



Urban School Design Solutions

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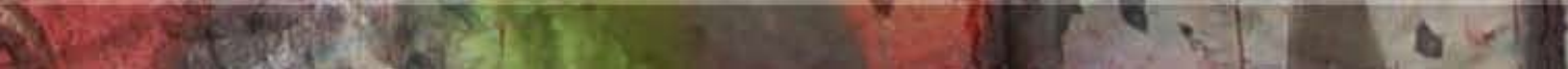


[Detroit's Chadsey/Munger, Community Centered Opportunities]

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Preface

INTRODUCTION

It has been said many times before that the children of today are our future. For that reason they should be provided the best resources in order to prosper and become great contributors to society. Considering that children and young adults spend most of their youth in schools learning and developing, the top priority in today's society should be to provide them with the most adequate schools and programs with abundant resources. Many school systems across the nation acknowledge that their students need the appropriate resources and yet so many struggle to gain the support and finances to do so. Detroit Public Schools is one such system that has had a flourishing past, an overwhelming deficit, and a hopeful future. Many answers to school success can be found in a school system that has deep roots, experienced many hardships, and an optimistic outlook for the students of Detroit.

Detroit faces many unique issues that are seen by most to be purely negative and a deterrent to the growth of the city. Due to the difficult economic times and the mismanagement of money and resources, there seems to be an overwhelming amount of hopelessness in the city. Detroit Public Schools have been hit hard causing school closures and an emergency overhaul of their finances to come out of a major deficit. The district, in an attempt to act in the best interest of the students, has sought new ways to rebuild the school system in a more effective manner. The most recent of which is Proposal S, a bond that was passed in November of 2009 for the funding to build new schools or renovate those that are salvageable. This thesis proposes several schemes that can be

considered for a new school design, one which takes the approach of creating neighborhood schools. How can a neighborhood school engage the community and begin to bring life back into the city?

It is necessary to consider what a city such as Detroit has to offer. The diversity of the city is perhaps one of its greatest aspects. Creating a way to unify communities that are rich in diversity and culture is essential. A school as the center of a community is an approach that allows for programmatically influencing the community thus bringing the social fabric together and allowing for growth. The goal for this thesis is to study the ways in which a school can go beyond its performance as an educational facility for the youth and begin to offer a more thoroughly productive use for the community it resides in. The school should not only address a concern for the environment but also a concern for the sustainability of a community.

Programming of the school will be one of the most important features which directly tie it to the community needs. Students will desire to attend school and do well in their courses. There will be a multitude of programs for students and their family to partake in. The daily usage of the facilities will be a greater period of time than average for schools.

The school should be well designed, taking into consideration the environment, the human scale, the site context, and student needs for adequate learning spaces. The design should also consider community spaces which can be easily accessed. The site layout should provide for easy flow of traffic. Career training and

technical skills will be reintroduced to the programming of the school in an effort to provide early job training and create a workforce that can boost the economy. Skills training will also be available for members of the community. The students and community alike will have a space that can be shared and integrated in a new approach at developing the neighborhood.

ABSTRACT Schools should be viewed as agents for urban revitalization and critical parts of our communities. As a society attempting to change for the global good it is only logical to implement new design and environmental technologies into our schools. The deteriorating conditions of public schools are a deterrent to students' educational growth and development. Environments that are energy and resource efficient, as well as healthy well-lit and containing the amenities for a quality education are the most valuable for students and their future.

Drop-out rates in Detroit public schools are astonishingly high compared to the national averages. Revitalizing school designs has proven to be a motivational force which encourages education and facilitates the learning experience. Neighborhood or community schools are perhaps the best approach to allowing deteriorating communities to grow together once again. This thesis proposes such a school design that will retain students and promote a relationship with the community in an effort to instill a concern for the degradation of the environment.

DETROIT PUBLIC SCHOOLS

The Detroit Public Schools, founded in 1842, is one of the nation's largest public school systems. Detroit Public Schools is a school district of choice and is open to children who live outside the city. The District offers numerous competitive academic and career technical programs.

