

SCHOOLS SHARING BUILDINGS

A TOOL KIT

PRINCIPLES AND
PRACTICES FROM
THE CHICAGO
PUBLIC SCHOOLS

CHICAGO PUBLIC SCHOOLS AT A GLANCE

The Chicago Public Schools (CPS) is the third largest school district in the United States, serving more than 437,000 students in over 600 schools. CPS has an annual operating budget of \$3.5 billion and an estimated capital improvement budget for FY 2000 through FY 2003 of \$1.5 billion to renovate and enhance currently operating facilities and to build new schools. The district's student population is 51.3 percent African-American and 35.8 percent Latino; 85.4 percent of students come from low-income families. Half of the district's 93 high schools have more than 1,000 students, and 11 have more than 2,000 students. Overall, more than 26,000 teachers serve CPS students.

CPS was delighted to receive funding for small schools from the Bill and Melinda Gates Foundation as well as several local foundations. CPS is also proud to be a recipient of the United States Department of Education Smaller Learning Communities grant. These recent funding opportunities build on a foundation of small schools work begun in the early 1990s.

In addition, CPS has received funding from several local foundations for the Community Schools Initiative, and is a proud recipient of the Illinois State Board of Education 21st Century Community Learning Centers grant.

For a complete list of the schools featured in this Tool Kit, please refer to page 22.

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Founded in 1969, Business and Professional People for the Public Interest (BPI) is a public interest law and policy center dedicated to equal justice and to enhancing the quality and equity of life for all people living in the Chicago region. Currently, BPI works to transform public housing, improve public education, and increase the supply of affordable housing.

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CHICAGO HIGH SCHOOL REDESIGN INITIATIVE

The following organizations are partners in the Chicago High School Redesign Initiative. The five-year Initiative will support up to five comprehensive high schools as they convert into multiple autonomous small schools. In addition to the conversion work, the Initiative will fund up to 12 new small high schools.

Bank One
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COMMUNITY SCHOOLS INITIATIVE

The following foundations and organizations funded the creation of 20 community schools in 2002-2003. CPS plans to open 20 new community schools each year until there are 100 in the system.

Bank One
Boeing Company
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Circle of Service
Field Foundation of Illinois
Kaplan Family Foundation
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The sponsors gratefully acknowledge the members of the Steering Committee for their commitment, support, insight, and hard work in producing this booklet.

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INTRODUCTION

SCHOOLS SHARING BUILDINGS IS A NEW IDEA



In the last 10 years, urban school districts and education reform groups across the country have been looking for innovative ways to improve public education.

Grassroots movements, founded out of concern for low student achievement and a lack of the ongoing and sustainable support needed to improve student achievement, helped to create pockets of experimentation that have proven successful. In particular, small schools focus on maintaining close relationships between teachers and students over time. Community schools focus on providing additional social and academic supports on-site. Research now demonstrates that these types of environments significantly decrease student mobility and dropout rates, lower violence in school, improve attendance, increase test scores, and generally raise student, teacher, and parent satisfaction.

Consequently, urban school districts are seeking to create more small schools and

community schools, but they often lack the resources to build new facilities. Challenged by ever tightening budgetary constraints and existing buildings that are large and impersonal—built for another era—creative districts have had to find other solutions. Sharing large buildings among small schools and community groups has become the recurring answer. Accordingly, learning how to best share buildings is important.

In Chicago, 18 pioneering small schools and 20 community schools are learning to share space. Although several Chicago schools have shared buildings for more than five years, Chicago educators are still at the beginning of the learning curve. Based on what the Chicago Public Schools (CPS) has learned so far, *Schools Sharing Buildings: A Tool Kit* outlines solutions to the daily challenges of sharing buildings.

The *Tool Kit* describes six essential principles, each paired with an example, or ‘practice,’ from Chicago’s own backyard:

1. ESTABLISH A COMMITMENT TO SHARED, EQUITABLE USE
2. BUILD AND MAINTAIN STRONG WORKING RELATIONSHIPS
3. SUPPORT SCHOOL IDENTITY AND AUTONOMY WITH VISUAL CUES
4. PLAN FOR THE FUTURE: MEMORANDUM OF UNDERSTANDING
5. DEVELOP A CONFLICT RESOLUTION PROCESS
6. CAPITALIZE ON THE BENEFITS OF BUILDING SHARING

Other school systems across the country are embarking on similar building-sharing ventures. CPS has used the creation of this booklet as an opportunity to collectively reflect on its progress and learning and to recognize the work that is left to do. CPS and its partners hope that schools across the country will benefit from this tool kit and continue this collaborative reflection nationwide.



SMALL SCHOOLS

Small schools are characterized by a small number of students, a more intimate and personalized learning environment, and a cohesive vision among teachers. With no more than 350 students in an elementary school and 500 in a high school, teachers work with the same students over a period of years, creating a strong support network and close relationships among parents, teachers and students.

BENEFITS:

- Improved graduation rates
- Improved attendance rates
- Safer environment
- Professional community for teachers
- More parent involvement in school activities



COMMUNITY SCHOOLS

Community schools bring together the academic and social supports needed to ensure that all students succeed by offering programs before, during, and after the school day for students and their families. Programs are designed to support the school's academic program and expand the services offered within the community.

BENEFITS:

- Enriched after school programs and positive role models for students
- Improved network of resources for students and families
- Improved teacher/parent relations
- More parent involvement in school work and activities

1

ESTABLISH A COMMITMENT TO SHARED, EQUITABLE USE

FINAL

02-0424-PO03

ADOPT SMALL SCHOOLS POLICY

PURPOSE:

The Chicago Board of Education ("the Board") believes that small schools can provide an effective means for enhancing students' academic achievement and personal growth. This policy authorizes the conversion of existing schools into several small schools and the establishment of new small schools.

HISTORY OF BOARD ACTION:

In 1995, the Board passed its first Small Schools Resolution. The Board authorized the creation of eight new small schools within the Chicago Public Schools following a Request for Proposals ("RFP"). (See Board Report No. 96-0828-ED1).

POLICY TEXT:

I. Definitions

A. Small School.

A high school of no more than 350 students or an elementary school of no more than 500 students converted into two or more small schools following a Request for Proposals ("RFP").

