

2020 A4LE LEsolutions AWARDS

# STATE COLLEGE AREA HIGH SCHOOL

STATE COLLEGE AREA SCHOOL DISTRICT | PENNSYLVANIA





CHALLENGE  
MOVING BEYOND A 20TH CENTURY EDUCATIONAL ENVIRONMENT

State College Area High School (State High) has one of the most diverse educational programs in Pennsylvania supporting their 2,700 students. However, in the early 2000’s due to growth over 55 years, they had spread from one facility into two across from a busy vehicular artery road for the community. The two buildings, built in 1957 as a high school and a 1962 middle school, were in dire need for renovation. Systems were failing throughout the schools, and students experienced long walks, sometimes as long as 9 minutes, between classes within each building, and crossing parking lots and Westerly Parkway.

Students often struggled finding a sense of place and identity in 600 foot long double loaded corridors, cramped into undersized classrooms and breakout education occurring in corridors and any space available. In short, the quality of the educational program and student performance were not supported or matched by the buildings, often limiting opportunities.

Renovations had been planned in 2005-2007, however lack of transparency and engagement with the community had resulted in public backlash resulting in the canceling of the project.

GOALS AND OUTCOMES  
A FIFTY YEAR SOLUTION AND OUR COMMUNITY

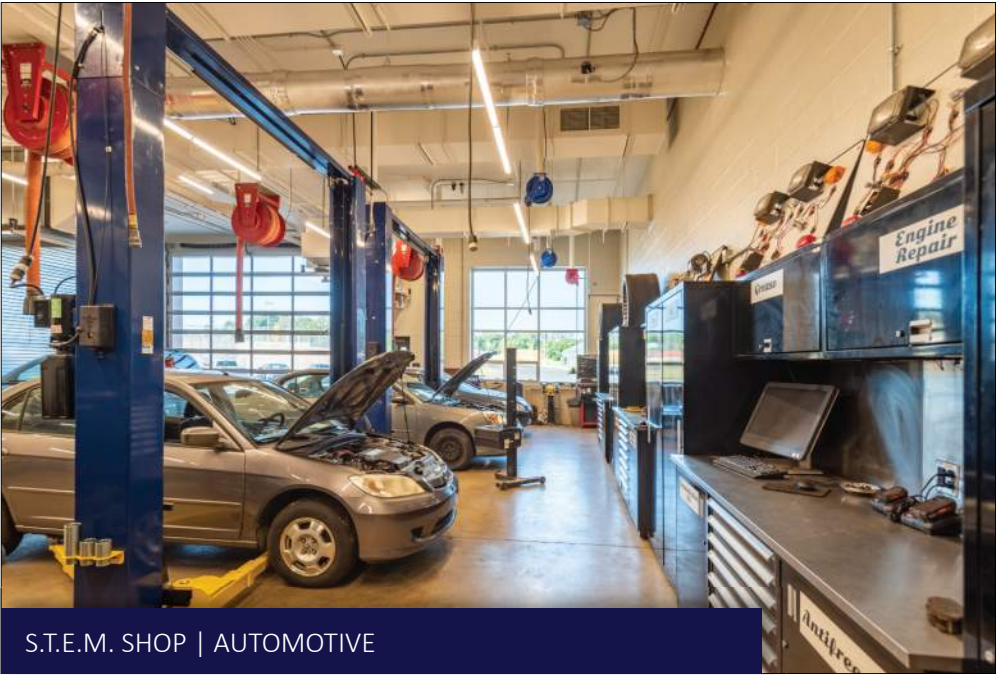
In 2012, a new school board and administration embraced the challenge of modernizing the schools in a an open and transparent environment to engage the community.

An early motto was building “A Fifty Year Solution” and what type of facility should house their educational model and be flexible for the evolution of education in the future. Embracing diversity, the new design that evolved over four years of planning, community discourse and design is housed in two buildings incorporating three primary schools and seven academies. Built within each of the academies are learning communities incorporating varied scales of education, encouraging individual exploration, opportunities for subcultures to grow within the school and fostering identity that break down the scale of the over all school.

Today, State High facilities match their dynamic educational opportunities. An outcome that went beyond the original goals was the affect upon the community. In creating a thoughtful, organized and engaging community framework to discuss the project, State College came together as a closer knit community. Door-to-door canvassing in neighborhoods to discuss the project often led to discussions beyond construction, putting individuals together to discuss education and the future of their children, families and community.



ENTRY INTO POD ‘A’ | STUDENT BREAKOUT SPACE



S.T.E.M. SHOP | AUTOMOTIVE



S.T.E.M. LAB | ENTRY TO CULINARY ARTS OFF CAFETERIA



PROJECT LOCATION

State College, Pennsylvania

CONSTRUCTION COST

\$124,600,000

TOTAL PROJECT COST

\$143,000,000

BUILDING COST PER SF

\$165.83 per SF

CONSTRUCTION SCHEDULE

- 2012 Design Team Contracted
- 2012-13 Planning + Community Engagement
- 2014 Outreach + Referendum
- 2015-16 Design Execution
- 2016-19 Multi-Phase Construction
- 2019 Completion

SOUTH BUILDING

State College Area High School  
Grades 9-12 Secondary High School  
Student Capacity | 2,400 Students  
**LEED Gold Certified 2019**

57,000 SF of Renovation + District  
Athletic Facility

466,000 SF of New Construction

523,000 SF Total Building

NORTH BUILDING

The Delta Program School  
Grades 5- 12 Democratic School  
Student Capacity | 300 Students  
**LEED Gold Certified 2019**

112,000 SF of Renovation

48,000 SF of New Construction

160,000 SF Total Building

State College Area High School, located on an 32 acre urban campus in downtown State College, exists in the heart of the borough. Design professionals and educational planners, alongside State College Area School District (SCASD), have been planning this project more than ten years and culminated a 74% voter referendum support in May 2014 for the overall schematic design. Throughout the entire design, transparency for the project and process was a central theme that garnered support not only for the project but strengthened communication throughout the educational community within the school district.

The completed LEED Gold design incorporates a flexible 21<sup>st</sup> century design of academies, including Science, Technology, Engineering, Arts and Math (STEM), Health and Human Services, Arts and Humanities, Visual and Performing Arts, Business and Communications, and A “Democratic” 5-12 grade magnet school. The academies are designed around houses allowing for identity to develop in sectors of the building, breaking down the large overall size of the facility. A “Mentor by the Side” approach to education was discussed throughout the project creating an open atmosphere within the academies.

These academies consist of classrooms wrapping flexible student break out areas of varying sizes. This approach allows State College the flexibility in accommodating individual to large group interactions.



# 74% YES VOTE!

“ State College Area School District bucked the odds Tuesday and made history.

In the primary election, voters overwhelmingly approved a referendum question that asked whether the district could borrow \$85 million dollars to finance the construction of a new State College Area High School on the school’s current Westerly Parkway site.

The final count of 11,121 to 3,975 gives the green light for the district to proceed with the project.

- CENTRE DAILY TIMES, MAY 2014

**Before State College’s Referendum, 14 OUT OF 15 REFERENDUMS IN THE STATE OF PENNSYLVANIA HAD FAILED.**

State College had to unite a divided community under new Act 1 Referendum guideline.

Act 1 for Pennsylvania school districts limits tax increases based upon yearly inflation.

School districts must work within these restrictions to renovate or build school facilities. To expand beyond these guidelines requires a public referendum.



VOTE YES! PROJECT REFERENDUM

In the summer of 2012, State College Area School District began two years of discussion with the community, developing the direction for high school education within the community for the next thirty to fifty years. Community meetings, charettes, coffee shop conversations, district mailers and door-to-door discussions garnered a 74% voter support in May of 2014. As important as the approval was, the open transparent process brought the community together on wide ranging discussions of public education and the future of State College.



PRESENTING TO COMMUNITY FOLLOWING CHARETTE SESSION



YARD SIGNS PLACED AROUND COMMUNITY



BOARD PRESIDENT (LEFT) AT VOTING LOCATION



Updated 8/12/2013

# STATE HIGH: THE NEXT 50 YEARS

You can make a difference!

An educational approach for the future

from the 1950s...



... to the future!

sample diagram courtesy of BrainSpaces, Inc.

GOALS	STRATEGIES	OUTCOMES
<ul style="list-style-type: none"><li>Improve outdated facilities</li><li>Strengthen relationships</li><li>Foster a secure, healthy and nurturing environment</li><li>Rigorous programs and more personalized learning for every student</li></ul>	<ul style="list-style-type: none"><li>Reorganize building spaces to support learning communities</li><li>Modernize systems to improve security, air quality, comfort, lighting and energy efficiency</li><li>Increase opportunities for "real world" applications and project-based learning so each student develops competence, skills, initiative &amp; persistence</li><li>Continue to foster critical thinking, communication, innovation and adaptability</li><li>Improve student and community facility use beyond the regular school day</li></ul>	<ul style="list-style-type: none"><li>Facility that is educationally, fiscally and environmentally sustainable to serve our community's needs for many decades</li><li>Students equipped to compete and succeed in a changing global society</li></ul>

## CURRENT HIGH SCHOOL: AN AGING AND FAILING FACILITY



The original high school North and South buildings were constructed in 1955 and 1962. After four additions but no major renovations, 85% of the State High campus is now over 40 years old. The configuration of the buildings creates many logistical and safety concerns:

- The windows, heating and ventilation, electrical, and plumbing systems require complete replacement.
- Parts of both buildings leak or flood
- Most of the classrooms are undersized; many lack windows
- The classrooms and other learning spaces lack the flexibility to support today's high school education
- Neither building meets current codes; some parts are not ADA compliant

## WHY LEARNING COMMUNITIES?¹ THE NEXT STATE HIGH

This building project will support flexible learning spaces that maximize student-teacher relationships to boost student growth and achievement.

Collaborative learning communities of teachers and staff who share no more than a few hundred students are a building block for future focused schools. Communities pool their knowledge to create coherent and relevant instructional programs that challenge and engage every student. Dedicated building space enables more collaboration, reinforcing student identity and improving school safety.

Examples of learning communities could include:

- Ninth grade academies
- Multi-grade schools organized around academic and career interests

NOTE: An educational model proposal will be presented at the August 26th Board meeting and posted on the high school project website (<http://www.scasd.org/statehighfuture>)

(1). From High Schools to Learning Communities: Five Domains of Best Practice. Northwest Regional Educational Laboratory, 2008.

MAILER SENT TO 6,751 HOMES THROUGHOUT THE COMMUNITY

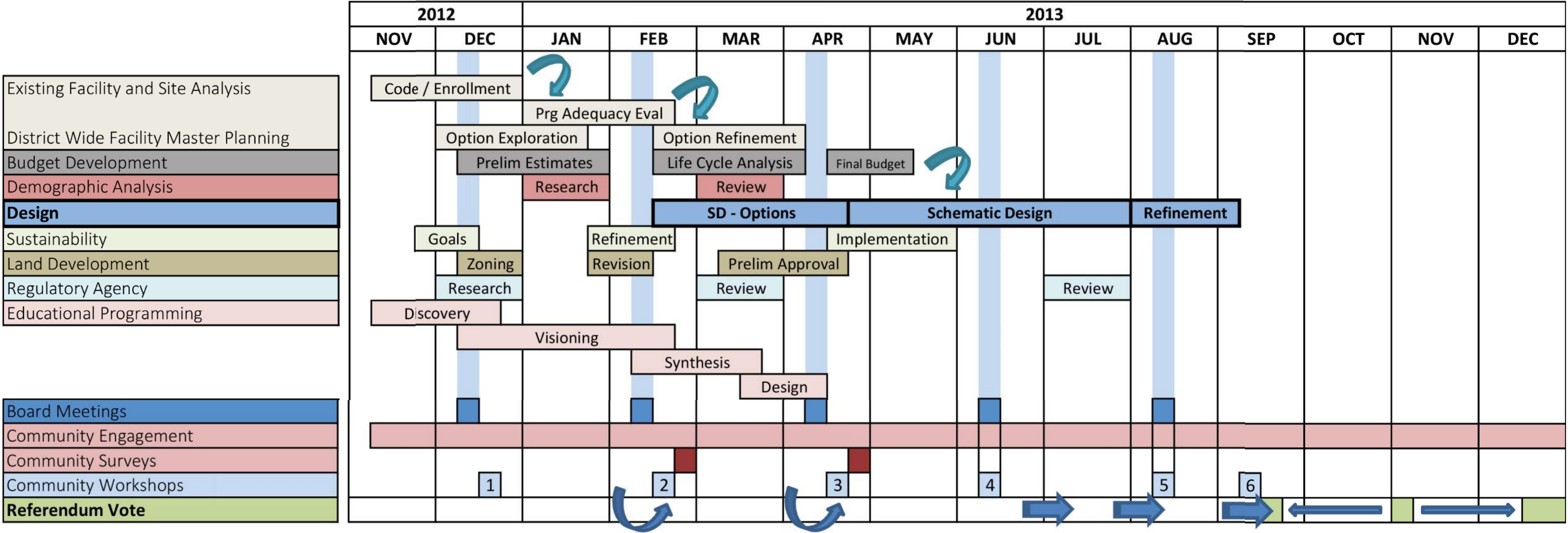
TIMELINE

- June 2008 Board contracts with DeJong and Associates for a new District-Wide Facilities Master Plan and a High School educational specification.
- 2010-11 Phase I of DWFMP: addition to Gray's Woods Elementary renovate/add to Ferguson Township Elementary, and build Mount Nittany Elementary School
- July 2012 Board selects Architects
- Oct 2012 Board selects the educational planning firm BrainSpaces, Inc. to refine the High School educational model
- Jan 2013 Community Engagement Action Team Formed
- Jan-Apr 2013 Community Forums
- May-Jun 2013 Randomized Community Surveys
- July 2013 Board receives results of community survey and downselects to 2 concepts
- Sep 2013 Board will downselect to 1 concept
- Oct 2013 - Feb 2014 Final concept presented for community input and municipal approval.
- Jan 2014 Schematic design completed
- Spring 2014 Anticipated referendum on high school project
- Late 2014 Final design
- Early 2015 Construction begins
- 2017 Project completion
- Late 2017 / Early 2018 Building occupancy



Working with State College Area School District, one of the first steps in 2012 was to develop a work plan for the development of State High. A plan was mapped that blended design with community engagement, educational planning and community Referendum in May of 2014. That plan embedded work sessions with staff, board members and the community allowing for a process of Discovery, Visioning and Synthesis that all felt invested in. The plan was also developed to allow reflection at key decision points upon input from stakeholders.

