



SOUTH TAHOE HIGH SCHOOL sustaining a community





Lake Tahoe students must be prepared to succeed beyond high school. A cross-functional team of district leaders, school administrators, teachers, students and design professionals realized that viable pathways must be created to increase the college-going rate.

This dedicated group worked together to create, program, fund and design exceptional CTE programs to sustain this community.

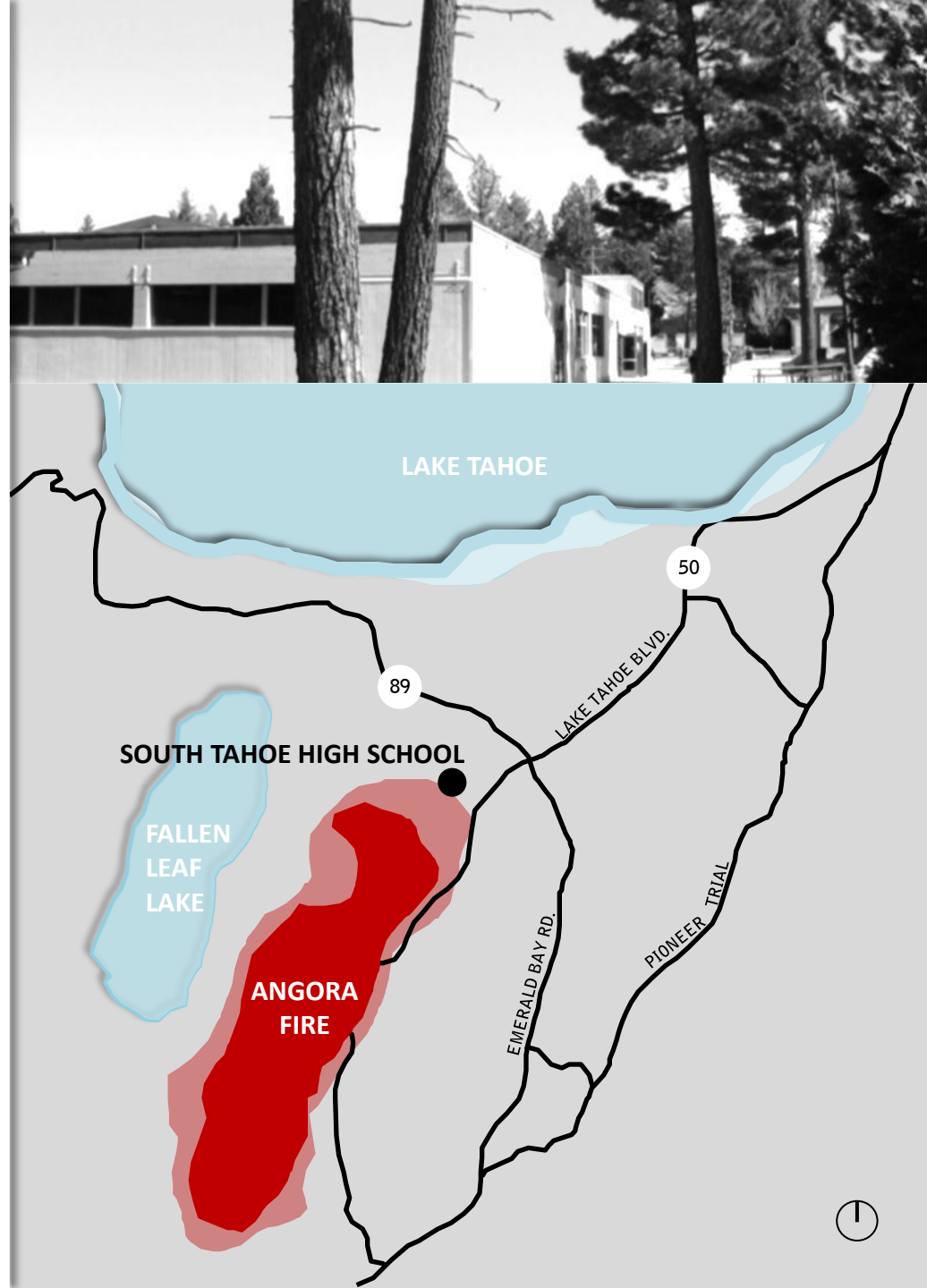
Nestled in the High Sierra Mountains, among majestic peaks, world-class ski resorts, and giant sequoias, is a school that means business about preparing its students for the future. The goal is to give these students specialized training, experience, and opportunities in high tech, curriculum-driven facilities in the spirit that they will have what they need to stay in the community and thrive.

In 2007 the Angora Fire threatened this rural community and **South Tahoe High School** was the emergency operation center to fight the wildfire. The fire burned right up to the library. This event inspired a movement to improve the high school as a community resource.



There is a resilience in rural communities that face disasters as the citizenry accept catastrophes like the Angora Fire as part of its life.

The community of South Lake Tahoe High responded to adversity with enthusiasm and hope that they could **build something better for future generations**.



At 6,250' above sea level, the remote and isolated location of Lake Tahoe limits educational resources and career exploration opportunities for students. A popular tourist destination, the small resident population is described as 'poverty with a view' by locals, with a majority of the population eligible for free/reduced lunch.

Faced with unique challenges, this community is committed to having their students learn skills which will both expand economic opportunities in the basin and preserve the **"Tahoe Culture."**

"Develop Skills that Sustain a Community"

"...As a superintendent, I see that it's a respect thing. When you build this for kids, it's saying to visitors and the community this is our most important priority: taking care of our youth."

**—Jim Tarwater, Superintendent
Lake Tahoe Unified School District**



>> SCOPE OF WORK

1



2



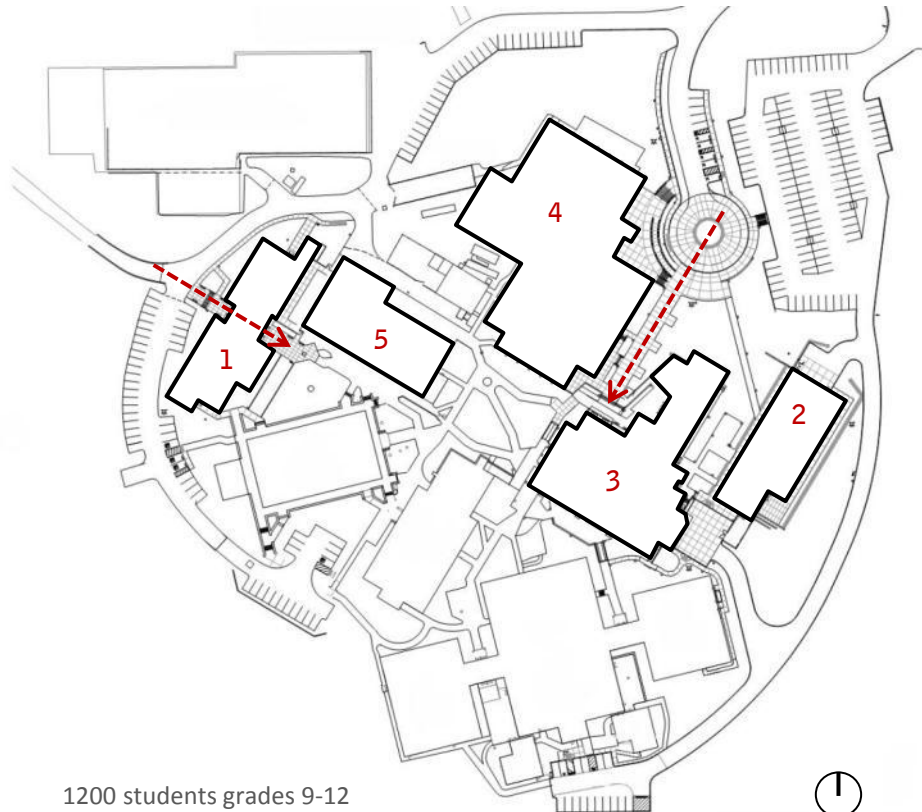
3



4



5



1200 students grades 9-12

- 1 Classroom Building
- 2 Green Academy
- 3 Tahoe Arts + Design Academy
- 4 Gym + Sports Medicine
- 5 Student Union

5 Buildings on one Campus unite an entire Community

>> SCOPE

Classroom Building	29,200 SF
Green Academy	27,300 SF
Tahoe Arts + Design Academy	15,000 SF Modernization + 11,000 SF Addition
Gym + Sports Medicine	37,000 SF Modernization + 7,500 SF Addition
Student Union	18,000 SF

>> BUDGETS

Classroom Building	\$12,100,000	\$ 8,100,000 State Funding :: Overcrowding Relief Grant (ORG)	67%
Green Academy	\$12,700,000	\$ 5,900,000 State Funding :: Career Technical Education Grant	39%
Tahoe Arts + Design Academy	\$13,300,000	\$ 1,400,000 State Funding :: Performing Arts Modernization	10%
		\$ 3,000,000 State Funding :: Career Technical Education Grant	22%
Gym + Sports Medicine	\$8,070,000	\$ 2,200,000 State Funding :: Career Technical Education Grant	27%
Student Union	\$7,680,000	\$ 2,200,000 State Funding :: Joint Use Grant	28%
		\$ 1,800,000 State Funding :: Professional Development Grant	23%
	\$54,820,000	\$ 24,600,000	44%

No funding eligibility from the state
 State funding required to have a local 50% match
 Local match required passage of a community bond



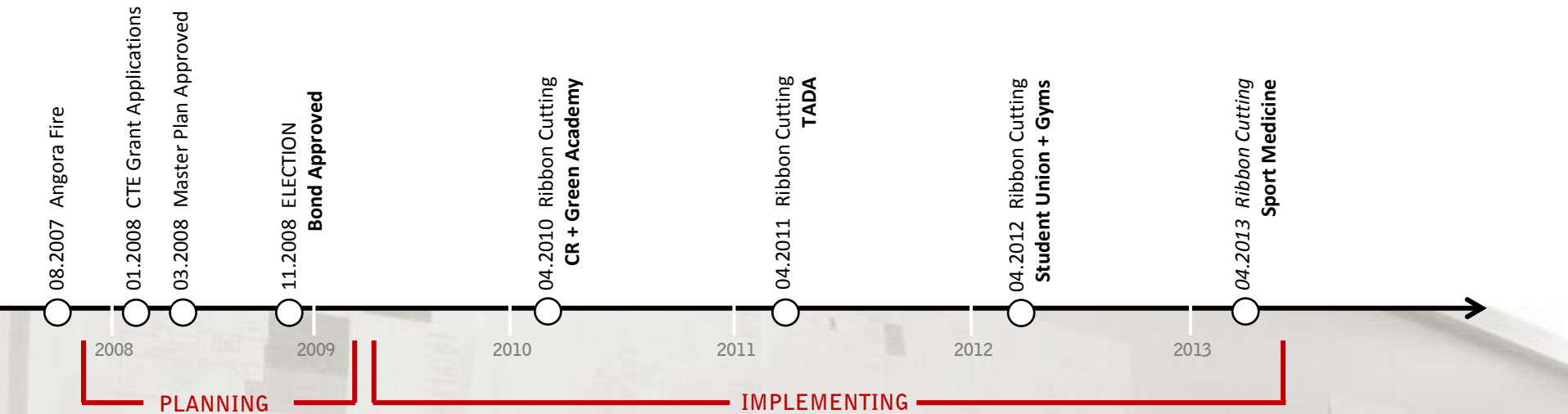
"The Lake Tahoe Unified School District, working collaboratively with parents and the community, aims to provide quality learning environments that prepare students for becoming responsible, contributing citizens." [LTUSD Mission Statement]

The District's mission went beyond educating students, the effort created learning to include creating learning opportunities that will **sustain a community.**



"We believe that unity
will be a product of this
collective vision."

