

Spring 2006 School Design Institute

A REPORT OF FINDINGS

Chicago Public Schools
Lincoln Public Schools
Metropolitan Nashville School District
Peoria Public Schools
Syracuse City School District

June 14 – 16, 2006



 American
Architectural
Foundation



American Architectural Foundation

The American Architectural Foundation (AAF) is a national nonprofit organization that seeks to educate individuals and community leaders about the power of architecture to transform lives and improve the places where we live, learn, work, and play. Through numerous outreach programs, grants, and educational resources, AAF inspires people to become thoughtful and engaged stewards of the built environment.

AAF's *Great Schools by Design* program aims to improve the quality of America's schools by promoting good design, encouraging collaboration in the design process, and providing leading-edge resources that empower schools and communities to transform themselves. Throughout the country, *Great Schools by Design* engages superintendents, architects, teachers, parents, citizens, students, and local government officials in a far-reaching conversation about what must be done to improve the places where children and adults learn. At AAF, we strive to help create schools that both support student achievement and serve as centers of community. For more information, please visit us online at www.archfoundation.org.

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At the present moment, we have a great opportunity to reconsider the classic American schoolhouse and the ways that our young people learn and our teachers teach. Advances in technology, educational theory, and our understanding of how students learn all lead to new ideas about how our schools should be designed and built. AAF's school design institutes aim to bring this knowledge to superintendents and other public officials involved in new construction and renovation of schools to meet the needs of the 21st century.

We welcome your interest in this report of findings from the Spring 2006 School Design Institute and hope you will find it a valuable resource. This document reflects the comments and recommendations from a team of leaders in the field of design and planning regarding specific, 'real life' projects presented by the superintendents of five school districts from around the country. AAF's institutes help introduce school officials to the most innovative design solutions and latest thinking in school facilities. The process also helps to sensitize and inform decision makers about the benefit of good planning and design so that they can lead their district to support state-of-the-art solutions.

In the pages ahead, you will read about projects in Chicago, Lincoln, Nebraska, Nashville, Peoria and Syracuse. A section is devoted to a summary of each school district and its demographics and challenges. Embedded in the comments and recommendations are best practices regarding a range of issues such as school size, technology, trends in learning, siting and location, and public process and community-school collaboration. It is hoped that you will learn from these examples and use this information as a guide when considering your school design challenges.

The American Architectural Foundation appreciates the generous support of our sponsors and the contributions of the resource team members and school officials. We look forward to continuing to contribute to the national discussion about the importance of creating learning environments that promote student achievement.



Ronald E. Bogle
President and CEO
American Architectural Foundation

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Overview

GREAT SCHOOLS BY DESIGN

Each day across the United States, more than 59 million students, teachers, and education employees spend considerable time in the nation's 120,000 school buildings. Unfortunately, too many of these schools are aging, crowded, and in need of repair. These pervasive conditions negatively affect students' ability to learn and teachers' ability to teach. With school enrollment forecast to increase at record levels through 2013 and spending on school construction, renovation, and maintenance expected to total nearly \$30 billion annually, the need to transform our schools has never been more urgent.

The American Architectural Foundation's (AAF) *Great Schools by Design* initiative helps communities across the country improve the quality of their schools by promoting design excellence, collaboration, and providing educational resources. *Great Schools by Design* engages stakeholders and local leaders about the importance of healthy, responsible, and high-quality design in our educational facilities. AAF's goal is to encourage the creation of schools that both support student achievement and encourage community engagement on many levels. It is essential that the school district interface with the community. Educational facilities should be built for adults as well as children—community residents as well as school teachers and administrators. School districts must look beyond the school building and the school site and consider how the facility can benefit everyone.

AAF brings a variety of school design stakeholders together through such events as the National

Summit on School Design, forums on particular topics, and school design institutes that help school districts and decision makers consider innovative options for school design. In addition, AAF is working with KnowledgeWorks Foundation to produce a video library of best practices in school design. The first award-winning video, *Schools as Centers of Community: John A. Johnson Elementary School*, received national exposure; it will be followed by a second video titled *Schools Designed for Learning: The Denver School of Science and Technology*.

SCHOOL DESIGN INSTITUTES

Since the inception of the *Great Schools by Design* program in 2004, almost 40 school superintendents from across the country have participated in school design institutes. This work includes an ongoing effort to assist the Mississippi Gulf Coast communities in recovering from the hurricane devastation of August 2005. AAF's goal is to help superintendents achieve an educational vision for their school district through a greater understanding of their roles in guiding the design of educational facilities.

At a school design institute, small groups of school superintendents from across the country discuss critical school development issues in their districts with a team of national experts in design and development. This service is offered at no cost, although contributions to the foundation are accepted. The program is presented through a partnership with Target and through other grants and contributions, and is endorsed by the American Association of School Administrators.

Once an invitation to participate is accepted, the AAF program director works closely with the superintendent and staff to help ensure a valuable learning experience. The school design institute begins with an opening dinner and a keynote address on design excellence and major innovations in the design of educational facilities. The evening is followed by a day and a half of work sessions in which each resource team member discusses his or her area of expertise and each superintendent presents a project for review and comment. The small group format encourages informal and highly interactive discussions. Participants identify critical design issues and creative strategies for implementation. The work sessions provide a unique opportunity for school superintendents—and a rewarding learning experience, as noted in the testimonials of previous participants.

AAF recently published the *Report of Findings from the National Summit on School Design* held in the fall of 2005 in Washington, D.C., in partnership with KnowledgeWorks Foundation of Ohio. Former U.S. Secretary of Education Richard Riley participated in the Summit and continues to make the case that schools must be designed for the 21st century.

INTRODUCTION TO PROJECT INFORMATION

AAF's *Great Schools by Design* program sponsors school design institutes to provide advisory services to superintendents across the County who are dealing with challenging school design and planning issues. The resource team is composed of experts from around the country chosen for their expertise in dealing with the types of design issues presented by the superintendents. The range of expertise generally includes design and planning,

construction management, community engagement, and financing.

Superintendents submit a project summary that defines the project for which they are seeking review and comment. In addition, they provide a snapshot of their districts so that the project can be reviewed in the context of the district's overall needs and strategies. Along with the project summary, each superintendent presents a series of questions that define the issues to be addressed by the resource team. In this way, the experts understand what the superintendents hope to accomplish.

Discussion during the session is informal and includes everyone's participation on each project; the resource team and the superintendents all review and comment on each project. The broad range of design issues associated with the individual projects generally benefits each superintendent. To encourage excellence in design so as to help improve student achievement and better serve the broader community, participants consider a range of issues relevant to educational facility planning and design.

A brief outline of the recommendations and suggestions for each project presented at the Spring Institute follows the project summary and school district snapshot for each participating district. Biographies of all participants are included at the end of the report.

Chicago Public Schools

PROJECT SUMMARY

Design Challenge for a High School Prototype

A brief discussion of the capital improvement program helps identify the multitude of needs in a school district of this size. The capital improvement program summary provides context for the consideration of the need for a prototypical high school facility.

ABOUT THE CAPITAL IMPROVEMENT PROGRAM

Major Richard Daley took over the schools and spearheaded the capital improvement program in 1996. Since then, the program has awarded more than \$4 billion in projects, which have included building new schools, making major additions, and carrying out renovation work to overcome several decades of deferred maintenance needs. This money has allowed Chicago Public Schools to build more than 30 new schools and 15 replacement schools, and to develop 55 major additions and annexes. These projects have resulted in additional capacity for more than 41,000 students.

At the same time, major renovation projects have included more than 440 new roofs, 390 sets of new windows, 370 collections of masonry repairs, 100 new doors, more than 60 state-of-the art science labs, 190 Americans with Disability Act projects, and 50 sets of new lockers. Chicago Public Schools has also added 320 play lots and 95 campus parks.