Among these world-class programs are the Foreign Language Immersion and Cultural School, Michigan's only public school of its kind; Davis Aerospace, one of few college prep high schools in the country where students can obtain a pilot's license; the Detroit School of the Arts, a multiple award winning performing arts high school; and Crockett Technical High School, a digital technology high school.

Detroit Public Schools, Michigan's largest school district, serves nearly 90,000 students in 172 schools throughout the city of Detroit. The district's mission is to create Centers of Excellence in every school in every neighborhood. The school systems' administration, teachers and staff have a laser-like focus on creating learning opportunities to prepare children for the 21st Century and ensure they can compete in a global economy. Last year, the district led the state in the number of National Achievement Scholarship winners. Read on to learn more about the opportunities behind the doors of every Detroit Public School, and you, too, will want to say, "I'm in." (Detroit Public Schools)

IN THE NEWS

The Detroit News and The Detroit Free Press are two sources which continuously publish articles about the status of Detroit Public Schools. The positive and negative issues are often portrayed in thorough reporting that include input from the community concerning the issues at hand. The school closures and their effect on the community are major concerns for the district and the citizens of Detroit. The following articles depict some of the recent misfortunes for the district and the effect that such occurrences have on the surrounding areas. These articles and others are the driving forces towards resolving the issues within the district.

THE DETROIT NEWS September 4, 2009

Detroit Schools closures, changes add air of anxiety to upcoming year (Marisa Schult)

Detroit -- Detroit Public Schools' unprecedented move to overhaul half of its schools this summer has created a frenzy of activity -- and in some cases confusion -- just days before classes are to begin. In the midst of a massive shakeup of leadership and staff, many teachers still don't have classroom assignments, parents haven't gotten timely information on transportation and start times, and some aren't even certain about the addresses of new schools. "The whole thing is a great big ball of confusion," Gwendolyn McKinney said about the misinformation on where her children will need to go this fall. Their school, Mark Twain EL-

ementary, was scheduled to close and still remains on the “final closure list” posted on the district’s Web site. Then McKinney learned later this summer the school would not close, but move to the Boynton School building less than a mile away. Boynton is considered closed, but the building will remain open and the school has been renamed Mark Twain. In recent days, Robert Bobb, the district’s emergency financial manager, has spent much of his time on walking tours, a parade and other efforts to rev up attendance and support for the schools, but some stakeholders say they would have preferred to get basic information on what’s in store for students and teachers on Tuesday. The lack of communication from the district has “turned a lot of parents away,” said McKinney, who pulled her kids from Mark Twain. “It could have been done a different way.” But McKinney, like others interviewed for this article, hasn’t given up hope on the district and is rooting for DPS’s success. She enrolled her two children at Clippert Academy, a district-run application middle school.

DETROIT FREE PRESS School closings hit North End, Chadsey areas hard

Residents who live near vacant schools worry about their property values, safety and the overall viability of a neighborhood without schools. Lenore Howard, 74, has watched her block change rapidly due to disinvestment over the past five years. With two shuttered schools and vacant houses on her street, she said she doesn’t feel safe sitting on her porch because no children play

outside anymore to bring a sense of security. “I don’t trust it,” she said, peering out her door at the deserted street.

Since 2005, DPS has closed nearly 100 buildings. Enrollment is expected to be at 83,000 this fall, down from about 175,000 10 years ago. Just three of the original six DPS schools in the Chadsey neighborhood on the southwest side remain open since Chadsey High and Munger Elementary closed this summer. To the dismay of Chadsey area residents, at least \$1 million in grants for parks and traffic enhancements vanished with the schools. After DPS announced that the schools would close, the grants were earmarked for other schools. As a further blow, many children who remain in these two neighborhoods are choosing not to attend the remaining DPS schools and instead are flocking to charter schools and half-dozen nearby suburban districts. A costly failure to plan the troubles here are a microcosm of the ripple effects citywide.

