2013 Exhibition of School Planning and Architecture

Ridgeview High School

Redmond, Oregon

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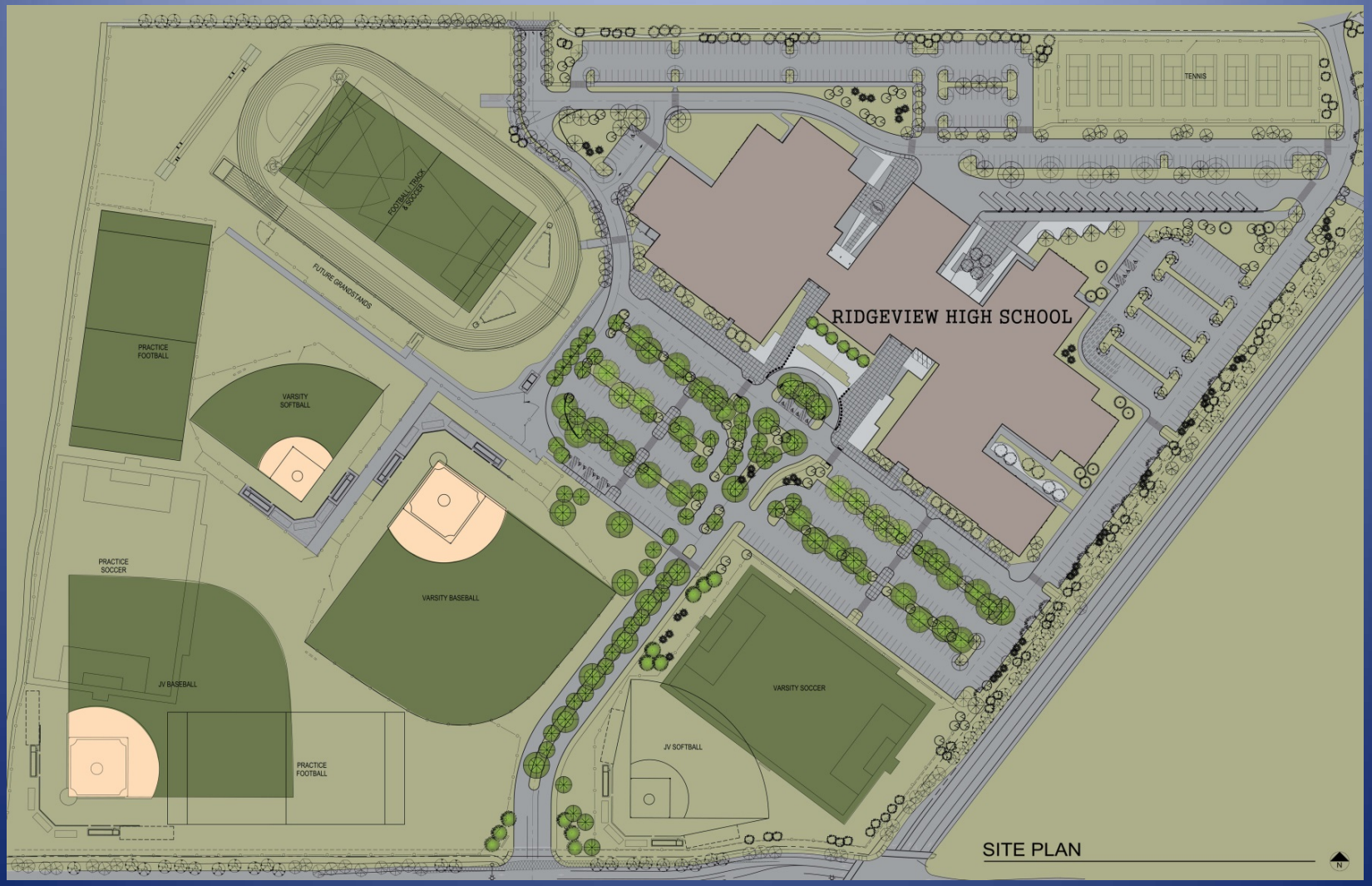


Auditorium

Community Environment: In building a new high school, there was a sense of responsibility to design a 21st century facility that would well serve future generations to come. The superintendent had a vision to develop strong ties with the community, as there was a belief that community partnerships would build stronger programs for youth. Many spaces throughout the building provide opportunities for community use including the theater designed with a fly loft and state-of-the art acoustics and lighting. The theater is already being leased to visiting performers for productions when not in use by the students.