-LTUSD Board of Education



The Angora Fire happened in August. Within a few months, the design and planning team was hired and the process began. There was a huge momentum to make these projects a reality; community engagement, grant writing, and goal setting. The team was determined to move quickly and unveil a building every year.

COLLABORATE

"I graduated here, from South Tahoe High School. It really needed a facelift and more than that, it just needed to be repurposed. The kids really feel like, because there was so much money, and effort, and time, and thought put into all of these programs that it's something special—and respect it—and do something with it to help them do something with their lives. That's what it's all about; it's all about them."

— Bob Grant, Visual Performing Arts Chairman
South Tahoe High School



“info-storming” + “brain-storming”

ENGAGE TEAM

Master Plan Architect
Community Outreach Strategy
Financial Planning

ESTABLISH MASTER PLAN PROCESS

Formed District Master Plan Committee
Toured School Site + One-on-One HS Staff Interviews
District Leadership Meeting
Survey [Polling] to gauge Community Support

JANUARY 10, 2008

“If you could dream...” Outreach Process
High School Site + Program Opportunities

FEBRUARY 7, 2008

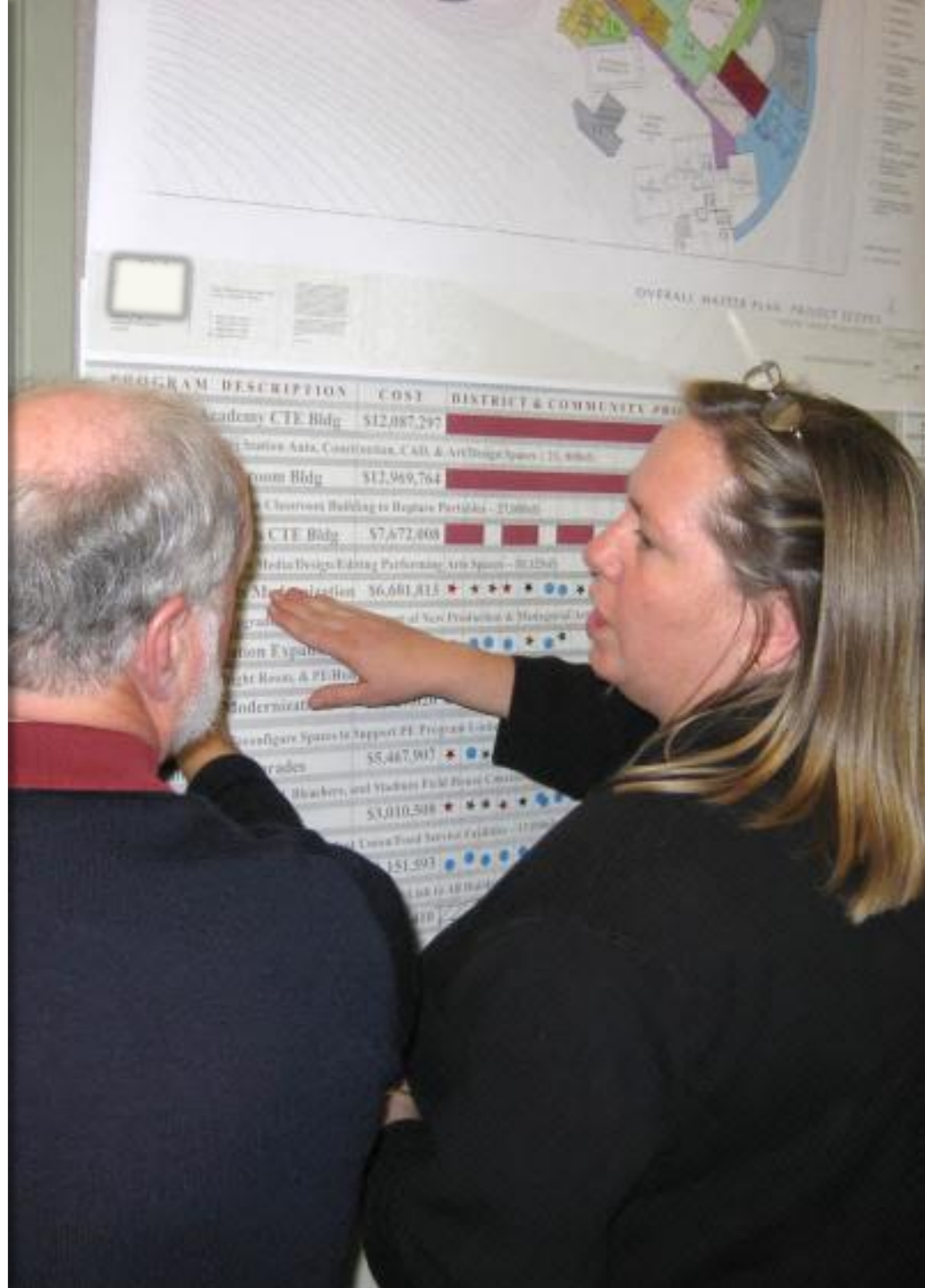
Site Survey / Needs Assessment Findings Report
Site Concept Diagramming

FEBRUARY 14, 2008

Funding Source Analysis
Cost Estimates + Scope Prioritization

FEBRUARY 28, 2008

Program Recommendations
Local Bond Campaign Process Kick-Off



COMMUNITY ENGAGEMENT / building consensus

A Committee consisting of community members, parents, staff members and students was convened to gather information on the aging infrastructure, making recommendations and prioritizing the scope of facility plans.

PROGRAM DESCRIPTION	COST	DISTRICT & COMMUNITY PRIORITIZATION	Total Votes:
1. "Green" Academy CTE Bldg	\$12,087,297		
(New New 8 Teaching Station Auto, Construction, CAD, & Art/Design Spaces – 21,800sf)			
2. New ORG Classroom Bldg	\$12,969,764		
(New 15 Teaching Station Classroom Building to Replace Portables – 27,000sf)			
3. Media/Design Arts CTE Bldg	\$7,230,258		
(New 3 Teaching Station Media/Design/Editing Performing Arts Spaces – 10,125sf)			
4. Performing Arts Modernization	\$6,144,813	★★★★★●●★★	33 POINTS
(Complete Theater Upgrade, Includes Development of New Production & Managerial Arts CTE Academy)			
5. Physical Education Expansion	\$2,769,982	●●●●★★★●	18 POINTS
(New Weight Room, & PE/Health Classroom – 7,000sf w/o Gym)			
6. PE Building Modernization	\$3,827,020	●●★★●●●★	12 POINTS
(Upgrade Gyms, & Reconfigure Spaces to Support PE Program Locker Room Functional Needs)			
7. Stadium/Field Upgrades	\$2,250,000	★★●★★★●●★★●●	23 POINTS
(Includes New Synthetic Turf, Bleachers, and Stadium Field House Concessions/Toilet/Team Rooms – 5,000sf)			
8. Bldg 'G' Student Union	\$3,010,508	★★★★★●●●●●●●●	23 POINTS
(Reconfigure Shops Bldg into New Student Union/Food Service Facilities – 13,000sf)			
9. New Campus Mall/Arcade	\$1,151,593	●●●●●●●●●★	12 POINTS
(Construct New Campus Mall & Covered Walkway Link to All Buildings – 10,000sf)			
10. Reconfigure Auto Drop-Off	\$807,410		
(Enhance Student Safety & Vehicular Traffic Flows)			
11. New School Entrance Plaza	\$258,096		
(Demo Existing Parking Lot & Construct New Entry Hardscape – Linked w/ Scope #10)			

CROSS-FUNCTIONAL TEAM

This dedicated group worked quickly together to create, program, fund and design these innovative educational programs.

(2) Board of Education Members

COMMUNITY MEMBERS

Chamber of Commerce /Parent
City Assistant Manager /Parent
Small Business Owner /Parent
Parent
Attorney /Parent
Waste Management /Parent
Small Business Owner /Parent
Local Hospital Project Manager
Real Estate Agent / Parent

DISTRICT

Director of Human Resources
Chief Financial Officer
Superintendent
Director of Facilities

LOCAL SCHOOLS

Community School Principal
Community School Parent (Bijou)
Community School Parent (Sierra)
Community School Instructor/Parent
Middle School FBI /Parent
Middle School Principal
CSEA President
STE A President

HIGH SCHOOL

Principal
Small Business Owner / Parent



The HS and District faculty interact with community members during interactive sessions. The meetings built consensus to achieve their mission.



The committee elicited District and Community input, to establish site plan alternatives that are evaluated by all committee participants.



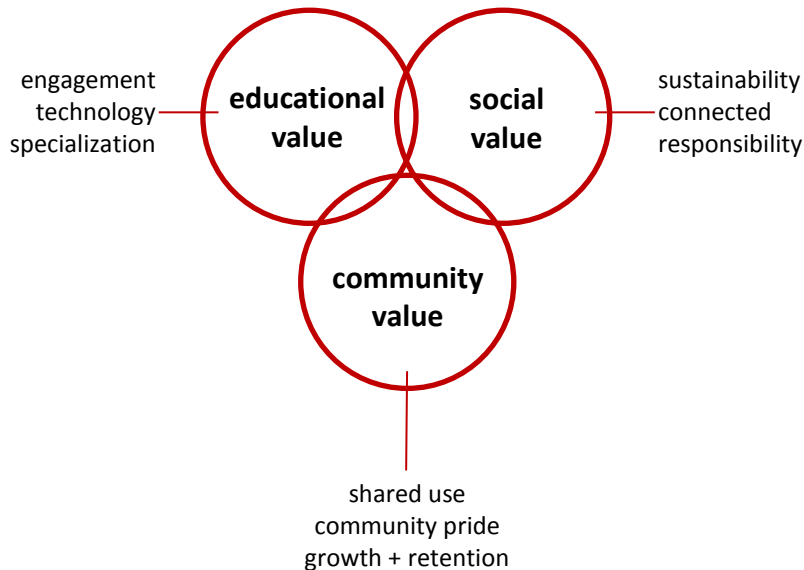
The identified needs, funding and projected costs were shared and prioritized by all stakeholders.

COMMUNITY ENGAGEMENT PROCESS / creating value

To create value both for the school community and the community at large, the planning process looked at the long term goals and aspirations of the community.