It is important to note that of the \$4 billion in funding, 85 percent came from city of Chicago

taxpayers, 14 percent from the state of Illinois through capital development bonds, and one percent from the federal government.

PROGRAM DESCRIPTION

The challenge is to develop a 1,200-student campus plan consisting of two small schools of 600 students each.

Standard Academic Classrooms

Typical academic classrooms (900 square feet)

Small academic classrooms for students with special needs (600 square feet)

World language/computer labs (1,200 square feet)

Science lab (1,350 square feet)

Visual arts classrooms

Performing arts classrooms

Specialty Classrooms and Spaces

Auditorium (500 seats)

Library/media center

Library computer classroom

Distance learning classroom

Gymnasium (2 stations)

Natatorium

Support Spaces

Administrative center

Nurse and student services

Mechanical/engineering spaces

Faculty and staff parking

Trash compactor/recycling

Typical Conditions

The typical block size is 266 feet wide and 600 feet long (approximately 3.6 acres). A typical block

fronts one primary (high-traffic) street and three secondary streets. A typical block is composed of multiple parcels each (typically 25 feet wide by 125 feet long), separated by 16-foot-wide alleys. A typical block is separated from adjacent blocks by a 66-foot right of way containing major utilities.

Questions for consideration:

- What kinds of educational issues might result when increasing the height of buildings from two to four stories?
- What challenges can be foreseen when building schools near parkland without dedicated exterior athletic amenities?
- In highly urbanized settings like Chicago, are swimming pools (natatoriums) essential to the functionality of high schools?
- What is the future of technology in schools? How can the building be designed to adapt to new innovations? Does state-of-the-art include computer labs, mobile carts, or laptop hookups at every desk?
- Because of technology, is the library of the future much smaller, with fewer books and more research stations?
- What types of community spaces are needed? Consider the following: gymnasium, library, lunchroom, computer lab, and others.

SCHOOL DISTRICT SNAPSHOT

Schools—613 Total

Elementary schools—486 total

415 traditional elementary schools
42 magnet schools
18 middle schools
11 special schools

High schools—107 total

49 general or technical schools
6 vocational schools
14 magnet schools
3 military academies
15 small schools
8 achievement academies
4 alternative schools
8 special schools

Charter schools—20 total

12 elementary schools
8 high school

Students—426,812 Total *(September 2004)*

Student enrollment

19,053 preschool
2,659 preschool special education
29,986 kindergarten
269,021 elementary (grades 1–8)
106,093 secondary

Student racial breakdown *(as of September 2004)*

49.8% African American
38.0% Latino
8.8% White
3.2% Asian or Pacific islander
0.2% Native American

Additional student information

(as of September 2003)

85.2% of students are from low-income families
20.4% of Illinois public school students attend Chicago Public Schools
14.1% have limited English proficiency
94.0% is the attendance rate for elementary schools
86.4% is the attendance rate for high schools
92.2% is the citywide attendance rate

Pupil and teacher information

(September 2003)

22.7 pupils per teacher in elementary schools

19.6 pupils per teacher in high school

\$62,985 average teacher salary

\$100,715 average administrator salary

Employees—45,792 (2004 – 2005)

Total positions

40,901 (public schools)

65 (other schools)

3,084 (citywide)

1,742 (central and regional)

Racial breakdowns:

43.8% African American

35.7% White

17.4% Latino

2.6% Asian or Pacific islander

0.5% Native American

598 principals

54.1% African American

31.3% White

13.4% Latino

1.0% Asian/Pacific Islander

0.2% Native American

26,719 teachers

35.8% African American

47.3% White

13.2% Latino

3.1% Asian/Pacific Islander

0.6% Native American

Local school councils (as of September 2003)

Each consists of:

6 parent representatives

2 community representatives

2 teachers

1 principal

1 student representative per high school

Budget Information—\$4,047.7 Billion Total

Operating budget for FY 2005

Local sources: \$1.774 billion

State sources: \$1.442 billion

Federal sources: \$0.832 billion

Per pupil operating expenditures (FY 2003):

\$8,786 operating expenditure per pupil

\$6,157 per capita tuition

Source: Chicago Public School. Revised 2005

REVIEW AND COMMENTS

The Chicago school system will spend nearly \$1 billion to build 24 new schools and renovate three others over the next five to seven years. The *Chicago Tribune* reports that 15 elementary schools and nine high schools will be built. About 60 percent of funding for construction comes from the city through revenue from tax-increment financing; the remainder comes from public school bonds. There is still a need for an additional \$100 million. The city requires minimum LEED (Leadership in Energy and Environmental Design) certification for all new schools; the first silver building is currently under construction. (A number of city schools receive additional LEED points because the school sites are served by public transportation.)

In considering the development of a prototypical high school, the resource team offered a number of comments and suggestions. These are listed below. (Note that Chicago Public Schools uses three prototypes for elementary schools that are traditional K–8 programs. These configurations include L-shaped, doughnut, and linear prototypes.)

- Schools must be designed holistically.
- Verticality should not be a stumbling block to design. To increase height from a two-story to a four-story model is not, in itself, problematic. Adaptive reuse of office buildings with multifloor configurations for educational use is becoming more common through urban revitalization. (Many of the participants at the institute attended school in buildings of two or more stories.)
- In planning a multistory school, one should consider Chicago's social clubs, hotel suites, and apartment layouts as models for housing various amenities in a single building.
- For efficiency purposes, Chicago Public Schools has determined that a high school needs 500 to 600 students. In considering two high schools of 600 students, one should identify common spaces that can be shared, such as science labs, athletic facilities, administration space, and the cafeteria. Schools should also share the use of facilities in the community, such as existing parkland for recreational needs.
- It is also important to create community-oriented facilities in the schools that can serve a broader community base—including older learners—with offerings such as a fitness center and technology lab.
- Providing a computer lab is not the same as integrating technology into the school curriculum. The future of libraries is under discussion in the educational community, but it is interesting to note that many cities have recently built new

public libraries. These libraries function as community resources, offering access to technology and information.

- There is a need to balance performance requirements with building and space requirements.
- One should begin by proving the need for all spaces and for specific square footages, incorporating safe and quiet spaces.
- One should use caution, when it comes to prototypes. Prototypes can lead to a downward spiral, reducing design excellence to a single feature.
- Chicago Public Schools should enlist top design talent in the design of new facilities.
- When preparing the request for qualifications or for proposals for a new school, Chicago Public Schools should emphasize at the start that this is an opportunity for design excellence.
- Mayor Daley has an opportunity to establish his legacy in school design by demonstrating innovative solutions that can serve as models for school districts throughout the country.

Lincoln Public Schools

PROJECT SUMMARY

Lincoln Public Schools is the second largest school district in Nebraska, located in the heartland and serving 32,500 students in 61 schools and programs. As the city and school district experience burgeoning populations, Lincoln's public schools struggle with the issues of maintaining older schools while building new classrooms.

Arnold Elementary School

In February 2006, the citizens of Lincoln approved a \$250 million bond issue—the largest in the history of the school district—following a strategic plan conducted by Lincoln Public Schools that involved genuine community engagement and innovative financing. The bond issue affirmed the community's continuing support of Lincoln Public Schools, following a \$100 million bond issue approved in 1999 that funded two new high schools. The 2006 bond issue will fund projects that touch every neighborhood and zip code in the school district, including construction of three new schools, major renovations to the city's four older high schools, renovations and additions in schools across the school district, and replacement of the Arnold Elementary School.