But more important, the crisis shows that city, school and nonprofit groups are not collaborating and planning for the future. And that failure to plan is hurting neighborhoods, said Kurt Metzger, director of the Detroit-Area Community Information System. DPS officials maintain that the \$259-million deficit and enrollment crisis leave no choice but to close schools. “The evaluation process considered neighborhood demographics as well as other factors including the condition of the building, the cost of maintaining the building, and the cost of keeping the building up to our standards,” DPS spokesman Steve Wasko said. But long-term, it makes no sense for DPS to disinvest in areas that the city

and nonprofits are trying to stabilize and rebuild, Metzger said.

The Chadsey and Munger school closures occurred even though the Skillman Foundation pumped \$6 million into the area as part of its 10-year, \$100-million Good Neighborhoods initiative to support children through creating child-friendly spaces and social services. “There needs to be coordination in planning efforts. Unfortunately everybody is operating in silos and isolation,” Metzger said. “I’m not saying people aren’t in many cases doing good work ... but somebody needs to think about the bigger picture.” Opportunities lost about 10 years ago, children by the thousands began leaving DPS for charter and suburban schools. DPS had its first wave of closings in 2005, with 30 schools. After that, more students transferred from DPS and moved out the neighborhoods. Student population declines caused school closings and vice versa, Metzger said. It’s maddening to neighbor Sheila Crowell because for the past three years a small band of neighbors worked on getting sports fields built next to Chadsey. The school had such a dilapidated field that football games have not been held there in nearly 20 years. The Friends of Dingeman, named for the city park that abuts the Chadsey property, won a \$200,000 matching NFL Grassroots grant last year to build an all-weather football field for use by the school and Think Detroit PAL, the city’s largest youth sports league.

Around the same time, Munger, which sits right next to Chadsey, won a \$515,000 Safe Routes to School grant from the Michigan Department of Transportation to improve streets, side-

walks and signage, and provide pedestrian education. But after DPS announced the two schools would close, \$504,705 of Munger's unspent grant money went to other schools, said Mike Maisner, a spokesman for Michigan Fitness Foundation, which administers the grant. Also, the city rejected an application for a matching grant for the football field after the school closings were announced. "I know we had too many schools. But there certainly are costs at the same time when a school closes. Investments get pulled out of communities," said Dan Varner, chief executive officer of Think Detroit PAL. "I cry a lot," said Crowell, who worked on both projects. "You don't see the kids. The neighborhood is silent." Otis Mathis, a lifelong resident of the southwestern part of the city, knows the side streets by heart. On a recent tour, he stopped at homes to chat with neighbors about their parents and their children. "These kids probably won't move," he said of children around Chadsey." But they are going to go to the suburbs, the edge communities' schools."

An eerie quiet Howard has lived on Melbourne Street since 1968. Her six children and one grandchild went to the now closed Sherrard Elementary and the adjacent former Foreign Language Immersion and Cultural Studies School at the end of her block. Now the kids are gone -- from the schools and from the block. Howard's home is the only inhabited one on her side of the street. Only one house on the block has school-aged children. A boy who cracked open the door for a reporter recently said the children in the home attend school in Hamtramck. Howard wishes the district

would demolish the empty schools and replace them with play equipment. A recreation center would be nice. “It would be more lively around here, and look better,” she said. School closures on the North End coincided with a climbing home vacancy rate that hit 22% on average, and 37% on some blocks, according to U.S. Postal Service and city data. Norma Heath, 47, whose daughter attended the former FLICS building, said school closings caused more problems for the North End than they solved.

“Once the schools moved, the kids moved,” Heath said. “Build a big recreation center and you’d be amazed at how the kids would come back.” On a recent walk through the vacant and vandalized FLICS property where she used to go to school, Katie Heath, 16, now a senior at King High, pointed to a bunch of weeds in a small fenced enclosure. “That was our garden,” she said. Though the old FLICS is covered with spray-painted grasshoppers and thieves have made off with the windows from the old Sherrard school, she doesn’t think the area is as scary as it looks. The neighborhood is eerily quiet, but not dangerous, she said. “It’s not anything anymore.”