From the beginning of the planning process, the community was dedicated in providing state of the art facilities that would impact the students. Beyond understanding the common goals, the design for the projects at South Tahoe High School needed to create opportunities that would change the perception for current and future residents of South Tahoe.

The process included educational, social and community goals:



1/10/08

"IF YOU COULD DREAM"

- JOINT USE ← CLUB, COMMUNITY ← CITY MTNS. GYM
↳ ESP. W/ BOYS/GIRLS CLUB
- ENHANCED SAFETY
- KEEP H.S. KIDS ON CAMPUS [DROPOUTS]
↳ NEED THE FACILITIES & PROGRAMS TO HELP DO THIS
↳ UPGRADE HIGHLY VISIBLE FACILITIES - PERFORMING ARTS GYM, GYM...
- IMPROVED TECHNOLOGY ← ATTRACT BUSINESS INVOLVEMENT
- GREEN GREEN GREEN
- IMPROVE TRAFFIC FLOW / INCREASED PARKING
- "TAHOE" ARCHITECTURE / INTERIOR GATHERING SPOTS
- ENGAGE COMMUNITY AND STUDENTS
- IMPROVED ACOUSTICS
- NEED FOR SPECIALIZED PROGRAMS.



>> COMMUNITY ENGAGEMENT PROCESS / creating value

The educational goals provide a value in a curriculum-driven and process-driven experience. Students are using real-world equipment and project based learning. By the time they enter college or career, they are beyond prepared.

The local engagement created full ownership by the community. The facilities are available for use by local colleges, community meetings, and the city.

The community desired cost effectively planned improvements that are efficient while maximizing opportunities to **transform the campus environment**.

1
[curriculum-driven design]

2
[local engagement from start to finish]

3
[school as a teaching tool]

The committee wanted to leverage the delivery method. With the lease/lease-back approach, they could build local support for the bond by using at least 30% Local Contractors.

STRENGTHS

- COMMUNITY SUPPORT
- RECOGNIZED FOR EXCELLENCE IN EDUCATION
- GOOD SCHOOLS = INCREASED PROPERTY VALUES
- NO PERCEPTION OF WASTE ("KEEP TAHOE BLUE")
- LEARNED FROM MEASURE 'L' PROBLEMS.
- * - SCHOOLS ARE COMMUNITY GATHERING SPACES
- DUAL IMMERSION / LATINO COMMITMENT

CHALLENGES

- ABSENTEE OWNERSHIP W/ NO OWNERSHIP
- LACK OF KNOWLEDGE OF PAST FACILITY IMPROVEMENTS.
- MEASURE 5 (CITY/COUNTY) NEG. MEMORIES.

OPPORTUNITIES

- BUILD ON CHANGE IN LEADERSHIP
- ADDITIONAL FACILITIES FOR COMMUNITY USE
- IMPROVE DISTRICT ↔ COMMUNITY RELATIONSHIP. ATTRACT NEW BUSINESSES & FAMILIES
- ENVIRONMENTAL IMPROVEMENT FAMILIES
- TEACH KIDS "KEEP TAHOE BLUE" COMMITMENT



EDUCATIONAL

- Address the climbing drop-out rate
- Enhance an innovative educational program with facilities that support 21st century learners

SOCIAL

- Attract professionals to live in a tourist destination, often described as 'poverty with a view' by locals, by increasing the amenities and student performance at the community's high school
- Demonstrate to the community that the tax dollars of their local bond are re-building their community
- Create contextual buildings with rustic Alpine aesthetic desired by the City and Tahoe Regional Planning Agency

POLITICAL

- Build support for a local bond
- Build trust with the community given poor track record on previous projects
- Demonstrate new district leadership's ability to listen and support the community

ENVIRONMENTAL

- Maintain the clarity of Lake Tahoe and protect a fragile environment by proving the district's level of sustainability.
- Use the building as an extension of the learning environment :: Learning happens everywhere



Existing buildings, designed without understanding the climate, created unsafe conditions during the winter months. The citizens wanted a campus that would better support all aspects of students development.

COMMUNITY ENGAGEMENT PROCESS / opportunity

The grants written for these innovative programs were the result of a dedicated effort by the district. Two staff were given one week off with a paid substitute so they could focus on the successful grant writing.

Energized and enthusiastic staff worked hard to ensure that new facilities would match the educational goals they had established.

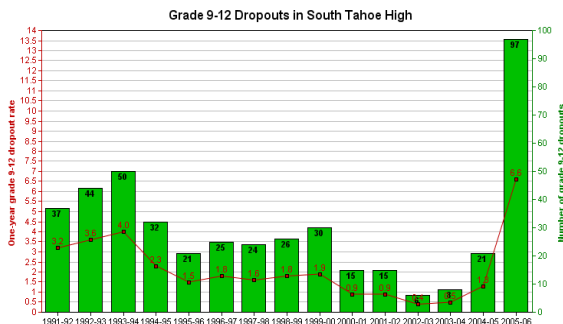
COMMITMENT

STHS FACULTY

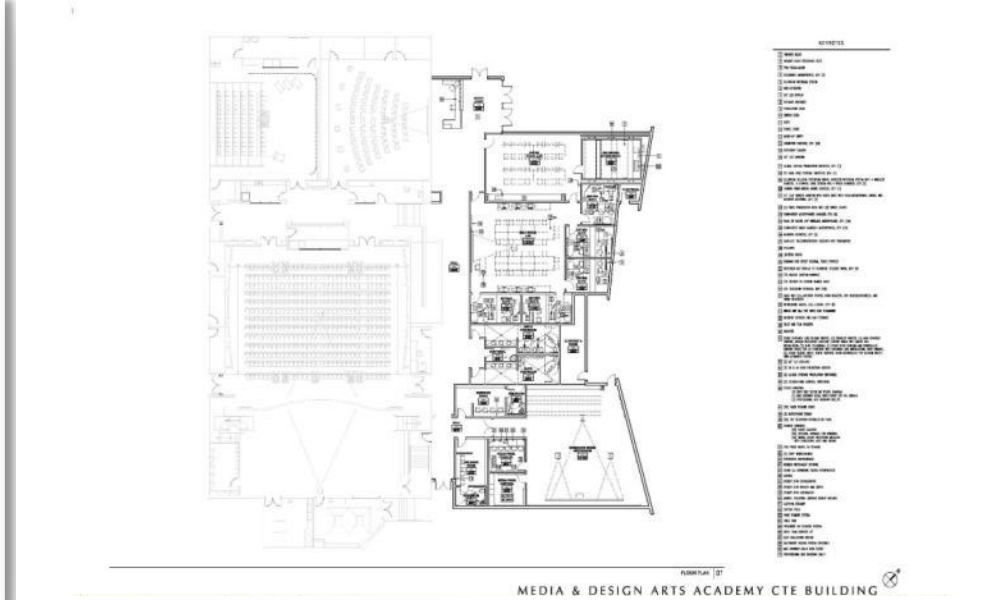
All counselors, as well as the core group of CTE teachers will be involved in the recruitment of students into the program.

Lake Tahoe Community College (LTCC)

A partner located within 5 miles of South Tahoe High School use the high school to offer classes in the evening.



At 6.6% the STHS drop rate was almost double the state rate of 3.7%. This, combined with the fact that only 26% of graduating students are eligible to apply to 4-year colleges/universities, prompted the staff to take a long hard look at how to meet the needs of all of their students.



School will focus on creative expression through visual, aural, written and electronic manipulation. Several teachers will be dedicated to the community of learners in the Arts, Media and Entertainment industry. School is adequately prepared to succeed in this field industry. The Pathway concentrations and courses to be offered beyond the fundamentals include:

Multimedia Concentration		
Introductory	Concentration	Capstone
Multimedia I	Computer Graphics	CTE Multimedia Senior Project
Intro to Design	Digital Photography	Media and Design Arts
Technology Survey	Digital Video	Capstone Project
Art I	Advertising Design	
Digital Media	Print Production	
Overview	Broadcast Media	
Web Design Concentration		
Introductory	Concentration	Capstone
Multimedia I	Interactivity in Flash	CTE Web Design Senior Project
Intro to Design	Web Site Design	Media and Design Arts
Technology Survey	Advertising Design	Capstone Project
Intro to Flash	Sales and Marketing	
Art I	Multimedia for the Web	
	Textures and Background	
3D Animation and Modeling Concentration		
Introductory	Concentration	Capstone
Multimedia I	Textures and Backgrounds	CTE 3D Animation and Modeling Senior Project
Intro to Design	3D Animation	Media and Design Arts
Animation Essentials	3D Modeling	Capstone Project
Technology Survey	Adv 3D Animation & Modeling	
Art I		
Film Editing Concentration		
Introductory	Concentration	Capstone
Multimedia I	Film Editing	CTE Film Editing Senior Project
Technology Survey	Cinematography	Media and Design Arts
Art I	Integrated Scriptwriting and Storyboarding	Capstone Project
History of Film	Screenwriting	
Intro to Scriptwriting	Digital Post Production	
Storyboarding	Lighting	
Equipment Safety		

The US Bureau of Labor and Statistics identified the following "Employer's Top Wish List" of desired skills: communication and verbal, honesty/integrity, interpersonal skills, relates well to others, strong work ethic, teamwork skills, analytical skills, flexibility/adaptability, computer skills, detail-oriented, leadership skills, organizational skills, self-confidence, friendly/go-getting, tactfulness, well-mannered/patience, creativity, entrepreneurial skills, risk taker and sense of humor. It is

LTUSD/STHS CTE Media and Design Arts School I

Additionally, the prestige of CTE Academy will be enhanced through a coordinated application process for program placement.

The counselors are primarily responsible for coordinating activities which enhance and increase the STHS CTE Media and Design Arts Academy participation by providing outreach to all the feeder schools. New Student Orientation which includes a comprehensive description of the CTE programs, bilingual college and career, financial aid and PAPSA rights for students and their families to ensure seamless transition and

and specifically designed project

has 504 students enrolled classes, few are working on Community project, we are anticipating steady -- and most with projected enrollment

Arts and Entertainment 8 students in grades 9-12 participate in the Media

this program will open its in grades 9-10 in the first

many courses, so minimal south is anticipated as the

driven due to student

11 12

25 25

50 20

55 45

60 50

75 50

the counselors, a College by collaborating with

with our feeder schools, availability to enroll all

all our program offerings, Media and Entertainment

will be provided, major or AVID Elective. The

the program and will provide a and pathway placement

Design Arts Academy will be our Community Counselor, and

other community agencies.