STATE COLLEGE AREA SCHOOL DISTRICT | PROJECT SCHEDULE



COMMUNITY INFORMATION FAIR

SCHEDULE LEGEND + GOALS

<div>Existing Facility and Site Analysis / DWFMP</div> <ul style="list-style-type: none"><li>- Develop understanding of current use of space</li><li>- Identify program deficiencies / redundancies</li><li>- Identify all options / On-site / New site</li><li>- Identify Pros / Cons</li></ul>	<div>Sustainability</div> <ul style="list-style-type: none"><li>- Goal Setting / Opportunity Investigation</li><li>- Life Cycle Analysis of Systems</li><li>- Workshops &amp; Conceptual Design</li><li>- Sustainability as a Teaching Tool</li></ul>	<div>Educational Programming</div> <ul style="list-style-type: none"><li>- Strategy Session</li><li>- Establish Guiding Principles of SCASD</li><li>- Define physical parameters to support Vision</li><li>- Synthesis of Input / Collaboration on Design</li></ul>
<div>Budget Development</div> <ul style="list-style-type: none"><li>- Discuss scope of Improvements</li><li>- Evaluate Building, Site and Operational Costs</li><li>- Preliminary Costs / Final Board Approved Budget</li></ul>	<div>Land Development</div> <ul style="list-style-type: none"><li>- Define Buildable Areas</li><li>- Impact of Zoning / Setbacks / Traffic</li><li>- Establish scope of Municipal Improvements</li></ul>	<div>Board Meetings</div> <ul style="list-style-type: none"><li>- Establish Process for Information Exchange</li><li>- Schedule / Budget</li><li>- Decision / Approvals</li></ul>
<div>Design</div> <ul style="list-style-type: none"><li>- Preliminary Designs implementing Educational Program</li><li>- Identifies Building / Site Efficiency &amp; Organization</li><li>- Establishes Preferred Option for Schematic Design</li></ul>	<div>Regulatory Agency</div> <ul style="list-style-type: none"><li>- Centre Regional Planning Input</li><li>- Identify All Municipal Requirements</li><li>- Develop Understanding of Schedule/Cost</li></ul>	<div>Community Survey/Workshops</div> <ul style="list-style-type: none"><li>- Establish Community Engagement &amp; Goals</li><li>- Facilitate Referendum Logistics</li><li>- Transparent / Comprehensive</li></ul>



PROCESS AT LARGE

To help guide the District’s design team to develop one or more concepts further into specific options, the Board solicited input using a variety of approaches. These included:

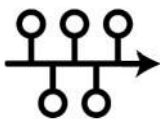
(1) The Board asked its Citizen Advisory Committees (CACs) for Athletics, Facilities, Finance, Technology, and Safety and the design team to submit potential evaluation criteria. (2) The Board’s Subcommittee on Culture, Climate and Learning (CCL) collated the suggestions and asked stakeholder groups, including PTO and booster presidents and CAC members, to prioritize the criteria. (3) The feedback was refined into a list of criteria, weighted to reflect community values and concerns, to help the Board evaluate concepts and options.

QUICK FACTS | COMMUNITY ENGAGEMENT



ORGANIZATIONS AND ASSETS

Citizen Advisory Committees (CACs)  
**Community Engagement Action Team (CEAT)**  
Dedicated School District Development Team  
**Friends of State High (FOSH) | Private Citizens Advocacy Team**



TIMELINE

12 months of Option Development  
6 months of Community Education  
6 Open Community Public Forums  
**200+ Documented Outreach Meetings**  
There were MANY, MANY more meetings by FOSH



OUTREACH METHODS

Social Media  
Informational Videos from District & Students  
Weekly Blog Posts from Director of Facilities  
Door Hangers  
Website Dedicated to the Project  
Mailers  
A Digital Dropbox for Individuals Comments  
Televised Board Meetings  
Door to Door Canvassing of Neighborhoods  
Student Ambassadors Program Tours for  
Community of Existing School  
6,751 Opinion Surveys Mailed  
**1,867 Completed Surveys**

Current Facility Conditions

- ▶ Videos Showing Need for Project
- ▶ Existing Conditions in Both Buildings
- ▶ High School Facilities Fact Sheet
- ▶ History - High School North
- ▶ History - High School South
- ▶ Aerial Views over Time

Home ▶ Background ▶ Current Facility Conditions ▶ Videos Showing Need for Project

See all three videos on the [State High Project YouTube](#) channel.

Update Aging & Deficient Facilities

Our nearly 60 year-old facilities do not meet current codes or ADA standards and have failing, obsolete mechanical systems.

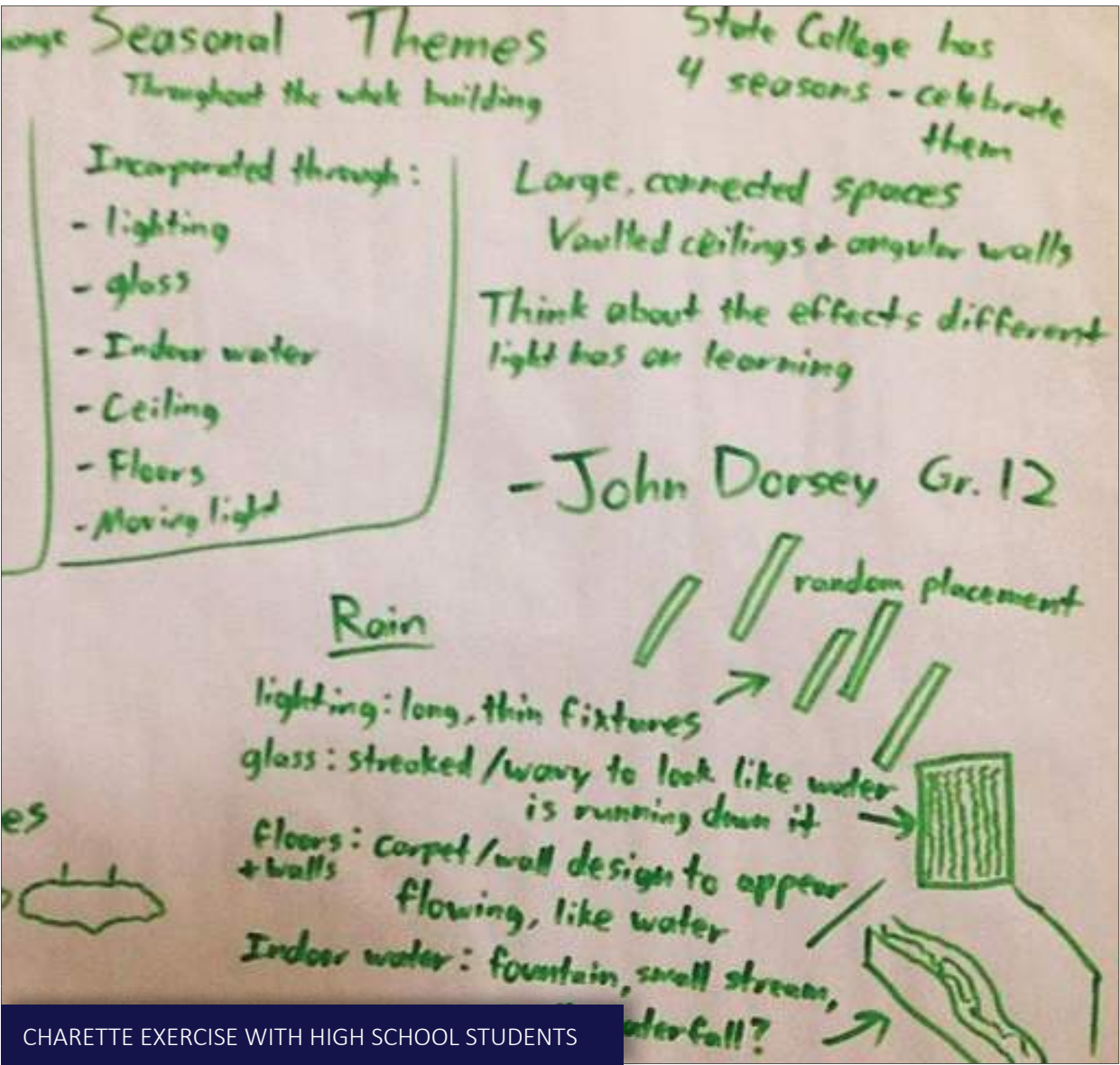


Safety, Security and Accessibility

Rethinking the Westerly Parkway campus makes a safer, friendlier, more accessible school.



PROJECT WEBSITE | VIDEOS SHOWING NEED FOR A PROJECT



CHARETTE EXERCISE WITH HIGH SCHOOL STUDENTS



COMMON GROUND | *The Present*

Urgent concerns require immediate attention.

*The buildings and grounds of State High don't meet code and are minimally handicapped accessible.*

- Failing mechanical, electrical and plumbing systems
- Obsolete heating system; extreme temperatures
- Compromised air circulation; many windowless classrooms
- Regular flooding and water damage
- Weekly scrubbing and disinfecting of basement to prevent mold



THE PROBLEMS WON'T DISAPPEAR

*If the May 20 referendum does not pass, the school district will still have to spend at least \$70 million on repairs and maintenance to bring the existing buildings and grounds up to code.*

For design details and overview of community input on the State High Project, visit:  
**scasd.org/**  
**statehighfuture**



DOOR HANGER DURING REFERENDUM EFFORT



PROJECT DECISION MAKING + DOWN-SELECTION

Developing a form for the high school that was appropriate to the site and the educational function was the responsibility of the design team. With an infinite number of designs that could be created for the Westerly Parkway site or any other, the Board of School Directors goal was to select one option that was educationally appropriate, affordable, equitable, and suitable to the site.

To help board members analyze the six different concepts, they charged the CCL (Culture Climate and Learning Subcommittee of the Board) to create an Evaluation Matrix using criteria established and later weighted by the CEAT (Community Engagement Action Team) and CACs (Citizen Advisory Committees). Board members were charged with weighting the criteria categories using a 100 pt scale. This process assisted the Board in narrowing the concepts.

The evaluation criteria included six categories: Site, Location, Cost, Constructibility, Sustainability and Environment. With those criteria in mind, six design options were created and input into a survey to:

- assist the Board in narrowing the concepts;
- identify which preliminary concepts are most/least supported by the community;
- help the Board understand how much the community is willing and able to invest in the high school project;
- educate the community about the state of the high school project;
- provide the Board with evidence to narrow down the potential design concepts.

The options included everything from one school to two, new construction versus additions and renovations, new school at a new location, and even investigation of a 600 foot long bridge connecting the two existing schools across Westerly Parkway in State College. The transparent selection process with the community led to the transition from the year long option development into the six month community education, leading up to the 74% successful May 20, 2014 Referendum Vote and the start of project design and execution.

TOP FOUR DESIGN OPTIONS SELECTED BY COMMUNITY FOR DISTRICT REVIEW + EVALUATION

- B1

Two New Schools | Additions + Renovations | On Existing Westerly Parkway Site

Additions and renovations to existing North and South High Schools; Partial demolition of each school to allow for efficient additions and building organization; One school house grades 9-10 and the other school grades 11-12; Option to connect between two schools over Westerley Parkway.
- D1

One New School | New Construction | On Existing Westerly Parkway Site

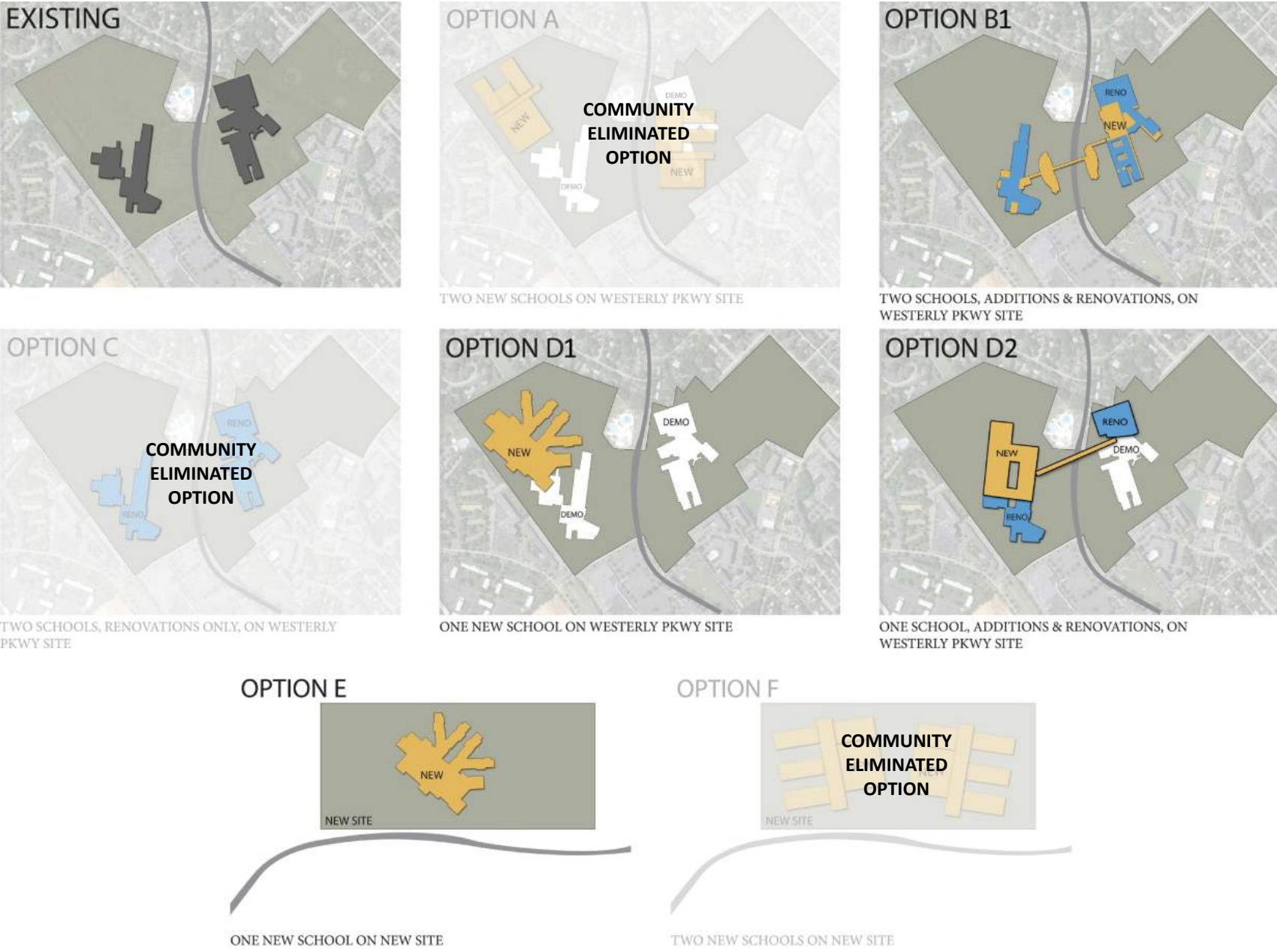
Build one new school at the Westerly Parkway Site; Total/partial demolition of existing North and South High School Buildings
- D2

One New Schools | Additions + Renovations | On Existing Westerly Parkway Site

Additions and renovations to existing South High School; Partial demolition of existing buildings.
- E1

One New Schools | On New Site Location

Build new school on a new site; New site shall accommodate all sports fields; Building provides distinct and separate areas for grades 9-10 and grades 11-12.