Thanks to the bond issue, Lincoln now has the funds to rebuild and replace Arnold—and make it even better. Yet a variety of issues related to this project remain. Arnold is one of 36 elementary schools in the district. The building was constructed in 1959 as the base housing school for the U.S. Air Force. The school is located in the northwest corner of the community, the most isolated area

of the city both historically and geographically. It is northwest of the Lincoln Municipal Airport, the major state freeway, local rail lines, and it is located in a dramatically diverse neighborhood on the verge of a major housing explosion—with everything from moderate-income homes to affordable houses to low-income housing. A brand new site will be selected for construction of the school in the same neighborhood, so that Arnold students can continue to attend the old school while the new one is under construction. When the new Arnold school is completed, the old building will be demolished and the land reserved for a future middle school.

The major challenges and issues in this project relate to designing an elementary school that truly serves as a community learning center, incorporating essential social services for children and families. Lincoln Public Schools currently has financial commitments to partner with the city on a joint recreation center and on a joint public library, and continues to explore additional opportunities to provide further social services for this isolated area of the city.

Issues that must be addressed include:

- How can a project be designed that incorporates social services, yet also ensures the safety and security of students?
- How can a joint public-student library be designed that addresses issues such as access to the Internet, student access to adult collections, and assured book availability for students?
- How can a joint public school facility be designed without creating “walls”?

- How can buy-in be established—financially and philosophically—for other social services in the community such as health services, child care, and senior services?

SCHOOL DISTRICT SNAPSHOT

- Population of Lincoln: 250,000
- Student enrollment of 32,500 (early childhood and kindergarten through grade 12)
- School district serving 61 schools and programs, including 36 elementary schools, 10 middle schools, 6 high schools
- Ethnic diversity: 80 percent white, 8.5 percent African American, 6 percent Hispanic American, 4 percent Asian American, 1.5 percent Native American
- English Language Learner program: 1,775 students, 55 languages or countries (On a per capita basis, Lincoln is the 14th largest resettlement site in the country.)
- Students on free or reduced lunch: 7,760 (31 percent)
- Students receiving special education services: 5,760
- Students receiving gifted services: 4,000
- Age of schools: almost 80 percent are 25 years or older; 43 percent are 50 years or older
- Maintenance: More than 6.4 million square feet of facilities; more than 4.8 million square feet of roof surface
- Portable classrooms: 200
- General fund budget: \$250 million
- Latest bond issue (February 2006): \$250 million (new construction, as well as renovations and additions for older buildings)
- Employees: 7,000

REVIEW AND COMMENTS

Lincoln Public Schools consists of one school district that follows the city boundaries. There are no private schools and only a few parochial schools. Although the school population is about 80 percent white, 55 languages are spoken, indicating that Lincoln is a major relocation site for immigrants and refugees.

Despite development moving out from the center of the city, the core area has been maintained. (As the city grows, the school district boundaries grow with it.) The \$250 million bond issue was approved in February 2006 with 63.7 percent of the vote. This funding will allow for the replacement of the Arnold Elementary School in the Air Park area of the city, among other projects. This rather isolated area is beginning to experience a housing explosion.

A greenfield site has been chosen for the new elementary school. (Ownership of the property is under review; it is unclear whether the city or the airport owns the land.) The new school will be designed to serve students and to provide needed social services for the community. Some uses that may be incorporated into the building include a library, city recreation space, a child care center, a senior center, health services (including dental and vision services), and adult education.

The major question is how to develop a K–8 school as a community learning center that is functional yet secure. Particular interest in providing library space to be shared with the community led to a discussion of examples from other cities: the concept failed in New Haven, Connecticut, yet it works in Columbus, Ohio (with a public library on

the ground level and the school above), and in Nashville textbooks are in all libraries and churches. Such experience indicates that the two can be linked in a myriad of ways. The team offered other suggestions regarding the community learning center plan:

- Given the site, the team recommended a “village green” plan, breaking up what could be developed as a large multiuse facility into smaller functional units, such as health and social services, a senior center, agrarian education program space, and housing. The site is large enough that a middle school could be added to the plan in the future, if the existing elementary school site is not used.
- Activities that can be easily co-located include education, recreation, and social services. The idea should be to offer services for the entire family.
- Asset mapping should be undertaken to identify what services are missing and to determine what is needed to better serve the community.
- Development of a joint-use library with the city should be investigated. The children’s section can be separated from the public section for security purposes.
- The site needs a good master plan that includes a phasing plan.
- Safety starts in the community around the school. It can be enhanced in the design by not turning the buildings inward. Greater security and observation will result from having “eyes on the street.”
- Cultural differences should be embraced, and community stakeholders identified and brought into the process. The time is ripe for community engagement, in the same way the community

was engaged in getting the bond issue passed. The next step is to determine what is needed to start this process and to follow the strategy that led to past success.

Metropolitan Nashville School District

PROJECT SUMMARY

Cane Ridge High School Project Summary

A COMPREHENSIVE GRADES 9–12 HIGH SCHOOL

The proposed Cane Ridge High School will be built south of downtown Nashville and will be the second high school in this cluster. It is scheduled to serve 2,000 students and will open in the fall of 2008.

Schematic plans show a facility that will house four separate academic areas, each self-contained to function as schools within the school, creating small learning communities. Each grade level will have its own science labs, with classrooms for all academics and space for assistant principals and the administrative staff. Students and teachers will not have to leave their small learning communities except for lunch, athletics, arts, and music.

Full administrative services will be located at the main entrance, which will also serve as the central point of connection to all areas of the building. The 500-seat auditorium and 2,000-seat gymnasium are to have separate entrances that can be locked off from the rest of the school for use after school hours.

The cafeteria is to seat one-third of the student population and operate three separate dining periods. It is to be separated into two areas to create less congestion. Outside dining space is provided for use in good weather. The serving

areas are to allow for a variety of foods and easy access by the students.

The arts wing is to have good natural light and a place to display artwork and sculpture. Music and related subjects are to be located adjacent to the auditorium yet separate, with proper sound transmission controls.

A separate wing of the building will house the career and technology education classrooms. This design will establish a place where students can watch new programs develop, such as those related to business enterprise, health sciences, tourism and hospitality, and diversified technology. The hope is that local businesses will partner with the school to provide hands-on experiences.

SCHOOL DISTRICT SNAPSHOT

School District Overview

Davidson County population	569,891
Student enrollment	
(preschool–12)	73,144
African American	47 percent
White	36.6 percent
Hispanic	11.1 percent
Asian	3.2 percent
Indian	0.1 percent
Pacific islander	0.04 percent
District ranking	49th largest in United States
2005–06 operating budget	\$542 million

Number of Schools in 2006

Elementary (K–4)	73
Middle (grades 5–8)	36
High (grades 9–12)	16
Alternative learning centers	3
Special education	3
Charter schools	2
Total	133

Average Teacher Experience

Elementary schools	13.0 years
Middle schools	11.5 years
High schools	14.0 years

Full- and part-time employees 11,899

End-of-year English Language Learner enrollment (2004 – 05)	4,996
English Language Learner languages and countries represented	77 language groups, 84 countries

Cafeteria meals served (2004 – 05) 7 million lunches,
2.8 million breakfasts

Students on free or reduced lunch (2004 – 05) 38,923

Number of buses 646, with 613 used daily

Number of students riding buses More than 49,000

Facilities

Since 1997, Metropolitan Nashville Public Schools has constructed new schools, replaced aging buildings, modernized and renovated existing buildings, and brought buildings into compliance with the Americans with Disabilities Act. These programs, totaling \$469.3 million by June 2005, include 27 new or replacement school buildings, additions to 45 schools, and the modernization of 12 schools. An additional \$105.7 million has been allocated for deferred maintenance projects related to heating and cooling, roof repair and replacement, and electrical upgrades at more than 90 percent of the Metropolitan Nashville School District buildings. In the 2006 – 07 school year, the school district will open four new school buildings and complete major renovations at two other buildings, as well as several miscellaneous maintenance projects.