Equipment Storage Shelving

\$10,000.00

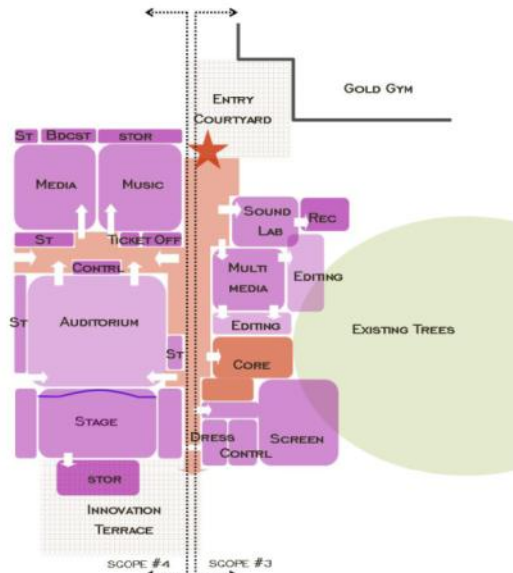
LTUSD/STHS CTE Media and Design Arts School II

The grant writing skills were successful in securing funding for every grant the school applied for. "The knowledge and ability to put things on paper that the evaluators of the grants were looking for [is] phenomenal."

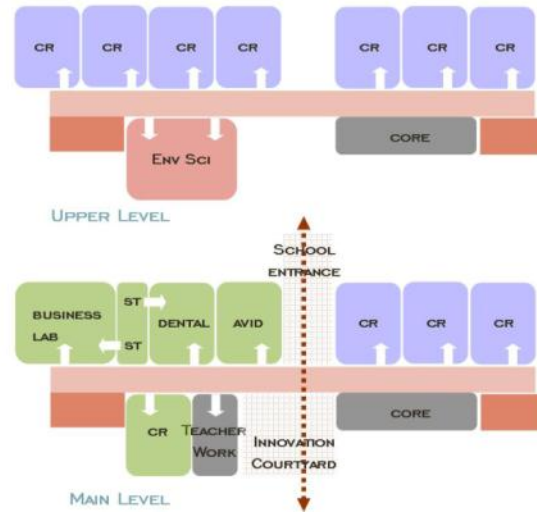
-Phil Williams, Teacher South Tahoe High School

STHS was awarded \$24.6 Million in Grant Funds with no modernization or construction state eligibility

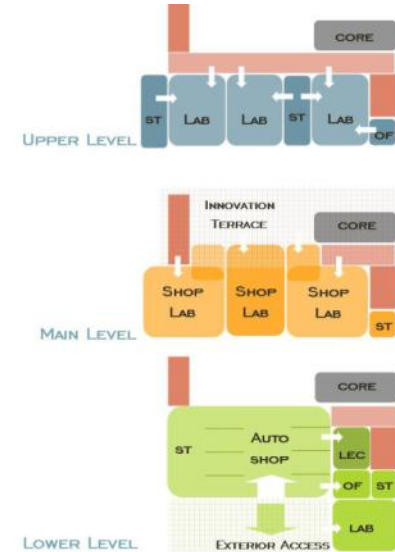
The District's Master Plan Education Guidelines focused on supporting the whole student, in providing educational spaces that create learning opportunities for every child to achieve success.



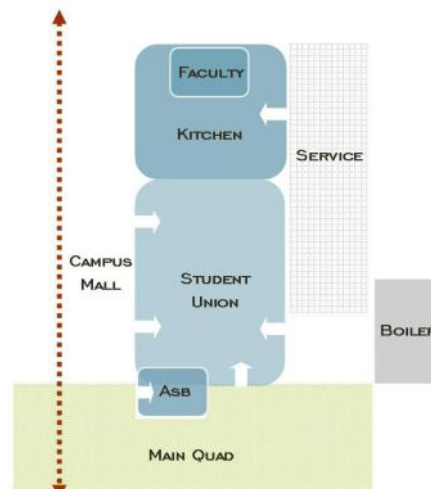
Tahoe Arts and Design Academy



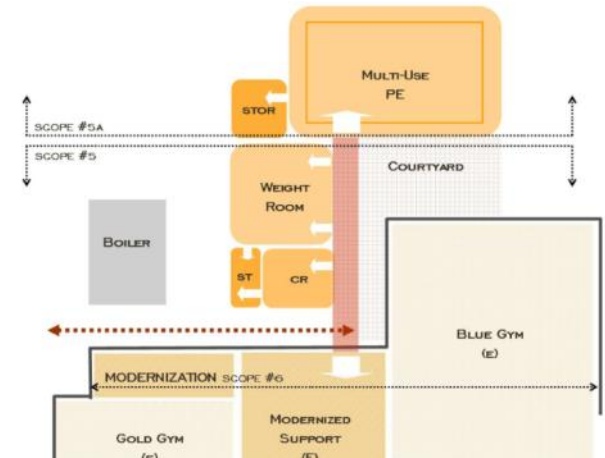
Classroom and Business Building



Green Technology Academy



Student Union



Sports Medicine + Gym

ENCOURAGE LIFE LONG LEARNING

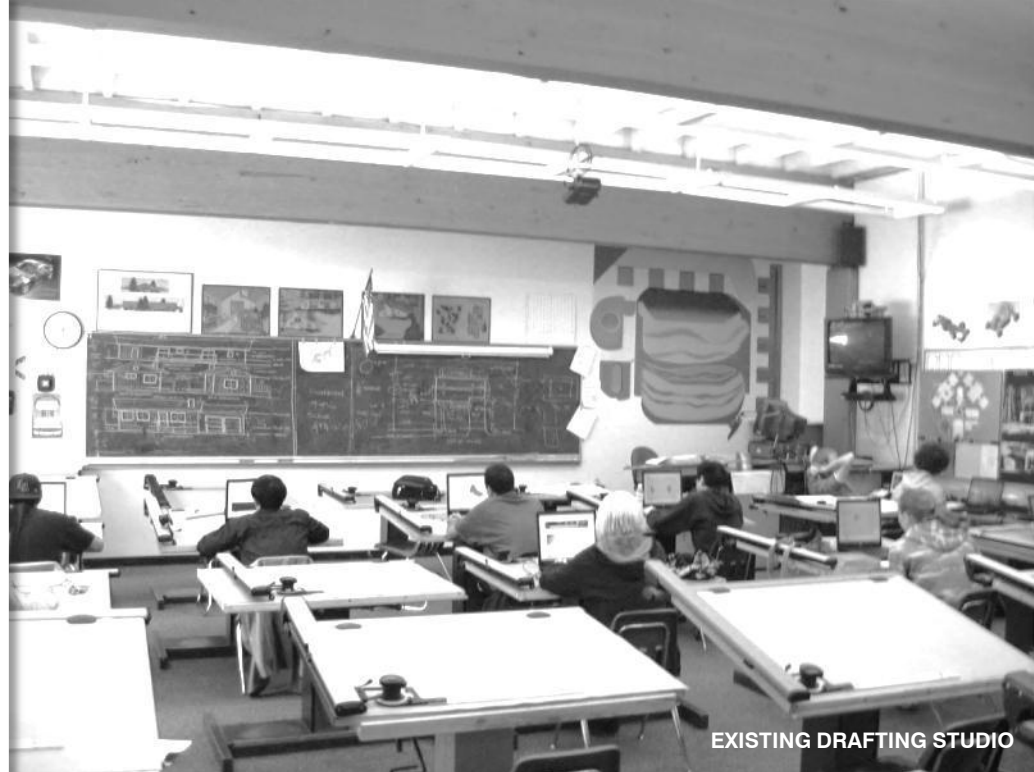
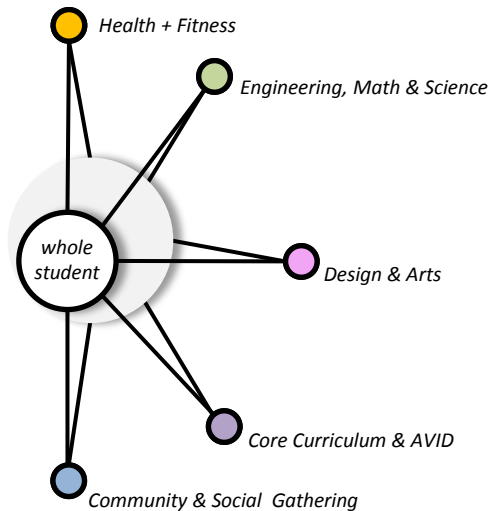
Learning 21st Century problem solving, critical thinking and communication “soft” skills that students will need throughout their lifetime requires a different organizational framework and was the inspiration for this HS educational program.

SPECIALIZED CURRICULUM

Improve specialized curriculum to expand and better prepare students for entrance into specialized higher education programs or local work force professions.

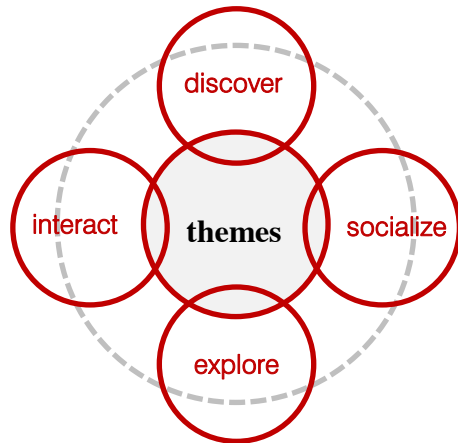
EMBRACE SOCIAL LEARNING

Thought was given to the social space on campus, often enclosed circulation space with writable wall surfaces, to provide larger ‘social eddy’s’ that terminate in a campus or mountain view and reinforce that learning happens everywhere.



The curriculum led the design for these projects. The design for the educational environment is based on the specific nature of the programs overlaid with themes that create an engaging learning environment. General learning space is enhanced with technology and varied types of furniture to move easily into new configurations to support a variety of educational approaches and learning styles.

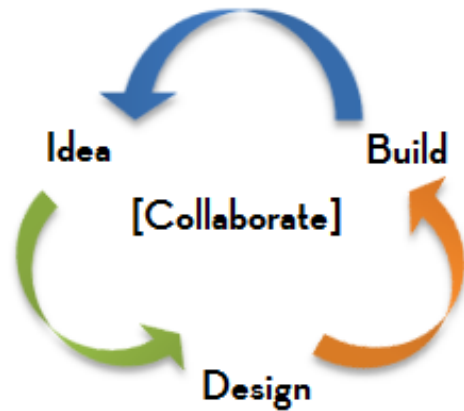
Providing spaces for hands on learning and team-work as well as passive learning areas influenced the design for the classroom building. For instance, the furniture design for the Business program allows for students to work individually & then reconfigure to group work, preparing them for collaborative career environments.