B. Conversion.

"Conversion" means the process of converting a school, several separate small schools or a multiplex as defined below, into small schools.

C. Converting School.

A school that has an approved conversion plan, and is in the process of converting into small schools.

D. Conversion Period.

The period during which a converting school is converted into separate small schools. At the end of the conversion period, the converting school will be closed.

E. Chicago High School.

An independent entity that seeks to assist in the conversion of CPS schools, especially in the conversion of high schools. The Chicago High School Initiative is governed by a board, on which the Board, the Chicago High School Initiative, the Gates Foundation, have representatives.

F. Multiplex.

Two or more small schools sharing the same building and one principal.

PRINCIPLE

Every level of school district leadership needs to commit to the equitable use of facilities to accrue the greatest benefits of schools sharing buildings.

School district leaders, such as board members and district administrators, should demonstrate their commitment by publicly expressing an expectation of cooperation between schools.

This may be expressed in district policies about school budgets and building resources or in strategic educational plans the district develops.

Administrators at the region or area level can help by modeling and encouraging positive relationships.

Administrator support for shared facilities helps to build credibility and trust among faculty and staff, especially in times of crisis. This support is also vital in creating new leadership roles, such as building facilitators or building principals.

Principals at individual schools foster fair and equitable use of the building by communicating this commitment to faculty and staff.

When principals provide information to their faculty and staff about the other schools and entities with which they share the building, they create mutual respect among all teachers and staff. As teachers understand the other programs and the need to share, they become ambassadors for positive building-sharing. Both a respect for individual programs and a collegial relationship between programs can flourish.

The Chicago Public Schools has long been committed to supporting the growth and success of small schools and community schools, and to sharing buildings in order to do so.

Every level of school district leadership needs to commit to the equitable use of facilities to accrue the greatest benefits of schools sharing buildings.

PRACTICE

In 1995, the Chicago Board of Education passed a Resolution on Small Schools addressing building size:

“The Trustees urge the Administration, teachers, principals, [Local School Councils], parents, students, and others to consider the benefits that Small Schools offer. In particular, building size should not dictate school size in the CPS. The optimal size of schools is an educational question.”

Six years later, the Board passed a Small Schools Policy that authorized and outlined the process of converting existing large schools into separate, autonomous small schools, thus creating new small schools. In doing so, the Board conceptualized the need for new positions to support this process:

“In schools undergoing conversion, the Board may fund at least one position at each conversion school whose function

would be that of a school-based chancellor, who will support the educational mission of the conversion school, or a facilities manager, who will help resolve issues related to multiple schools sharing one building.”

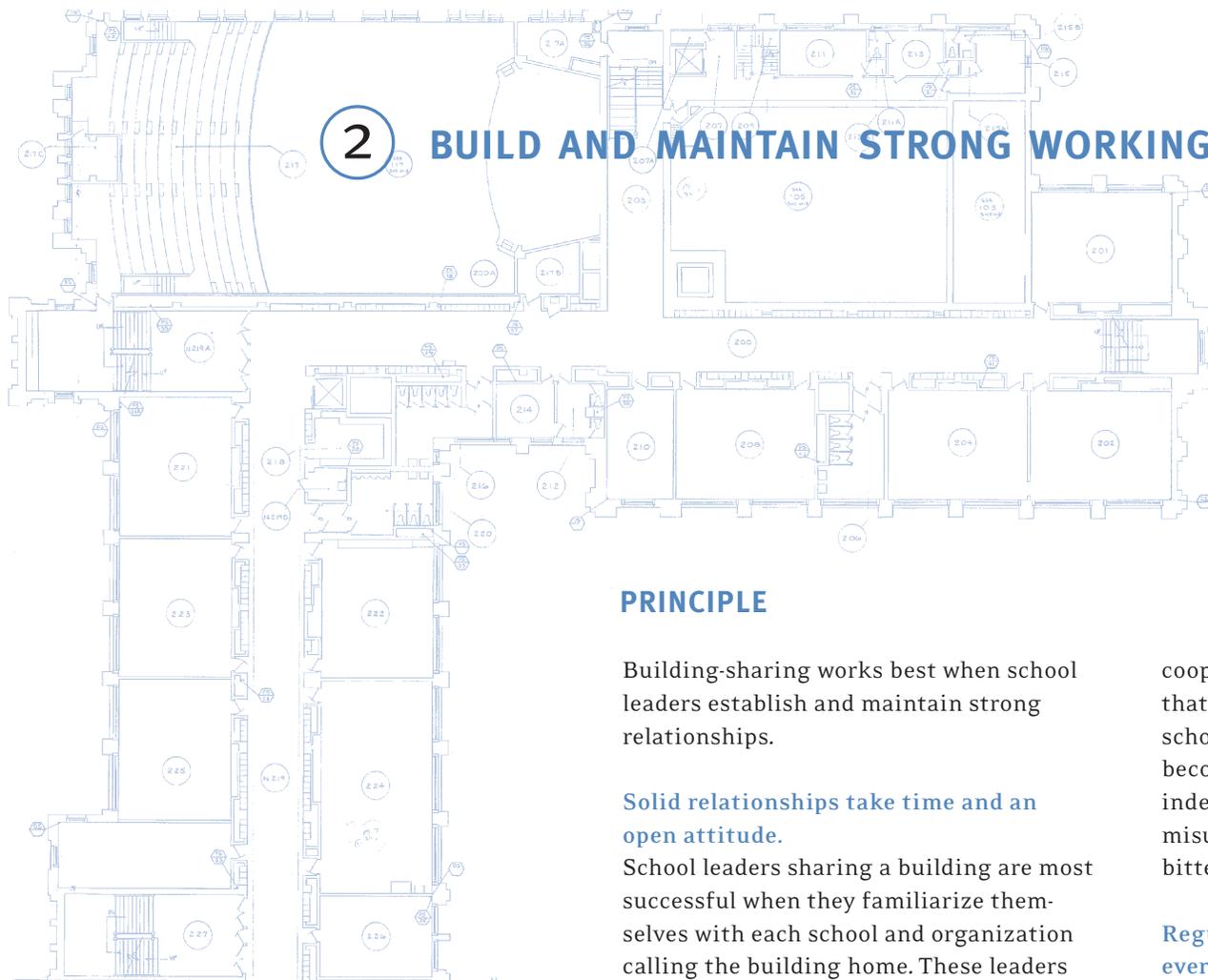
A key part of Chicago’s building-sharing success has been the commitment of its Chief Executive Officer. In 2002, CEO Arne Duncan provided capital money to buildings undergoing the conversion process and authorized each new small school to have its own unit number, principal, budget, and local governing body. This signaled that autonomous schools will share facilities and underlined their need to work together.