Commons with Multi-Purpose Room

Community Environment: Other community use spaces throughout the building include a dental clinic, medical clinic, fitness facility and a daycare facility each on individual access control, enabling the school to lock down different portions of the building for after hours use. In addition, large community group meetings can be held within the student commons and cafeteria, as well as in the multi-purpose room which overlooks the double height commons space. The flexibility and availability of so many spaces helps foster a strong connection to the community.

Light Shaft at Central Flex Space

Learning Environment: Ridgeview High School was designed with a vision to push innovation in education. Creative solutions were used to design spaces that would accommodate the learners of the future without sacrificing function. One unique feature that was desired was the creation of small learning communities within the building. These were designed to have all of the core curricular courses for a student's grade level provided within one wing of the building. It was essential to have the core educational needs of each student met within one small learning community in order to foster a creative learning environment that was adaptive and could accommodate future educational styles. In each small learning community, classrooms are clustered around a central flex space that provides an additional adaptive learning space to encourage interdisciplinary learning and small group, project-based learning.

Classroom

Learning Environment: Classrooms are treated similar to a small collegiate lecture space, with teachers moving between classrooms rather than having ownership of a classroom. Several rooms include operable walls between them, allowing for larger lectures and flexibility for the future. These flexible learning spaces were designed to encourage learner-directed, collaboration generating, collegial project-based learning. They also allow for different learning styles to be accommodated. If needed, smaller groups can break out into the flex space or small group rooms off the central flex space.

Hands-on Lab Space

Physical Environment: One of the goals for the new high school was that it would lead in the vision of the Redmond community's future by focusing on the arts and sciences including health and engineering. It was essential to provide students with opportunities to study more hands-on trades, in addition to traditional classroom study. A complete culinary lab, TV/video production lab, medical, dental, drafting and engineering labs were designed to provide students with opportunities similar to what they would experience in a trades school. In order align with the district's vision for innovation in education, the technical studies were located in such a way to provide opportunities for collaboration between disciplines. Art classrooms and advanced science labs were located adjacent to the career technical classrooms to help facilitate that collaboration.

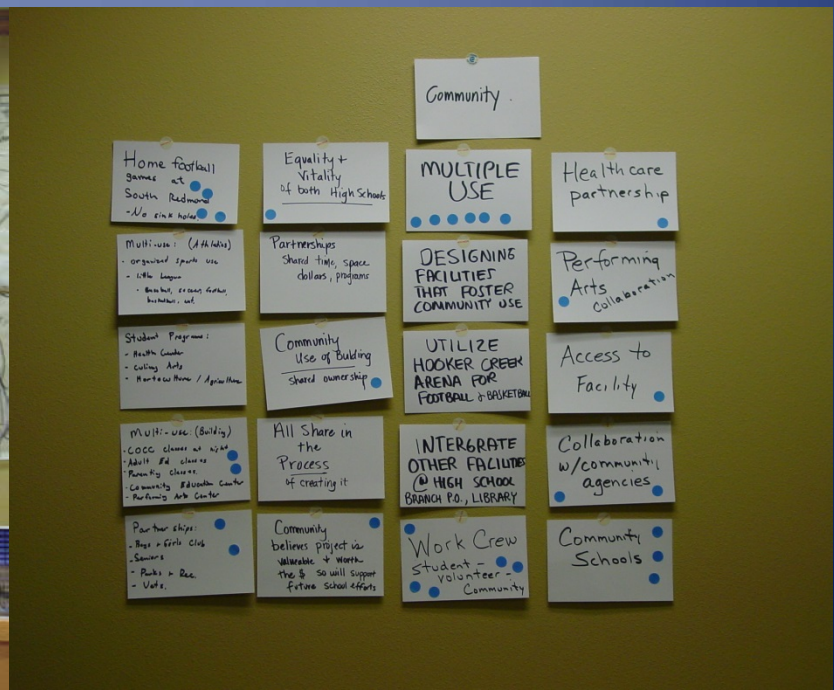
Exterior Sunshades

Physical Environment: Sustainable design strategies included maximizing occupant comfort, conceiving a school that is a learning tool, optimizing natural daylight, designing for energy conservation, minimizing the building's impact on the site and limiting waste generation during construction through operation. Considerable efforts were taken to achieve the sustainability goals. The result is an abundance of natural daylight throughout the entire building. Generous overhangs shade the building from direct solar heat gain. Concrete tilt-up walls serve as a heat sink, helping to moderate swings in outside temperatures, prevalent in this high desert location. These passive sustainable design efforts, combined with a highly energy efficient VRV (variable refrigerant volume) mechanical system and an active solar PV array all contributed to the project's LEED rating of Gold.