REVIEW AND COMMENTS

The new Cane Ridge High School is intended to serve 2,000 students in small learning communities. How to best define this concept and design the facility is the issue. The major question is how to create a small school atmosphere while housing so many students. The superintendent's interest in small learning communities derives from the belief that smaller schools will increase graduation rates. The interest is philosophical—to help engage students at risk of getting lost in a large school.

The superintendent presented a schematic plan for building the high school on land owned by the school district. Basically, the plan illustrated four “fingers” with support services and classroom space for English, math, social studies, and science. Arts and athletic spaces are shown to be located at one

end of the configuration with administration and public use spaces at the center of the plan.

Discussion included the following comments:

- The resource team recommended that the school district use national design experts to create a flexible model—emphasizing the need to simplify the building plan to allow greater flexibility.
- The superintendent and others should visit a few college campuses to see the links between buildings that house distinct subjects yet are interconnected within an overall plan. A visit to small learning centers that serve as high schools was also advised.
- The major recommendation was to use a “college green” model with interdisciplinary functions in designing this high school.
- If security is a concern, safety can be increased by incorporating an artistically designed fence modeled on those at the Harvard and Yale campuses. Buildings themselves can form a wall. If security is not a prime concern, then it is better to blend the school into the community to encourage community use.
- Ideally, the school facility should be linked with the surrounding community. The proposed plan shows a monolithic structure surrounded by parking and roadways. Instead, the school plan should welcome the community. A simpler building form within a campus green would provide a more inviting facility. It would actually save on the number of walls and decrease the roof size, leading to less maintenance and less money spent over the life of the building.
- The circulation system cuts off outdoor activities from support services in the building, creating a hazardous and unsightly situation. Parking should not dominate the site plan or separate indoor and outdoor activities.
- On-street parking is more efficient in its use of space than parking lots. Reducing paved area reduces the need for drainage swales.
- Developing building clusters instead of one massive structure will help create small learning centers. Metropolitan Nashville School District should work with an educational consultant to help establish the concept and explain the process to educators.
- Metropolitan Nashville School District should engage the community in planning for the school. It is important to remember that if the drawings are too detailed, people will feel they have no input because the plan appears to be finalized.
- The district should consider using sports or another activity to build a sense of community and create an identity for a new place.
- A new school requires new professional development. The physical design can help “refuel” the faculty on how to optimize use of a variety of spaces.

Peoria Public Schools

PROJECT SUMMARY

Harrison Learning Center and Park Site

The Peoria Public School system is building an innovative and state-of-the-art school for birth through grade 8 enrollment. The facility will be designed to serve children and families in the neighborhood—a community learning center embracing all ages and all segments of the community. It is intended to operate on a 24-hour, 7-days-a-week, 365-days-a-year schedule.

The school will serve as one of the community anchors to help support, promote, and encourage the development and growth of children. To realize the mission of this school, the Peoria Public School system has and will continue to establish numerous community partnerships. It is hoped that the design of the building and its setting in a parklike environment will help promote and facilitate a new model for and appreciation of education as it relates to both children and adults. The project will bring life, purpose, and meaning to the concept of lifelong learning for children and adults.

Another aspect of this new building is the intent of the school district to affect social, emotional, and economic development in the immediate area. If funding becomes available from the state, other new facilities will be planned and built throughout the city. It is anticipated that this new community learning center will be operational for the 2008 – 09 school year.

Note that development should benefit the existing neighborhood businesses (FedEx Kinko's, PIP

Printing, Starbucks, Barnes & Noble, a laundromat, a sandwich shop, and a pastry shop). Some community services that could be developed in conjunction with the new school include a public library, medical and dental services, improvements to the adjacent public park, public art, continuing education programs for teachers and the public, a community meeting space, and social services.

Below are the questions that the superintendent asked the resource team to consider.

- How can multiple uses be incorporated into the school facility to assist in economic revitalization and help change neighborhoods?
- What innovations can be incorporated into the building design to ensure a unique facility for this community?
- How can Peoria Public Schools create long-lasting and effective partnerships with private and public partners?
- How can design enhance academic achievement?
- How does the concept of a year-round school affect the design of the building?
- What are the best strategies for mixing age groups from birth through grade 8?
- What types of design features encourage relationship building among teachers, students, and families?
- What design features (of low cost and high impact) attract highly skilled teachers?
- How can safety and security be provided while maintaining an open and inviting environment?
- How can the design of space affect acoustics?

SCHOOL DISTRICT SNAPSHOT

Background Information

Located in the central part of Illinois, Peoria Public Schools is one of the state's largest school districts, with an enrollment of 15,000 students. Children as young as three have the opportunity to attend prekindergarten. The school system offers a wide variety of programs for students and families.

The district works closely with other governmental bodies such as the city government, the park district, and the local authorities.

Statistical Information

Enrollment	15,000
Percentage by race	
African American	59.3%
White	34.1%
Hispanic	4.1%
Asian or Pacific islander	2.4%
Native American	0.1%
Low-income enrollment	65.5%
Limited English proficiency	1.6%
Student attendance rate	91.0%
Student mobility rate	44.2%
High school graduation rate	69.0%
Chronic truancy rate	8.0%

Currently the district is preparing to build two new birth through grade 8 schools. The projected cost for each is \$15 million. The funding will come from Health/Life Safety Bonds.

REVIEW AND COMMENTS

The superintendent presented a conceptual plan for a birth through grade 8 school that will serve as a community learning center and help revitalize a depressed area of the city. The new school would replace an existing school, which was built in 1890 and added onto in the 1940s and 1960s. The current facility has numerous life safety concerns but currently provides a health clinic for the neighborhood.

The proposed 22-acre school site, across from the Harrison School, was originally a Peoria Housing Authority project. The site has been partially cleared; there is a large grassy area to the south and 164 vacant units to the north, scheduled for demolition. The plan for the new Harrison Learning Center is to include job training, child care, intervention and parent education, a public library and a public park, on-site health and social services, and a lab for higher education. The plan represents a major reinvestment in the community and will help bolster the Hope VI project soon to be constructed south of the school site.

Peoria Public Schools is the third largest employer in the city. There are 15,000 students. The system is losing 200 to 300 students each year. The superintendent wants to develop a progressive and dynamic new school with community enhancements that will send a message that the city is on the rise. Ground breaking for the community learning center is scheduled for December 2006.

The resource team discussed various components of this plan and offered the following insights:

- In addition to the new community learning center, the city needs a program to maintain

and attract residents. It also needs to help improve the target neighborhood.

- The city must take responsibility in this neighborhood along with Peoria Public Schools. (This recommendation is doable since the school district has a good working relationship with the city.)
- The city, together with Peoria Public Schools, can stimulate neighborhood revitalization by supporting the development of a new “main street.” The existing Krause Street can become a marker for the neighborhood and provide a varied commercial experience. Uses along the street might include shops, doctors’ offices, a movie theater, a bank, a hair salon, a food market, and a post office. (A market analysis should be conducted to identify potential retail uses.)
- Public space where festivals can be held should be provided along Krause Street. Bringing people together before development can get them excited about the plan. The city should hold a celebration for the rebirth of this place.
- Some classrooms could be located in space above storefronts along Krause Street.
- The existing bus line along Krause Street provides good access to the neighborhood.
- The city should consider financing mechanisms to encourage new businesses to locate along Krause Street. Neighborhood enterprises can be supported by providing assistance in obtaining business licenses, which is often a barrier.
- Peoria Public Schools should use political influence to support the redevelopment of Krause Street.
- The district should coordinate with the Hope VI project (due to come on line in two to four

years) to provide community activities, such as a gym and health services, in the new school to benefit residents and to create a strong link between the school and the community.