With a commitment from the CPS leadership, the formation of small schools and community schools continues to accelerate. More and more schools and community organizations are finding ways to share buildings.



“Small schools and community schools create environments where there’s a sense of belonging, where teachers work together, where students look out for one another. Since we cannot afford to build new buildings, we have to work with the facilities we have to support these ideas and make them work.”

- CPS CEO Arne Duncan, 2002



2

BUILD AND MAINTAIN STRONG WORKING RELATIONSHIPS

PRINCIPLE

Building-sharing works best when school leaders establish and maintain strong relationships.

Solid relationships take time and an open attitude.

School leaders sharing a building are most successful when they familiarize themselves with each school and organization calling the building home. These leaders take the time to listen thoughtfully to each other's ideas and concerns and treat one another as equals. Equitable treatment is especially important when school size or organizational purpose differ.

Strong relationships between school leaders help faculties get to know one another and develop respect.

When administrators model respectful

cooperation, faculty and staff recognize that they are respected by the other school's leadership. Faculty members then become more willing to solve problems independently and to avoid allowing small misunderstandings to become sources of bitterness and resentment.

Regular meetings—whether every week or every day—can generate the cooperation necessary to handle the challenges of shared building administration.

Meetings don't need to consume hours—brief meetings often create enough time and space to review both large and small issues. Established meetings make it easier to quickly check in when something comes up. Leaders may also benefit from a shared telephone/fax/email list for that late-night or early-morning crisis call.

VON STEUBEN HIGH SCHOOL AND ALBANY PARK MULTICULTURAL ACADEMY

VON STEUBEN HIGH SCHOOL: 1,450 STUDENTS

ALBANY PARK MULTICULTURAL ACADEMY: 270 STUDENTS

BUILDING SIZE: 249,585 SQUARE FEET

“Dr. Gazda and I have coffee almost every day. We respect each other and have a practical, positive, and flexible outlook.”

Mary Lee Taylor, principal of Albany Park Multicultural Academy

PRACTICE

“Dr. Gazda and I have coffee almost every day. We respect each other and have a practical, positive, and flexible outlook,” said Mary Lee Taylor, principal of Albany Park Multicultural Academy (APMA).

Von Steuben High School (VSHS), a CPS math/science magnet school, serves 1,450 children. APMA serves 270 children in grades seven and eight in a small wing of the main building. “We’re like an 800-pound gorilla and Albany Park is monkey-sized,” said John Smyrniotis, assistant principal of VSHS. “There is potential for disaster, but we make it work.”

Daily meetings helped Dr. Taylor and Dr. Rich Gazda, then principal of VSHS and now an area instructional officer, understand one another’s perspectives and laid the foundation for their strong working relationship.

Dr. Taylor and Dr. Gazda cite two key factors in their relationship: cooperative per-



sonalities and a willingness to approach problems with a ‘what can we do to make this better’ attitude. For example, when a disciplinary problem arises between schools, both principals feel comfortable handling the discipline for their student, trusting the problem will be addressed appropriately by the other school.

Dr. Gazda and Dr. Taylor’s mutual respect, flexibility, and commitment are reflected in the efforts of those who work in their schools, from the men and women who serve lunch to those who schedule classroom space. “We work on communicating the ‘fair share’ message throughout our school communities,” said Dr. Gazda.

3 SUPPORT SCHOOL IDENTITY AND AUTONOMY WITH VISUAL CUES



PRINCIPLE

By thinking strategically about physical space and visual cues, schools can maintain distinctive identities and more easily share buildings.

Schools may use elements of the building's exterior and interior environment to demonstrate identity.

Simple methods to set individual schools apart include entrances with signage that reflects each school's mission. Distinctive interior design and decoration can set schools apart, such as hanging banners near interior entrances or painting school walls differently. Separating schools horizontally by floor or wing, or vertically by stairwell, also works well. Each school then has its own contiguous classrooms, offices, and gathering spaces. Classroom layout and use of space within schools can also change the feel of each school.

Schools within one building may use visual signals to distinguish themselves. Uniforms and colored lanyard or ID tags for students immediately notify teachers and visitors which school students attend.

Additionally, invisible signals can help to separate schools.

Methods such as staggered schedules are useful when one building houses an elementary school and a high school. Staggered schedules can also help school leaders negotiate use of common areas such as gyms, auditoriums, and cafeterias.

SAUCEDO ACADEMY AND TELPOCHCALLI ELEMENTARY SCHOOL

SAUCEDO ACADEMY: 1,279 STUDENTS

TELPPOCHCALLI ELEMENTARY SCHOOL: 280 STUDENTS

BUILDING SIZE: 286,802 SQUARE FEET

By thinking strategically about physical space and visual cues, schools can maintain distinctive identities and more easily share buildings.

PRACTICE

When one school moves into a building that already houses another school.

Telpochcalli Elementary School, a school that integrates Mexican arts and culture into its curriculum, moved into a wing of Saucedo Academy seven years ago. Telpochcalli transformed the Academy's former vocational education classrooms into a bright, vibrant learning environment. Telpochcalli occupies a wing that can be separated from the rest of the building, with its own entrance and exit. The two schools share only the gymnasium and the cafeteria, but because Telpochcalli's schedule is different than Saucedo's, it is easy to bring students through the halls without creating disruption or crowding.

When several schools move into new space together.

When the Shakespeare School building in the Kenwood neighborhood was renovated three years ago, Ariel Community School and North Kenwood/Oakland Charter School (NK-O) were eager to leave their temporary quarters and move into the building. The building's layout enabled

each school to have its own wing with separate entrances and signage, and shared space in the center of the building. Ariel and NK-O provided input into the design of the space; NK-O requested larger classrooms to support multi-age classes. NK-O's lease, as a charter school, helped divide building space and specified which areas belonged to each school, enabling a fair and clearly understood distribution of resources from the very first day.

