

2013 Exhibition of School Planning and Architecture

Sandy High School

Sandy, Oregon

Sandy High School



Sandy High School



High School Site
Preserved Woodland
Existing Ball Fields

Sandy Style

Community Environment:

The City of Sandy requires new construction to conform to the “Sandy style” which adapts elements of Cascadian architecture popular between 1914 and 1950. The high school design achieved a contemporary yet regional synthesis using heavy timber and unpainted board siding coupled with pitched roofs, precast concrete panels and asymmetrical massing.



Site Preservation

Community Environment:

Sandy High School is located on a parcel of land owned by the school district and partially developed with athletic fields. The remainder of the site dropped 80 feet in an east-west direction and contained old growth and secondary growth trees as well as ground vegetation. The new high school was placed to protect the old growth trees, therefore, was located on the portion of the site characterized by open land with ground cover and some secondary growth trees. The design of the building/site was organized to minimize environmental impacts, grading and disruption of the natural landscape. Further, the new school incorporates contemporary planning and design strategies considered relevant to 21st Century Education.



Learning Cabins

Learning Environment:

The cabins are the building blocks of the direct instructional areas. A cabin is composed of either four or five classrooms gathered around a shared extended learning area, terraced into the hillside, providing a tranquil setting within nature. Two cabins are linked together with a teacher collaboration area and capped on the end by a career technical education (CTE) space creating one of three wings.



Transparency & Variety

Learning Environment:

Transparency, visibility and connectedness to the outdoors are a common theme. Visual and physical connections between spaces and programs support educational goals to encourage interdisciplinary instruction. Spatial variety supports small, medium and large groupings of students. The “cabins” create smaller learning environments within the larger whole. Providing visual and physical connections to the outside expands educational opportunities beyond the building. Formal and informal gathering spaces are spread throughout.



Main Street

Physical Environment:

The school is organized around two primary circulation paths. The Community Boulevard runs north/south and provides a civil presence for the theater, gymnasium, multi-level commons and community rooms, along its length. These functions are used by both community and school.

The student street runs east-west and traverses the 80-foot elevation change. Along this path are the entries to the learning wings, library and art spaces.



Sustainability

Physical Environment:

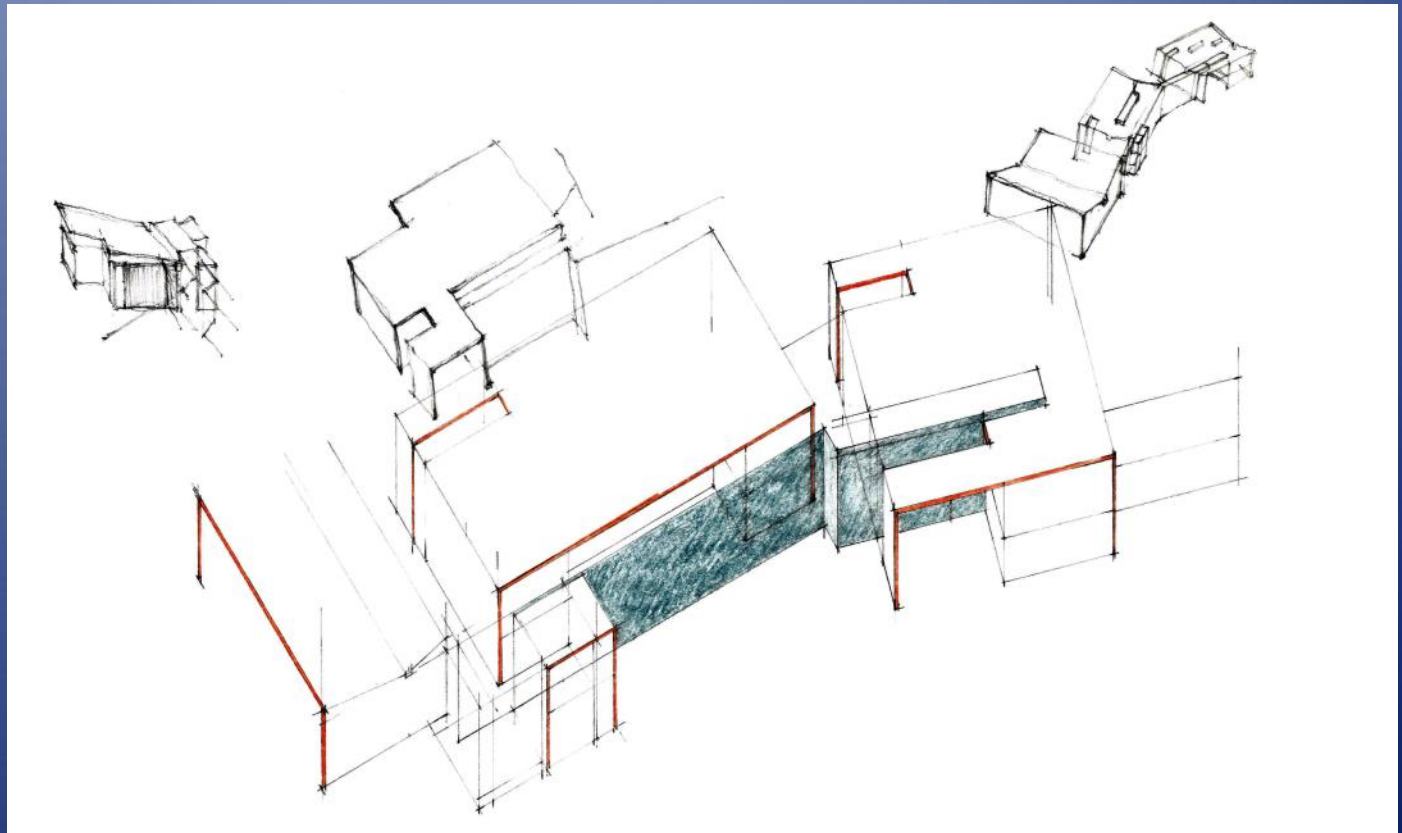
Sustainability was a major component of the design. Day lighting, super insulated walls, geothermal mechanical, green roofs, displacement air, photovoltaic/hot water pre-heat panels and rainwater storage for non-potable and irrigation use are some of the components. These measures have resulted in a facility that operates 54% better than the baseline school for this region.



Design Collaboration

Planning Process:

The Educational Specification and Area Program were based on the work of a High School Design Committee and Community Forums, who's review of the area programming, building relationship needs, site considerations, and preferred building concepts formed the basis of the final program. The District then expanded the High School Design Team to include leaders from every department. The results produced agreements that the school would be designed to accommodate a variety of teaching modalities; either departmentalized, structured, career or core curriculum based, interdisciplinary instruction or school within a school. It is unknown what the future holds, therefore, to the greatest extent possible, the building was configured to provide flexibility and allow the high school to evolve organically over time.



Extending the Learning

Planning Process:

As the design process advanced and the building began to take shape, input was received from a larger group than just the District High School Design Team, it included input from the School Board, Bond Oversight Committee, community at large, City of Sandy Design Review and building officials, and students. Students from the High School with interests in the design industry were also brought into the office for summer internships to learn about the profession and help work on their community's new school.



