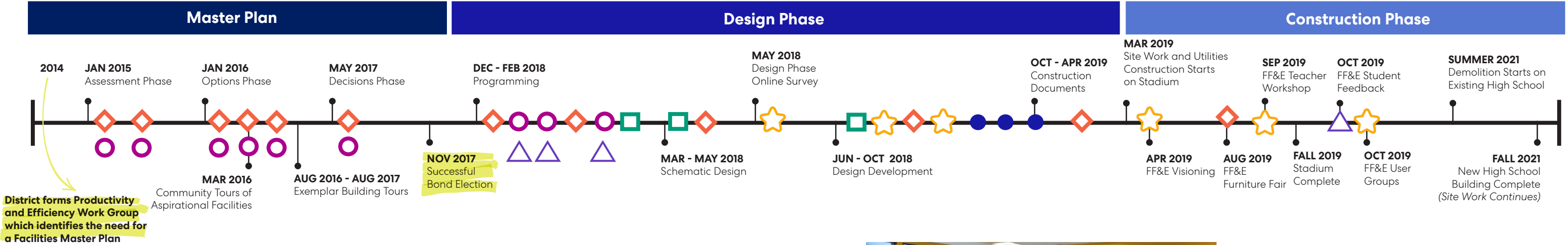
Neighbor Committee

Residents living within 200 feet of the new building were invited to participate in the Neighbor Committees to provide feedback to district leadership during the design phases, and to stay informed of construction activities during the construction phase.



- Community Engagement Session
- Building Team Meeting
- Green Team Meeting
- Student Engagement Meeting
- User Meeting
- Architectural Design Committee

Project Timeline



By the Numbers

41

Building Team Meetings

11

Community Engagement Sessions

4

Student Engagement Sessions

Totaling over 8,000 community touchpoints during the master planning phase alone



Over the course of the six-year master planning and design process

The Master Planning Process

A successful communication campaign isn't something saved for after the process is complete. To be truly authentic and valuable, it must be woven into the planning process itself. A powerful and inclusive planning process leads to schools that reflect the communities they serve.

From the beginning, the development of the Facilities Master Plan and subsequent design phases were intent on being an open, transparent process inclusive of all stakeholders. An Oversight Committee, comprised of District Representatives, was formed to provide oversight on the development of the Master Plan and Design Phases, to provide feedback on the process of the plan's development and to provide a conduit back to the individual schools, District Administration, and the Board.

While the Board of Education had the ultimate authority to adopt the Master Plan, the ideas and recommendations held within were fundamentally derived from input from the Community, the Building Users, the Oversight Committee and other groups through Community Engagement Sessions and other discussions.

The timeline for the Master Plan and subsequent design phases was established by District Leaders to allow ample time for community engagement and feedback prior to decisions being made.

The process began with an **Assessment Phase**, to analyze the schools with objective data and establish a baseline of critical information. Options Phase. **The Options Phase** included developing multiple options for each campus with community-based Building Teams to present for community feedback. Finally, **the Decisions Phase**, utilized community feedback to analyze the scope, funding and implementation timeline for the recommended options.

The first two phases of the process were informed by the outcome of four Community Engagement Sessions in which the community was invited to gain a better understanding of existing facility conditions and limitations, the future direction of learning, and educational delivery, the impact these issues might have on facilities, and the opportunity to collaborate on a range of potential solutions that ultimately informed the evolution of the master plan itself.

Between each of the Community Engagement Sessions, the Design Team continued to work with school Principals, the Building Teams, the Oversight Committee, and District Administrators to review current plans, further develop and refine the process and the proposed plans through a series of meetings. Through this iterative process, the Design Team took the feedback from the community and stakeholders and, using the **Guiding Principles** as a filter, incorporated that feedback into what would ultimately become the Master Plan. Throughout the subsequent design process the team continually referred back to the Guiding Principles, to ensure that the solutions remained true to the desires of the stakeholders and community.

More than two years later, the "Your Voice Matters" master planning process garnered the needed support to pass a bond that included the replacement of Upper Arlington High School. Community input did not end there. Rather, it continued throughout the design phases with multiple engagement sessions and again during the furniture selection 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

After a two-and-a-half-year facilities master planning process, on November 7, 2017, 55% of Upper Arlington voters endorsed Issue 43 a \$230M Bond Issue to finance the replacement of Upper Arlington High School and two elementary schools, and additions and renovations to three elementary schools.

Master Plan Phase Engagement Takeaways

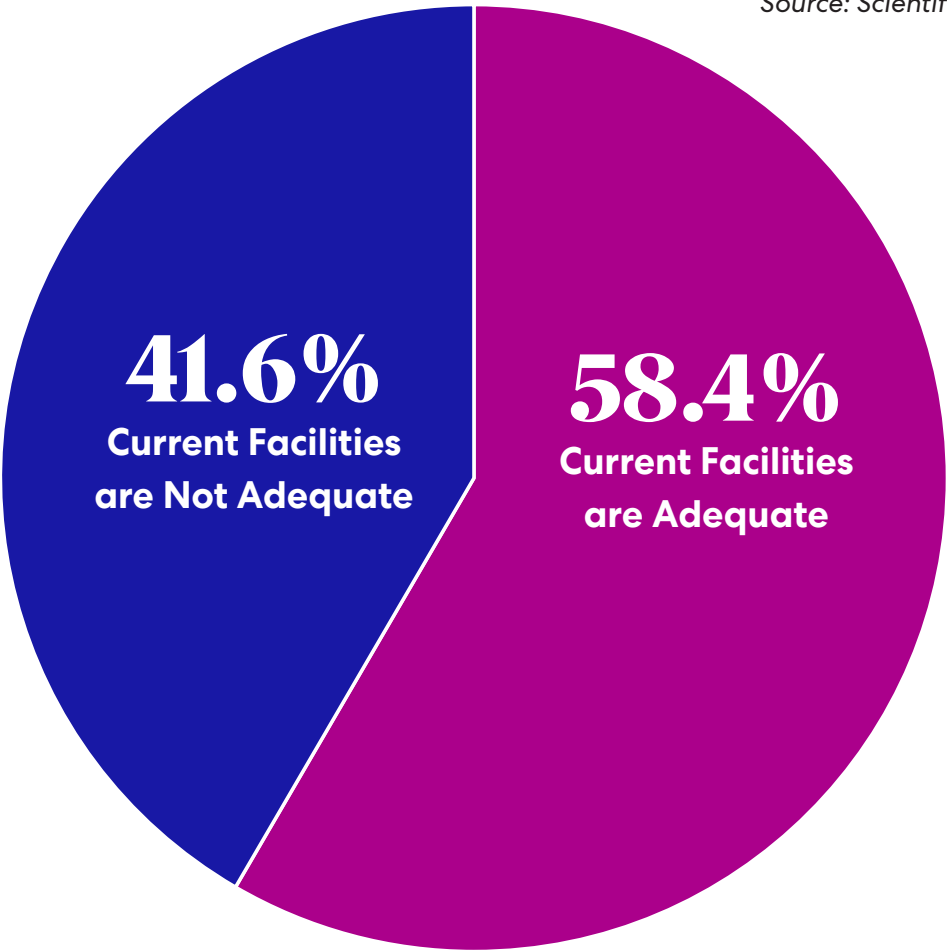
Throughout the process feedback was solicited from these key data points to track progress with over 33,000 UA constituents:

- Community Engagement Session Feedback
- Building Team Web Surveys
- Facilities Task Force Web Surveys
- Community Web Surveys
- Staff Web Surveys
- Scientific Telephone Surveys

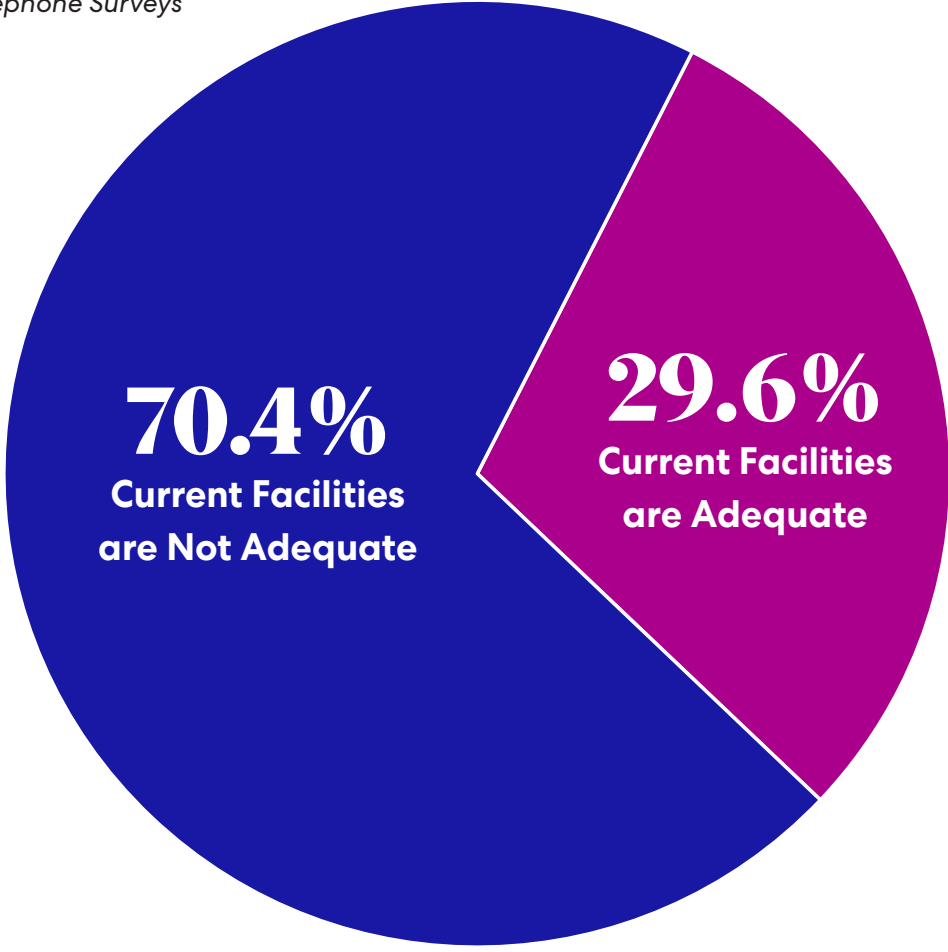
Because of this intensive engagement process, there was a monumental shift in community awareness of facility conditions.

Awareness of Facilities Condition and Programmatic Issues

Source: Scientific Telephone Surveys



SEPTEMBER 2014



APRIL 2017

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

The Design Phase Engagement Process

Derived via a series of three programming workshops, held over the course of three months, was a vision for teaching and learning and an understanding of the types, quantities and relationships of spaces to achieve that vision. Participants included educators, staff, administrators, board members and community members as well as a number of students, to ensure that student voice was amplified. Additionally, to allow broader participation, after-school student workshops were held for both design and furniture phases.

Important to the challenge of addressing legacy thinking, and insuring that teaching and learning would align with the spaces in the new facility, as part of the design phase, the Upper Arlington and space, called ‘UA Future Vision for Teaching and Learning’.

WORKSHOP 1 SUMMARY

- Set the stage: Review and confirm the Guiding Principles
- Design Thinking at UAHS
- Virtual and actual tours: future ready schools and site visit reflections
- Visual listening
- Activity mapping exercise: Envisioning the types and quantities of spaces to support activities with the future of teaching and learning at UAHS in mind



WORKSHOP 2 SUMMARY

- UA innovators and entrepreneurs – panel discussion with local industry leaders about the skills and dispositions they want in employees and ideas about space and design to attract and retain talent
- UA Future Vision for Teaching and Learning Themes: How might we personalize learning?
 - Consequence free risks #UAF7R8 (Fall 7, Rise 8)
 - Learners: voice and choice
 - Educators: guide and challenge
 - Flexible space and groupings
 - Flexible technology
 - Flexible schedule: time to go deep
 - Authentic assessment
- Virtual tour: Planning examples of future ready high schools
- Paper doll exercise (diagram ideal learning communities): common themes:
 - Smaller communities of classrooms and support functions
 - Organizing those spaces around an interior open collaboration space
 - Prioritize flexible spaces
 - Strong considerations for natural light and outdoor connections