When one large school is converted over time into several independent small schools, these new schools can renovate individual space on a case-by-case basis.

In 2001, Orr High School began a three-year conversion into four autonomous small schools. The Phoenix Academy, a junior reserve officer training corps school, opened in September 2002 and focuses on project-based learning and team building. To emphasize this philosophy, school leaders removed walls and lockers, extended classrooms, and added carpeting. The wing is an open environment without hallways, distinct from the traditional

building. The three forthcoming schools will be able to choose their own designs and layout.



4

PLAN FOR THE FUTURE: MEMORANDUM OF UNDERSTANDING



PRINCIPLE

A detailed and thoughtful Memorandum of Understanding (MOU) allows school leaders to put on paper all agreements concerning the shared building—from facility governance and a dispute resolution process, to who uses the cafeteria when, and what time school leaders meet each week.

The MOU helps school leaders think through potential facilities-related conflicts before they arise, allowing schools to focus on learning and teaching.

The MOU also clearly records any agreements made, so people will not forget later. Agreements can, and should, be revisited on an annual basis to maintain relevance and flexibility.

Once school leaders iron out these day-to-day issues, they can also use the MOU as an opportunity to develop a more

comprehensive work plan and to set priorities for the school year.

By agreeing to tackle a few problems each year, schools sharing one building can accomplish more in the long run.

To share the building successfully, all school leaders should contribute to the MOU.

The leadership group includes each school's leader, whether s/he is principal or lead teacher. Depending on the structure of the building administration, it may also include a building principal or facilities coordinator. Parent and community groups, such as the local school council or parent-teacher association, should also participate in the agreement. Finally, the school district administration should have a representative who signs the agreement and whose office keeps the MOU on file. 

BOWEN HIGH SCHOOL, BEST ACADEMY, CHICAGO DISCOVERY ACADEMY AND GLOBAL VISIONS ACADEMY

BOWEN HIGH SCHOOL: 404 STUDENTS

BEST ACADEMY: 160 STUDENTS

CHICAGO DISCOVERY ACADEMY: 400 STUDENTS

GLOBAL VISIONS ACADEMY: 100 STUDENTS

BUILDING SIZE: 304,571 SQUARE FEET

“The MOU functions like the minutes of a meeting. It is a resource to remind us of what we agreed upon, but it remains simple and flexible.” Fausto Lopez, principal of Bowen High School

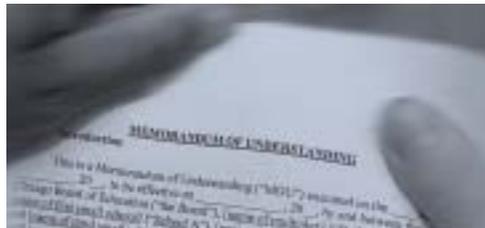
PRACTICE

The small schools sharing space within Bowen High School drafted a working Memorandum of Understanding (MOU) in the fall of 2002. The MOU allowed the Bowen Environmental Studies Team, the Chicago Discovery Academy, and Bowen High School to sit down together and address important issues ranging from sharing common space to supervising fire drills.

Each autonomous school has equal status in the existing space. However, through the process of creating their MOU, school leaders discovered that unified leadership was needed for some administrative elements, such as managing shared engineers and lunchroom staff.

The process of negotiating the MOU enabled school leaders to plan for equitable resolution of day-to-day administrative issues. “The MOU functions like the minutes of a meeting,” said Fausto Lopez, principal of Bowen. “It is a resource to remind us of what we agreed upon, but it remains simple and flexible.”

The MOU has been used most recently to plan for the opening of Williams School, which was closed in 2002 and will re-open in the fall of 2003 with four small schools: Williams Elementary School, run in partnership with a local early childhood development center and serving pre-kindergarten through third grade; KIPP Chicago Youth Village Academy, a middle school serving grades four through eight run by the Knowledge is Power Program; Williams Preparatory Academy, serving grades six through eight; and a non-traditional, internship-based high school run by the Big Picture Company. The schools’ leaders used the process of writing the building’s MOU to negotiate space usage and to redesign internal portions of the building. 



KEY ELEMENTS OF A MEMORANDUM OF UNDERSTANDING (MOU)

In Chicago, three large high schools are in the process of converting into multiple small schools and are writing Memoranda of Understanding. Key elements include:

- **Mutually Agreed Upon Principles:** By stating the overarching principles by which the schools will operate as a whole, the schools set a cooperative tone from the start.
- **Building Governance:** An outline of how the building will be governed—such as who is in charge of the engineers and who will communicate with the district administration—provides a foundation for working together.
- **Regular Communication:** Determining a regular schedule for ongoing communication as well as a conflict resolution process allows school leaders to plan for future work together.
- **‘Sharing Agreement’ and Map:** This can be an addendum to the official MOU. School leaders outline the real nuts and bolts of how to share the building in the agreement, such as where each school will physically be situated and which schools will use the common areas at what times. School leaders should also include a labeled blueprint or map of the building in the addendum describing the sharing agreements. This is also a good time to set priorities for the upcoming school year.

5 DEVELOP A CONFLICT RESOLUTION PROCESS

PRINCIPLE

A well thought-out conflict resolution process enhances the legitimacy of agreements between school leaders and provides an efficient means for settling building-sharing conflicts, when and if they arise.

Each sharing situation requires its own conflict resolution process:

- A building that houses several schools and/or community organizations may have a building principal who is ultimately responsible for the facilities and for resolving any conflicts.
- Schools with individual principals sharing a building may choose to use a district or regional administrator, or to hire a neutral facilities coordinator who assists in scheduling use of space and mediating disagreements.
- Other schools may choose to have a committee, made up of representatives from all parties sharing the building, charged with resolving conflicts.

Schools sharing buildings should also set a protocol for settling disagreements that cannot be resolved at the building level.

Schools may choose to go to the regional director or other administrator. Or schools can tap into an existing conflict resolution process at the district level.

Before school leaders finalize their conflict resolution process, all parties should have a clear understanding of their roles and responsibilities in the process.