- It would be appropriate for Peoria Public Schools to partner with the Peoria Housing Authority and the Boys and Girls Club. The Boys and Girls Club could be relocated and integrated into the plan for the new school.
- The Harrison School building should be preserved. It could be redeveloped with loft apartments or serve as a senior center. The idea would be to expand the housing products offered by Hope VI. Having a variety of housing types is important to address diverse income levels and preferences. Alternatively, the Harrison School could become a community center or a satellite campus for the community college.
- A master plan should be developed that encompasses the new school facility, Hope VI housing, and the surroundings.
- A national design firm should be brought in and the lead designer identified.
- Opening the new school to the street and creating transparency and visibility will aid security. Increased street activity will ensure greater safety. In addition, exterior cameras and perimeter lighting around the school building should be included in the plan. A good lighting designer should be used.
- The new school should include a full size (8,000 to 10,000 square feet) gym for community use.
- PPS should formalize multidisciplinary responsibilities among the designer, the maintenance and operational personnel, and the teachers and administrators, encouraging everyone to work together.

- Peoria Public Schools and the city might consider holding an ideas competition.
- Additional funds may be available through the Safe Routes to Schools program through the U.S. or Illinois Department of Transportation. Other sources of funding should be sought.
- This project can be transformational: the strategies recommended here can positively impact the neighborhood.

Syracuse City Public Schools

PROJECT SUMMARY

Bellevue and Shea Pre-K–8 Community School

Bellevue Elementary School is approximately 78,000 square feet and serves almost 400 pre-K–5 students. Shea Middle School is approximately 91,000 square feet and, in its current state, could serve about 500 students. The schools are on diagonally opposite corners of the same double-sized block on the west side of Syracuse. This neighborhood sits at the transition between one of the most challenged areas of the city, which is toward the north near Fowler High School, and a more affluent fringe area, which is toward the south near Corcoran High School.

Shortly before the turn of the millennium, Shea Middle School was identified as one of the two district schools most in need of renovation. Although the aesthetic concerns are obvious to the casual observer, people using the facility understand that the operations- and education-based issues are of greater concern. Early in 2002, with the renovations of two other schools near completion, the district began preparations for developing the education environment program (a more program- and stakeholder-focused form of the traditional “educational specifications” that has been adopted recently).

Because of the way the New York State Education Department calculates building aid and because of Shea’s proximity to Bellevue Elementary School, it was assumed that the renovation would include a corridor linking the two schools. Constructing the

link would increase the size of the student population served and therefore would increase the aid available. This approach would yield enough aid to significantly expand what could be accomplished at Shea and also accomplish much needed work at Bellevue.

Before the Shea stakeholders’ renovation committee assembled, the potential for sharing facilities and crossover programs with Bellevue was discussed with Shea administrators. In a series of meetings that included Bellevue and central office administrators, the groundwork was done to assemble a stakeholders’ committee representing Bellevue, and to have the two committees meet jointly. During meetings of the Bellevue and Shea stakeholders’ committees, held from June through August 2002, development began on their education environment programs. More significantly, they also explored the potential purposes, nature, and degree of operational and programmatic connection that are possible and appropriate. The following is a sampling of the features considered:

1. The linked facilities could provide a continuum of grade clusters more in line with established curricula and achievement testing. Grades might be organized as follows: Bellevue could house pre-K through grade 4, the addition or link could house grades 5 and 6, and Shea could house grades 7 and 8. This space allocation would also provide both a more comfortable transition between elementary and middle school and much-needed additional space for flexible and special uses in the Bellevue and Shea buildings.

2. The physical link would create the opportunity for longer-term connection and enhanced commitment between the faculty and staff and the students, as well as between the families and the combined school campus.
3. The resulting configuration would create the opportunity to share—or not share—various spaces, functions, and programs and to continually explore, evaluate, and adjust that relationship. For example, a shared media center could provide both more complete selections of challenging resources for younger students and simpler selections for older students; it could also make more efficient use of the staff. In contrast, it may be more appropriate to maintain separate cafeterias, each associated with the respective grade-cluster level.
4. The community school designation sought by Shea could provide benefits to the larger school and surrounding community. Services and programs housed at Shea could include health, education enrichment and tutoring, adult education, parenting resources, housing referral, fitness and recreation, entertainment, and the like.
5. The school-based health center slated for Shea could also serve students at Bellevue. This approach is significant because these centers serve only children enrolled in the specific school covered. With the schools operationally linked, the center could establish relationships with more members of the same family, with students over a longer time period, and with students long before the sensitive and crucial adolescent years.

At the end of August 2002, with news that the city bonding capacity was near its limit, work on this

project was put on hold. Since then, several conditions developed that both validate and would be supported by the planning work accomplished during meetings in 2002:

1. Shea became the third Syracuse city school to open a school-based health center. Current space and facility limitations constrain the program's potential.
2. Shea was designated a "community school," enabling it to provide enhanced community services. Again, current space and facility limitations constrain the program's potential.
3. Shea was designated by the State Education Department as a "school under registration review" for poor performance. The state's recommendations included many features consistent with decisions made during the planning meetings. Currently, Shea Middle School is being phased out, and Bellevue Elementary School may be incorporated into the new educational plan for Shea's replacement.

It is worth noting that since the project was suspended, other organizational models were developed for the proposed project. One provides for two separate pre-K–8 schools, housed in Bellevue and Shea, each serving between 400 and 500 students. This plan is consistent with much of the current thinking on how small schools can be most effective. The two would be linked by facilities providing shared academic space and community-use space.

Now, with the recent approval of legislation for the first phase of a \$900 million, 10-year, districtwide reconstruction program, the Bellevue/Shea project is about to become active again. In the context of the conditions briefly outlined above, this project creates a unique opportunity to link the two adjacent

facilities to foster continuity and to incorporate community space, thus providing much-needed social services to strengthen the community. The completed project is expected to be a catalyst for the revitalization of the neighborhood and to provide a model for the entire districtwide reconstruction program.

SCHOOL DISTRICT SNAPSHOT

The Syracuse City School District is located in central New York and is the fifth-largest school district in the state, serving approximately 23,000 pre-K–12 students. The district has a seven-member Board of Education and serves a diverse student population. From Smaller Learning Community themes in the high schools and an elementary and middle school magnet, to a broad art, music, and athletic program, the district’s emphasis is on student achievement.

More than 80 percent of the graduates attend college, which reflects ever-increasing parental involvement, the dedication of teachers, and an emphasis on programming that stimulates and challenges critical thinking. Pre-K and special education programs are nationally recognized and often serve as models for other districts.

The collaboration between the district and the community continues to expand as the district strives to meet the challenges of an urban environment.

The district’s philosophy remains the same: “where students and learning come first.”

Demographics

Enrollment	
K–12	21,234
Pre-K	1,420
Free or reduced lunch	72%
Special education	20%
English as a Second Language	7%

Racial breakdown

White	33%
African American	53%
Hispanic	10%
Asian	3%
Native American or Alaskan	1%

2004 – 05 Academic Achievement: New York State Assessments

Elementary and middle schools:

Percentage of students meeting or exceeding state standards:			
	ELA	Math	Science
Grade 4	48%	68%	65%
Grade 8	25%	22%	51%

High schools:

Graduation rate	69%
Regents diplomas	41%
Dropout rate	8.6%
Attendance rate	91%

Budget 2005 – 06

General fund \$255 million

State aid

\$188 million

Local aid (excluding STAR)

\$51 million

Federal, state, and local grants

\$92 million

Current tax rate

\$16.93

Average home value

\$70,000

Total assessed property value

\$3,496,168,547

General operating expense

\$12,000 per pupil

Staffing

Administration and supervision	178
Office and support staff	266
Classroom instruction pre-K–12	1,723
Instructional support	275
Pupil services	214
Teaching assistants	904
Adult education	62
Security and building services	449
Other	34
Total	4,105

Facilities

Total square footage	4,800,000
Total acres	352
High schools	4
Middle schools	6
K–8 schools	4
Elementary schools	19
Alternative schools and programs	5
Maintenance shops	2
Garage	1
Total	41

REVIEW AND COMMENTS

The superintendent noted that it would have been beneficial if the mayor or the school board president had been invited to participate at the institute. AAF understands that, in some cities, it may be more effective to expand the number of representatives from a district. However, there is a particular camaraderie that is established by having just superintendents in the room with the experts.