Process

Planning Process: Prior to Ridgeview High School being built, students in Redmond, OR were attending high school in a grossly overcrowded building. The student population was nearly double the original building's capacity. After multiple failed school bond attempts, the school district officials were left with no other choice but to implement half days or year round school if the final bond attempt was unsuccessful. A strong volunteer bond advocacy group formed, and they were able to rally community support to vote favorably for the bond.

A large group of stakeholders were engaged throughout the entire design process, maintaining strong community support. School staff, parents, students and school district personnel made up a steering committee of seven, design team of 14 and community advisory team of 15. The steering committee made recommendations to ensure the new high school would be in line with the district's vision for innovation in education. The design team developed guiding principles reflecting the most important goals of the staff, students and parents. In addition, several community conversations took place throughout the process to ensure the community at large could provide input at various stages of the development of the recommendations and guiding principles.

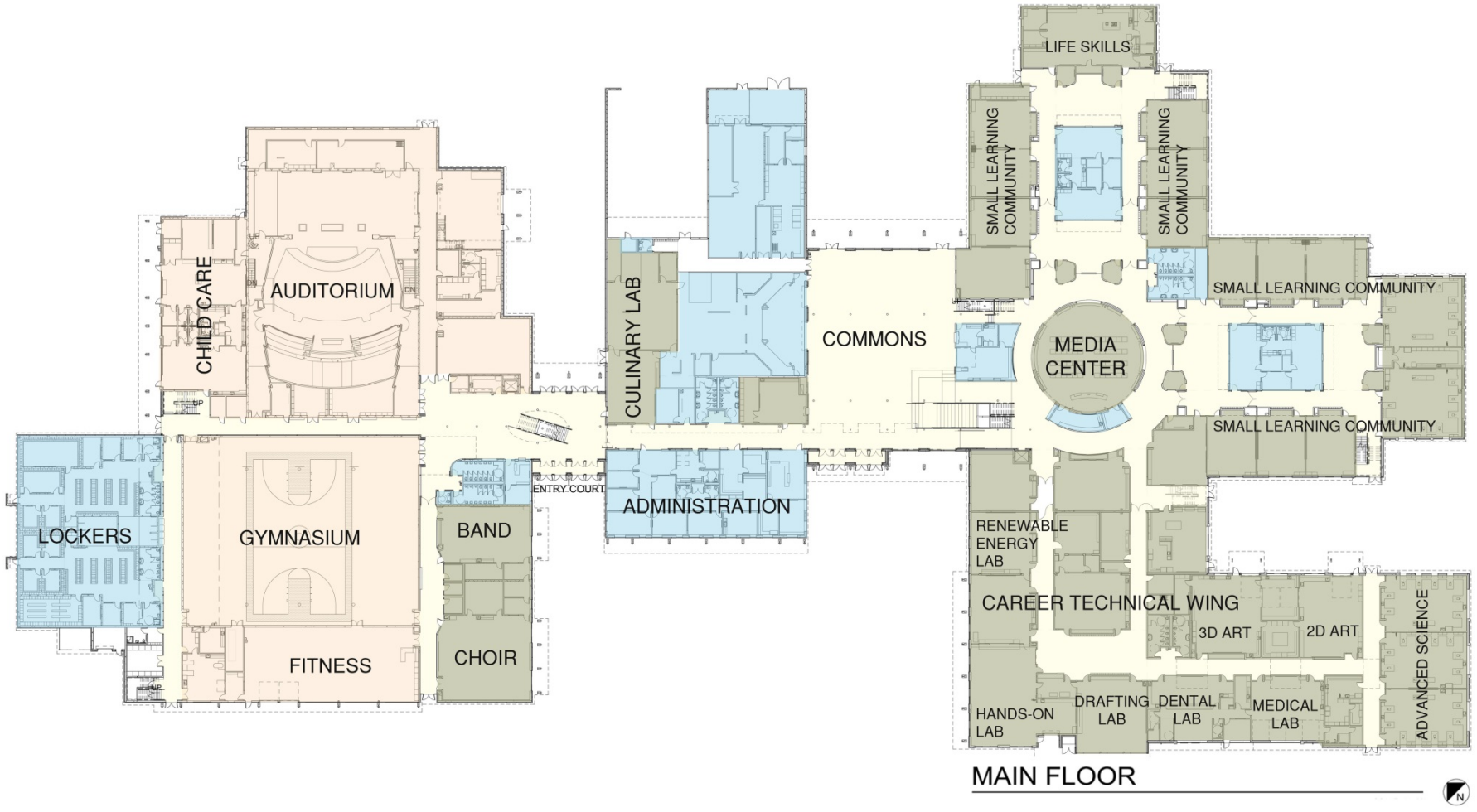


Process

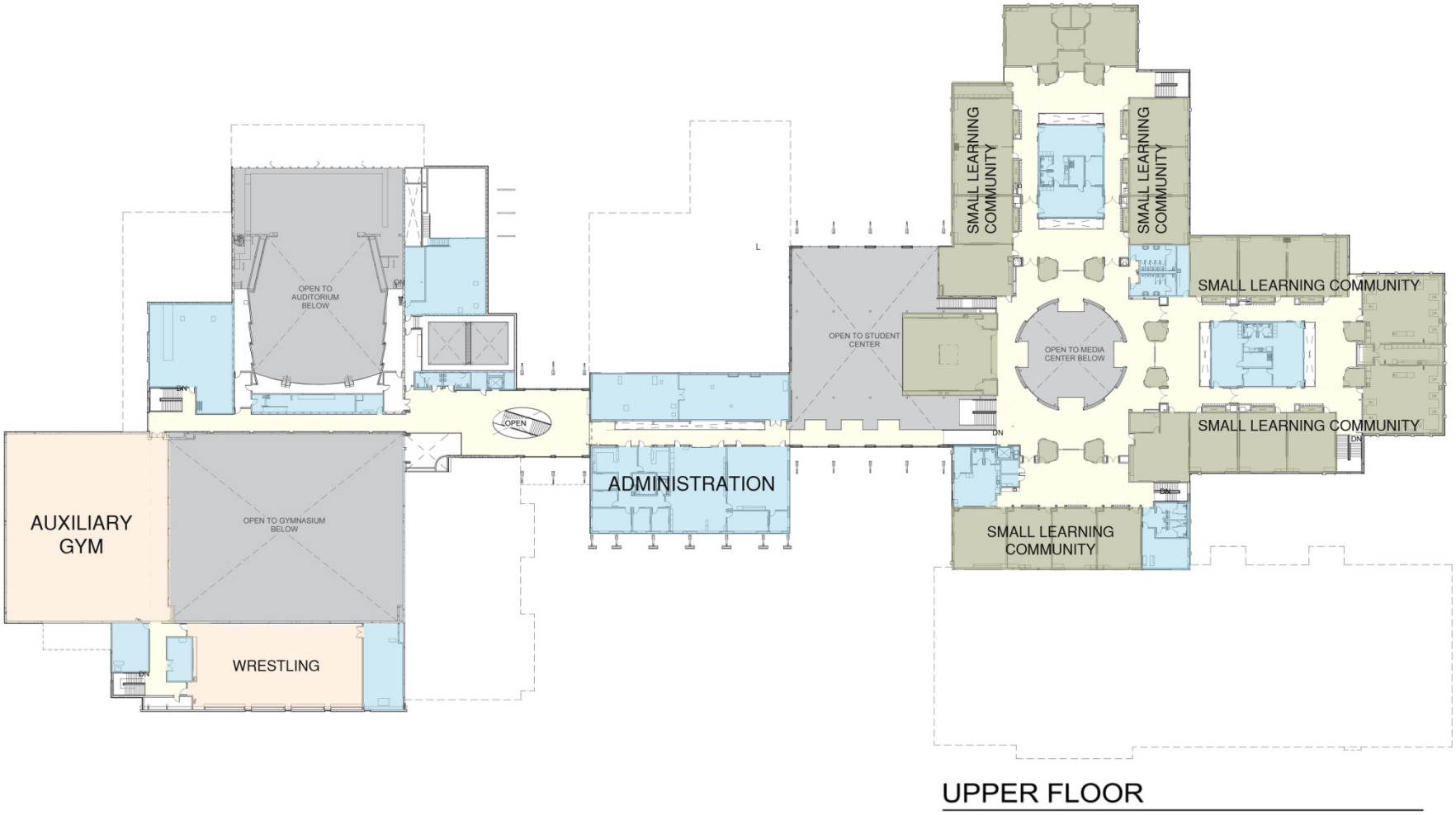
Planning Process: Based off an extensive and highly collaborative process, an educational specification was derived, along with a site and building organization. Crucial to the design were several guiding principles: adaptability of spaces, access to technology, opportunities for collaboration, an environment promoting a sense of community, a strong element of sustainable design, and opportunities to form partnerships with a variety of community organizations. Community facilities would be available and could be in operation 24 hours a day. The office and administrative portions of the building would be centralized and inviting. Adaptable learning spaces were to be clustered to encourage interdisciplinary learning and small group project-based learning. Sustainable strategies to be employed included energy efficient systems, active solar and utilization of daylighting strategies.