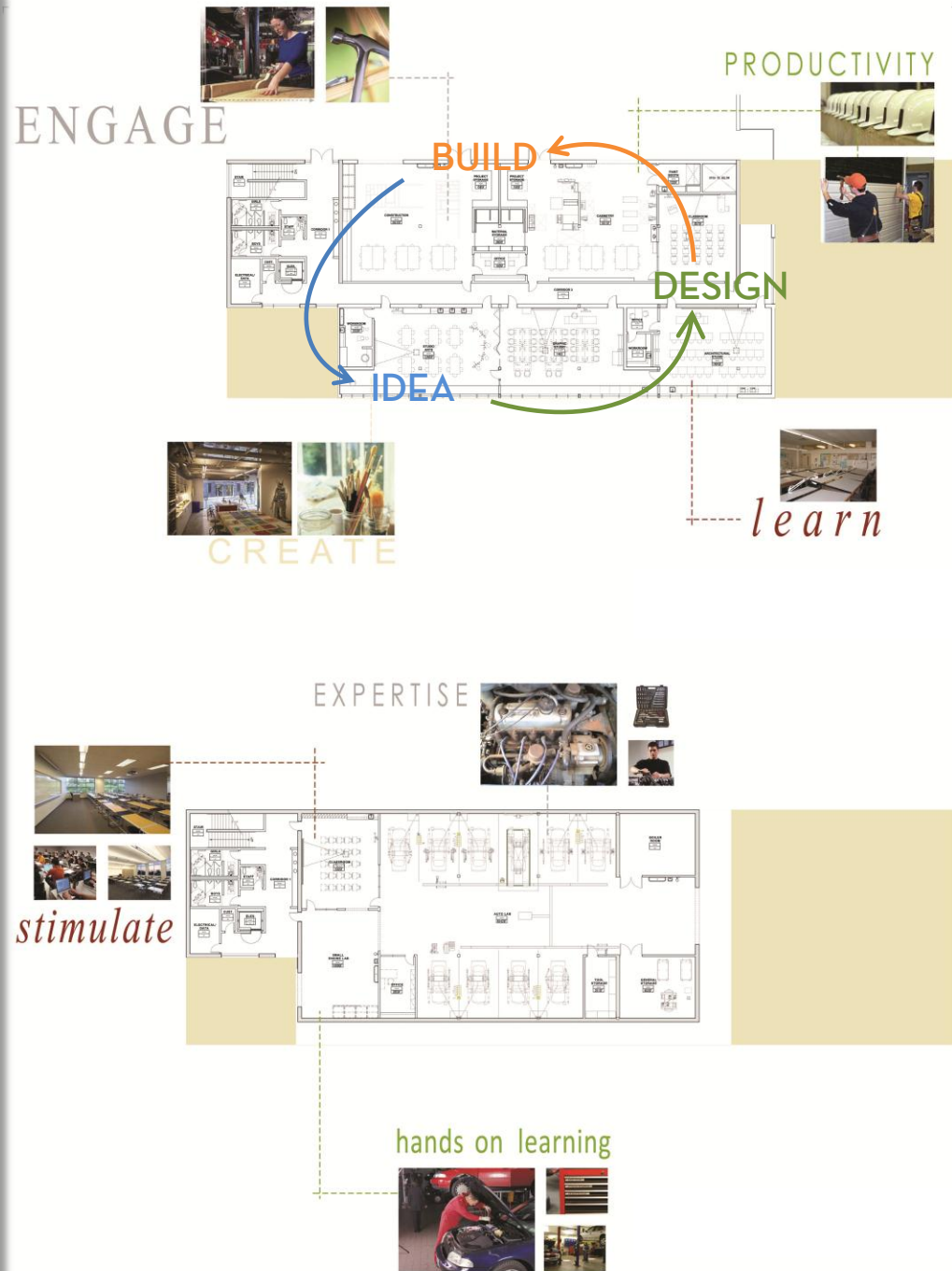
The goal is that this generation of learners should not have to wonder, 'when would I need to know this?' The engagement at STHS will teach practical applications with cross-curriculum opportunities.



"The architecture students might design a building while working with the construction students, and then take it to the arts department for a model or water color rendering," says Ivone Larson, Principal of South Tahoe High School. "They learn how to collaborate on projects, in real time—from vehicles, to building designs and green fuel management."



schematic floor plans for focus group sessions >
[the originals can be found taped up in the construction studio!]



Every aspect of the STHS CTE Media and Design Arts School is designed to provide students with solid, practical knowledge and authentic experiences that will help them reach their career and educational goals. Technology at the TADA (Tahoe Arts + Design Academy) is an integral part of the learning.

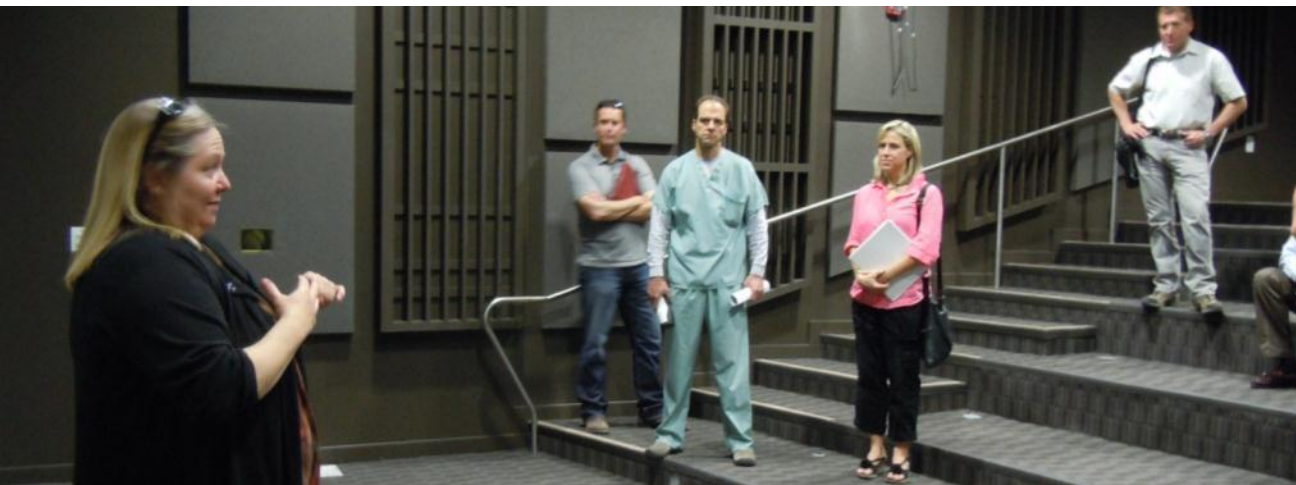
As part of the opening research and planning for the facility, the design team & STHS students toured several production studios in Los Angeles, which ultimately helped guide the task of making the space as high-tech and professional as possible.

There was great emphasis placed on the planning and design of the Tahoe Arts and Design Academy, every student will use this space as they are required to create a Digital Portfolio of their educational 'career.'

The new facilities won't only be utilized by students. Participants in the Digital Photography Institute are able to take advantage of the facilities at the school in the TADA building. The program is a collaboration between the high school and the Lake Tahoe Educational Foundation; part of the profits from the three day program will go into the general fund for the school facilities as they will need money for maintenance of computers and software in the future.

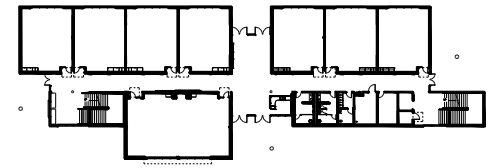


>> CONTINUOUS ENGAGEMENT / building tours during the process



>> EDUCATIONAL ENVIRONMENT / flexible environment + integrated technology

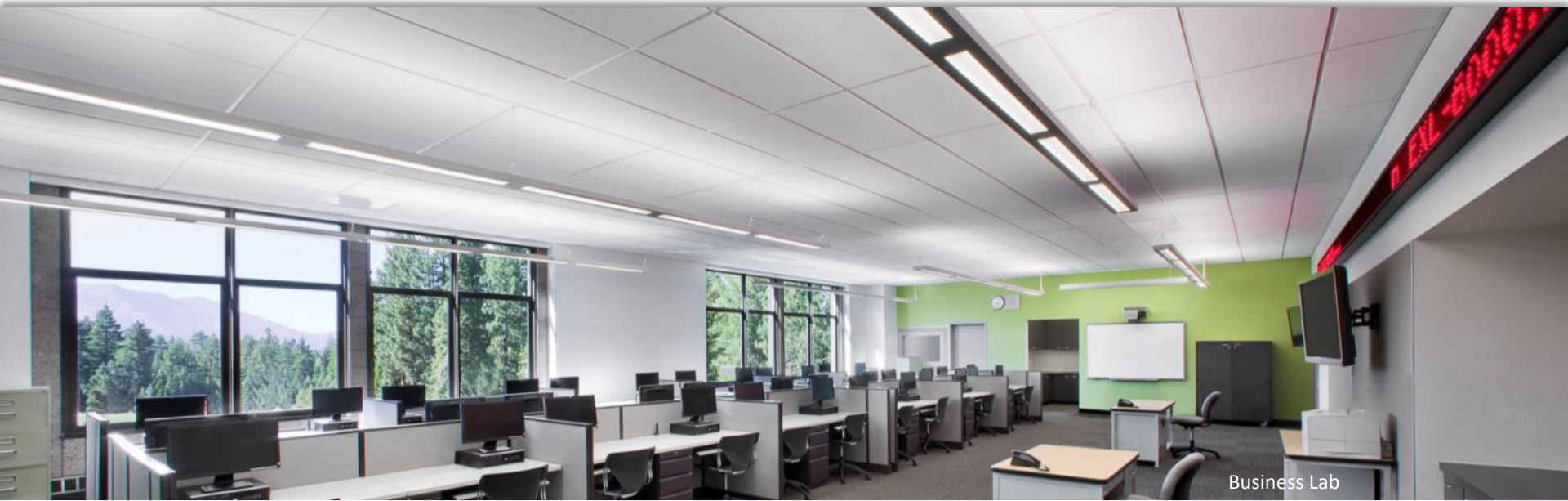
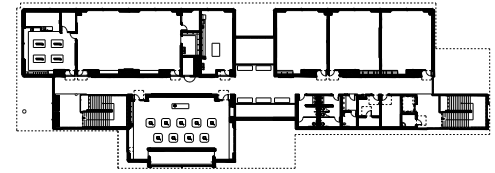
Technically advanced “smart” classrooms at South Tahoe High School have become a model for learning in the 21st century with flexible group furniture and operable partitions dividing the room.



AVID Classroom

>> EDUCATIONAL ENVIRONMENT / preparing for success

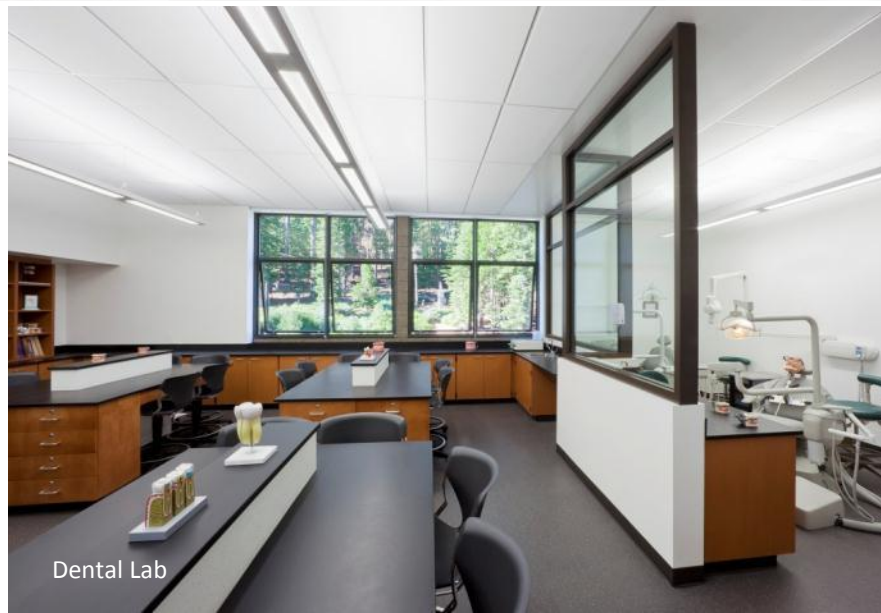
Students in the academy will experience a full business model complete with CEOs and job teams. They will learn to design and implement a business plan to help them create, market and sell a product over length of the course.