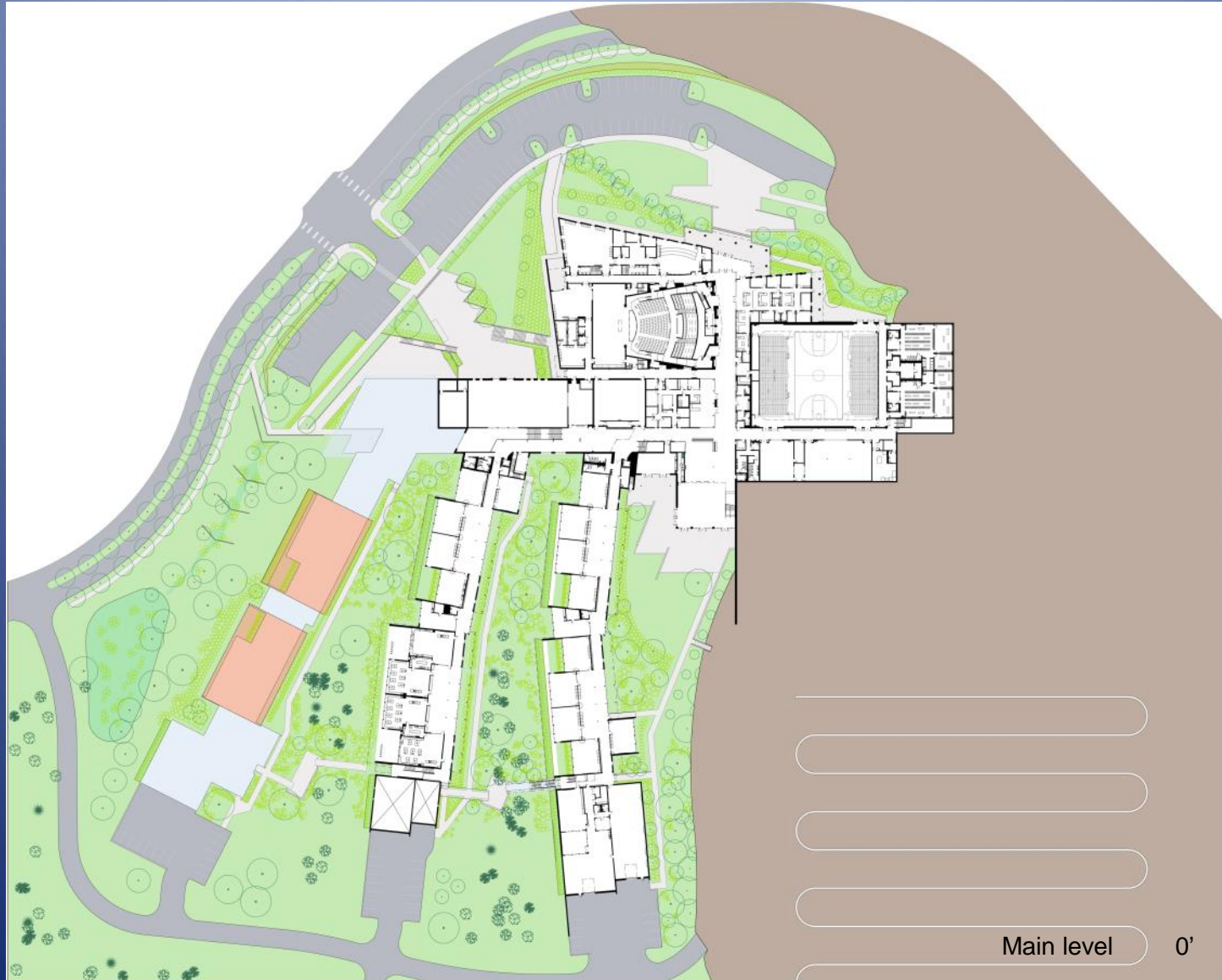
Floor plan



Floor plan



Floor plan



Floor plan



Exhibition of School Planning and Architecture

Project Data

Submitting Firm :	Dull Olson Weekes –IBI Group Architects, Inc.
Project Role	Architect
Project Contact	John Weekes, AIA
Title	Principal
Address	907 SW Stark Street
City, State or Province, Country	Portland, Oregon
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:	Hoffman Construction Company
Project Role	Contractor -CMGC
Project Contact	Cary Bubenik
Title	Project Manager
Address	805 SW Broadway, Suite 2100
City, State or Province, Country	Portland, Oregon
Phone	503.221.8811

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Project Details

Project Name	Sandy High School
City	Sandy
State	Oregon
District Name	Oregon Trail School District
Supt/President	Aaron Bayer
Occupancy Date	July 2012
Grades Housed	9-12
Capacity(Students)	1600
Site Size (acres)	81.7 acres
Gross Area (sq. ft.)	310,000
Per Occupant(pupil)	194
gross/net please indicate	1.21
Design and Build?	CMGC
If yes, Total Cost:	
Includes:	
If no,	
Site Development:	\$15.2M
Building Construction:	\$75.4M
Fixed Equipment:	
Other:	
Total:	\$90.6M



500 seat auditorium

-Shared by community theater group



Varied learning environments include outdoor spaces



Varied learning environments include outdoor spaces



Building details and materials –durable yet regional



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