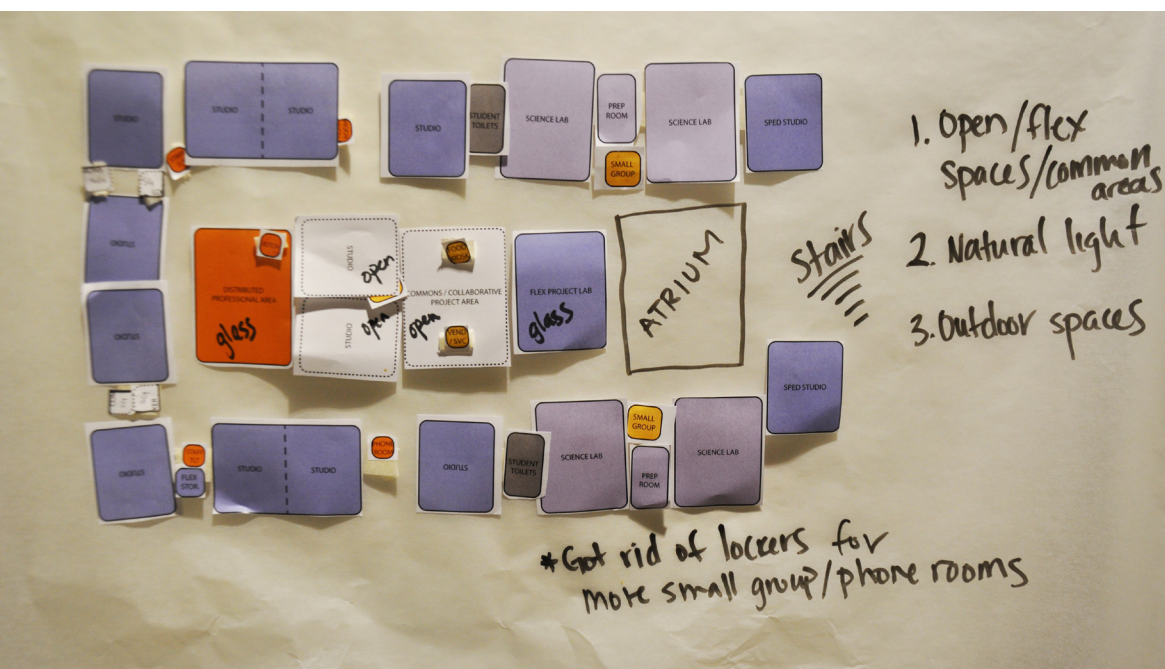
- Put learning on display with interior transparency
- Strengthen faculty/student relationships via embedding collaborative teacher planning areas in learning communities
- Integration of Special Education spaces
- Centralizing Science and Art to promote interdisciplinary learning
- Organize the library vertically to connect it to every learning community
- Consider significant reductions in student lockers
- Making space “work hard”....cafeteria...other spaces

- Program tree exercise: Review types and quantities of spaces, diagram relationships

WORKSHOP 3 SUMMARY

- Review types and quantities of spaces
- Review and comment on site and building diagram adjacencies
- Consensus, recommendation to Oversight Committee

Subsequent to the programming workshops, community and stakeholder engagement sessions continued to be held to provide information and allow users and community members to offer feedback during the schematic design, design development and furniture phases.



Design Phase Engagement Takeaways

- There is power in the continued engagement of the broader community in the design phases – authentically capturing community voice and agency leads to ownership and stewardship of the ideas driving the solution.
- Continually referencing the Guiding Principles established during the master planning phase aided in maintaining the integrity of process, helping to keep stakeholders and the design accountable.
- Culminating a successful process, the noted themes from these workshops and engagement sessions were incorporated in the final building design.



The Furniture Phase Engagement Process

Equally important to the process was the Furniture, Finishes and Equipment (FF&E) Phase where a Furniture Fair, open to the entire community, was held to help select furniture.

A **Visioning Workshop** was held with educators and learners to discuss the UA vision of teaching and learning to set the stage for the framework around the FF&E phase. A series of targeted exercises helped define overall goals and framework for furniture selections including:

- Mobility
- Flexibility
- Cleanability
- Durability
- Adjustability
- Functionality
- Variety
- Budget