Business Lab



Science Lab + Green Room



Dental Lab



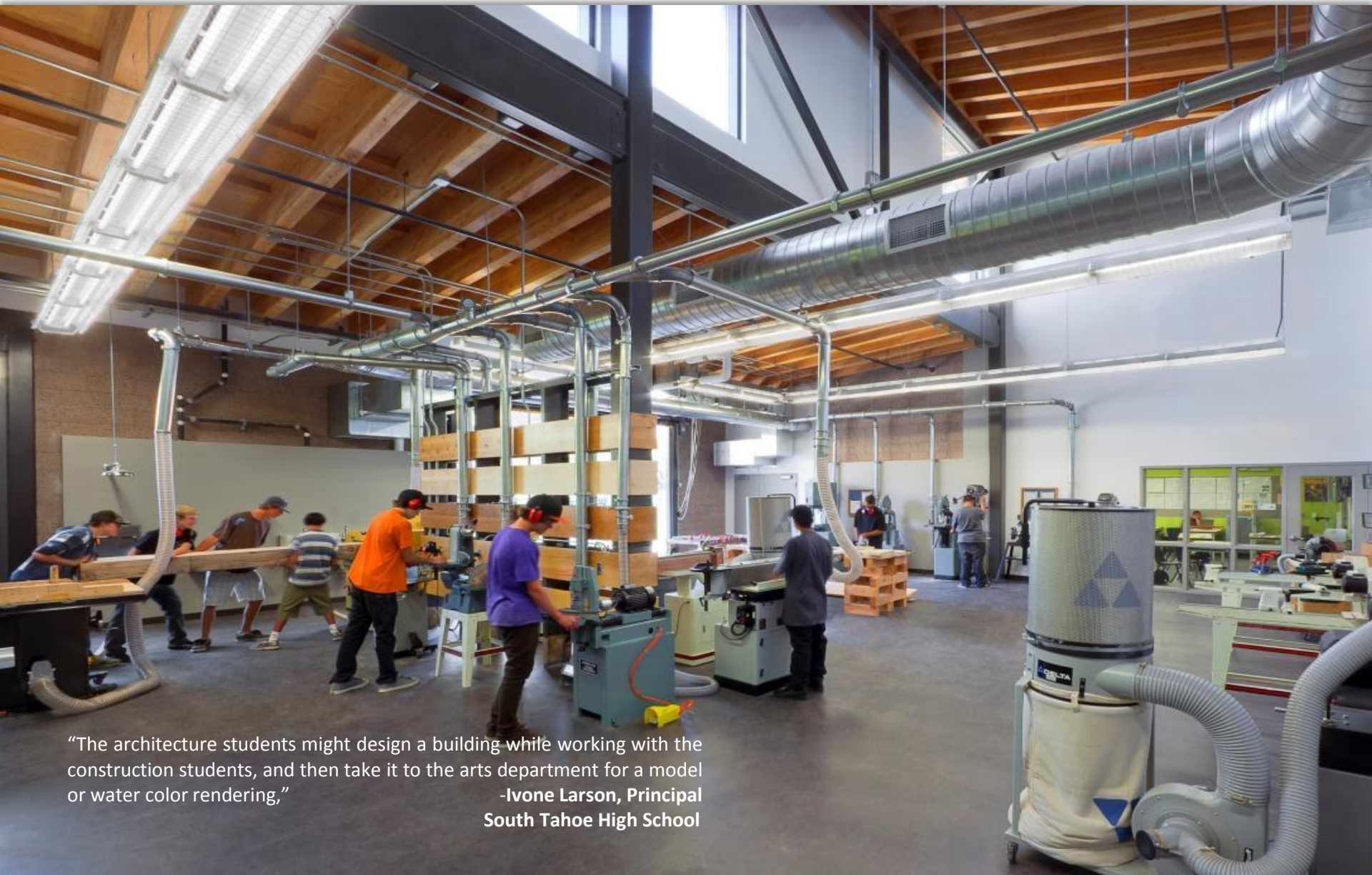
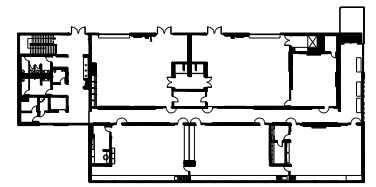
Dental Lab

» EDUCATIONAL ENVIRONMENT / collaboration + cross-curriculum

The Process of design is strengthened as students can freely move between spaces that allow them to ideate, create and prototype their ideas.

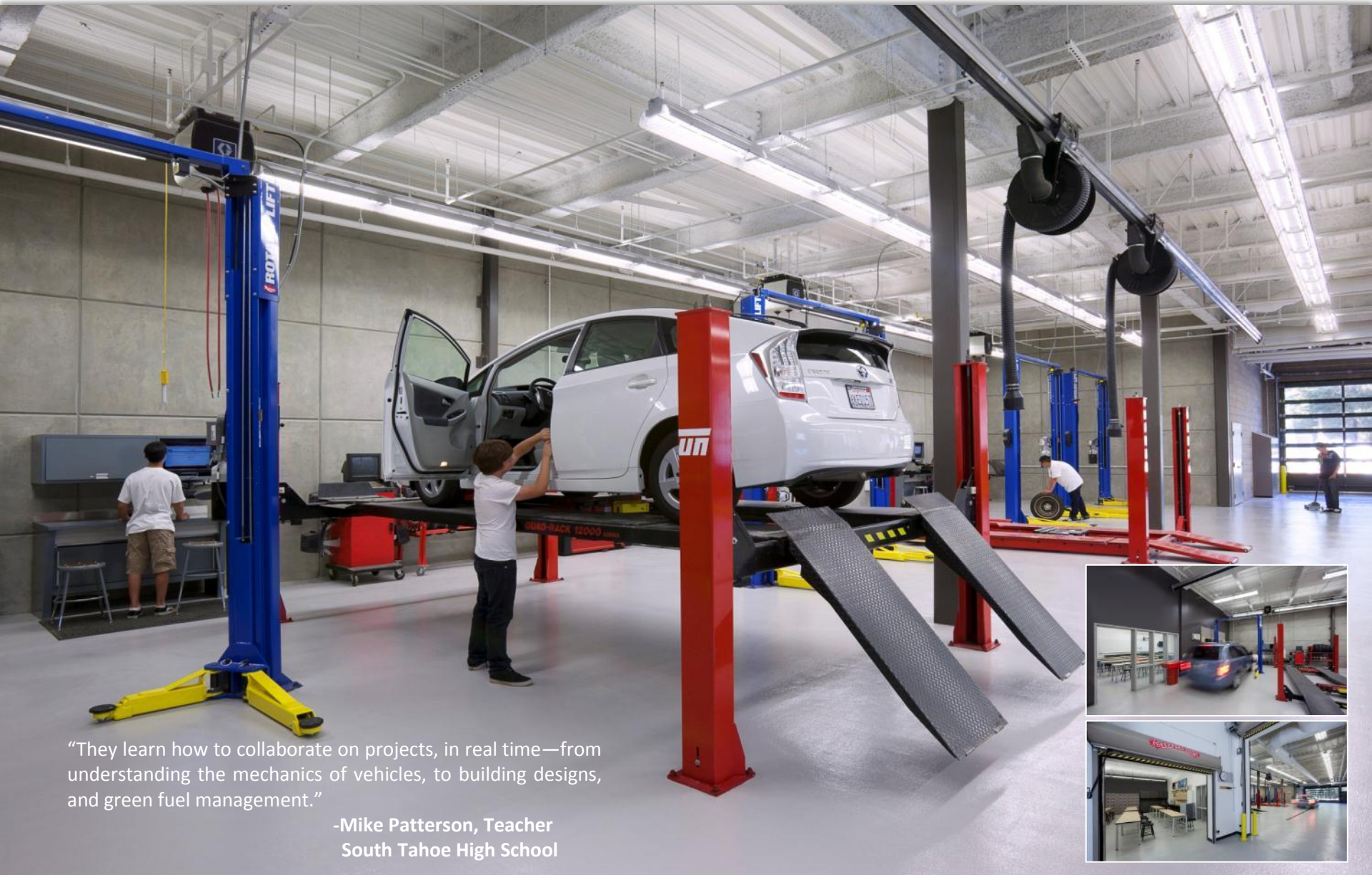
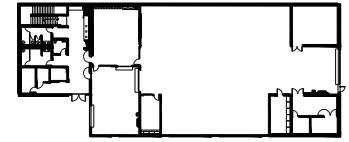


"I think it's pretty cool. Its new and nice, we'll be able to do so much more."
-STHS Student



"The architecture students might design a building while working with the construction students, and then take it to the arts department for a model or water color rendering,"

**-Ivone Larson, Principal
South Tahoe High School**



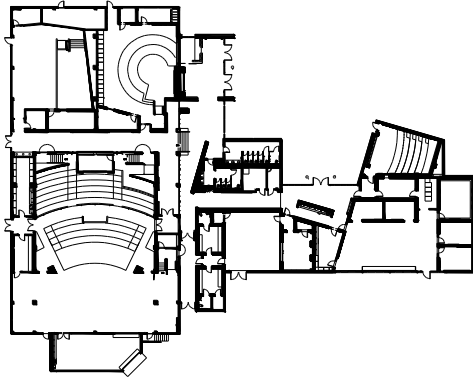
“They learn how to collaborate on projects, in real time—from understanding the mechanics of vehicles, to building designs, and green fuel management.”