Sources: Detroit-Area Community Information System, Detroit Office of Health and Wellness Promotion, Southeast Michigan Council of Governments, U.S. Postal Service

ASSOCIATED PRESS Education Secretary: Detroit Schools ‘Ground Zero’
By COREY WILLIAMS Associated Press Writer
DETROIT May 13, 2009 (AP)

Education Secretary Arne Duncan said Wednesday that Detroit’s troubled public schools are “ground zero” for education in the U.S. and promised federal help if leaders are willing to make necessary changes. The Detroit Public Schools system has been rife with mismanagement and few budget controls for years, and Duncan said its chronically poor graduation and dropout rates are unacceptable. “I think Detroit is ground zero” for education in the United States, he later told reporters. “Detroit is New Orleans two years ago without Hurricane Katrina, and I feel a tremendous sense of both urgency and outrage.” Duncan, Michigan Gov. Jennifer Granholm, newly elected Detroit Mayor Dave Bing and Robert Bobb, the district’s emergency financial manager, spoke with students at Cody High School about improving education.

The city was Duncan’s second stop on his national “Listening and Learning Tour.” Duncan, who led Chicago’s public schools before President Barack Obama tapped him to lead the Education Department, said Detroit should look to Chicago and other cities where education reforms have worked.

If that is done and Detroit applies for federal funds, Granholm said she believes Duncan will be “very supportive.” “He’s got billions of dollars in Race to the Top Recovery Act money that they are willing to invest in the cities that are willing to make the

changes necessary to get the results we want,” Granholm said.

The district is facing a \$300 million budget deficit. Bobb said Tuesday that 29 schools will be closed to help cut costs, and 40 other schools that he said were “miserably failing” students face restructuring. Duncan has been a proponent of turning control of Detroit’s school system over to the mayor, and said he is encouraged by Bing’s interest in Detroit schools. “I look at this as not only a challenge, but a true opportunity,” Bing told reporters at Cody. “I’m in agreement with the secretary: There is no way that our city will come back and be what we want it to be without a strong public school system.” An elected school board runs the system, and Detroit voters in 2004 overwhelmingly turned down a proposal to hand over that power to the mayor. “It’s going to be a legislative effort,” Bing said of taking control. “But I think the mood of this city and its citizens have really changed since five years ago. Everybody is pretty much outraged with the outcomes at this point, and a change is necessary.” (Williams, Corey)

ROBERT BOBB: Michigan Gov. Jennifer Granholm has appointed Robert C. Bobb, a Washington, D.C., consultant, as the emergency financial manager for Detroit Public Schools. Bobb will have all authority over the district's \$1.1-billion budget. The state had declared that the Detroit system was in a financial emergency because of a \$129-million deficit and struggles to pay bills. Bobb has served as Washington's city administrator, deputy mayor and as homeland security adviser. He has managed a workforce of approximately 20,000 and an annual budget of \$8 billion, according to Granholm's office. (Emergency financial manager appointed in Detroit)

NATIONAL PUBLIC RADIO NPR provides a transcript of an interview between host, Robert Siegel and Detroit Public Schools Emergency Financial Manager Robert Bobb. In this interview Siegel obtains Bobb's opinion on the state of the school system and what his goal is to fix it.

Education Secretary Arne Duncan has called Detroit's schools a "national disgrace." The system suffers from budget deficits, corruption and a falling student population. Detroit Public Schools Emergency Financial Manager Robert Bobb, the official who will decide whether the school system will file for bankruptcy protection by the end of the summer, discusses the financial state of the Detroit Public School system.

ROBERT SIEGEL, host: Here's one small piece of solace for

California schools: Detroit has it worse. If you were leading the Detroit Public Schools, here are some numbers you'd have to live with. In 2002, you had 160,000 kids in the system. By next year, you expect to have 83,000. You have 104 schools with 41 failing so badly, you've just told all 2,600 teachers who work at them that they'll have to re-interview for their old jobs. The schools are flirting with Chapter 9 bankruptcy. They are, according to U.S. Education Secretary Arne Duncan, a national disgrace.

SIEGEL: Mr. Bobb, given your experience in California, in Washington, D.C., elsewhere in Michigan, what is it about Detroit that strikes you as unique to Detroit and different from the experiences you've had elsewhere?