Syracuse City School District is the largest employer in the city; thus, it has the potential to have a major economic effect. Funding is in place for Phase I, which includes seven projects. These school sites are located throughout the city for broad community benefit; four are in the poverty corridor. Ultimately, 30 schools will be renovated. The superintendent wants to provide community space in all schools.

The resource team considered development of the Bellevue/Shea pre-K–8 school proposal and offered a number of suggestions:

- The district must view itself holistically. Equity should provide benefits throughout the city, in equal but different ways. The goal should be to create the next middle class.

- The core of poverty must become the core of opportunity. This transformation will raise community interest and expectations.
- The district should work closely with the city and with Syracuse University to transform poverty areas into new communities, with schools serving as the catalysts. These communities should include housing and park space with strong links between all uses. Community parks should be used by the school population.
- The district should initiate mentoring partnerships with the university.
- In terms of university involvement, the former director of design for the National Endowment for the Arts, now dean of the Syracuse University School of Architecture, should be approached to act as an adviser. Design students could work on community plans for new schools.
- There was certainly support for the concept of community schools among the resource team members, but it is also important to recognize that “shelf life” changes with increased community use and that maintenance costs must be calculated accordingly.
- The experts did not support the idea of linking the elementary school with the middle school by developing a community space between the two. This plan would create too massive a structure.
- Instead, the team suggested a campus plan by renovating the existing school buildings as classroom space and adding a community cultural facility. An iconic building at the northeast corner of the site containing other uses, with strong links between the three buildings, would help engage the community.
- Adding the third element helps create a campus. With the addition of housing adjacent to the school site, a community can be established.
- Renovating both schools at the same time could result in a 10 percent savings.
- The district should consider tearing Shea down to its structural skeleton and building anew or doing a major renovation, depending on whether more money is available for renovation or new construction. The definition of renovation and the potential financing arrangement requires consideration.
- The district should consider sponsoring an ideas competition for a community cultural facility. (Such a competition could be accomplished in 10 hours with teams of national design experts for relatively little money—approximately \$4,000 estimated per team.)
- Providing community use space in the schools demonstrates that the neighborhood is improving, which, in turn, helps address safety and security issues. (Schools need not be built as prisons.) The community space should be prominent and located on the street, not recessed in the site. This space can be developed at the end of the school building, so that it can be used when the school building is closed.
- The district should consider options for crime prevention that use environmental design features instead of relying solely on walls and fences.
- Safe routes to the school site should be created. Funding may be available through the U. S. Department of Transportation.
- Incorporating the history of the community in the school program and illustrating the history in the design of the building can help increase interest and community buy-in.
- Major reconstruction and renovation can transform how the citizens of Syracuse view their community.

Biographies of Public Officials

Sean P. Murphy **Chief Operating Officer, Chicago Public Schools**

Chicago, Illinois

Sean Murphy has held a variety of positions throughout his 16-year professional career. For more than 10 years, for Raytheon Engineers and Constructors Inc., he held various positions, including buyer, project manager, and project procurement manager. This background in procurement led him to additional positions in purchasing with RR Donnelly and eventually to the City of Chicago.

Since coming to Chicago in 2000, Murphy has served as a deputy procurement officer with responsibility for the city's aviation system. At the time, the aviation system included Midway Airport, which was undertaking a tremendous transformation; Chicago O'Hare, one of the busiest airports in the world; and Meigs Field. After two years in that role, Murphy was tapped to serve as the business director for Mayor Daley's O'Hare Modernization Program. He was to be the city's lead negotiator in the effort to secure funding for the first phase of the proposed \$6.6 billion project to reconfigure and expand the runway capacity at O'Hare.

Murphy was then recruited to serve the Chicago Public Schools and the Board of Education, initially as the chief purchasing officer. Ultimately, he served in his current position as chief operating officer for the Board of Education. He is participating at this institute at the specific request of Mayor Daley.

Murphy has become known as a hard worker and honest executive, able to quickly absorb new responsibilities and adapt to new challenges. With a bachelor's degree in mathematics from Colorado State University and a master's degree in business administration from DePaul University, his education has served him well.

E. Susan Gourley, Ph.D. **Superintendent of Lincoln Public Schools**

Lincoln, Nebraska

E. Susan Gourley, Ph.D., has been superintendent of Lincoln Public Schools since July 2004. Previously she was superintendent of schools at Puyllaup, Washington,

and deputy superintendent of the Salem-Keizer Public Schools in Salem, Oregon.

Gourley is a native Oregonian who earned both her bachelor's and master's degrees at Oregon State University. She earned her doctorate at the University of Oregon in Eugene, where she also worked on a research team that studied the effect of collective bargaining agreements on state statute and public policy.

She was an educator in Oregon for many years, beginning as a teacher, then working as a counselor, and eventually serving in many different roles in school administration. She has the unique distinction of serving as the first female high school athletic director in the state of Oregon when she was only 27.

Gourley's accomplishments include the following: She was involved in passing major bond issues in Puyllaup and Salem. She also helped pass a \$250 million bond issue for Lincoln Public Schools in February 2006. All these bond issue campaigns involved significant public engagement initiatives.

During her tenure in Puyllaup, test scores improved, a major racial harassment lawsuit was settled, and serious budget problems were solved.

During her tenure at Lincoln Public Schools, test scores and the graduation rate have improved.

Gourley believes in the power of public education. She believes it makes our lives better, our children's and grandchildren's lives better, our communities better, and our democratic society stronger. "Educators must never forget that our central mission is improving student achievement and student learning," she says. "When you give students knowledge, you give them the power to change the world."

Pedro Garcia, Ph.D.
Superintendent, Metropolitan Nashville Public Schools

Nashville, Tennessee

Pedro E. Garcia was born in Cuba and came to America in 1962 at the age of 15 as part of Operation Peter Pan, which brought 14,048 children from Cuba to keep them from becoming communists. He lived in a Miami camp for refugees until his parents arrived. The family moved to Iowa where Garcia learned English and graduated from high school. He earned his bachelor's degree from Kansas University, his master's from San Diego State University, and his doctorate from the University of Southern California in 1983.

He began his teaching career in San Diego County in 1971. In 1976, at the age of 31, he became the youngest high school principal in Los Angeles County. In 1987 Garcia became assistant superintendent for instruction in Santa Barbara. He became superintendent of the Carpinteria Unified School District in 1991.

Before coming to Nashville, Garcia served as superintendent of the Corona-Norco Unified School District. At the beginning of his tenure, only 12 percent of students in the district scored above the 50th percentile on all tests. When he left, 72 percent of students scored above it.

Once Garcia took over Metropolitan Nashville Public Schools Metro Schools, he set an aggressive agenda to improve the school district. It had four major points: (a) develop a standards-based system, (b) create a strategic plan focused on student achievement for district and schools, (c) change the organizational structure to maximize effectiveness, and (d) set high achievement goals. He is a transformational leader. His leadership style is based on shaking up the status quo, holding everyone accountable, proposing new ideas, operating from strong beliefs, talking research and theory, and creating explicit goals for change.

He has delivered on all of the 53 promises made when he signed his initial contract on June 26, 2001. After the initial struggle of setting up the academic structures and building organizational capacity to move forward, the district scores soared to heights not seen since the state assessment program began in 1990. In 2000 – 01, the State Report Card on the District's Student Performance

Value Added Scores showed a C in reading, a D in math, a C in social studies, a B in science, and an F in language. For 2004 – 05, the district received three Bs and one A. In addition, the number of students taking and passing advanced placement classes has increased by 57 percent. Likewise, the number of middle school students receiving high school credit increased by 89 percent since 2001.