-Mike Patterson, Teacher
South Tahoe High School

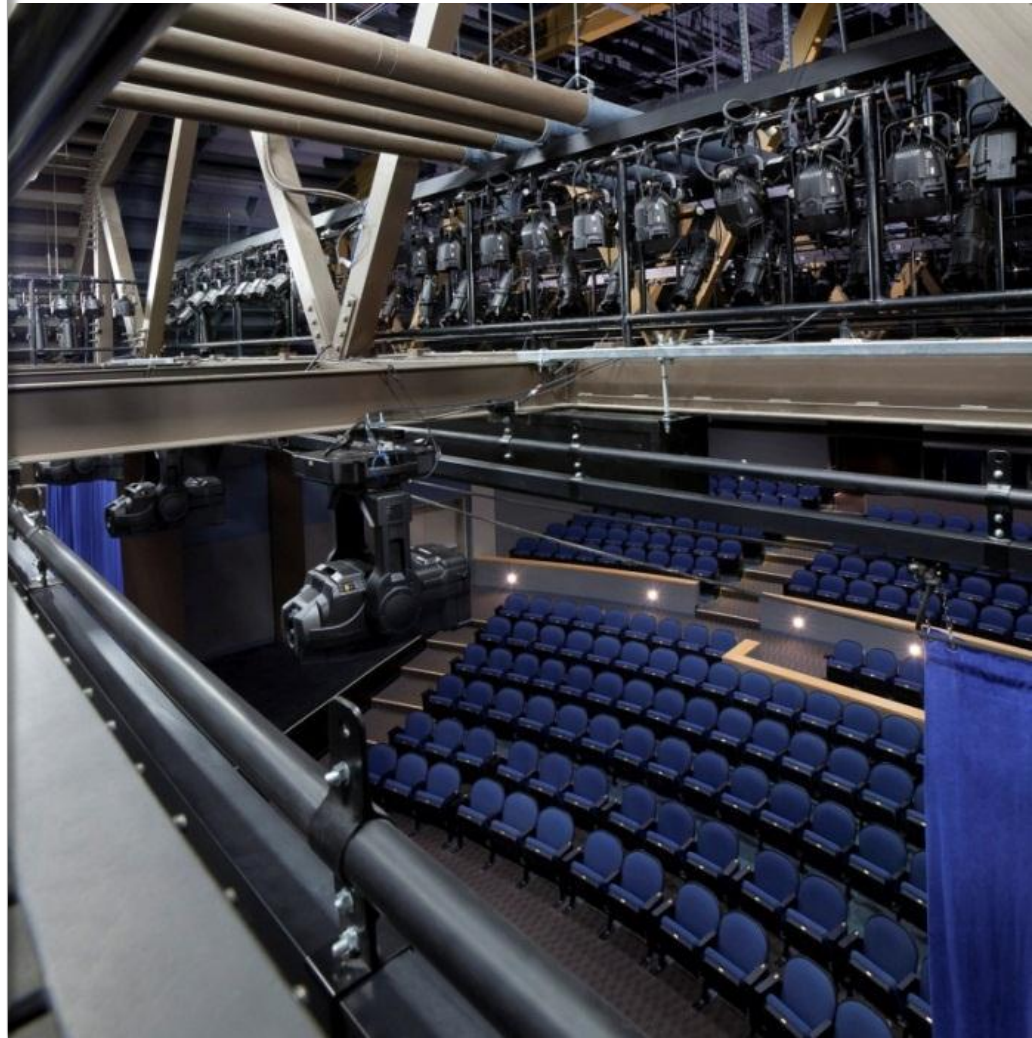


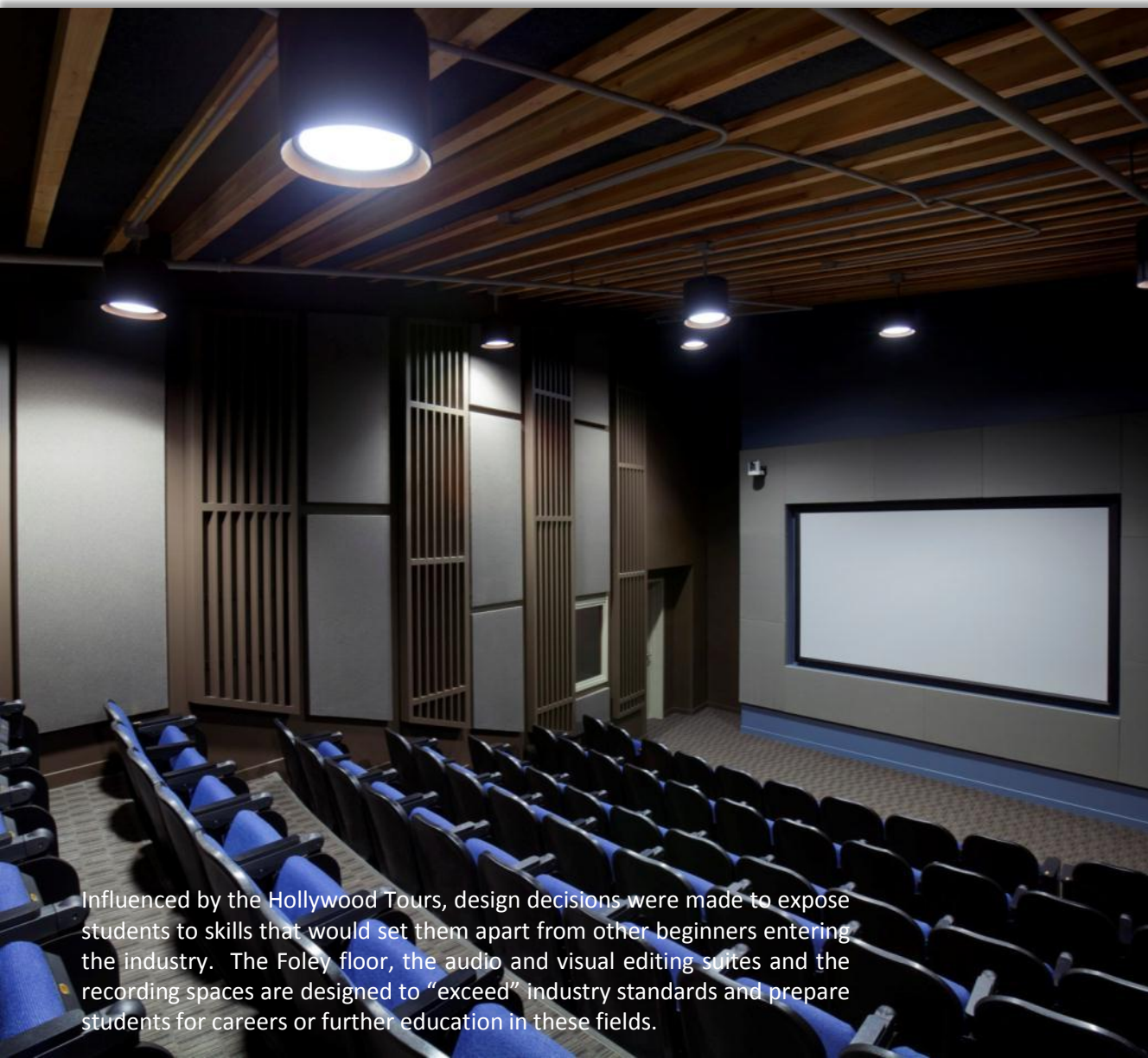
>> EDUCATIONAL ENVIRONMENT

At TADA the state-of-the-art facilities have been designed to enable students to develop, record, and produce their own television programs, theater productions, and/or film projects in both studio and live audience settings. The Green Academy studios support the maturation of the idea thru design and student construction.



Additionally, as the STHS Media and Design Arts School is located at the entrance to South Tahoe High School with an entrance lobby showcasing student work, students, families and the community will be able to interface with the Academy daily.





Influenced by the Hollywood Tours, design decisions were made to expose students to skills that would set them apart from other beginners entering the industry. The Foley floor, the audio and visual editing suites and the recording spaces are designed to “exceed” industry standards and prepare students for careers or further education in these fields.



>> EDUCATIONAL ENVIRONMENT

The filming studio with a combined broadcast room is a modernization of the existing Choral Classroom. As students are working in the Broadcast room, they have a view of the camera feed on displays to control the settings for the recording. Students are self-running both the software and high-tech audio visual equipment, they are engaged and motivated.



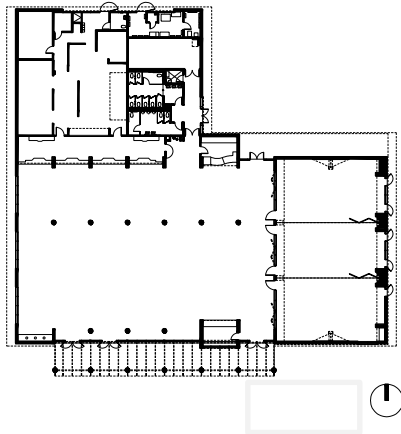
"We have rooms that reflect the programs.
You don't often have that."

**-Jim Tarwater, Superintendent
Lake Tahoe Unified School District**



Funded partially by two Joint-Use applications through the State's SFP, the new Student Union at South Tahoe HS features a full-service kitchen, open, flexible dining/assembly area and three convertible classroom spaces.

The design provides high-tech connectivity for today's students, encouraging them to collaborate and 'linger longer' on campus while the classroom area can be quickly converted from one large lecture space to two or three separate classrooms.



Prior to the construction of the new Student Union, there was no cafeteria or multi-purpose facility on the High School campus. Students were eating lunch in their cars, in hallways or outdoors. The new facility is filled with natural light and technology that will accommodate student dining, directed studies and extra-curricular student activities.

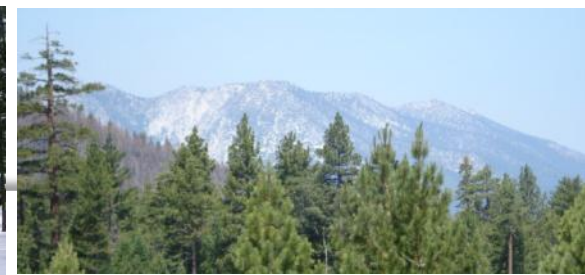
The District states that 30% more lunches are being served.