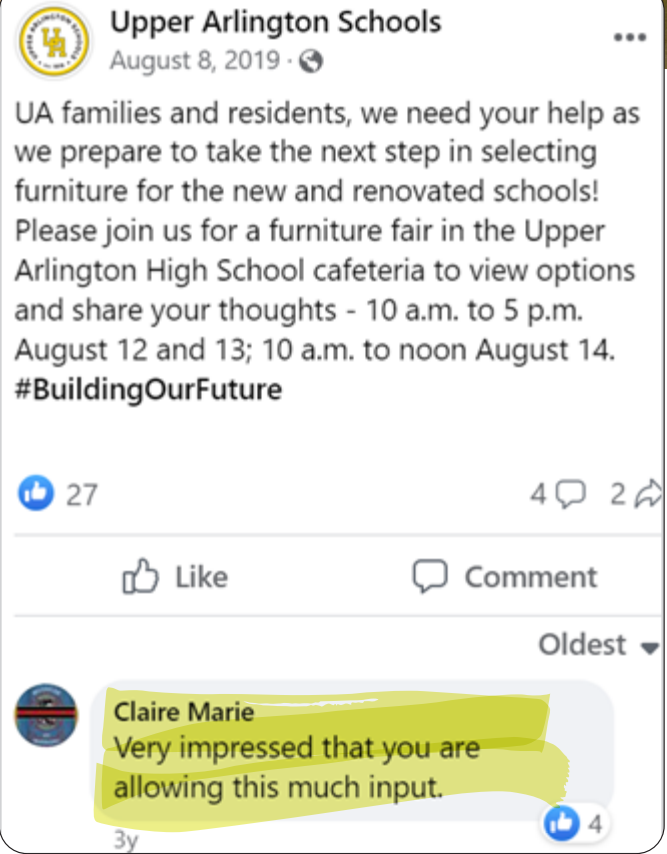
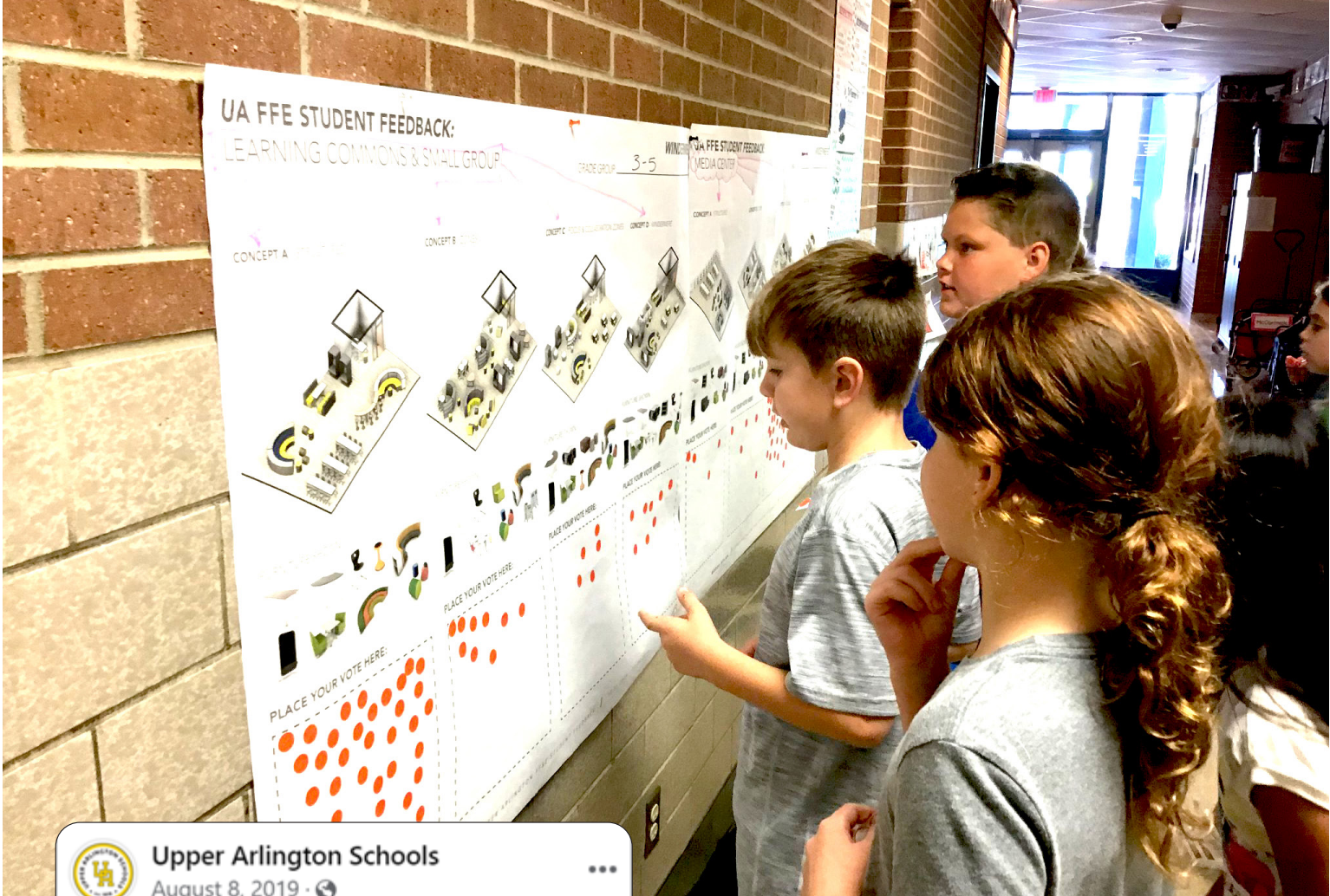
Following the visioning workshop, a **Furniture Focused Educator Workshop** was held for focused discussion on the furniture to be utilized in small groups, public spaces, learning spaces and faculty/staff spaces.

Within the same time frame, a **Furniture Focused Student Workshop** was held to receive concurrent input on the types and variety of furniture that students most desired.

Furniture Fair Takeaways

Adjustability / Flexibility / Functionality / Variety/ Durability

- Focus on collaboration and furniture that supports and promotes collaborative teaching and learning.
- Use furniture that is adjustable, adaptable, accessible and durable/cleanable.
- Furniture should help spaces look and stay organized.
- Focus on clear function and purpose, furniture should be intuitive and accessible.



Physical Environment Design

Site Plan

- 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



Physical Attributes of the Environment | How the Facility Fits within the Larger Context of the Community | Innovative Aspects

UAHS is located on a small site nestled in a residential neighborhood comprised of brick-clad single and multi-family homes. Locating the replacement school in the northwest quadrant of the site was dictated by the need to keep the existing school in operation while also, to the extent possible, maintaining robust outdoor athletics programs. Combined, these site constraints necessitated an efficient and compact building response including three-story learning communities.

The new high school building takes an appropriate civic stance in this community and, as a nod to its neighbors, is primarily clad in brick. On the three-story western learning community wing, this brick stops at the top of level two, forming a base, above which sits a glassy third floor. This, and a regular cadence of window bays, creates a sympathetically scaled relationship with the multi-family homes across the street.

Internally, Golden Bear Boulevard (GBB) is the civic compliment to the exterior. This main north/south circulation spine provides the school its signature organizing element providing access west to more private core learning spaces, and east to more public spaces like the 1,500-seat theater, black box theater, competition gyms, and aquatics center. Beyond this organizing function, GBB

is simultaneously: a grand public entry lobby at both its north and south ends; a great civic agora where citizenry, students, and ideas co-mingle, a place (among others) where students work alone or in groups, and dine; and a place where high clerestory windows bring ample daylight to otherwise internalized spaces.

Designed for flexibility, meaningful collaboration, and interdisciplinary instruction, the north and south ends of the three-story wing feature learning communities formed by learning studios of various types, small group spaces (called huddle rooms), support functions, all wrapping around open, collaborative, project-based learning commons, one of which is entirely STEM focused. Around this specialized commons, more typical classrooms are replaced with labs focusing on robotics, computer science, engineering and technology and fabrication.