	Support			Any Oppose	Mean
	Any (7-6-5)	Top 2 Box (7-6)	Strong (7)		
Concept B	70%	53%	27%	25%	5.0
Concept D	61%	40%	15%	28%	4.6
Concept E	51%	42%	25%	43%	4.2
Concept A	42%	24%	7%	53%	3.6
Concept C	26%	18%	9%	68%	3.0
Concept F	22%	12%	6%	73%	2.6





MARCH 2004 - MAY 2007  
DIVIDED COMMUNITY

A project was authorized and developed for the school district by another firm. Board selects a plan that consolidates all grades in the north building by renovating (40%) and adding new construction (60%). There were mixed feelings within the community regarding the project. Plans were completed and released for bidding. **The bids were approximately \$17 million over budget and the board votes to abandon the project. The community was divided.**



JULY - OCTOBER 2012  
HIRE ARCHITECT + EDUCATIONAL PLANNER

The school district hires architect and educational planner to reopen discussions regarding district organization, project exploration and community consultation. A District Wide Facilities Master Plan was evaluated and revised, including the evaluation of the district's educational model and district organization. **Community involvement and transparency was a clear directive from day one.**



JANUARY 2013  
COMMUNITY ENGAGEMENT ACTION TEAM

A committee, called the Friends of State High (FOSH), was formed and dedicated to community involvement and engagement throughout the entire process. **FOSH went door to door to ensure community involvement.**



JANUARY - JUNE 2013  
COMMUNITY FORUMS + SURVEYS

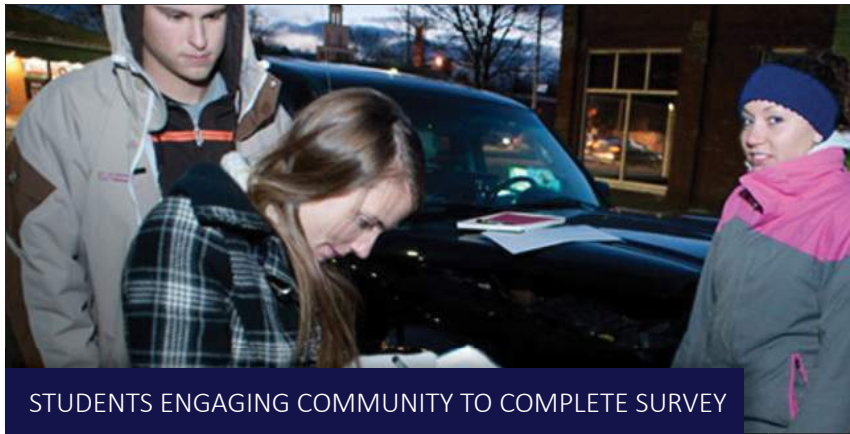
Several community involvement events were conducted, including forums, charettes, coffee shop meetings, district mailers and surveys. **Information was sent to 6,751 households in the school district.**



YARD SIGNED FROM FAILED 2007 PROJECT | DIVIDED COMMUNITY



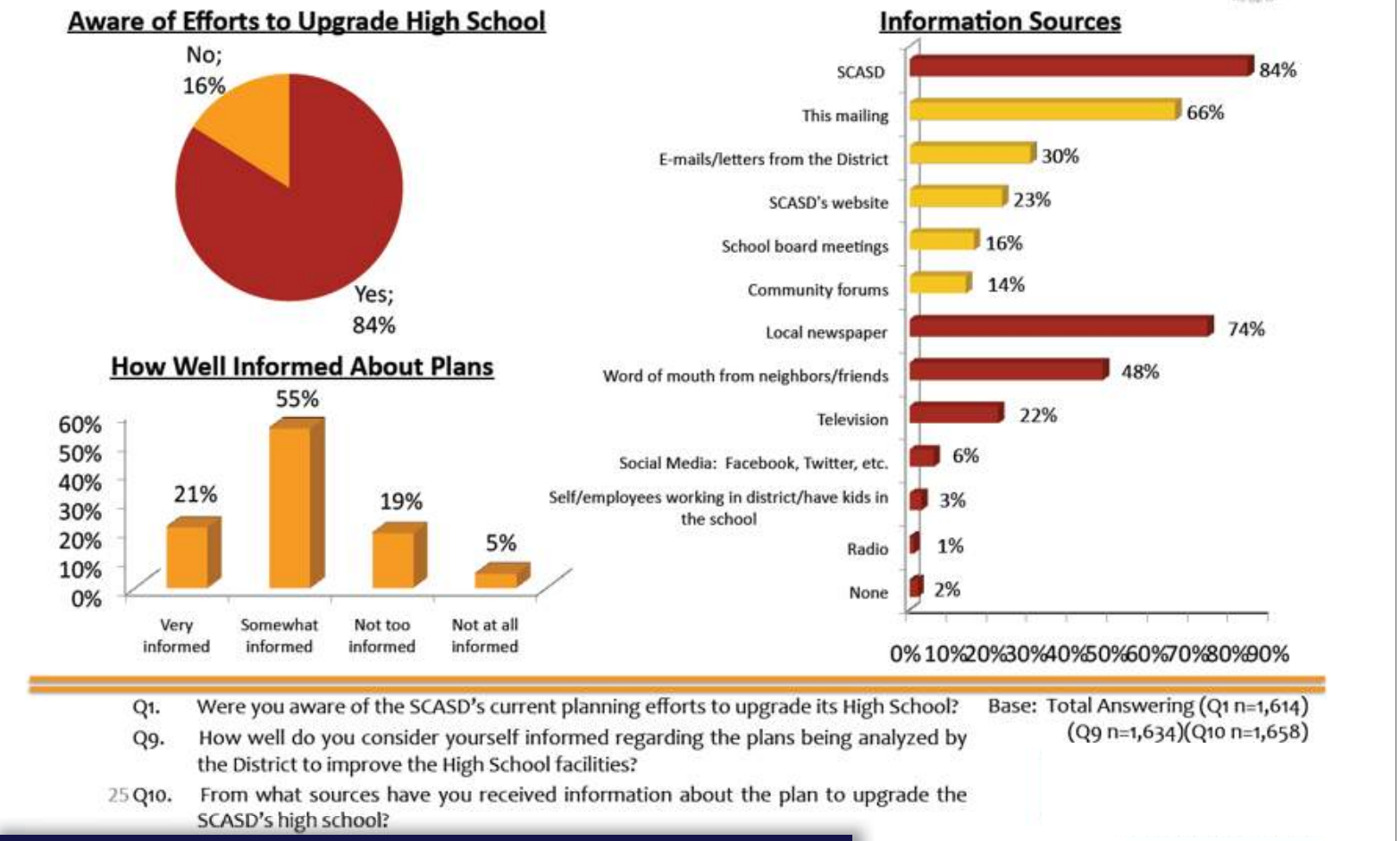
TELEVISED MEETING



STUDENTS ENGAGING COMMUNITY TO COMPLETE SURVEY



STUDENT SKETCH ON BUILDING FEATURES



RESULTS OF SURVEY CONDUCTED REGARDING LEVEL OF AWARENESS





JANUARY - JUNE 2013  
UNDERSTAND EXISTING CONDITIONS

A physical survey was conducted of the existing High School South & North Buildings, key functional challenges quantified, and key physical characteristics noted. Students offered additional insights on the spaces they felt were successful and wanted to see more of as options were developed.



2012 - 2013  
21ST CENTURY EDUCATIONAL MODEL  
FOR NEXT 50 YEARS

An educational specification was created through a year's worth of community, teacher, administrative, and student workshops. Established the big ideas and guiding principles, then translated goals into ideas and strategies.



OCTOBER 2013 - FEBRUARY 2014  
CONCEPT PROCESS + DECISION-MAKING

Once building options were developed, a survey was sent to the entire community to "rate how strongly you (the community) support or oppose each concept." 1,857 residents weighed in. Only reviewing the community supported concepts, the school district used a scoring system to analyse each remaining option. **This process allowed the board's final decision to include subjective and objective information from multiple sources.**



MAY 20, 2014  
COMMUNITY VOTES YES!

In an election, voters overwhelmingly approved a referendum question that asked whether the district could borrow \$85 million to finance the construction of a new High School. The final count of 74% voted YES (11,121 votes total) gave the district the greenlight to proceed with a project. **Before State College's referendum, 14 of 15 referendums in the state of Pennsylvania failed. The other referendum to pass occurred in 2006-2008 by approximately 53%.**



STUDENT SKETCH ON BUILDING FEATURES

Scheduled Communications (Related to Event/Decision)			
EVENT/DECISION DATE	EVENT/TOPIC	RESPONSIBLE	TIMELINE
April 1- Kindergarten Registration @ Gray's	Project Update	Board	as scheduled
April 2 Sunrise Rotary Meeting	Project Update;	Suzan/Heather-	9 a.m. - 2 p.m.; 4-8 p.m.
April 2 MNMS Neighborhood Conversation	Project Update;	Bob, Bob, Amber	April 2, 7:15 a.m. Allen St.
April 3 Kindergarten Registration @ Corl Street	Project Update;	Bob, Brian, Mark F.,	Library 7-8 p.m.
April 3 Meet with College Township officials	Project Update;	Suzan/Heather-	9 a.m. - 2 p.m.; 4-8 p.m.
April 4 Meeting at OLLI in Outreach Building	Project Update;	Penni, Amber, Bob	7:00 p.m.- we will be second
April 5 Centre Co. Democrats Breakfast	Project update; Q	Penni, Amber,	April 4, 2014 10:00 a.m. 121
April 6 International Children's Festival		Amber, Penni, Jim	8:30am-10:30am
April 7 Kindergarten Registration @ Ferguson		Julie Miller, Scott	HSS 2:00- 6:00 p.m.
April 7 board meeting		Suzan/Heather-	9 a.m. - 2 p.m.; 4-8 p.m.
April 8 Easterly Parkway/Neighborhood Meeting	TBD	Julie Miller	April 7, 2014
April 9 Kindergarten Registration @ Park Forest	Project	Laurel, David,	April 8, 2014 7-8 p.m.
April 9 Radio Park Elementary/Neighborhood		Suzan/Heather,	9 a.m. - 2 p.m.; 4-8 p.m.
April 9 PFMS Neighborhood Conversation	Project Update;	Mike H., Scott,	April 9 7-8 p.m.
April 10 HO/LE EASEL night	Project Update;	Karen, Larry, Scott	April 9 library 7-8 p.m.
April 10 MNE Neighborhood Conversation	Provide	Todd D., Christina	April 10 6:30 - 8:30 p.m. APR
April 11 Penn State Law School	Project Update;	Bob, Deb, Ann and	April 10 7:30 - 8:30 p.m. APR
Friday, April 11--House Party @ Amy & Dov	Project Update;	Amber, David, Bob	April 11- 12-1 p.m. 012 Lewis
April 14 - Accuweather	Informal project	Betsy Whitman,	1880 S. Allen St., 6:30 pm
April 14 Kiwanis meeting	Presentation; Q&A	Penni, Amber, Bob	10:30am-11:30am
April 15 Kindergarten Registration @ Mount	Project Update;	Julie, Scott T.	April 14 5:20 p.m. Ramada
April 15 Friends School Meeting		Suzan/Heather-	9 a.m. - 2 p.m.; 4-8 p.m.
April 15 Meeting at Our Lady of Victory- Activity	Project	Amber, Penni,	April 15 Library 4:00 - 5:00
April 16 Breakfast before Hours w/CBICC	Project Update;	Jim Leous, Amber,	April 15 7-8 p.m.
April 17 Meet w/Downtown Improvement	Project Update;	Board Members	April 16 7:30 a.m./8:00 a.m.
April 21 Board meeting	Project Update;	Bob, Scott	April 17 8:45- 9:30 a.m. 127
April 22- WRSC- High School Half Hour	TBD	Julie Miller	April 28, 2014
	reminder to get out to	Amber, Jim P	Broadcasting
			9 a.m. - 2 p.m.; 4-8 p.m.
			12:00 - 1:00 p.m. 221 Chambers
			new BBH building

EXCERPT OF OVER 200 MEETINGS DOCUMENTED

STATE HIGH  
✓YES!  
VOTE MAY 20



COMMON  
GROUND | The Future

A **50-year solution** with the resources to empower teachers and support student achievement.

A Safe and Secure Campus

- No need to cross the street. All classes on one side of the street.
- Monitored entrances.
- No student left unknown.

Better Student Experience

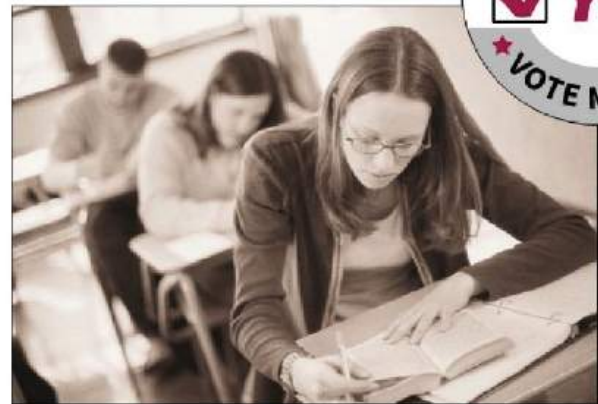
- Flexible, adaptable space. No frills.
- Space for hands-on, project-based learning.
- Less lost time between classes.