Garcia serves on the board of the Adventure Science Center, the Country Music Hall of Fame, the Nashville Symphony, the Frist Center Museum, the Boys Scouts, Junior Achievement, and the Steering Committee of Action on Nashville's Agenda. In 2002, President Bush appointed him to the Presidential Commission on Service and Community Participation.

Garcia has lectured and conducted workshops for business executives on how to achieve a highly functioning learning organization. He has conducted seminars and workshops on transformational leadership, leading change, team building, creating an organizational vision, and developing an effective strategic plan to drive improvement. The California School Library Association honored Garcia with the Administrative Leadership Award in 1996. He was selected the Nashvillian of the year in 2002.

Ken Hinton
Superintendent, Peoria Public Schools

Peoria, Illinois

Ken Hinton, superintendent of the Peoria Public School system, was born and raised in Peoria. He attended public schools there and graduated from Manual Training High School in 1964. He received his bachelor's degree from Bradley University, which is also in Peoria. He currently holds a master's degree from Bradley University and has done extensive graduate work at Illinois State University and Western Illinois University.

Hinton entered the field of education 37 years ago as a junior high school teacher. His teaching career lasted 12.5 years. The remaining 24.5 years have been in administration. Hinton has been an administrative assistant, principal, director-principal, assistant superintendent, regional vice president for Edison Schools, and deputy superintendent.

Hinton's career has been focused on serving children from low-income families and children who have been identified as very challenging in regard to their social, emotional, and behavioral state. His successes have garnered him many awards and recognition for his ability to succeed in most difficult situations. He has served on numerous boards and agencies as a volunteer to support community activities and good causes. He is requested to speak at numerous functions on children, community collaboration, positive student relationships, teachers, and school culture. A book has been written on his success in establishing a school with a culture based on care and high expectations.

The school board called him out of retirement to serve his school district because of the severe issues the district faces. Those issues were low district staff morale, financial crisis, poor board relations, negative community perception of the district and school board, and inconsistency in operational activities by some central administrative staff. The school board thought that Hinton had the ability to address these concerns and others.

As superintendent, Hinton serves almost 15,000 students, more than 3,000 staff members, and a community poised to help support the school district in its efforts to raise all students to an academic level of excellence. Hinton is moving into his second year as the district's leader. His goals are to return Peoria Public Schools to a position of prominence in the state by providing students the best education possible and to return the school district to a secure financial status. The district is currently addressing a \$19 million deficit.

Hinton is confident that these concerns will be addressed and overcome. It is his expectation that, when he retires, the issues that brought him back to the school district will be retired also.

Daniel G. Lowengard Superintendent of Schools

Syracuse, New York

Syracuse City School District Superintendent Daniel G. Lowengard has been involved in the education of children at various levels for more than 34 years. He began his educational career in Syracuse as a middle school teacher and after nine years became an administrator, serving as vice principal at elementary

and high schools and principal of a middle school. He was promoted to assistant director of middle schools and director of staff development and site-based planning before leaving the Syracuse district in 1997.

Appointed superintendent of the Utica City School District in Utica, New York, Lowengard had numerous accomplishments during his eight-year tenure:

Raising the high school graduation rate to 70 percent and raising the percentage of students receiving New York State Regents diplomas from 25 to 60 percent
Supervising \$66 million in construction projects, completed under budget
Lobbying the state legislature and local residents to increase spending from \$8,500 to \$10,500 per child
Hiring 400 teachers because of class size reduction and teacher turnover
Instituting various innovative educational programs that connected the community to the schools
Introducing innovative practices in professional development, inclusive practices, and services for English-language learners

Appointed superintendent of the Syracuse district in January 2006, Lowengard has a goal "to work with the community to transform the district into a place where all children will be successful, regardless of race and poverty."

Playing a major role in the transformation will be the renovation of all schools in the district during the next decade. More than \$225 million was approved by New York State for the first phase of the renovation project, with construction anticipated to begin this winter. These new and renovated facilities will provide the children and the instructional staff with the most innovative learning environments while serving the entire community with a broad range of services. The school construction project is being hailed as the rebirth of the schools and the city.

Lowengard is a graduate of Syracuse University, where he obtained his bachelor's and master's degrees.

Resource Team Biographies

Ronald E. Bogle, President and CEO American Architectural Foundation

Washington, D.C. (Moderator for the Institute)

In 2002, Ron Bogle was named the seventh president and chief executive officer of the American Architectural Foundation (AAF). Bogle brought to the position a career-long commitment to public service and his lifelong passion for community development, civic engagement, education, art, and architecture. Under his leadership, AAF has significantly expanded its program scope and effect.

Bogle's efforts are squarely focused on creating and sustaining programs to identify and advance best practices for the design of livable communities across the country. He also created and leads Great Schools by Design, a national AAF program that provides resources to local community and educational leaders engaged in K–12 school facility design and construction. In addition, he is the managing partner of the Mayors' Institute on City Design, a renowned program co-sponsored by the National Endowment for the Arts, the U.S. Conference of Mayors, and AAF that provides innovative resources to mayors across the country about city planning and design.

Bogle's professional experience includes senior leadership appointments in higher education, business, and nonprofit fields. A native of Oklahoma City, he served nine years on the Oklahoma City Board of Education and several years as the board's president. While in Oklahoma, Bogle was a leader in two major initiatives that resulted in more than \$1 billion in public-funded support to transform the commercial and cultural viability of the city's urban center by replacing or restoring a wide range of civic and educational facilities.

Peter Brown Principal, Perkins & Will

Dallas, Texas

As a registered architect and leader of Perkins & Will's K–12 education practice, Peter Brown heads a research-based team of strategic planners focused on maximizing educational opportunities through informed facility

decisions. He has more than 15 years of planning and design expertise, and his nationally and internationally recognized schools reflect a unique local, national, and global perspective. He provides creative, long-term strategies that apply immediate solutions to successfully connect facilities and learning.

His leadership has resulted in acclaimed public and private school projects worldwide, including the award-winning Fearn Elementary School in Illinois, Hector Garcia Middle School in Dallas, and the International School in Beijing.

Brown frequently speaks at national and regional venues, and his work is regularly published in the architectural and educational media. He is also an active volunteer with the Council of Education Facility Planners International, has served as an educator with the Illinois Institute of Technology, and continues to mentor young professionals.

Edward A. Feiner, FAIA, Director of Operations, Washington, D.C. Office Skidmore, Owings & Merrill LLP

Washington, D.C.

Edward A. Feiner joined Skidmore, Owings & Merrill on February 1, 2005, as director of the Washington, D.C., office.

Previously, Feiner served as chief architect of the U.S. General Services Administration. He was appointed to that position in 1996. As chief architect he was the senior advisor to the administrator of the General Services Administration and the commissioner of the Public Buildings Service regarding federal architecture, design, and construction policy and innovation. He provided national leadership for the design and construction activities of the agency, which included the development of federal courthouses, office buildings, national laboratories, border stations, computer centers, and special-use projects. The General Services Administration has an inventory of more than 350 million square feet. The design and construction budget under Feiner's purview had a work-in-progress value of more

than \$10.5 billion, executed by 11 regional offices. During his tenure at the agency, Feiner presided over the largest public works program in the United States since the mid-1930s, with the total redevelopment of the facilities of the U.S. judiciary. The Federal Courthouse Program when completed will include more than 150 new courthouses at a projected cost of more than \$15 billion.