“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, CHIEF OPERATING OFFICER
UPPER ARLINGTON SCHOOLS**

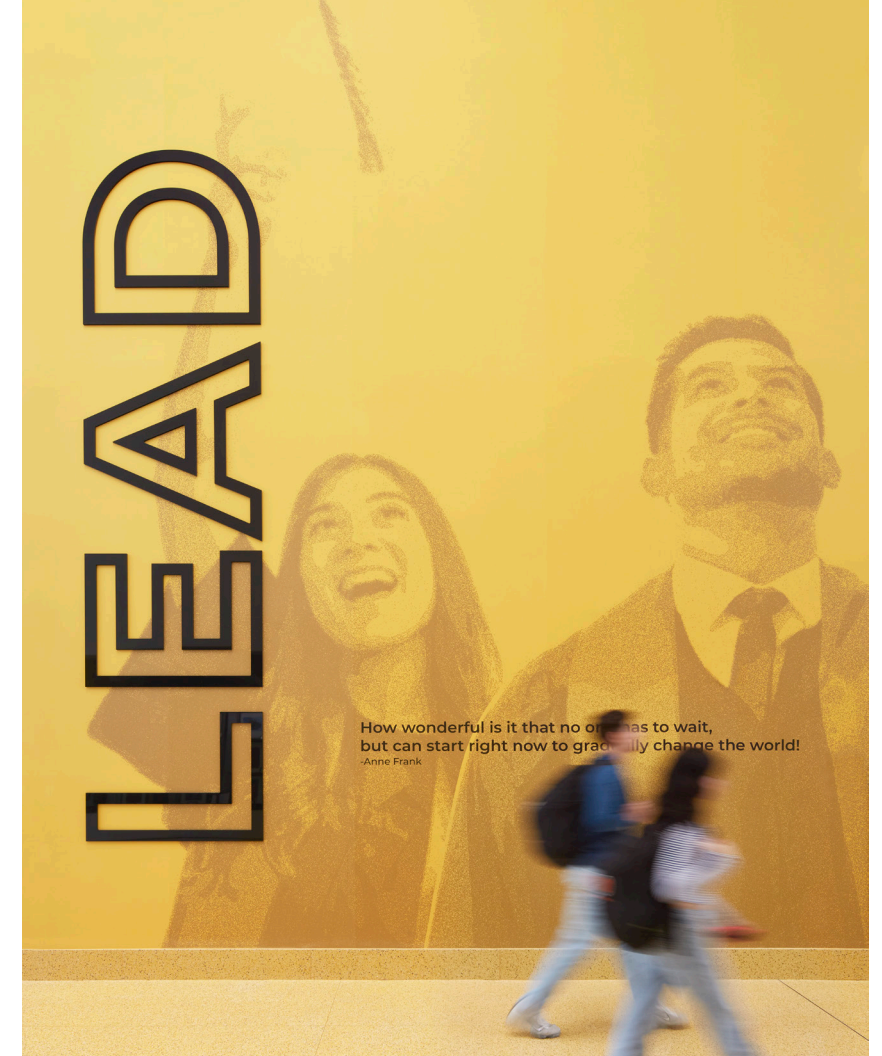


Inspires and Motivates: Branding and Graphics

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

Via a series of focused workshops, an environmental graphics plan was created and then implemented in the final facility:

- UA Gold color stair towers are emblazoned with words from the vision statement: Serve, Lead, Succeed, reinforce culture and act as a wayfinding tool along Golden Bear Boulevard
- The school Alma Mater is embedded in the terrazzo along Golden Bear Boulevard
- The Foundation Room – a welcoming space for learners, educators and alumni to informally gather, is prominently located as you enter 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
- Branded graphics and display for UAHS memorabilia are incorporated in public facing spaces and in student focused spaces such as Golden Bear Boulevard, the dining area, gymnasium, aquatics center, weight room and fine arts areas . Down to the details, as you enter the school, the UA shaped door handles are a taste of what's to come inside.



Inspires and Motivates:
Honoring the Past: Litchford Memorial Garden

Developed as part of the new Upper Arlington High School campus, The Litchford Memorial Garden serves as a tribute to the Pleasant Litchford family cemetery that once occupied the location.

The memorial honors the remarkable journey of Pleasant Litchford, a master blacksmith and former slave who eventually purchased his freedom. Litchford settled in the area that would become Upper Arlington and established a thriving business, leaving an indelible mark on the community. Some of Mr. Litchford’s many contributions included establishing a school for African-American children and helping found the Second Baptist Church, which provided an important voice during the anti-slavery movement.

The memorial, located south of the new High School, has been designed to encourage learning and reflection for students and community members. Design considerations include sensitive integration of native planting, including trees and grasses indicative of the Ohio prairie landscapes of the 1800’s, and sustainable stormwater features to manage water runoff. The memorial garden also includes informal outdoor classroom areas and student collaboration spaces design for both learning and reflection.

The Litchford Memorial will also be featured in Upper Arlington’s History Trail Program, a partnership project with the Upper Arlington Historical Society.



Pleasant Litchford was a master blacksmith and significant landowner in the area of Perry Township that is now the City of Upper Arlington.

He settled here in 1833, after having been enslaved in Virginia. He built a successful blacksmith business that enabled him to purchase 227 acres of land, which is now home to several local landmarks such as Northam Park, Tremont Elementary School and Upper Arlington High School.

Left: The land deed documenting the purchase of land between Robert Neil and Pleasant Litchford.

Planned Memorial Signage

Sustainability and Wellness

Nearly half of the high priority strategies derived from the Green Team were implemented in the final project.

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.

Energy Use

- Compact footprint and efficient floor to skin ratio, translate to energy savings while still maintaining natural light throughout
- Daylighting was prioritized and clerestory windows and skylights bring daylight deep into the building
- Mechanical systems provided are long-lasting and high-efficient equipment
- Full building commissioning services provided, including exterior envelope
- Energy monitoring system installed provides feedback data
- High performance LED lighting systems
- Automated lighting control system with daylighting sensors
- Passive solar design principals incorporated
- Exterior wall and glazing is compliant to ASHRAE 90.1

Water Use

- Low-flow water fixtures provided
- Meter water use and track over time
- Drinking fountains with water bottle filling station
- Landscape planting selections require minimal irrigation
- Use of native plantings reduces water use