SOUTH SHORE HIGH SCHOOL, SCHOOL OF THE ARTS, SCHOOL OF ENTREPRENEURSHIP, SCHOOL OF LEADERSHIP AND SCHOOL OF TECHNOLOGY

SOUTH SHORE HIGH SCHOOL: 550 STUDENTS

SCHOOL OF THE ARTS: 375 STUDENTS

SCHOOL OF ENTREPRENEURSHIP: 375 STUDENTS

SCHOOL OF LEADERSHIP: 260 STUDENTS

SCHOOL OF TECHNOLOGY: 100 STUDENTS

BUILDING SIZE: 383,398 SQUARE FEET



“It is in the committee’s best interest to resolve our own disputes. However, the LSC often provides us with thoughtful suggestions.”

Doug Maclin, principal of School of the Arts

PRACTICE

At South Shore High School, two small schools opened in Fall 2002 as part of a conversion process that will eventually see four to five small schools sharing the high school’s two buildings. To set policies for disputes that may arise, South Shore’s community of schools created a central committee that meets once a week.

Composed of administrators from each school in the building, the committee works by consensus. The converting school’s principal, Leonard Kenebrew, serves as facilitator. After all small schools open, the principals will rotate as facilitator. “This is the best model, because everyone feels empowered. Their voices are listened to before a decision is made,” said Bill Gerstein, principal of the School of Entrepreneurship, one of the first two new small schools.

The building’s leaders have already learned important lessons about their process, such as the need to map out not only dispute solutions but also implementation plans for those solutions.



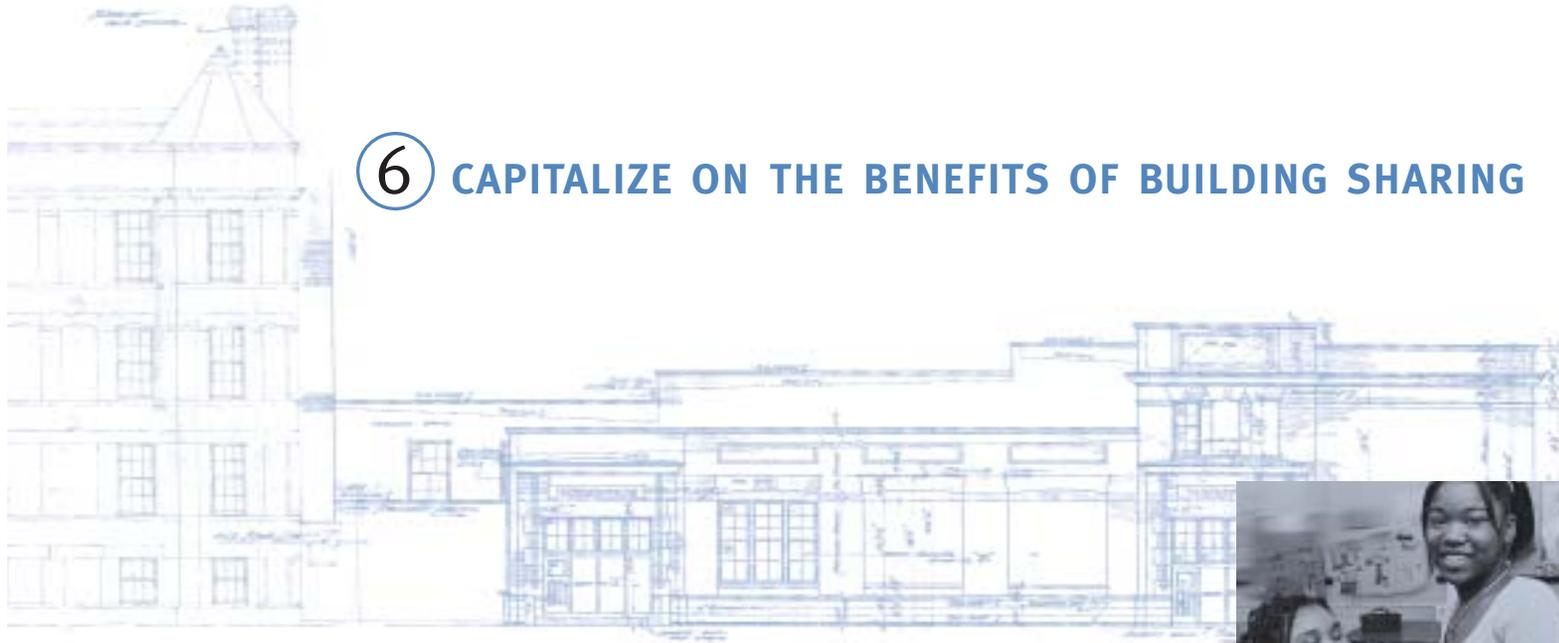
For example, at the beginning of the 2002-03 school year, the central committee decided that all of the textbooks should be distributed equally to the three schools sharing South Shore. The task, however, turned out to be more difficult than anticipated, as the schools calculated present and future needs.

A regional administrator and the district’s small schools director were asked to come

in and assist with this issue by establishing a timeline and priorities.

By agreement, if the committee cannot resolve a dispute, the dispute goes to the building’s local school council (LSC), composed of representatives from the schools’ advisory councils. “It is in the committee’s best interest to resolve our own disputes. However, the LSC often provides us with thoughtful suggestions,” said Doug Maclin, principal of School of the Arts.

6 CAPITALIZE ON THE BENEFITS OF BUILDING SHARING



PRINCIPLE

Sharing a building is more than learning to coexist peacefully. Building-sharing creates new learning opportunities for students and faculty.

In situations where an elementary school shares space with a high school, older students may tutor younger students or provide them with the opportunity to see what high school life is like, easing transitions to the upper grades. School leaders also benefit from sharing space. Teachers and administrators are often exposed to new and different educational philosophies and can learn from the experiences of their professional peers.

Pooled resources benefit all students.

Schools sharing buildings can pool resources to invest in technology and other learning tools for their schools to



share—such as computers, books for the school's library, or other equipment—that the schools might be unable to afford on their own.

Schools sharing buildings with community organizations benefit all stakeholders.

When schools share buildings with organizations that provide vital services, such as health care, job training or family counseling, students and their families gain access to services they may have been unable to otherwise. In return, community organizations can do a more effective job of reaching those they serve.