Educating the Whole Student

- Interest-based learning.
- Rooms sized and equipped for the 21st century.
- New spaces for the arts and athletics.

A Cost-Effective Solution

- Planned spending, not crisis spending.
- The best balance of renovation and new construction.
- Energy efficient. Built to last.



Good schools raise property values and anchor communities.

THE TIME IS  
NOW

Vote YES May 20

DOOR HANGER DURING REFERENDUM EFFORT





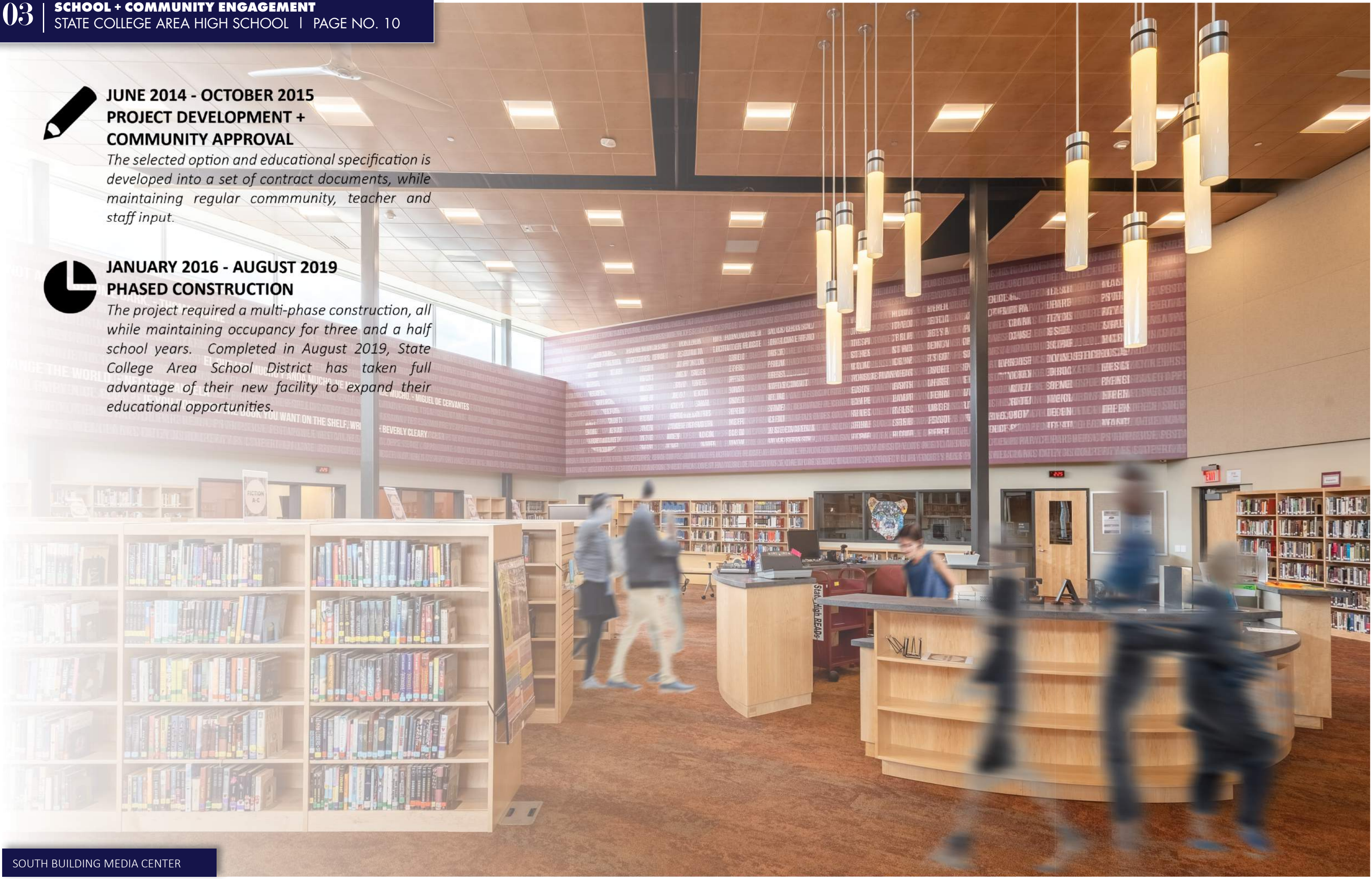
**JUNE 2014 - OCTOBER 2015**  
**PROJECT DEVELOPMENT +**  
**COMMUNITY APPROVAL**

*The selected option and educational specification is developed into a set of contract documents, while maintaining regular community, teacher and staff input.*



**JANUARY 2016 - AUGUST 2019**  
**PHASED CONSTRUCTION**

*The project required a multi-phase construction, all while maintaining occupancy for three and a half school years. Completed in August 2019, State College Area School District has taken full advantage of their new facility to expand their educational opportunities.*





Students offered insights while touring community members through existing facility, showing what they liked and their concerns about their school. They also shared thoughts to stakeholders and design professionals through surveys, charrettes, drawings, plans and presentations. There were 542 students who offered individual insights, and 370 students participated further throughout the entire design process.

RECURRING THEMES THROUGH DISCOVERY PROCESS

1. Relevance

2. Flexibility/Adaptability

3. Relationships / Caring

4. Innovation

5. Choice (of Programs)

6. Access to the best Tools

7. Collaboration

8. Natural Lighting

9. Connections to Outdoors
- 10.Environmental

11.Welcoming

12.Real World Learning

13.Community Partners / Off-site Learning

14.Programs & Activities to Engage All

15.Security

16.Comfort / Air Quality

““

ADDITIONAL STUDENT QUOTES

“I look forward to innovation, creativity, and outward thinking. However, our school is lacking in that extremely.”

“I appreciate the effort being put into making our learning environment a better setting for us to function in and for giving us the opportunity to be a part of what is going to happen with the new school.”

“More space with a new flare. Community needs to be emphasized. Focus on all facets art, science, music, etc.”

“I am glad that students are being consulted for input and ideas.”

””



“BREEZEWAY IS SUNNY + HAPPY”



“LIKE THE WINDOWS IN THE LIBRARY”

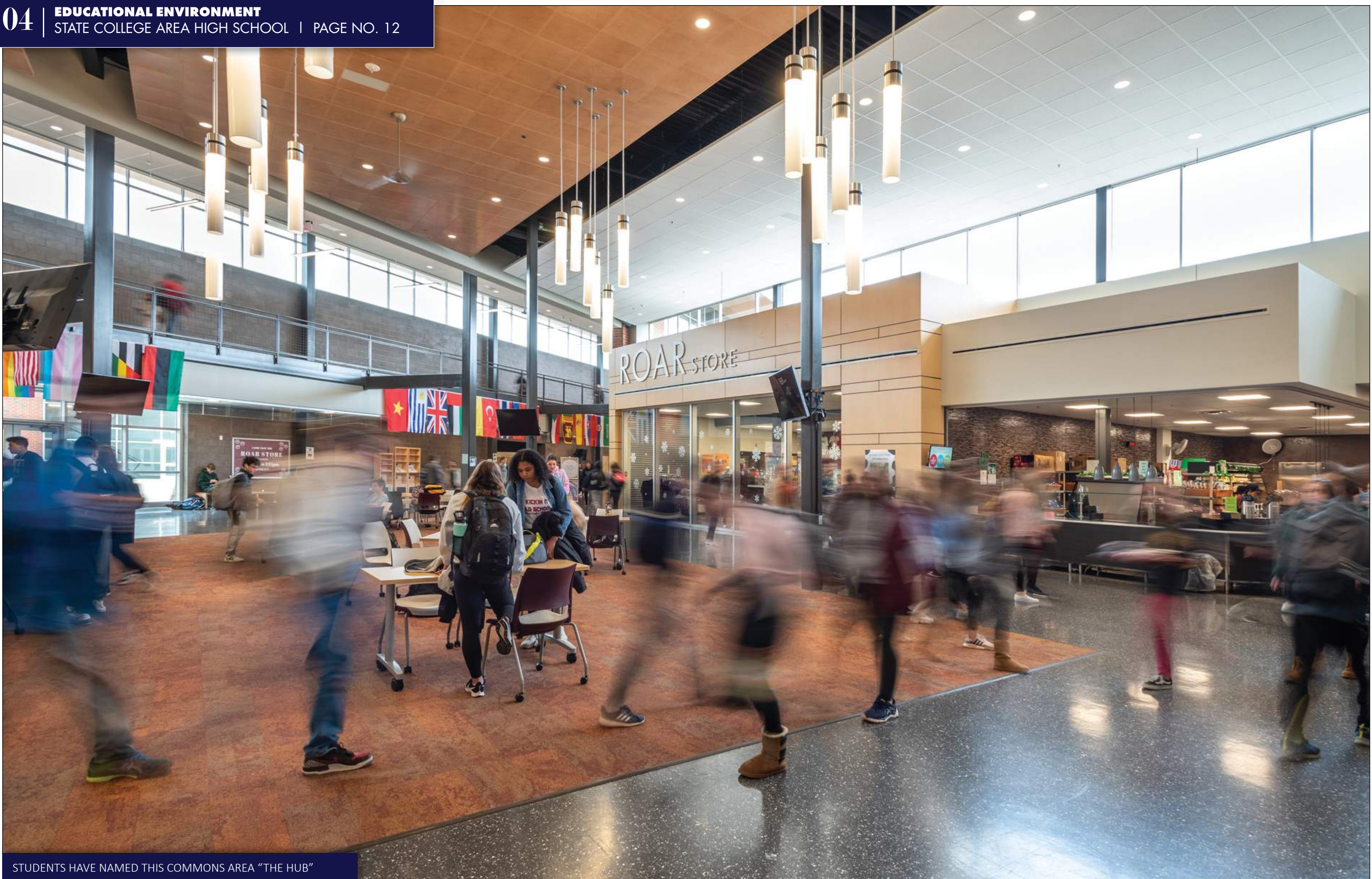


“ENJOY ART OFFERING CREATIVITY + CHOICE”



“ENJOY HANDS-ON EXPERIENCE AT WOOD SHOP”





STUDENTS HAVE NAMED THIS COMMONS AREA "THE HUB"



## EDUCATIONAL VISION THROUGHOUT THE DISTRICT

***The value of a SCASD education goes beyond high test scores and extraordinary acceptance rates at post-secondary institutions.*** A SCASD education is about engaging the whole student — fostering relationships, promoting growth, and encouraging exploration in order to develop skills for life. This includes experiences within our broad array of curricular, co-curricular and extracurricular programs.

The district’s instructional focus, or road map, is based on the four pillars, its prime objectives:

- Culture of Trust, Relationships + Collaboration
- Responsive Teaching + Learning
- High Expectations for All
- Welcoming, Safe + Inclusive Climate for Learning + Work

## DESIGN CONSIDERATIONS

During planning and design, strategies were discussed to build upon SCASD’s principles of education to create a successful school design based around relationships and communication that impacted the qualities, organization and size of space. These included:

- Promote an individual student’s sense of identity within the total school enrollment (emphasis on personalization).
- Be flexible- a physical environment that can change or adjust to meet changing educational needs and objectives.
- Promote faculty collaboration within academies while emphasizing interdisciplinary teaching and teaming across silos.
- Allow for maximum collaboration of teachers and staff.
- Promote parent participation/ involvement in the educational process.
- Be open for community usage after hours and welcoming for controlled use.
- Incorporate safety and security in the facility, but in a manner that does not compromise an open environment for learning and as a center for the community.
- Promote environmental and social responsibility.
- Partner with business, civic and higher education facilities for opportunities beyond the physical school building, how can the learning environment replicate future work experiences students will experience in their futures.
- Allow/ provide students access to technology throughout the day and in a multitude of learning venues.
- Respond and plan to future expansion that may one day be needed.
- Reflect the value and importance of learning- through appearance, aesthetics, materials and architectural style.
- Be architecturally interesting, visually exciting and enjoyable.





GUIDING PRINCIPLES

PRINCIPLE NO. 1  
RELATIONSHIPS ARE A CORNERSTONE OF ACADEMIC ACHIEVEMENT

Belief Statement | We believe that meaningful relationships, effective communication and collaboration among and between students, their families, and staff create high achievement, satisfaction and productivity. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn. Each student should be connected to responsible, approachable and caring adult advocates. Student anonymity has no place in the high school.

Student Comment  
“I would like more one to one where I can get to know my teachers better. Being friends with my teachers will help me be more comfortable in sharing my ideas.”

PRINCIPLE NO. 2  
RELEVANCE MOTIVATES STUDENTS TO PURSUE UNDERSTANDING

Belief Statement | We believe that relevance is a key motivator, connecting students to understanding and knowledge. Curricular strategies that integrate theoretical, conceptual and practical knowledge from various fields of study provide authentic, real-world relevance.

Student Comment  
“I think that we would be so much happier in school if we were doing what we love. We need to do something with our high school in order for us and our peers to make a difference. I want to love school, not hate it.”