At the General Services Administration Feiner reviewed and approved the designs of all major new construction and modernization projects in the agency's nationwide construction programs. He directed the development of the Public Buildings Service design standards as well as authoring or implementing many of the agency's design and construction policies and programs. These programs included the GSA Design Excellence Program, the Construction Excellence Program, First Impressions, and the General Services Administration Design Awards Program.

Feiner developed and directed the Office the Chief Architect, which comprises five national centers: the Center for Architecture, Engineering, and Urban Development; the Center for Design Excellence and the Arts; the Center for Historic Buildings; the Center for Construction and Project Management; and the Center for Courthouse Programs. The centers are located in Washington, D.C., and have associated staff in all 11 General Services Administration regional offices. Special emphasis programs managed by the centers include Art-in-Architecture, Accessibility, Historic Preservation, Art Conservation, HVAC Excellence, Seismic Safety Engineering, Fire and Life Safety Engineering, Design for Sustainability, Security Design, and Urban Development.

Before joining the General Services Administration in 1981, Feiner served as program manager of the U.S. Navy's shore establishment master planning program at the Naval Facilities Engineering Command. Earlier in his career, he worked for Gruen Associates as well as M. Paul Friedberg and Associates.

Feiner is a fellow of the American Institute of Architects and was awarded the Thomas Jefferson Award for Public Architecture by the AIA in 1996. He lectures at the Harvard Graduate School of Design and has spoken at many schools of architecture and design. He earned

his bachelor's degree in architecture at the Cooper Union and his master's degree in architecture at the Catholic University of America. He is a licensed architect in Virginia and certified by the National Council of Architectural Registration Boards. Feiner was elected to the AAF Board of Regents in 2006.

Jennifer Hurley, AICP
President of Hurley Franks & Associates

Philadelphia, Pennsylvania

Hurley Franks & Associates is a planning and urban design firm based in Philadelphia. Jennifer Hurley specializes in group facilitation and mediation for projects and issues related to the built environment.

Her planning career encompasses work across the country involving urban revitalization, dispute resolution and community visioning, strategic planning, neighborhood planning, transportation, and land development. Highlights include facilitating neighborhood redevelopment workshops in the aftermath of 9/11 as a public involvement consultant to the Lower Manhattan Development Corporation, assisting a new residential Special Services District in developing neighborhood improvement programs and community outreach efforts, and three years working as a planner for the City of Philadelphia Planning Commission.

Hurley has been active in the New Urbanism movement for 10 years. She wrote one of the first articles chronicling the implementation of New Urbanism zoning codes and has been introducing new urbanists to public involvement techniques from the field of large group collaboration. She is currently a board member for the Association for the New Urbanism in Pennsylvania, which is the local chapter of the Congress for New Urbanism; co-chair of the congress's Planners Task Force; and a member of the Host Committee for Congress for New Urbanism XV, to be held in Philadelphia in May 2007.

Her professional education includes a master's degree in regional planning from the University of North Carolina at Chapel Hill, a bachelor's degree in anthropology from Bryn Mawr College, and a fellowship with the Knight Program in Community Building with the School of Architecture at the University of Miami. Hurley is originally from Temple, Texas.

**Christian Long, President and CEO,
DesignShare**

Fort Worth, Texas

Christian Long is president and chief executive officer of DesignShare, an organization dedicated to supporting innovative school design teams around the United States and the world. With the support of leading thinkers, experts, and practitioners, DesignShare's long-range goal is to empower all project stakeholders in becoming truly equal partners by changing the very language of school design.

Before joining DesignShare, Long served as director of research and planning for learning environments at Huckabee, a Texas-based architecture firm specializing in K–12 schools. He spent more than a decade as an educator, coach, summer program director, and experiential education leader in both the United States and Japan.

Long has also designed and directed a comprehensive program of architecture, design, and planning for urban high school students in Washington, D.C., and has participated in the Klingenstein Fellowship for emerging school leaders at Teachers College, Columbia University.

Long holds a bachelor's degree in English, a certificate of secondary education from Indiana University (Bloomington), and a master's degree in education, with a concentration in school design, from the Harvard Graduate School of Education. During graduate school, he participated in the design of the Codman Academy Charter School in Boston.

**Thomas H. Rogér, Vice President and Project Executive
Gilbane Building Company**

New Haven, Connecticut

Thomas Rogér has worked at Gilbane Building Company for 23 years and has more than 36 years of experience in managing the construction of large building projects. His current working assignment is serving as project director for "Kids First," which involves a 15-year, \$1.5 billion program for the complete reconstruction and renovation of New Haven's public schools. Previously, Rogér was the program director of the complex public-private partnership for the \$92 million Learning Corridor

project in Hartford, which involved Trinity College, Hartford Hospital, the City of Hartford, and the state of Connecticut. Rogér has also managed a number of other complex Gilbane projects at Williams College, Brown University, St. Lawrence University, and Worcester Polytechnic Institute.

Rogér is a co-founder and member of the board of directors of Families of September 11 and a board member of the World Trade Center Memorial Foundation; he is actively involved with the New York City 9/11 memorial and rebuilding process. As a result of this work, Rogér received the Award of Excellence from *Engineering News-Record* and was named as one of the top 25 industry newsmakers of 2004.

Rogér earned a bachelor's degree in electrical engineering and economics from Brown University and a law degree from the University of San Diego. He is a retired member of the Bar of the State of Massachusetts.

**Roy Strickland
Professor, University of Michigan**

Ann Arbor, Michigan

Roy Strickland is an architectural and urban designer who specializes in school and community design. As founder and director of the New American School Design Project at the Massachusetts Institute of Technology and the University of Michigan, he developed the City of Learning design and planning strategy that has been applied to schools and school systems across the country. The strategy reflects educators' research findings that healthy neighborhoods support successful learning and makes school design and programming holistic by integrating the planning of schools with that of communities.

City of Learning projects planned, in construction, or in operation total \$1 billion across the country in cities such as Berkeley, California; Paterson, Union City, and Trenton, New Jersey; and Washington, D.C. These projects have been covered extensively in the *New York Times*, as well as in *Education Week*, *Teachers*, *Places*, and *Planning* magazines. In addition, Strickland is editor of "Designing a City of Learning: Paterson, NJ," winner of the 2002 EDRA/Places Award for outstanding planning projects. He is also author of numerous articles in

professional and academic journals concerning school and community design, housing, and urbanism.

Strickland directs the Master of Urban Design program at the University of Michigan, where he is a tenured member of the faculty. He has previously served as associate professor of architecture at the Massachusetts Institute of Technology and as director of the urban design program at Columbia University's Graduate School of Architecture, Planning, and Preservation. He received his bachelor's degree from Columbia and his master's degree in architecture from the Massachusetts Institute of Technology.

**Nancy Zivitz Sussman, Program Director
American Architectural Foundation**

Washington, D.C.

Nancy Zivitz Sussman began working as program director with the AAF in September 2005. Her main responsibility is to establish the *Great Schools by Design* program by conducting school design institutes and a range of forums related to the planning and design of community learning centers.

Before joining AAF, Sussman was senior associate with the Advisory Services program at the Urban Land Institute. In that position, she served as project director for three- and five-day advisory panels. She organized workshops on urban infill housing and regional cooperation, authored monthly "Inside ULI" articles for Urban Land magazine, wrote occasional articles for Multifamily Trends magazine, and arranged for feature articles in Urban Land.

In addition, Nancy worked as a community-urban planner with the City of Fairfax, Virginia, and was on staff at the D.C. Department of Housing and Community Development. She has also worked on hospital master planning for the Office of Construction at the U.S. Veterans Administration. She also has considerable experience in the private sector as a planner in Phoenix, Arizona, and Columbus, Ohio, and as a consultant to numerous economic and planning groups.

She holds a bachelor of fine arts degree from Ohio State University and a master's degree in urban and regional planning from George Washington University.

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For more information about AAF's *Great Schools by Design* program and its school design institutes, please contact:

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