HOWLAND ELEMENTARY SCHOOL AND NORTH LAWNDALE COLLEGE PREP CHARTER HIGH SCHOOL

HOWLAND ELEMENTARY SCHOOL: 440 STUDENTS

NORTH LAWNDALE COLLEGE PREP
CHARTER HIGH SCHOOL: 351 STUDENTS

BUILDING SIZE: 341,000 SQUARE FEET

“There are so many potential benefits—shared professional development, help with instruction, role modeling for children, and shared resources.” Chris Kelly, dean of operations at North Lawndale

PRACTICE

In 1998, North Lawndale College Prep Charter High School moved into an abandoned wing of Howland Elementary School. North Lawndale now has a Big Brother/Big Sister program with Howland, offers pre-algebra to Howland’s upper grades, and runs a summer program for neighborhood children staffed by North Lawndale faculty and students. “There are so many potential benefits,” said Chris Kelly, dean of operations at North Lawndale. “Shared professional development, help with instruction, role modeling for children, and shared resources.”

At the Cregier Small Schools Multiplex, Foundations Elementary School, Nia Middle School, and Best Practice High School share space. At Best Practice, older students spend Wednesday afternoons working as interns at local businesses or organizations. Ninth graders tutor at Nia and Foundations. “This is a great situation for all of us,” said Mark Fertel, lead teacher at Best Practice. “Students are close by and are monitored by teachers. They get a sense of what it’s like to work

with students, what teachers do, and the elementary school students find out what it’s like to be in high school.”

The School of the Arts and the School of Entrepreneurship, sharing space in the South Shore High School building, have joined forces to offer a greater array of extracurricular opportunities for their students. The schools will have a joint student band beginning in the fall of 2003, which could not have been supported by one school alone. In addition, the School of Entrepreneurship opens up its after school photography club to all South Shore students.

In Summer 2002, the Boys & Girls Clubs of Chicago moved into Frazier Elementary School, providing on-site after school programs and adding to the family health clinic and Head Start program housed in this community school. On weekday afternoons, the Boys & Girls Club uses the school’s gym, music room, and several classrooms for the various activities they run for students. “Kids have the opportunity to

participate in after school programs without leaving the school and traveling the streets,” said Rick Leese, director of school-based clubs at the Boys & Girls Clubs of Chicago.

The Boys & Girls Club also brings resources to the school that it otherwise would not have, such as paying for the redesign of a classroom into a vibrant recreation and games room. In addition, sharing space with the school allows the Boys & Girls Club staff to work with teachers to align curriculum with after school programs, such as tutoring.

Woodlawn Community School shares space with Wadsworth Elementary School. Although their curricula differ (Woodlawn’s curriculum is Afro-centric while Wadsworth’s curriculum is traditional), faculty and students from both schools work together to decorate shared spaces for holidays and celebrations. “We are separate schools, but our shared goal is to help children learn,” said Kweku Embil, acting principal at Woodlawn.

THE ARCHITECTURE OF SHARING BUILDINGS

BY KAREN FAIRBANKS AND SCOTT MARBLE, PRINCIPALS
MARBLE FAIRBANKS ARCHITECTS

Marble Fairbanks Architects (MFA) was recently named the winner of the Chicago Public Schools Design Competition for an elementary school on Chicago's South Side. The winning scheme was selected from four short-listed finalists. The competition was open to all architects and drew more than 100 international entries.

Extensive research indicates that children perform better in smaller school environments, but it is often politically and financially impractical to build new public schools as small as they should be. MFA's project for CPS addresses the desire for small school size and the need to create facilities with some manner of sharing resources among small schools. It also addresses issues of universal design and incorporates an accessible range of learning environments allowing for multiple methods and scales of learning. The following design concepts, included in the CPS school design, address these concerns.

When a computer boots itself up, a small amount of energy or input triggers the evolution of a larger system. Each time a

computer re-boots, it uses the smallest, simplest program to do so. Similarly, in this project, elements of the school building design function to boot up the growth of the communities within the building, providing a structure to encourage self-generation. While each classroom provides for the generation of a group dynamic between the students and their teachers, it is also their link to their small school. The generative space of each small school allows the school to boot itself up regularly by continually reflecting upon its own identity and link to the larger school community. The rooms that bridge across the interior street link the small schools together, providing a shift in scale from the small schools to the larger one. The interior street, the main collective circulation space of the school, serves as the building's connection to the community.

An important aspect of small school philosophy is for each school to have its own identity and community with a shared vision and goals. Each small school is provided with a large generative space at the top of their ramping classrooms where members of the school community can



DESIGN COMPETITION WINNER SOUTH SIDE SITE

DAVIS DEVELOPMENTAL CENTER

LANGSTON HUGHES ELEMENTARY SCHOOL

BUILDING SIZE: 122,450 SQUARE FEET



gather and interact to form the vision, spirit, and direction of that school. This space is flexible and allows for each school to define and configure its own needs—to construct itself. In addition to the generative space, the courtyard adjacent to it and the outdoor play space of each school provide the spatial platform for each small school identity to evolve.

The ability of a building to accommodate change and growth is a concept related to its sustainability. Aspects of this design provide flexibility, allowing the building to remain self-reliant and sustainable amidst change. In response to the continual fluctuation in student enrollment, each small school is designed to be able to expand into the site or, for more tempo-

rary adjustments, shift its allocation of classes to or from adjacent small schools. The connections over the interior street allow for temporary adjustments in the enrollment of each small school by sharing or borrowing classrooms.

This connection also allows the boundaries between the separate schools to shift or disappear altogether. The generative spaces provide flexibility for each school to reconfigure or readjust its space to accommodate changes in curriculum, teaching methodologies, and the needs of the students. Similarly, classrooms, storage, and surface areas are able to be configured in a variety of ways allowing for individual work spaces, small group work spaces, whole class meetings, project space, and teacher alcoves.

The history of the Chicago Public Schools Design Competition and details of the designs can be found in *Architecture for Education: New School Designs from the Chicago Competition* (see page 20).