PRINCIPLE NO. 3  
DIVERSE STUDENT INTERESTS AND ABILITIES MUST BE CELEBRATED

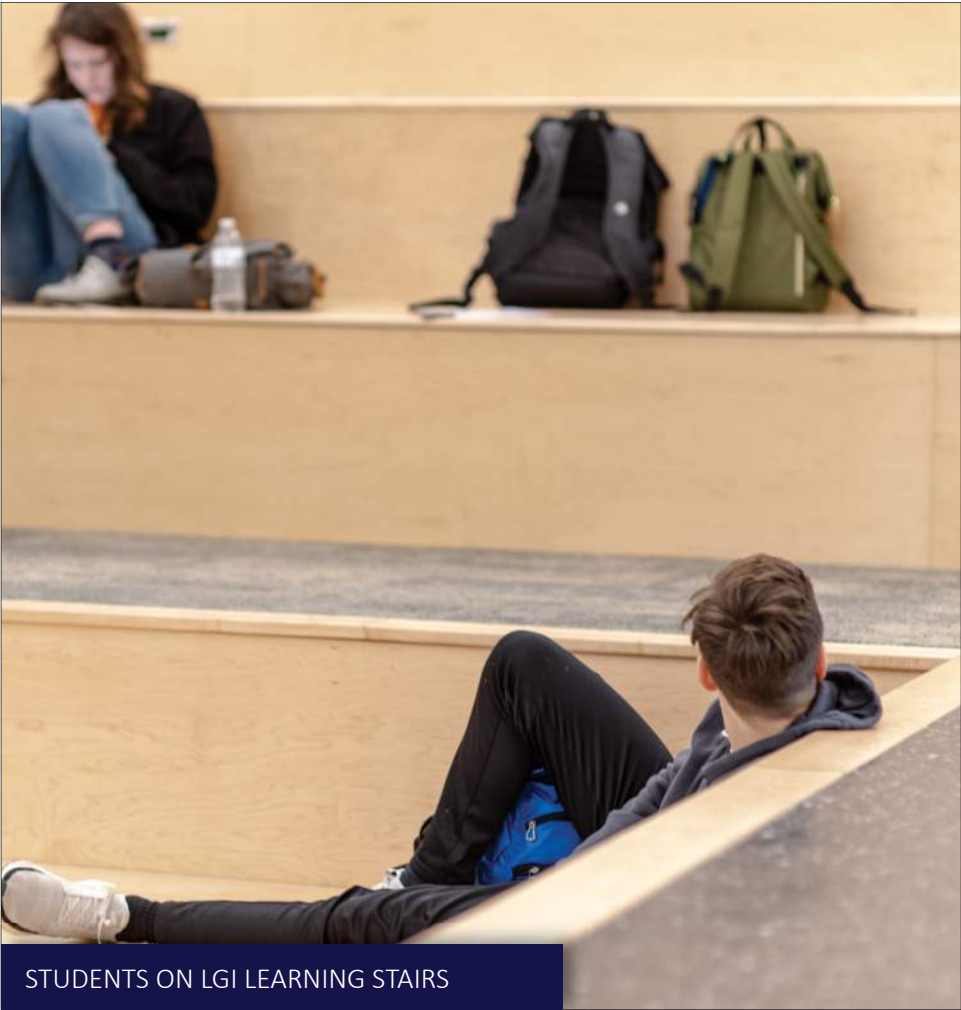
Belief Statement | We believe that the educational environment should support the skills, interests and abilities of all students. In addition to core and elective programs, activities, clubs, athletics and the like offer multiple venues to develop and celebrate student individuality and creativity. The school should be a creative and enterprising expression celebrating the power of all styles of learning.

Student Comment  
“Subjects like mathematics are often taught in a very uniform way and neglect to accommodate alternate learning styles. Rather than separating subjects by level you could separate them by learning styles such as visual, kinesthetic, etc.”

PRINCIPLE NO. 4  
PROVEN PRACTICES ARE EMBRACED, AND BOTH RIGOR AND INNOVATION ARE EXPECTED.

Belief Statement | We believe that exploring and sharing proven and innovative practices for teaching and learning allow for growth and continuous improvement. All aspects of our educational system will empower rigorous and adaptable, innovative, and future-oriented practices so that current and future graduating students will have the skills to thrive in a changing, multi-dimensional, global and technological society.

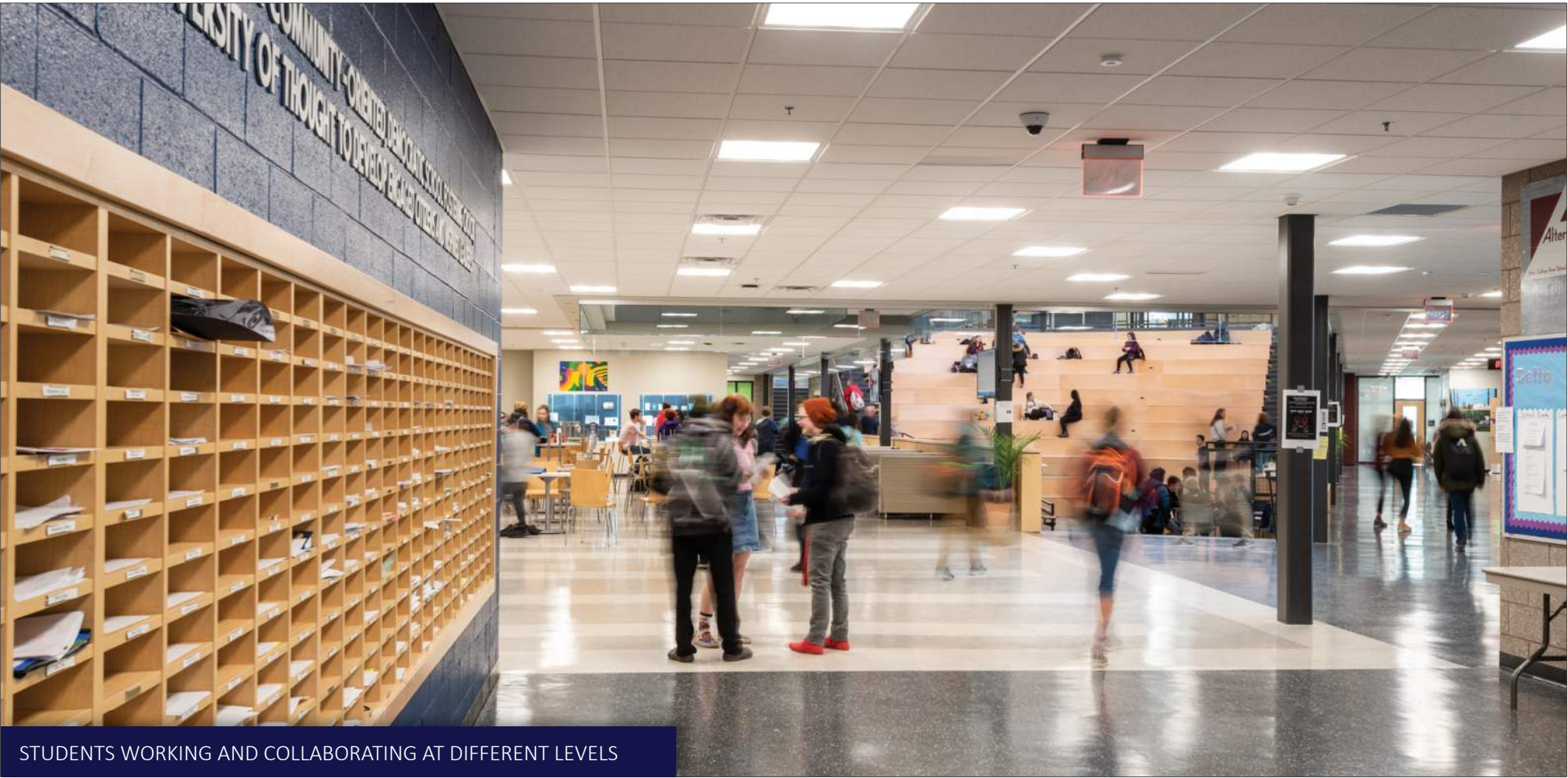
Student Comment  
“Learn from us so we can learn from you.”



STUDENTS ON LGI LEARNING STAIRS



VIEW FROM STUDENT-RUN ROAR STORE TO COLLABORATION AREA



STUDENTS WORKING AND COLLABORATING AT DIFFERENT LEVELS



**PRINCIPLE NO. 5**  
**ENVIRONMENTAL STEWARDSHIP PROMOTES GLOBAL CITIZENSHIP**  
Belief Statement | We believe in empowering children to view the world critically, to think and act independently, cooperatively and responsibly. We believe that a sustainable environment promotes global citizenship and awareness, and connects students to their world.

*Student Comment*  
“I want nature. Nature, nature and more nature. Green, earth-friendly energy.”

**PRINCIPLE NO. 6**  
**HUMAN, PHYSICAL AND FINANCIAL RESPONSIBILITY FOSTERS COMMUNITY SUPPORT**  
Belief Statement | We believe that resources should be used effectively and efficiently to ensure the community a measurable return on its investment, and to cultivate and maintain a culture of accountability, trust and mutual support.

*Student Comment*  
“Regardless of how much planning is completed, the project in question will never come to fruition without the support of the electorate.”

**PRINCIPLE NO. 7**  
**A SAFE, HEALTHY AND NURTURING ENVIRONMENT MEETS HOLISTIC NEEDS OF LEARNERS**  
Belief Statement | We believe that student learning increases when the school climate is safe, healthy, supportive, and trusting. Such an environment promotes innovation, inquiry, and productive risk taking, indirectly reinforcing achievement because both students and educators want to work under such conditions- without the distractions caused by fear, judgment, poor air quality, temperature swings, and inadequate lighting.

*Student Comment*  
“I think that if spaces in the school were more open, and more importantly had more windows, it would improve the overall mood of the students.”

**PRINCIPLE NO. 8**  
**LEARNING EXTENDS PAST THE BELL SCHEDULE AND BEYOND THE SCHOOL CAMPUS**  
Belief Statement | We believe that school and community share in the responsibility for achieving student success. Relationships with outside organizations, institutions, individuals, and the great outdoors support and strengthen educational programs. We believe in students as both teachers and mentors, and we have high expectations for a culture of collaboration.

*Student Comment*  
“I feel as though many of the things I am learning are purely for a test, or a grade rather than application to the real world.”



STUDENT MEETING WITH DIRECTOR OF DELTA PROGRAM ON LGI LEARNING STAIRS



STUDENT CORE



STUDENT DINING AREA



PRINCIPLE NO. 9  
TECHNOLOGY IS A POWERFUL TOOL FOR TEACHING AND LEARNING

Belief Statement |We believe that technology is one of many tools for teaching and learning. The use of technology is driven by the task and the student, and should not be seen as a replacement for all other tools. As a tool, technology can enable a community where learning is available for everyone, at any time, and in any place.

Student Comments  
“I love technology and the basis of society is turning toward technology. This is why the foundation of our school should focus on technology and encourage it.”  
“I think reading and writing will always be important to students (at least some of us). Please don’t replace everything with cold technology.”

PRINCIPLE NO. 10  
CHOICE IS A FOUNDATION OF STUDENT-CENTERED LEARNING

Belief Statement |Student-centered learning allows for each student’s skills, interests and abilities to be aligned with their individualized strategy for academic success. Providing students with choices increases student interest, engagement, and learning while helping to build 21st century skills such as critical thinking, self-regulation and adaptability.

Student Comments  
“Let people sign up for their classes and stop with all the placement.”  
“This school takes the creativity out of you, with a lack of diverse options. There is too much restriction with artistic flow.”  
“We should be able to feel comfortable and happy that we go to this school.”

Teacher comment:  
“It seems like we need to reverse things: our clubs and sports should be our curriculum and our subjects should support them. BUT... How can our interests lead us when we are SO ingrained in the “traditional” system? As teachers, we do all kinds of “new” ways to teach like differentiation and group work... And classroom management techniques, but we are still trying to teach all the same traditional concepts. Will we be allowed to break the mold?”

PRINCIPLE NO. 11  
THE SCHOOL IS A HUB OF COMMUNITY ACTIVITY

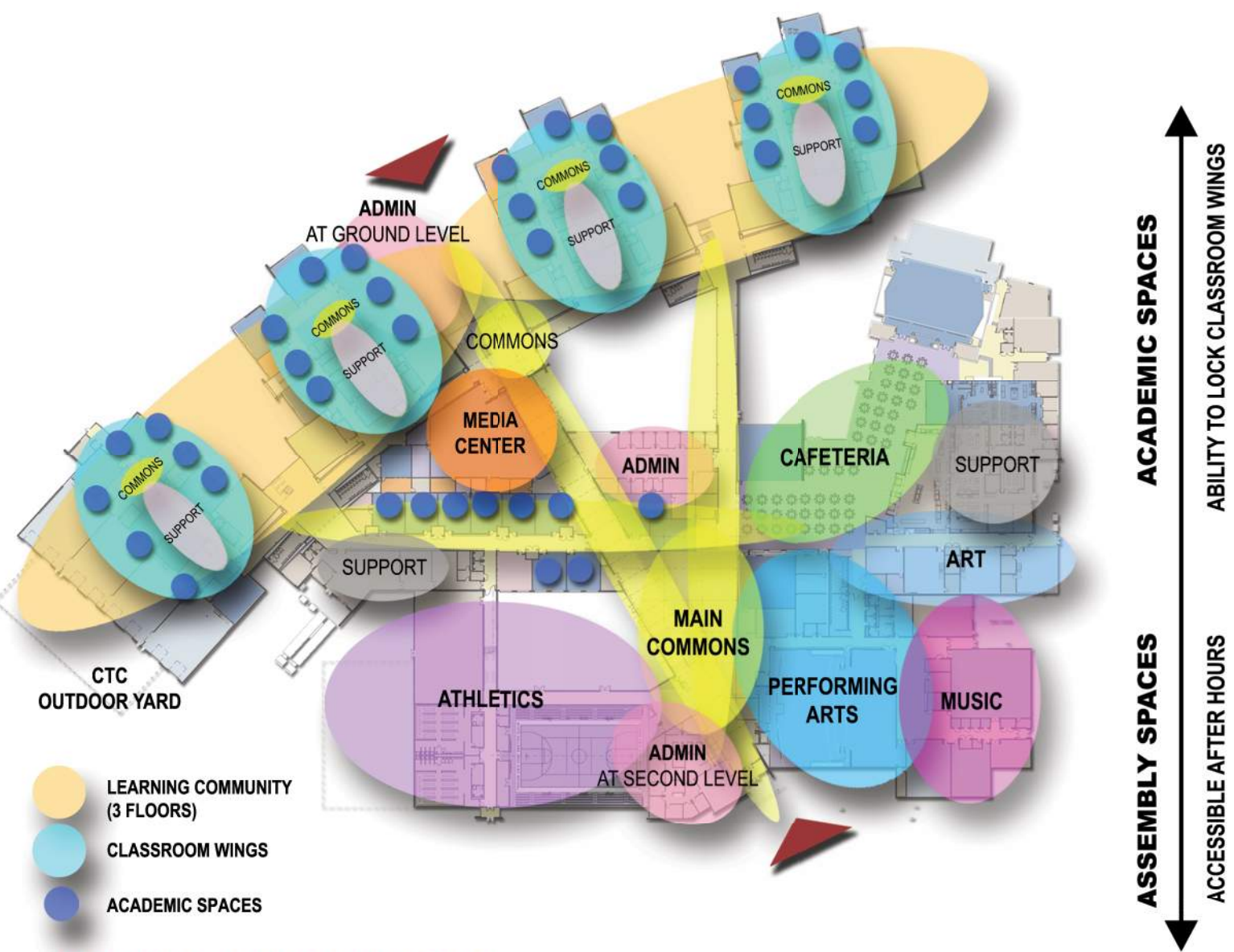
Belief Statement |We believe family and community engagement is a vital part of a truly successful school. The high school should be a source of community pride, open to wider use, and a mutually-beneficial bridge to the local community.