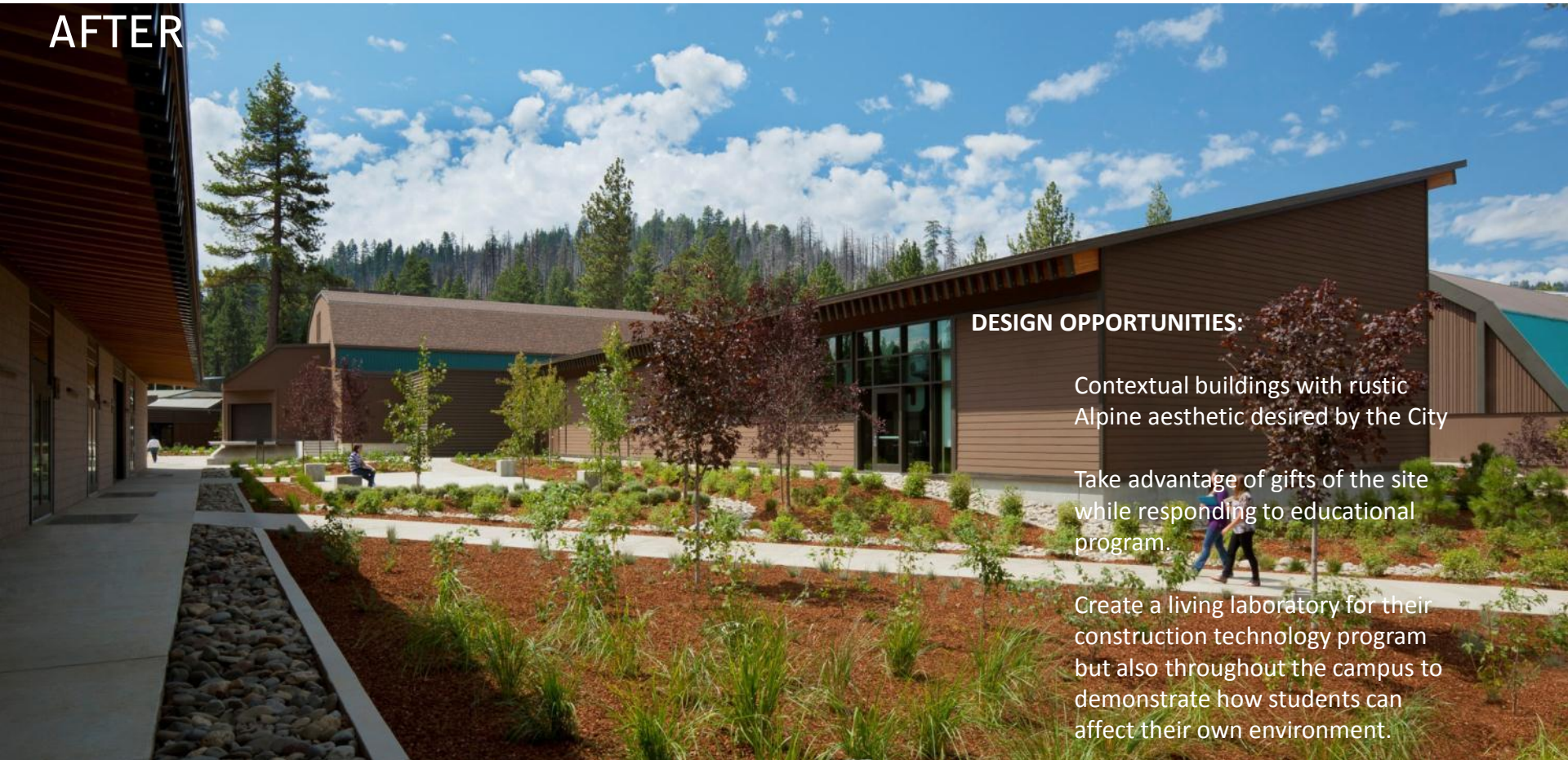
The Student Union will be used by the City for staff training and development, community meetings, non-profit organization events and, in the case of emergency, as a community operations center



BEFORE



AFTER



DESIGN OPPORTUNITIES:

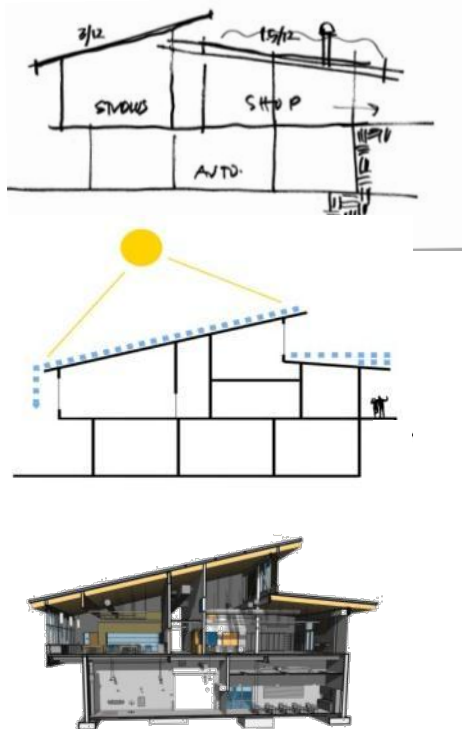
Contextual buildings with rustic Alpine aesthetic desired by the City

Take advantage of gifts of the site while responding to educational program.

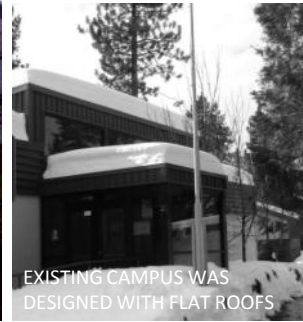
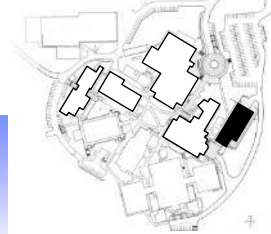
Create a living laboratory for their construction technology program but also throughout the campus to demonstrate how students can affect their own environment.

>> PHYSICAL ENVIRONMENT / approach

The projects are a direct response to educational program and severe climate to transform the school's identity. A steep southern pitch promotes snow melt that falls into a dedicated collection area. The shallow northern pitch, used minimally, collects snow for longer duration. CMU provides durability and thermal mass, complemented with recycled fiber cement panels that provide fire resistance. The roof's wood structure and building systems are exposed to become a living laboratory and educational tool for smart green design.



DESIGNED FOR SAFE SNOW MELT

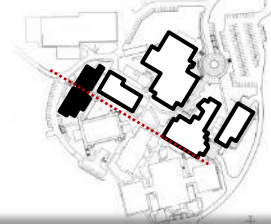


EXISTING CAMPUS WAS
DESIGNED WITH FLAT ROOFS

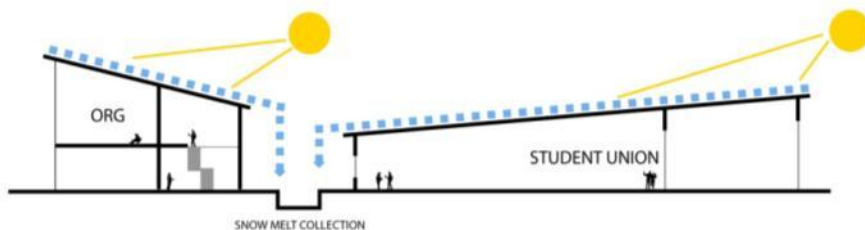


LOW ROOF DRAINS TO COBBLED TRENCH DRAIN

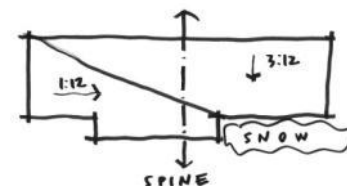
The classroom building anchors the north end of campus and is the gateway for students entering from the bus drop-off and athletic fields.



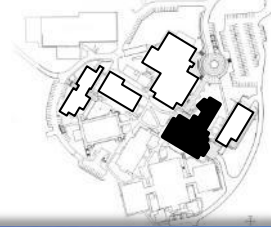
PEDESTRIAN CIRCULATION SPINE



The innovative roof form directs the melting snow into a single area, shared with the Student Union, to be collected and treated. This design allowed the existing student circulation pattern to remain.



TADA differentiates itself with large expanses of glazing and graphics at both lobbies to welcome the public.



VIEW FROM SCHOOL ENTRY





VIEW FROM CAMPUS ENTRY ROAD

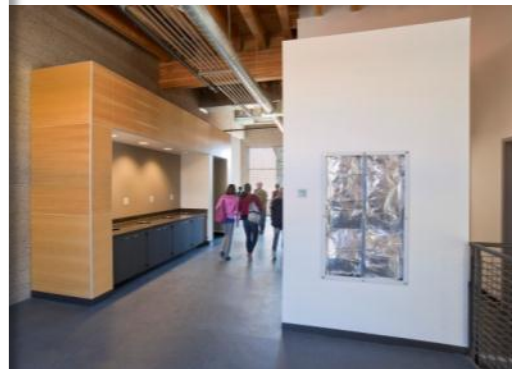


Most of the school year takes place during snow conditions, the school must be able to operate and remain productive through severe winter storms. Building design must address heavy snow loads, snow plow access, and multi-agency permits for construction in an environmentally sensitive area.

Regulated by the Tahoe Regional Planning Agency, these five new construction and two renovation projects provided the opportunity to collect and infiltrate storm water runoff. Precipitation is collected in cobble trenches providing additional opportunity to infiltrate the soil. Excess water is conveyed either to the existing detention basin or new subsurface “storm chambers” located under the new student parking lot. Both solutions allow onsite storm water to recharge the groundwater and fulfill the local mission ‘Keep Tahoe Blue’.



These important environmental strategies are illustrated on signage throughout the campus to educate the students and community.



About **36.5%** of the value of subcontractor work at STHS was awarded to locally owned subcontractors



>> PROCESS RESULTS / achieving goals

✓To provide excellent schools and classrooms to maintain student enrollment and retain excellent teachers.

✓To improve local schools to keep our community vital and stable.

✓To provide quality physical education, athletic and performing arts facilities and programs to ensure a well-rounded educational experience.

✓To ensure our schools are safe and central gathering places.

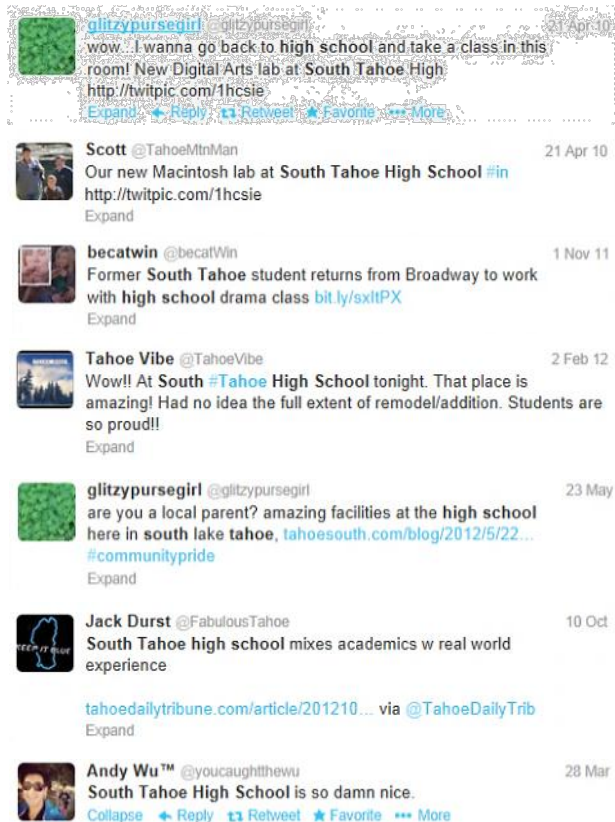
✓Increased student performance with better-designed and healthier facilities.

✓Raise awareness of the impact and advantages of high performing schools

The process led to a successful mission of creating spaces that enrich the lives of everyone involved. Students, teachers, parents, district leaders and community members couldn't be more proud.



The proof is in the community feedback:
(via Twitter)



"Students are so excited about the programs – we have several cases where students were not attending, and after implementation of the new facilities and programs, we can't keep them away from school!"

**-Ivone Larson, Principal
South Tahoe High School**

south tahoe high school

**...where students live the dream
& commit to their futures**