RESOURCES



CHICAGO RESOURCES

Chicago Public Schools

Office of Small Schools
 Jeanne Nowaczewski, Director
 125 S. Clark St., 5th Floor
 Chicago, IL 60603
 773-553-2197/jnowaczewski@cps.k12.il.us
www.cps.k12.il.us/schools/opportunities/Small/small.html

Chicago Public Schools

Office of After School Programs
 Beth Swanson, Director of Community Initiatives
 125 S. Clark St., 5th Floor
 Chicago, IL 60603
 773-553-1529/efswanson@cps.k12.il.us

Chicago Public Schools

Department of Operations
 Bruce Washington
 Acting Chief Operating Officer
 125 S. Clark St., 16th Floor
 Chicago, IL 60603
 773-553-3586/bwashington2@cps.k12.il.us

Business and Professional People for the Public Interest

Cindy Moelis, Director
 Education Initiatives
 25 E. Washington St., Suite 1515
 Chicago, IL 60602
 312-641-5570/cmoelis@bpichicago.org

Copies of Architecture for Education: New School Designs from the Chicago Competition may be obtained from BPI.

Chicago High School Redesign Initiative

Pat Ford, Executive Director
 111 E. Wacker Dr., Suite 1400
 Chicago, IL 60601
 312-616-8000/pford@cct.org

Leadership for Quality Education

Pam Clarke, Associate Director
 21 S. Clark St., Suite 3120
 Chicago, IL 60603
 312-704-2032/pclarke@lqe.org

Small Schools Workshop

University of Illinois at Chicago
 Michael Klonsky, Director
 1640 W. Roosevelt Rd., 6th Floor
 Chicago, IL 60608
 312-413-8066/ssw@uic.edu

NATIONAL RESOURCES

Joe Nathan, Director
 Center for School Change, University of Minnesota
 Humphrey Institute of Public Affairs
 301 19th Avenue South
 Minneapolis, MN 55455
 612-625-3506/jnathan@hhh.umn.edu

Joe Nathan is co-author of "Smaller, Safer, Saner Successful Schools," a federally funded study that showed how shared facilities and small schools have increased achievement and safety while developing stronger community support and involvement in the schools. The report is available online at <http://www.hhh.umn.edu/centers/school-change/docs/facility.pdf>.

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 201-656-3511/eshoshkes@mac.com

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 Taubman College of Architecture
 and Urban Planning
 2000 Bonisteel Blvd.
 Ann Arbor, MI 48109-2069
 734-936-0239/granite@umich.edu

USEFUL WEB SITES

SMALL SCHOOLS

Annenberg Challenge Schools

<http://www.annenbergchallenge.org>

Links to articles about Annenberg Challenge Schools, many of which are small schools.

The Bill & Melinda Gates Foundation - Small Schools

<http://www.gatesfoundation.org/Education/SmallHighSchools/default>

General information on small schools, basic research supporting small schools, grant information, and information on schools receiving grants to transform into small schools.

CSBA Small School Development

<http://www.csba.org/ssd/samples>

A clearinghouse of successful programs in use in California's small schools.

First Things First

<http://www.kckps.org/departments/ftf/>

Kansas City, KS plan for transforming their high schools into smaller learning communities.

University of Minnesota, Center for School Change

<http://www.hhh.umn.edu/centers/school-change/>

The center researches and supports small schools and provides information on innovation in Minnesota and nationally.

New Small Learning Communities: Findings from Recent Literature

<http://www.nwrel.org/scpd/sirs/nslc.pdf>

A recent overview of research on small schools and smaller learning communities.

Small Schools: Great Strides

<http://www.bankstreet.edu/gems/publications/smallfollow.pdf>

Text of the Bank Street College of Education's study of Chicago's small schools, noting the benefits of smaller schools and the challenges remaining.

Small Schools Workshop

<http://www.smallschoolsworkshop.org>

A gold mine of research, recent articles, directories of small schools around the nation, recommended reading, and links.

COMMUNITY SCHOOLS

The Children's Aid Society

<http://www.childrensaidsociety.org>

Training, technical assistance, and publications are available on the web site.

Coalition for Community Schools

<http://www.communityschools.org/>

The web site offers extensive resources about creating and sustaining community schools.

Harvard Family Research Project

<http://www.gse.harvard.edu/~hfrp/>

Data is available on the web site about family involvement in education.

National Institute on Out-of-School Time

<http://www.wellesley.edu/WCW/CRW/SAC/index.html>

The Institute has brought national attention to the importance of children's out-of-school time through policy and community action.

North Central Regional Educational Laboratory

<http://www.ncrel.org/after>

Resources and assistance to educators, policymakers, and communities in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin, including a step-by-step guide for building a high-quality after school program.

Polk Bros. Foundation

<http://www.polkbrosfdn.org/>

Information about full-service and community school initiatives, as well as a description of the Campaign to Expand Community Schools in Chicago.

ARCHITECTURE AND BUILDING SHARING

Council of Educational Facility Planners, International

<http://www.cefpi.org/>

The Council is a professional association whose members are actively involved in planning, designing, building, and equipping schools and colleges.

Knowledge Works Foundation

<http://www.kwfdn.org/>

This Ohio foundation funds school facilities planning and design and provides information on facility innovations in Ohio.

Koning Eizenberg Architecture

<http://www.kearch.com>

One of two winners of the Chicago Public Schools Design Competition, "Big Shoulders, Small Schools."

Marble Fairbanks Architects

<http://www.marblefairbanks.com>

One of two winners of the Chicago Public Schools Design Competition, "Big Shoulders, Small Schools."

National Clearinghouse for Educational Facilities

<http://www.edfacilities.org/>

The U.S. Department of Education's center for information on planning, designing, building, and operating K-12 buildings.

Small Schools Project at the Center on Reinventing Public Education

<http://www.smallschoolsproject.org/>

A clearinghouse for resources about small schools, including facilities and space issues.

United States General Accounting Office Reports

http://www.access.gpo.gov/su_docs/aces/aces160.shtml

A search engine to find articles about school facilities sharing.

University of Illinois at Chicago City Design Center

<http://www.uic.edu/aa/cdc/>

Provides links to their studies in all areas of community design, including schools.

University of Washington, Center for Environment, Education, and Design Studies

<http://ceeds.caup.washington.edu/>

This interdisciplinary center seeks to engage in transformational partnerships with K-12 schools, industry, and neighborhood organizations and shares research on their work in Washington.

FEATURED CHICAGO PUBLIC SCHOOLS

The small schools and community schools in this booklet range in age from less than one year to eight years.