Student Comments  
“I think that a new school would be beneficial for not only the education, but also for the image of State High. We have a great educational system but the facilities are not adequate.”



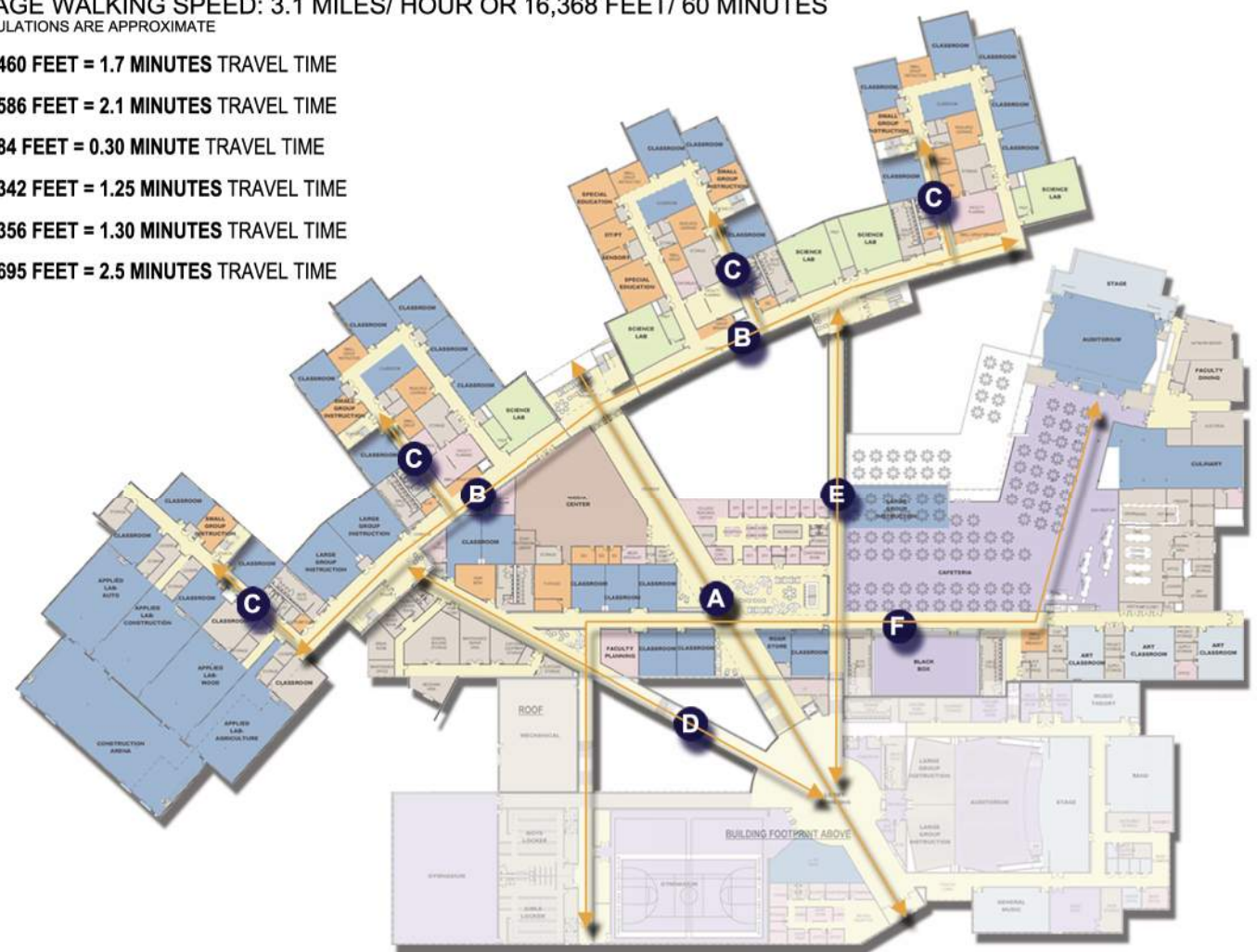
NORTH BUILDING | DELTA LARGE GROUP INSTRUCTION





AVERAGE WALKING SPEED: 3.1 MILES/ HOUR OR 16,368 FEET/ 60 MINUTES  
ALL CALCULATIONS ARE APPROXIMATE

- A 460 FEET = 1.7 MINUTES TRAVEL TIME
- B 586 FEET = 2.1 MINUTES TRAVEL TIME
- C 84 FEET = 0.30 MINUTE TRAVEL TIME
- D 342 FEET = 1.25 MINUTES TRAVEL TIME
- E 356 FEET = 1.30 MINUTES TRAVEL TIME
- F 695 FEET = 2.5 MINUTES TRAVEL TIME



MAIN HIGHLIGHTS:

- SEPARATION OF ASSEMBLY AND ACADEMIC SPACES
  - MAIN COMMONS IS CENTRALLY LOCATED AS AN ORGANIZING ELEMENT BETWEEN THE ASSEMBLY AND ACADEMIC SPACES
  - ADMINISTRATION OFFICES ADJACENT BOTH MAIN ENTRANCES TO MONITOR VISITOR ACCESS
- HIGHER ROOF PROFILE AT ASSEMBLY SPACES TO PROMOTE GATHERING OF STUDENTS
- CLEARLY IDENTIFIABLE MAIN ENTRANCE WITH DIRECT ACCESS TO MAIN COMMONS
- ALL ACADEMIC SPACES SHALL HAVE NATURAL DAYLIGHT AND VIEWS TO THE EXTERIOR
- SEPARATE ACCESS TO EACH LEARNING COMMUNITY FROM THE MAIN CORRIDOR
- STACKED CLASSROOM WING CONSTRUCTION FOR COST EFFICIENCY
- CLEARLY DEFINED BUILDING CIRCULATION



ALIGNMENT OF EDUCATION +  
BUILT ENVIRONMENT

The organizational model for State High and the Delta Program School was developed early in planning with the educational planners, architects, school and community. The building would be developed around learning academies and break away from 600 foot long double loaded corridors in the existing schools. The new learning communities were to foster a sense of identity blending traditional classrooms with immediate access to variations in collaborative program space and support.

Each academy is comprised of two to three learning communities becoming the building blocks for both buildings. This concept of collaborative communities grew out of the school district’s Delta Program School that has served the school district for 50 years fostering relationships to strengthen education. Learning Communities include:

- 9th Grade Experience
- Arts + Humanities
- Business + Communications
- Health + Human Services
- Science
- S.T.E.M. (Comprehensive Career + Technical Center)
- Specialty Programs

Shared elements include physical education, media center, learning enrichment, world languages, performing arts and food services.

↗ State College HS Retweeted

**Mariah Rackley** @MrsRackleyCCMS · 29 Nov 2018  
Special thanks to Mr. Johnson & @StateCollegeHS, @will\_stout, & @ODonnell\_Bob for their hospitality & tour of their amazing new facility! A great example of embracing 21st century learning & creating an environment where students want to learn! Thanks for the awesome opportunity!

2

15

CREATIVITY



INDIVIDUAL STUDY | 1 - 4 PEOPLE

- Student-directed Study Area
- Open Areas for Ease of Student Use
- Closed Rooms for Individualized Quiet Study or Mentoring
- Individual Study Area
- Supports Student Work
- Charging Stations
- Directly Adjacent to Faculty Planning Room
- Opportunities to Showcase Student Work

CRITICAL THINKING



SMALL GROUP COLLABORATION | 4 - 12 PEOPLE

- Student and Teacher Directed Collaboration Area
- Small Group Study Area
- Supports Student Work
- Teacher Stations for Use
- Directly Adjacent to Scheduled Classrooms

COLLABORATION



CLASSROOM COLLABORATION | 12 - 25 PEOPLE

- Teacher Directed Teaching and Collaboration Area

COMMUNICATION



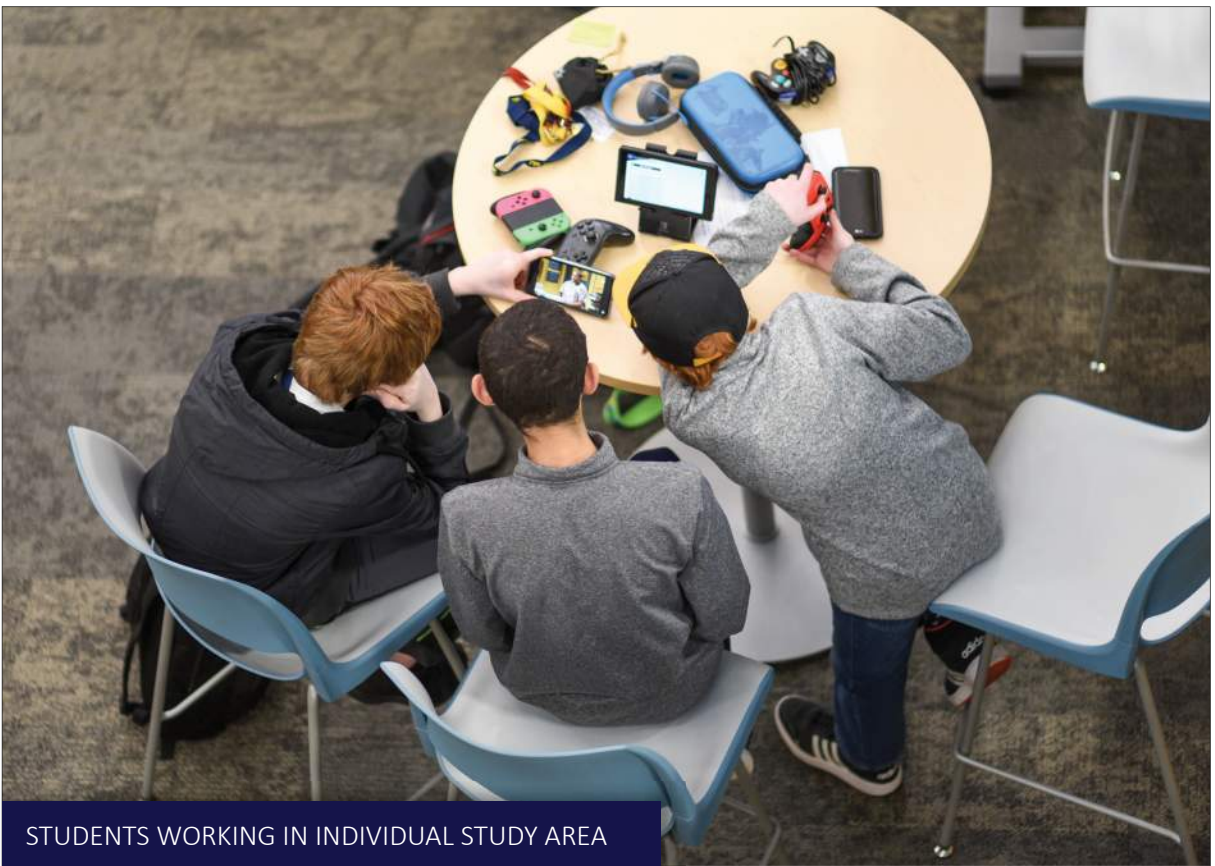
LARGE GROUP COLLABORATION | 25 - 90 PEOPLE

- Multiple Classroom Teaching and Collaboration Area
- Opportunities for Group Teaching
- Opportunities for Debates and Critical Thinking





SOUTH BUILDING | LARGE GROUP INSTRUCTION



STUDENTS WORKING IN INDIVIDUAL STUDY AREA



WITHIN LEARNING COMMUNITY | CLASSROOM COLLABORATION SPACE





**A** EXISTING SOUTH BUILDING CLASSROOM EXTERIOR

The two existing state college high schools were sprawling double loaded corridors based on mid 20th century school design including many non day-lit classrooms. Early discussions were that many of the corridors were more than a football field in length and that there was little sense of individual identity within the buildings. An ability to breakdown the new facility into academies creating the ability for students to have a stronger sense of identity and interaction with teachers was a guiding principal throughout design.



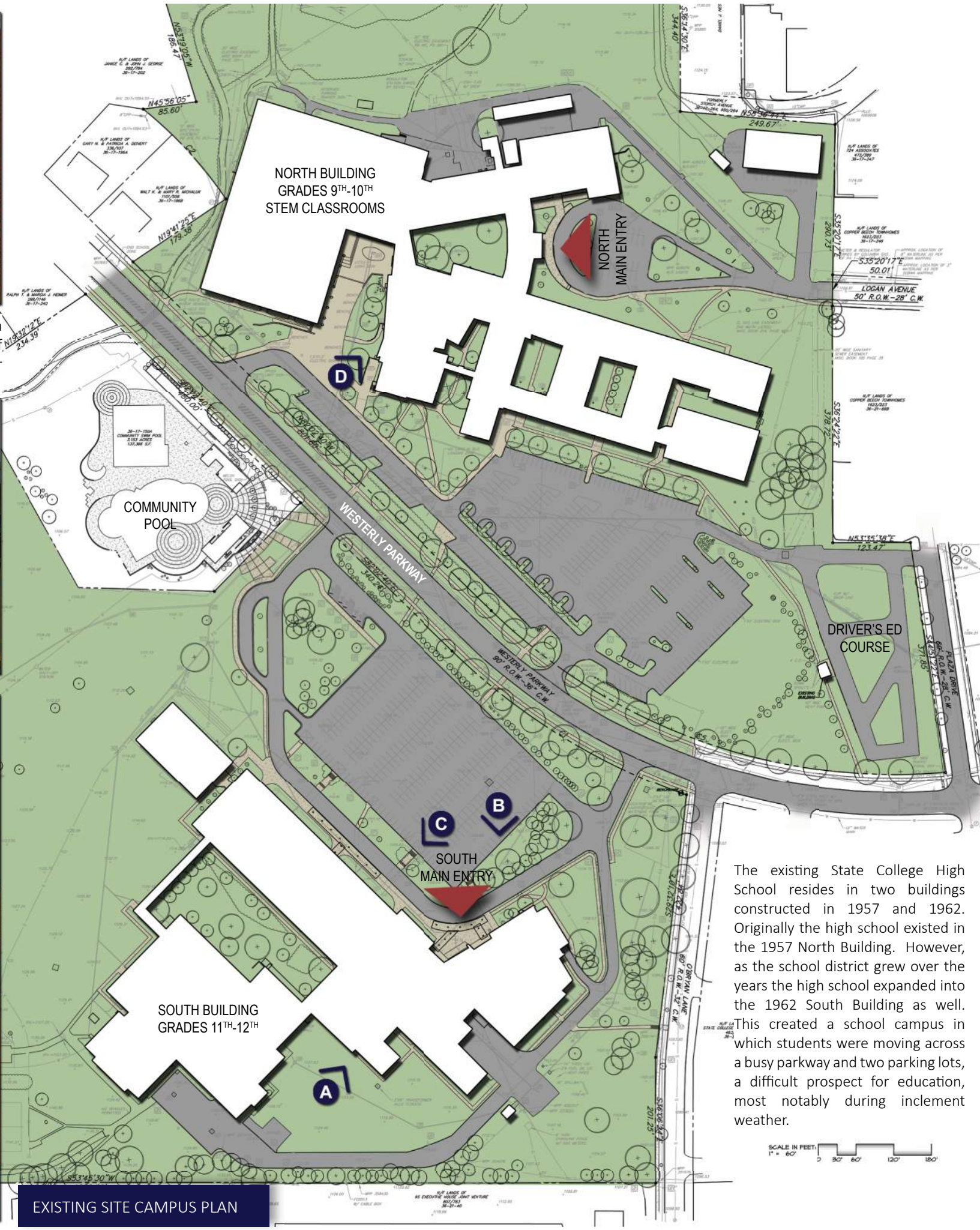
**B** EXISTING SOUTH BUILDING ENTRANCE



**C** EXISTING SOUTH BUILDING ADMINISTRATION



**D** EXISTING NORTH BUILDING AUDITORIUM AND LOADING AREA



The existing State College High School resides in two buildings constructed in 1957 and 1962. Originally the high school existed in the 1957 North Building. However, as the school district grew over the years the high school expanded into the 1962 South Building as well. This created a school campus in which students were moving across a busy parkway and two parking lots, a difficult prospect for education, most notably during inclement weather.