The series of meetings over the course of four months that led to the creation of an educational specification, following into schematic design continued throughout the entire process of building design. Meetings were held almost monthly for over a year with the design team to allow design decisions to be made collaboratively. Even during construction, periodic meetings were held with the design team to ensure the building design met the goals and vision of the students, teachers, parents, staff and community.

Floor plan


LIFE SKILLS
SMALL LEARNING COMMUNITY
SMALL LEARNING COMMUNITY
SMALL LEARNING COMMUNITY
SMALL LEARNING COMMUNITY
CHILD CARE
AUDITORIUM
CULINARY LAB
COMMONS
MEDIA CENTER
LOCKERS
GYMNASIUM
ENTRY COURT
ADMINISTRATION
BAND
CHOIR
FITNESS
RENEWABLE ENERGY LAB
CAREER TECHNICAL WING
3D ART
2D ART
ADVANCED SCIENCE
HANDS-ON LAB
DRAFTING LAB
DENTAL LAB
MEDICAL LAB
MAIN FLOOR

Floor plan


OPEN TO AUDITORIUM BELOW
OPEN
OPEN TO STUDENT CENTER
OPEN TO MEDIA CENTER BELOW
SMALL LEARNING COMMUNITY
SMALL LEARNING COMMUNITY
SMALL LEARNING COMMUNITY
SMALL LEARNING COMMUNITY
SMALL LEARNING COMMUNITY
ADMINISTRATION
AUXILIARY GYM
OPEN TO GYMNASIUM BELOW
WRESTLING
DN
UPPER FLOOR

Exhibition of School Planning and Architecture Project Data

Submitting Firm :	Dull Olson Weekes-IBI Group Architects, Inc.
Project Role	Architect
Project Contact	Steve Olson, AIA
Title	Principal
Address	907 SW Stark Street
City, State or Province, Country	Portland, OR 97205
Phone	503-226-6950
Joint Partner Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Other Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Construction Firm:	Skanska USA Building, Inc.
Project Role	General Contractor
Project Contact	John Williamson
Title	Senior Project Manager
Address	777 NW Wall Street, Suite 300
City, State or Province, Country	Bend, OR 97701
Phone	541-504-9525

Exhibition of School Planning and Architecture Project Details

Project Name	Ridgeview High School
City	Redmond
State	Oregon
District Name	Redmond School District
Supt/President	Mike McIntosh
Occupancy Date	September 2012
Grades Housed	9-12
Capacity(Students)	1400
Site Size (acres)	51.88 acres
Gross Area (sq. ft.)	276,000
Per Occupant(pupil)	197 sf
gross/net please indicate	
Design and Build?	CMGC
If yes, Total Cost:	
Includes:	
If no,	
Site Development:	$9 million
Building Construction:	$64 million
Fixed Equipment:	
Other:	
Total:	$73 million

Small Group Rooms off Flex Space

Art Classroom

Media Center

TV / Video Production Lab

Medical Lab

Gymnasium

Fitness Room