Mr. BOBB: Well, what is unique here is the fact that in these other jurisdictions, they did not experience, you know, seven consecutive years of over-spending. The other jurisdictions that I've been involved in have had a much more disciplined approach to budgeting and finance. And when revenues were reduced, they did not hesitate to go through a very rigorous process to bring expenditures in line with the revenues that were available. Detroit...

SIEGEL: And in Detroit, when revenues went down?

Mr. BOBB: We continued to spend, and that's why we're in

the deep financial deficit that we're in.

SIEGEL: So you're paying the price of a city that violated what would seem to be a fairly obvious lesson, which is you can't spend what you don't have.

Mr. BOBB: Candidly, the old adage of, you know, the sins of the fathers and mothers are now upon the current children of the system.

SIEGEL: Is it fixable or have you reached a point where, I mean you've lost - or you will have lost about 50 percent almost of the student population in less than a decade. The problems you've recited are just colossal. Is there some point when you just say, just go to charter schools? Rethink the whole thing. Shutdown the public school system.

Mr. BOBB: We will never shutdown the public school systems. The school district is fixable. It will survive and it will grow stronger. You know, we may have to grow smaller to grow stronger, but it will survive. (Bobb, Robert)

Robert Bobb's intentions, although not fully stated in this interview, are addressed and questioned. Some people might say that his main goals are in the best interest of the students who attend Detroit Public Schools. It still remains to question how his

means and methods will affect other aspects within the district in order to reach his goals. For the full interview please reference the citation.

BANKRUPTCY AND PRIVATIZATION

A World Socialist Web Site article describes the manner in which Detroit Public Schools moves closer to bankruptcy and privatization. The article, written July 16, 2009, describes Robert Bobb's tactics for avoiding bankruptcy and provides a firm opinion of the negative aspect of Bobb's actions within the Detroit Public School System.

Detroit teachers and schools employees are in danger of having their jobs, wages and benefits sacrificed in the interest of an anti-public schools agenda driven by Emergency Financial Manager Robert Bobb and the Obama administration.

In a two-pronged attack on the continued existence of public schools in Detroit, Bobb has hired four private professional education management firms to oversee instruction at 17 Detroit high schools, while, at the same time, ratcheting up his earlier threat to institute bankruptcy proceedings.

A declaration of bankruptcy, a rarely used option that

would be unprecedented in Michigan, would open the door to the destruction of the public schools system in favor of a system of charter schools. This would be similar to what was done in the four years following the Katrina disaster in New Orleans, where the public schools system was effectively replaced by a decentralized system of competing charter schools, with teachers, at a fraction of the pre-Katrina work force, working without union contracts or seniority rights.

Bobb's comments following his meeting with the bankruptcy judge are an indication that he is not about to let anything stand in his way. "At the end of the day, our number 1 goal is to provide as many dollars as we can into the classroom so that great teaching and learning can take place...And we'll get there by any means necessary," he said.

Bobb's claim to be concerned about "great teaching and learning" is simply a lie. Since his appointment by Michigan Governor Jennifer Granholm in March, he has assumed dictatorial power over the school district, closing 29 schools and laying off 2,500 employees. Students are being forced to travel to unfamiliar neighborhoods, under circumstances in which mass unemployment and the deterioration of social and economic life have created unsafe conditions, as the recent shootings of seven youths on Detroit's west side attest.

Bobb's proposals for the privatization of vital school services, the elimination of the vast majority of guidance counselors, as well as further cuts in teaching staff and curriculum are hardly in the interests of Detroit students. Yet, he claims that the school district remains \$259.5 million in debt. On Thursday it was reported that Detroit's Children's Museum, partially funded by the DPS, and one of the oldest institutions of its kind in the country, would be closed because of the budget crisis. (Gilberti, Walter)

There are definitely many opposing views of Robert Bobb's effectiveness within the Detroit school system. This article provides the negative aspects for those most concerned with the social effects of the changes being enforced. For access to the full article please reference the citation.