To eliminate the constant travel between building, the majority of 9th through 12th education is moved to the new three story south building and the north building is converted into a 5th through 12th grade magnet school along with extra-curricular after school hours athletic facilities. The site was reorganized to allow for separate bus, visitor, student, staff, bike and pedestrian traffic at both buildings and pedestrian plazas and outdoor gathering areas for formal and informal instruction, encouraging after hour use of the facility.



PHASE 1

September 2016 – January 2018 | Phase 2 moved within the existing building as a combination of renovation and new construction creating the library, cafeteria and kitchen complex, business and communications academy, bridge connector and large group instructions supporting the Phase 1 (3) story academies. Outdoor amphitheaters are constructed supporting outdoor instruction and independent learning that has a rich history within the State College Community.

PHASE 2

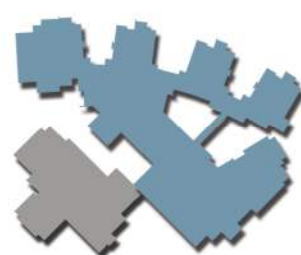
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PHASE 3

January 2018 – May 2019 | Phase 3 completed demolition of the south building and construction of the public/ community program of State High including Gymnasiums, Performing Arts Wing, Auditorium, Student Success Hub, Roar Store, (2) story main connector to Phase 1 academies, and final south entrance supporting bus drop-off and after hours community use. Phase 3 begins demolition of The North Building to allow for the Phase 4 Athletic Facility and “Democratic” 5th-12th grade

PHASE 4

June 2018 – May 2019 | Phase 4 completed the south campus and moves to the North Campus removing 2/3 of the existing building. Competition Gymnasiums and Natatorium which were constructed during the 1990’s will be retained for school district use and after hour community activities. The second half of Phase 4 is a (2) story, 50,000 square foot addition “Democratic” 5th-12th grade magnet school named “The Delta School”. This open environment of learning often discussed as project-based learning in recent years was the precedent for the academy structure integration throughout Phase 1 – Phase 3 South Building.

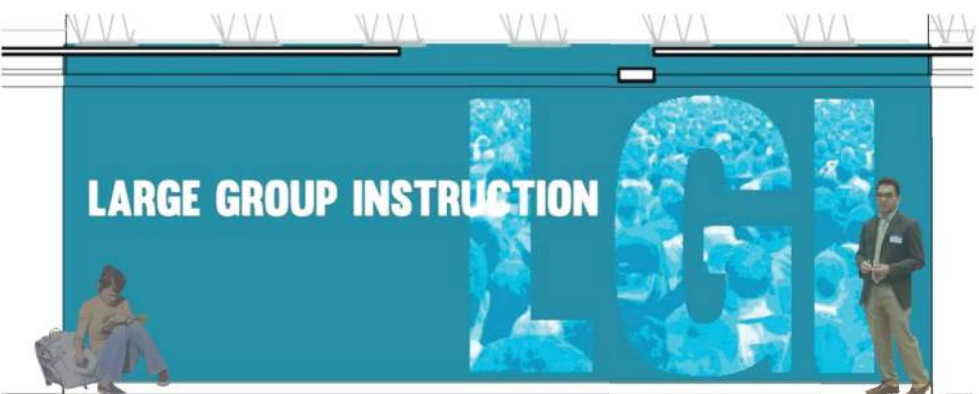


EXTERIOR ELEVATION



WAYFINDING

In a facility of 680,000 square feet with 2,700 students, wayfinding was an early discussion. While not always found in school construction, the graphic signage in State High is critical to orient oneself in the facility, be able to read the function of a program space from a distance or understand the organization of the building both vertically and horizontally as one moves throughout the facility. Today, students can move throughout the school with these cues as they move between more intimate learning communities embedded in academies and open public gathering hubs in the school, leading to shared facilities such as the auditorium, large group instructions or gymnasiums shared with the community not as familiar with the school.



850 SEAT PERFORMING ARTS THEATER



ENTRANCE TO CULINARY ARTS



SUSTAINABILITY

North and South Buildings are both LEED Gold Certified. Sustainability was a central theme for the project, not only strengthening the long term investment for the community as 40-50 year facilities, but more importantly using the facility itself as a teaching tool for sustainable learning for the students. Both buildings were also awarded Alternative Clean Energy Program Grants by Pennsylvania to achieve LEED Gold Certification, bringing \$4 million dollars to assist the local tax base, enriching the sustainable educational components of State High.

- 💡

35% ENERGY USE REDUCTION
- ♻️

31% RECYCLED CONTENT  
38% REGIONAL MATERIALS
- 👁️

82% DAYLIGHTING OF ALL EDUCATIONAL SPACES + VIEWS
- 🌿

GREEN ROOF
- 💧

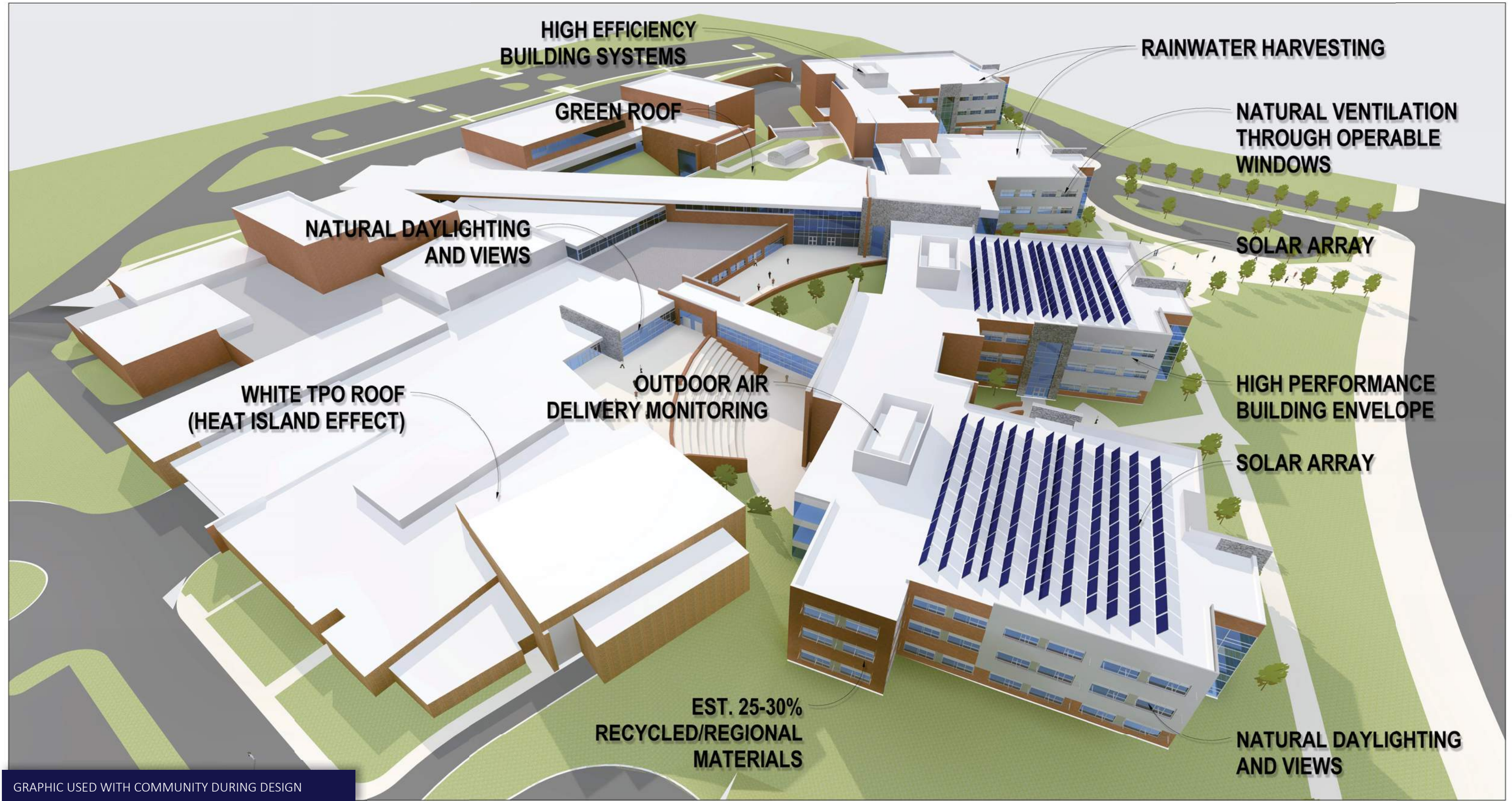
46% WATER USE REDUCTION + RAINWATER HARVESTING
- ☀️

(2) 141KW SOLAR PANEL ARRAYS
- 👂

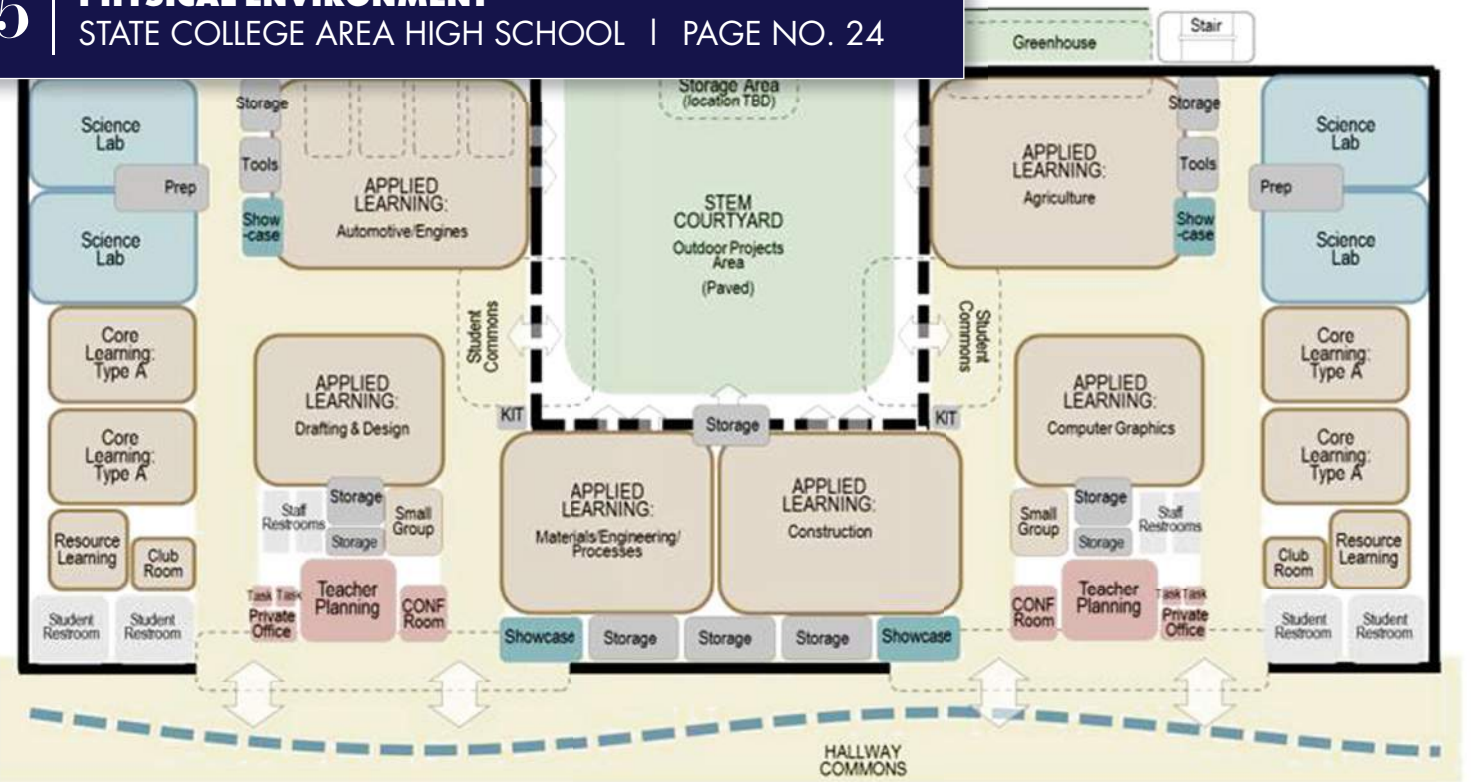
ACOUSTIC PERFORMANCE
- 👥

COMMUNITY CONNECTIVITY
- 🌊

NATURAL VENTILATION THROUGH OPERABLE WINDOWS







21<sup>ST</sup> CENTURY LEARNING ACADEMIES

The over arching organization of the school, developed with high school staff, district leadership and community involvement, includes multiple distinct Academies of Teaching and Learning supported by shared programs and facilities. Expanding on the rich culture of choice evident in the current high school, each Learning Academy includes a range of facilities for teams of interdisciplinary teachers to collaborate as initially developed in the programming diagram above that translates into the final four-story facility knitted into the sloped urban campus.