Indoor Environmental Quality

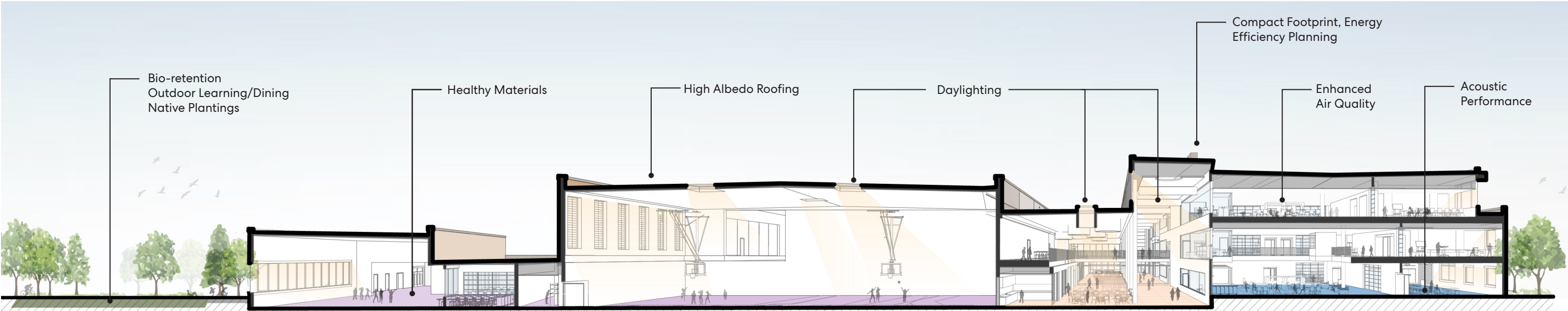
- High quality daylighting and views provided from all classrooms and main spaces
- Classrooms designed with acoustical best practices
- Simple control system provided for indoor lighting
- Building entry mats capture particulates
- Premium air filtering systems provided
- ASHRAE 55 and 62 met for indoor air quality standards
- Construction air quality management program implemented

Materials

- Recycling centers intentionally designed and amply located
- Durable and sustainable materials provided, examples include:
 - Terrazzo along Golden Bear Boulevard
 - Rubber athletic floor throughout the athletics spaces
 - Sealed concrete utilized in the STEM commons
 - Ceramic tile in aquatics center and restroom walls
 - Porcelain tile floor in restrooms
 - Quartz countertops
 - Zero VOC and Low VOC paint
 - Impact resistant paint in corridors

Sustainable Sites

- Sensitive integration of site circulation into existing neighborhood, with easy/logical drop-off and pickup areas, and service area access
- Site designed for safe and easy access to the community
- Sustainable stormwater management through integrated surface and subsurface storage systems, permeable pavements, rain gardens, bio-retention areas
- District-wide stormwater management policy implemented
- Light-colored roofing provided
- Light trespass to adjacent properties minimized
- District-wide walking and biking program implemented; bike parking areas designed to support alternate modes of transportation (multimodal connectivity to surrounding transportation networks)
- Thoughtful preservation of large existing trees and vegetation
- Significant tree planting in parking areas reduces heat island effect
- Use of cut-off exterior light fixtures to reduce light spill / light pollution



Unique Healthy Environmental Aspects to Bolster Well-Being

- Centrally located learning kitchen available to teach healthy cooking and also used by INC (special education students), inclusively located for visibility and use by all
- Distributed food service and dining locations for ease of access to healthy choices
- Outdoor learning and dining space at ground level and dining mezzanine level
- Mental health resources centrally located in the learning communities, where students spend most of their time, for ease of access
- Inclusive restrooms and locker rooms

“ 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



Educational Environment Design

Educational Vision

The District's **Quality Profile** identifies a focused set of priorities that continues their focus on challenging and supporting every student, every step of the way:

- **Educate the whole child** - this is the core business
- Provide rigorous academic content and **real-world learning experiences**
- Provide a foundation to serve, lead and succeed in life
- **Student and staff well-being** is critical to the success of the students
- Foster a **safe and inclusive environment** where students can thrive
- Focus on two fundamental aspects of well-being: belonging and balance
- Continuous improvement threaded through everything they do

These priorities are all grounded in Upper Arlington's mission, vision and values:

- **Mission:** Challenge and support every student, every step of the way
- **Vision:** Uniquely accomplished students prepared to serve, lead and succeed
- **Values:** Start with Heart, Strength in Team and Contagious Drive

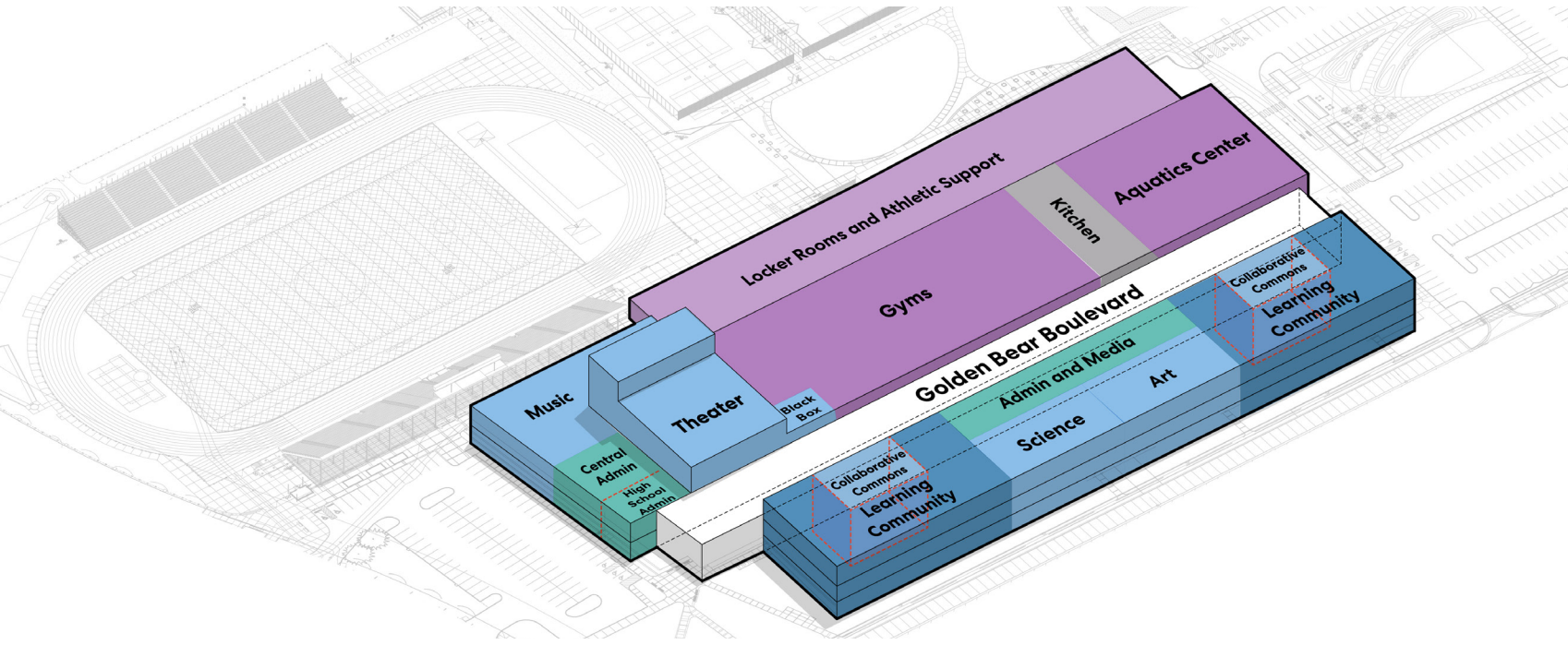
This quality profile and mission, vision and values are embedded in the Guiding Principles for the project and in the educational environments designed to support the UAHS learners and educators.