BOWEN HIGH SCHOOL

- Bowen High School
Fausto Lopez, Principal, 773-535-6000
- Bowen Environmental Studies Team
Joann Podkul, Director, 773-535-6000
- Chicago Discovery Academy
Lauralei Jancaric, Director, 773-535-6681
- Global Visions Academy
Martha McKinley, Interim Leader, 773-535-6000

CREGIER MULTIPLEX

- Cregier Multiplex
Trudy Hill, Interim Principal, 773-534-7490
- Best Practice High School
Mark Fertel, Lead Teacher, 773-534-7610
- Foundations Elementary School
Kenya Sadler, Lead Teacher, 773-534-7605
- Nia Middle School
Jeraldynne Saines and Jacqueline Sanders,
Lead Teachers, 773-534-7494

FRAZIER ELEMENTARY SCHOOL

- Frazier Elementary School
Nora J. Malloy, Principal, 773-534-6880
- Boys and Girls Club
Ursula Douglas, Club Manager, 773-533-1688

HOWLAND ELEMENTARY SCHOOL

- Howland Elementary School
Rae Smith, Principal, 773-534-1753
- North Lawndale College Prep Charter High School
John Horan, Dean of Students, Chris Kelly, Dean of Operations, Anika Spratley, Dean of Academic Affairs, 773-542-1490

ORR HIGH SCHOOL

- Orr High School
Alfonso Carrington, Principal, 773-534-6500
- Phoenix Academy
Joy Stratton, Principal, 773-534-8960
- Mose Vines Prep Academy
Cindy Zimmerman, Interim Leader, 773-534-6500

SAUCEDO ACADEMY

- Saucedo Academy
Laurence Gurga, Principal, 773-534-1770
- Telpochcalli Elementary School
Tamara Witzl, Principal, 773-534-1402

SHAKESPEARE SCHOOL

- Ariel Community School
Lennette Coleman, Principal, 773-535-1996
- North Kenwood/Oakland Charter School
Marvin Hoffman/Michael Johnson,
Co-Directors, 773-536-2399

SOUTH SHORE HIGH SCHOOL

- South Shore High School
Leonard Kenebrew, Principal, 773-535-6180
- School of the Arts
Doug Maclin, Principal, 773-535-6190
- School of Entrepreneurship
Bill Gerstein, Principal, 773-535-6190
- School of Leadership
James E. Patrick, Interim Leader, 773-535-6190
- School of Technology
Olufemi Adeniji, Interim Leader, 773-535-6190

VON STEUBEN HIGH SCHOOL

- Von Steuben High School
Clifton Burgess, Principal, 773-534-5100
- Albany Park Multicultural Academy
Mary Lee Taylor, Principal, 773-534-5108

WADSWORTH ELEMENTARY SCHOOL

- Wadsworth Elementary School
Milton Albritton, Principal, 773-535-0730
- Woodlawn Community School
Kweku Embil, Acting Principal, 773-535-0801

WILLIAMS SCHOOL

- Williams School
Frances Oden, Senior Advisor, 773-534-9226
- Big Picture High School at Chicago
Kothyn Alexander, Principal, 773-534-9226
- KIPP Chicago Youth Village Academy
Sarah Abella, Principal, 773-534-9226
- Williams Preparatory Academy
773-534-9226
- Williams Elementary School
Barbara Williams, Principal, 773-534-9226

TOOLS FOR SHARING: CD ROM CONTENTS

- MEMORANDUM OF UNDERSTANDING TEMPLATE
- ANNUAL SHARING AGREEMENT TEMPLATE
- MEMORANDUM OF UNDERSTANDING SAMPLE: WILLIAMS SCHOOL
- ANNUAL SHARING AGREEMENT SAMPLE: WILLIAMS SCHOOL
- LEASE AGREEMENT SAMPLE: NORTH LAWDALE COLLEGE PREP CHARTER HIGH SCHOOL AND HOWLAND ELEMENTARY SCHOOL
- SAMPLE CPS FLOOR PLANS SHOWING SCHOOLS SHARING BUILDINGS WILLIAMS SCHOOL
- CHICAGO PUBLIC SCHOOLS DESIGN COMPETITION
 - DESIGN WINNER FOR NORTH SIDE SITE (KONING EIZENBERG ARCHITECTURE)
 - DESIGN WINNER FOR SOUTH SIDE SITE (MARBLE FAIRBANKS ARCHITECTS)
 - EXCERPTS FROM *ARCHITECTURE FOR EDUCATION: NEW SCHOOL DESIGNS FROM THE CHICAGO COMPETITION*

PHOTOGRAPHY

- COVER: Originally built in 1894 as a traditional large school, Shakespeare has since evolved into two small schools—Ariel Community School and North Kenwood/Oakland Charter School.
- PAGE 3: Students from Telpochcalli Elementary School.
- PAGE 4: Cregier Multiplex, which includes Best Practice High School, Foundations Elementary School, and Nia Middle School.
- PAGE 5: John Horan, Dean of Students at North Lawndale College Prep Charter High School, speaks to one of his students; Students at Frazier Elementary School play in the Boys and Girls Club games room.
- PAGE 7: Arne Duncan, Chief Executive Officer, Chicago Public Schools. Photo by John Booz.
- PAGE 9: Dr. Rich Gazda, former Principal of VonSteuben High School, and Dr. Mary Lee Taylor, Principal of Albany Park Multicultural Academy.
- PAGE 10: The hallway at North Lawndale College Prep Charter High School displays the flags of the colleges its students attend.
- PAGE 11: Telpochcalli Elementary School shows its Mexican identity through paintings in the washrooms and stairwells.
- PAGE 13: South Shore leaders consider a Memorandum of Understanding.
- PAGE 14: Students at North Lawndale College Prep Charter High School.
- PAGE 15: Bill Gerstein, Principal of the School of Entrepreneurship, Doug Maclin, Principal of the School of the Arts, and Leonard Kenebrew, Principal of South Shore High School, at one of their weekly meetings.
- PAGE 16: Students from Foundations Elementary School with their tutor from Best Practice High School.
- PAGE 18-19: Computerized models and display photographs of the winning design for a new South Side building that will house several small elementary schools.
- PAGE 20: Former Chief Operating Officer Timothy Martin at the CPS Design Competition; Students at Telpochcalli Elementary School.

OFFICE OF SMALL SCHOOLS

Chicago Public Schools

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