SOUTH BUILDING ORGANIZATION

- 1. STEM LEARNING ACADEMY
- 2. LIBRARY, LEARNING ENRICHMENT & TECHNOLOGY ACADEMY
- 3. SPECIAL EDUCATION - SPECIALTY PROGRAMS ACADEMY
- 4. ARTS & HUMANITIES ACADEMY
- 5. LARGE GROUP INSTRUCTION
- 6. CULINARY LEARNING LAB - HEALTH & HUMAN SERVICES ACADEMY
- 7. STUDENT DINING COMMONS & FOOD COURT
- 8. BLACK BOX THEATER - VISUAL & PERFORMING ARTS ACADEMY
- 9. 850 SEAT THEATER - VISUAL & PERFORMING ARTS ACADEMY
- 10. MAIN GYM - PHYS ED, HEALTH & ATHLETICS ACADEMY
- 11. FITNESS CENTER (3<sup>RD</sup> FLOOR) - PHYS ED, HEALTH & ATHLETICS ACADEMY
- 12. STUDENT SUCCESS HUB & MAIN COMMONS
- 13. SCHOOL "ROAR" STORE - BUSINESS & COMMUNICATIONS ACADEMY
- 14. CAREER CENTER - ADMIN & STUDENT SERVICES



EXTERIOR ELEVATION





State College SD Retweeted

**Jack Lyke** @aquaponicjack · Feb 13

Group problem solving. Just another day in Aquaponics and Sustainability here at @StateCollegeHS @StateCollegeSD #STEMeducation #lifelonglearners @SCAETeachers



**State College SD** @StateCollegeSD · 12 Oct 2019

We'll be livestreaming the State High Campus Dedication Ceremony beginning at 8:30 a.m. with the prelude music and the program beginning at 9 a.m. Watch here: [youtube.com/c/NickZepp/live](https://www.youtube.com/c/NickZepp/live)



ENTRANCE TO STUDENT RUN "ROAR STORE"



ENTRANCE TO LEARNING COMMUNITY





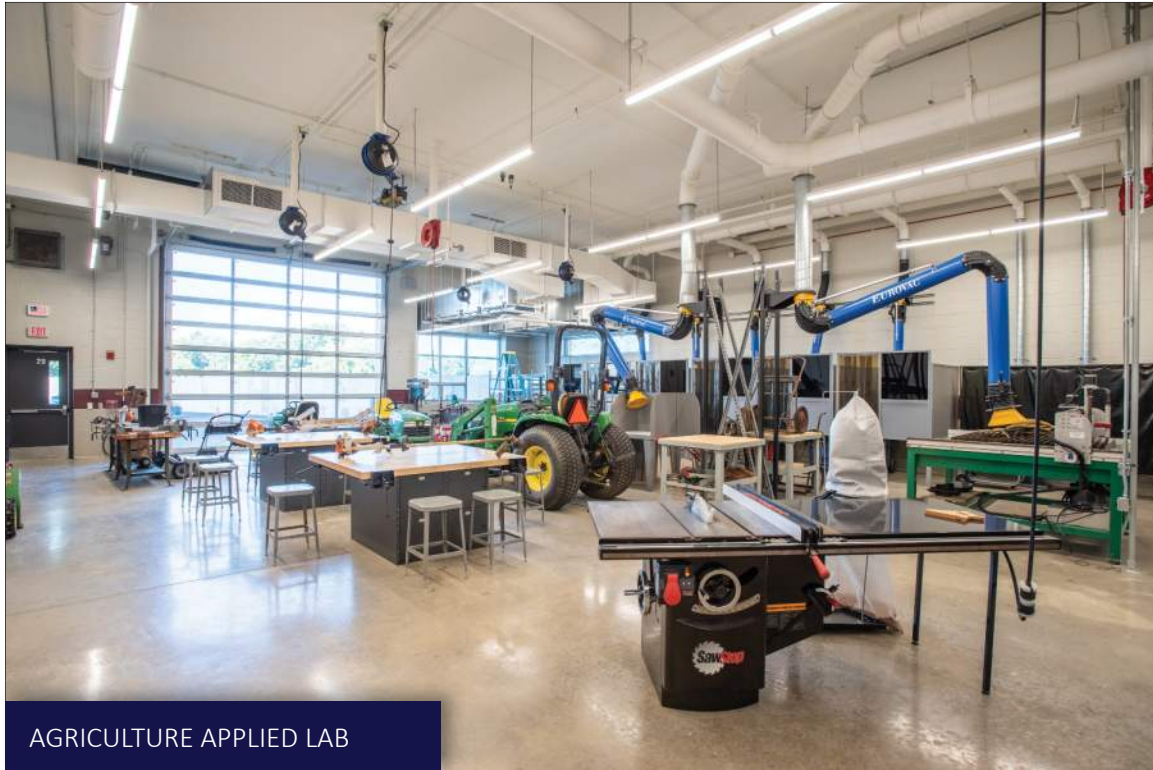
HEALTH PROFESSIONS CLASSROOM



CONSTRUCTION APPLIED LAB



ART CLASSROOM



AGRICULTURE APPLIED LAB



"THE HUB" STUDENT COMMONS



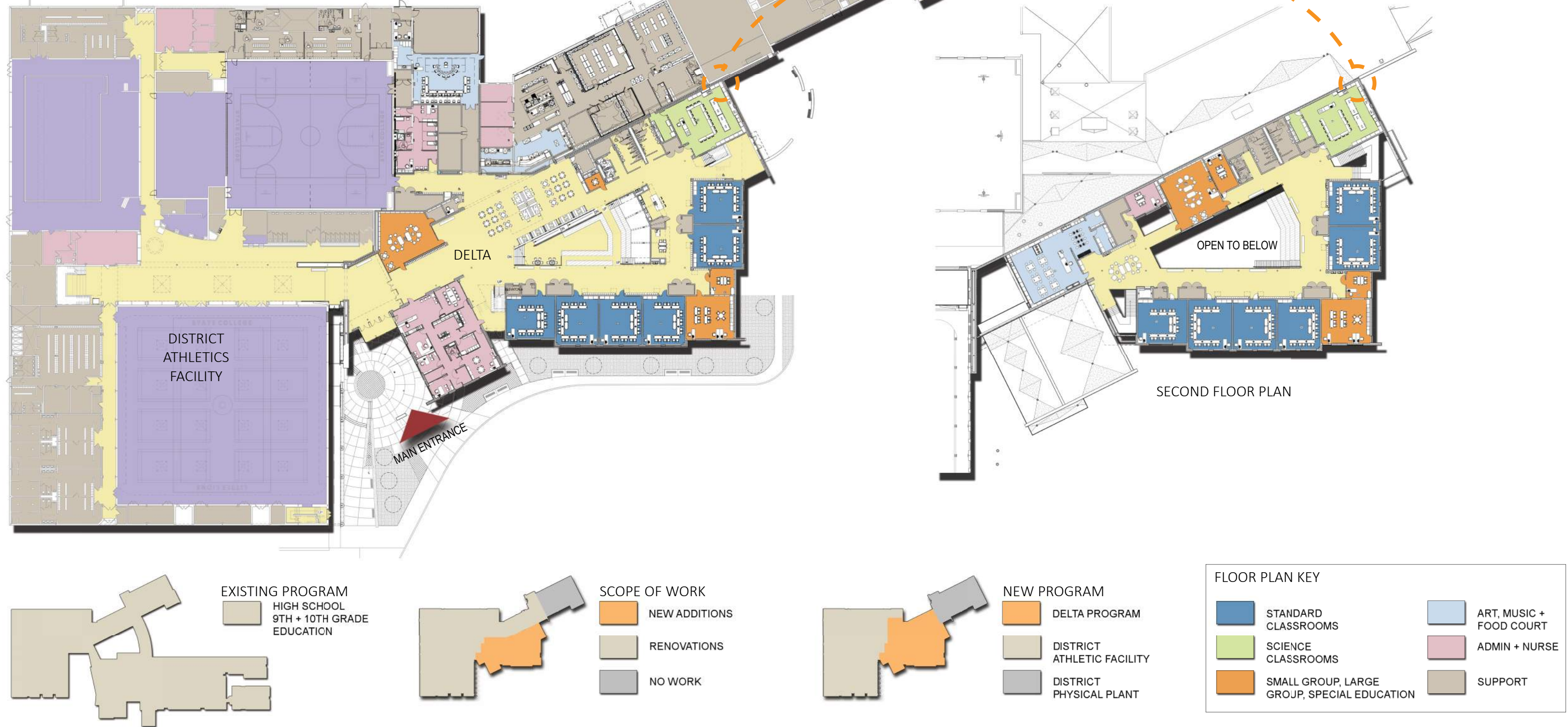
STUDENTS USING 3D PRINTER IN COLLABORATION LAB



NORTH BUILDING | DELTA PROGRAM SCHOOL

STUDENTS, SCHOOL + FAMILIES LEARNING FROM EACH OTHER

With the State College Area High School consolidated under one roof across the street, the North Building was transformed into a satellite school for State High. The district’s delta program - a democratic school of choice available to grades 5th through 12th. The middle school program (grades 5- 8) is located on the second floor and the high school program (9- 12) is located on the ground level. Due to the program’s strong focus on shared leadership model amongst parents, students, and faculty, the entire building is organized in a circular fashion, wrapping around a large group instruction area where the entire school can come together for their weekly all-school meetings. In addition, the facility houses a district athletic facility with a competition gym and natatorium.



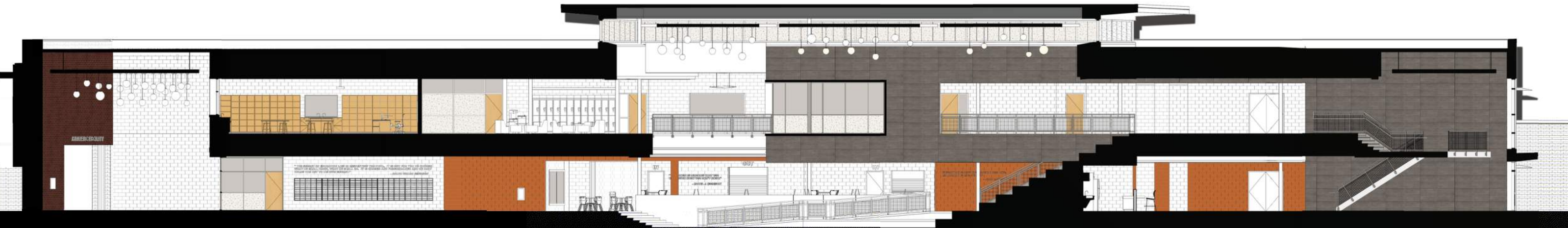




DELTA PROGRAM LEARNING STAIR



DELTA PROGRAM LEARNING STAIR + CAFETERIA + VIEWS INTO SECOND FLOORCOLLABORATION LAB



BUILDING SECTION THROUGH NORTH BUILDING DELTA PROGRAM



GOALS ACHIEVED

A COLLABORATIVE FLEXIBLE ENVIRONMENT FOR LEARNING

With construction complete and the students occupying the schools and academies, State High educational model is able to expand into its environment. Classrooms are directly adjacent to breakout educational space with glazing between program allowing fluid movement for varied activities throughout the school day. These opportunities for quick reconfigurations mimic future real world work environments where critical thinking tasks are often changing. The adjacencies maximize educational time during the day that often did not exist in the old buildings.

COMMUNITY GOALS & UNINTENDED OPPORTUNITIES

A critical goal of the community was to reaffirm their commitment to education and at the same time keep that commitment at the core of their urban fabric. With State High renovated in the urban core of the borough, access to pedestrian, bicycle and public transportation has been maintained strengthening students opportunities beyond the school campus itself.

School parades with the backdrop of State High, community fields and pool directly adjacent to the school can share facilities and parking between school and community enhancing the campus as a community center at all hours and day of the week, year around.

Possibly the strongest unintended result with the renovation and reaffirmation to secondary education in State College is the sense of pride in the community. Before construction and the community engagement, State High had divided the community. Today the building’s Open House is a sign of what a school can do. More than 5,000 people attended the opening of the school. Students, parents, alumni, community members coming together with pride. Conversations have moved beyond a building, bringing a community together.







RESULTS | WHAT THEY ARE SHARING WITH THE COMMUNITY THAT SUPPORTS THEM

State College HS Retweeted

 **Elliot Sheehan** @elliotsheehan25 · 8 Jan 2019

Happy 1-year birthday to the @StateCollegeHS building! I am so thankful to be able to learn in an amazing environment.

Forever grateful for the community, the workers, and all else who gifted us this amazing school.



State College SD @StateCollegeSD · 4 Oct 2019

 Come see what our Culinary Arts students are learning at Community Table on Saturday, Oct. 5 from 5-9 p.m. at Cramer Farm. More:



Culinary Arts students are using their hands-on learning to cater the... Chef Zach Lorber is showing his students how to make pasta. He runs through a quick demonstration: make a well in a pile of flour, add the eggs... provisionsmag.com

State College SD Retweeted

 **Von Kevinstein** @vonkevinstein · 29 Oct 2019

Watching the @StateHighBand at the @StateCollegeHS's new music hall



State College SD Retweeted

 **Kristen Dewitt** @kld12 · 12 Oct 2019

So proud to be a part of @StateCollegeSD! State High is officially open and it's amazing! #StateHighDedication



State College HS Retweeted

 **Nabil K. Mark** @NabilKMark · 10 Jan 2018

As a professional photographer, I can't help but appreciate all the beautiful natural light throughout the new State High building. @StateCollegeHS – at State College Area High School - South Bldg.



State College HS Retweeted

 **State College SD** @StateCollegeSD · 7 Apr 2018

Unbelievable community turnout for our State High Open House. We are very proud of the new building and grateful for the support. Thank you everyone! – at State College Area High School - North Bldg.