“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, CHIEF OPERATING OFFICER
UPPER ARLINGTON SCHOOLS



How the Designed Environment Supports the Curriculum, a Variety of Learning & Teaching Styles, and is Adaptable and Flexible



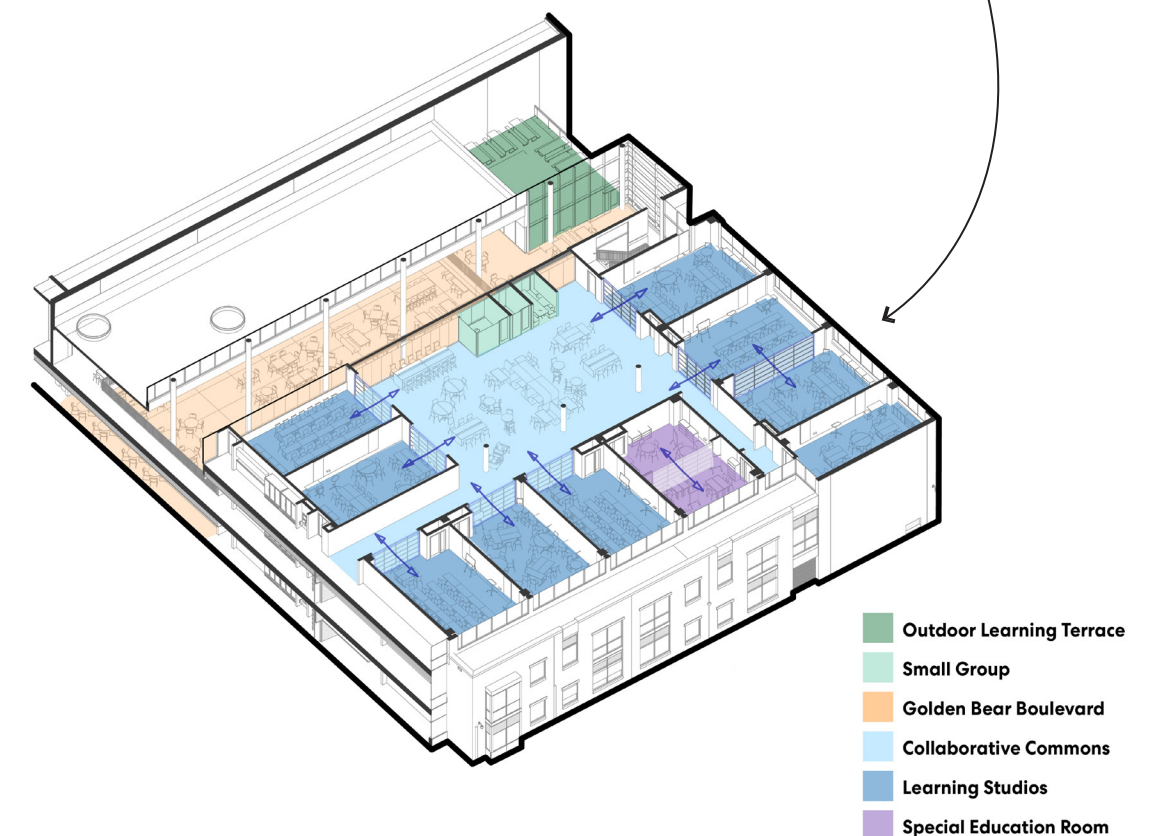
Many traditional high schools are organized and operated departmentally. This traditional arrangement does not reflect the interdisciplinary nature of learning that today's students need.

Therefore, within the three-story learning communities, departments are arranged to work both horizontally in plan and vertically stacked in section to allow flexibility to work departmentally while also promoting cross-disciplinary collaboration. Abundant transparency between spaces ensures passive supervision and access to natural light. Several classrooms have motorized glass garage doors to allow a quick conversion of room sizes, or 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 vertically stacked.

Distributed administration 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.



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**



“I love coming to work here. 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**



Designed to support the educational vision and goals of the school:

- Classroom studios with flexible walls to provide choice in room size and connectivity to hands-on project areas
- Digital and analog opportunities throughout
- Variety of furniture, no one-size-fits-all spaces
- Huddle rooms for small groups, acoustical privacy and sensory needs
- Science and art directly adjacent to classroom studios to encourage interdisciplinary collaboration
- Special education spaces are intentionally embedded and inclusive
- Inclusive restrooms
- Student support spaces are centrally located close to learners
- Educators are at the heart of the student spaces, bolstering collaboration and cross-disciplinary opportunities
- Library media center with: research and development lab, media production spaces, student run helpdesk, college and careers counselors, quiet study spaces and informal social spaces



From the UA Quality Profile:

- Spaces that support educating the whole child
- Spaces to provide real-world learning experiences
- Spaces to promote student and staff well-being
- Spaces that are safe and inclusive

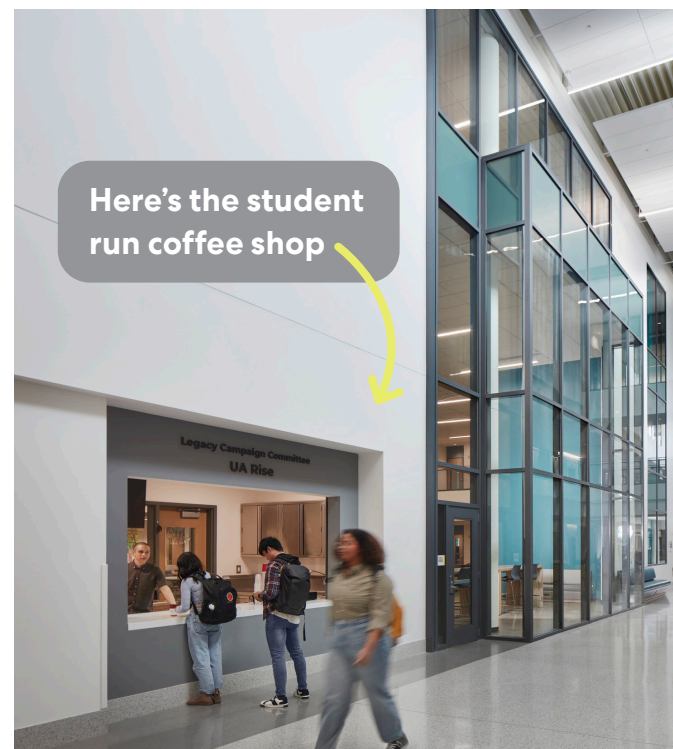
Universally Designed around Learners

Within the Guiding Principles to “Champion Uniquely Accomplished Learners,” supporting diversity, equity and inclusion remained top of mind throughout the design process.

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

Sensory rooms are designed with acoustical consideration, specialty lighting and other tactile materials. Huddle rooms can be accessed by all students to provide acoustically quiet, individual learning space or small group learning opportunities.

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 communities and are intentionally visible and seamless with the surrounding spaces. The adjacencies and design of INC, the Individualized Needs Center, is an example of embedding diversity, equity and inclusion into the educational environment. For the students with more profound needs that spend the majority of their day in the INC rooms, the desire was not to have a learning kitchen and specialized restroom within the space itself, as may be considered typical. There was intentionality around locating those spaces outside of the classroom so that the INC students could interact with all students as part of their everyday experience.



“All means all”

Dr. Paul Imhoff, former Superintendent
Upper Arlington High School

We moved from a building where my classroom was at the end of a long hallway in the music and art wing. If you weren't explicitly coming to our room, you wouldn't have known it was there. Now, we are in the heart of it all and I couldn't think of a better place to be.

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. The common area outside our room is always full of people working on business projects, learning to read, signing in ASL, speaking German, and even playing games. In our old building, there wasn't a place for this. Learning happened in a classroom, and students didn't have the opportunity to get outside of those 4 walls.

The architects really listened and made inclusion a priority in designing our building. They put things like an accessible bathroom or kitchen workspace in more common areas so that they were accessible to all students and staff, not just a select classroom. It sounds trivial, but being able to walk across the hallway to use the restroom alone is a huge milestone for some students. It allows students who always have an adult attached to them, to be able to do something independently amongst their peers. **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

Results of the Process

Project outcomes are in alignment with the Guiding Principles and encompass district goals, community goals and educational goals.

As a proven result of the intensive, 6-year planning and design process, the Upper Arlington High School facility has remained true to the Guiding Principles developed at its inception.



Guiding Principles
Our Educational Environments...



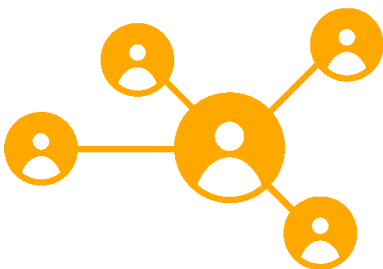
Will Champion Uniquely Accomplished Learners

- Provides spaces for personalized learning to bolster student success, for example, small group huddle rooms to support quiet, individual learning
- Locates arts and science for cross-disciplinary teaching and learning
- Special Education spaces are intentionally centralized and embedded which allows diversity, equity and inclusion to be continuously demonstrated
- Hands-on spaces, such as learning commons, area readily available to learners



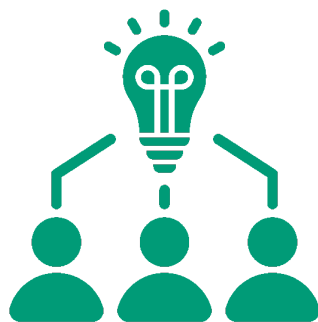
Will Be Fiscally Responsible and Community Responsive

- Honors the past while looking to the future
- Reflects the community values, True to the master plan, "Your Voice Matters" Community Engagement – over 8,000 touchpoints over 6 years
- Is environmentally sustainable - Efficient building design to minimize exterior wall saved over \$2 million dollars in initial project costs and reduced operational costs in perpetuity
- Increased property values
- Amplified community pride



Will Foster and Engage Relationships

- Golden Bear Boulevard and adjunct commons area serve as central connectors of the school community
- Advances leadership at all levels, for students and educators, within the community and nationally
- Cultivates relationships between the students, educators, parents and the community
- Encourages collaboration with community organizations, business, universities and other school districts



Will Bolster Collaboration and Creativity

- Supports social, emotional and academic learning options and opportunities within and beyond the classroom
- Includes adaptable, flexible and agile environments to meet the changing needs of all learners
- Empowers students and educators
- Ample and varied types of spaces to support collaboration from small to large groups



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

- Golden Bear Boulevard invites the community into shared spaces while keeping the learning communities segregated
- Transparency is embraced as a form of passive security
- Supportive culture where learners and educators feel emotionally safe is bolstered with student support both central and visible, each student has a connection with an adult
- Project areas and collaborative huddle rooms create an academically safe environment where students are encouraged to tackle challenges and take academic risks

Unintended Results and Achievements of the Process and Project

With the combination of **civic pride** in their community and **passionate residents**, via this long-term community engagement process of awareness of facility conditions and future needs, to their response of support, then engagement in the design, has resulted in **tremendous pride** in their new high school.

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.



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



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



“

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, CHIEF OPERATING OFFICER
UPPER ARLINGTON SCHOOLS**



“

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.

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**

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“ 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