PROPOSAL S

Detroit Public Schools plans to build eight new schools and modernize 10 schools thanks to the passage of Proposal S, a bond referendum voters approved on November 3, 2009. Proposal S aims to take advantage of \$500.5 million in stimulus dollars that President Barack Obama made available to build new schools and modernize existing schools. The funds come to DPS in the form of no-interest and low-interest bonds available under economic stimulus packages. These dollars must be spent quickly—within 3

years. DPS received the 6th largest allocation of qualified school construction bonds in the country. There is no tax increase from Proposal S. Taxes will remain the same. Under Proposal S, \$246 million – nearly half of the bonds – will be re-paid at a 0% interest rate. The program also will stimulate the economy. According to the State of Michigan’s formula, Proposal S will create nearly 11,000 jobs and will result in \$500.5 million being spent in Detroit neighborhoods within a 3-year period beginning in January 2010. Proposal S will improve the district’s progress toward creating safe, new, state-of-the-art Centers of Excellence in Detroit neighborhoods and public schools. It is the district’s goal that any Proposal S fund savings would be redirected to improve the safety, technology and quality of life in the district. (Detroit Public Schools)

BAMN: On the opposite end of the spectrum from Proposal S are such groups as the Coalition to Defend Affirmative Action, Integration & Immigrant Rights and Fight for Equality By Any Means Necessary (BAMN).

BAMN is fighting to realize the vision of Martin Luther King of an integrated, equal society. It is their belief that equal opportunity can only be achieved by creating integrated, quality education for all. BAMN is organizing students and communities to stop the right wing’s efforts to ban affirmative action and integration

programs from K-12 to college. They are organizing to stop President Obama's effort to break up and end public education by supplanting public schools with separate, unequal charter schools. BAMN demands full funding for public schools and the end of de facto racial segregation in American education.

BAMN was also set in a new campaign to "VOTE "NO" ON PROPOSAL S." Their promotional strategy was to remind people to save Dr. Martin Luther King's Vision for America in Detroit by defending Public Education in Detroit and not allowing any more charter schools. They professed "Our Children Are Not for Sale" and "Equal, Quality, Integrated, Public Education for Detroit Students." They encouraged people to "Fight for a Metro-Wide School District to Realize the Promise of Brown v. Board of Education."

Proposal S is a plan to continue the process of shutting down public education in Detroit. If passed, Proposal S would result in 19 fewer DPS schools and elimination of one million square feet of current capacity. Robert Bobb and other proponents of Proposal S won't speak plainly about their plan, but Bobb's whole aim is to deceive the people of Detroit into accepting the characterization of DPS. Detroit has resisted every attempt at characterization time and again, but if Proposal S passes, the local media and the cronies of the charter companies will say that the people of Detroit have ratified Bobb's policies of closing down public schools and bringing in private charters. The

terms “centers of excellence” and “schools of excellence” are code words for charter schools. The aim of Proposal S is to force the people of Detroit to tax ourselves to pay for the creation of private charter schools. Just as the attacks on affirmative action, in which the opponents of affirmative action and of the other gains of the civil rights movement used the exact language of the 1964 Civil Rights Act, with the addition of a few well-disguised words, “nor give preferences to”, to turn the Act into the opposite of what it was, Proposal S is disguised to look like any of the numerous millage requests that we have passed in our efforts to provide the best quality of education for our young people that we could attain. Detroiters have always been prepared to sacrifice enormously for education. But don’t be fooled by Proposal S. Simply because Proposal S reads like a traditional millage, does not make it so. Proposal S is a bailout for the charter companies, and a continuation of attempts by Bobb and the powers that be to destroy public education and privatize education in Detroit. The way to defend public education now in the city of Detroit is to VOTE “NO” ON PROPOSAL S. (VOTE ‘NO’ ON PROPOSAL S)

Although BAMN carried out a strong campaign to oppose Proposal S, they were defeated on November 3, 2009 when Proposal S was approved with 61% of voters being in favor of the proposal.

THE FUTURE

Since 1842 Detroit Public Schools have experienced great growth and also a great decline. The school system has been viewed by many as a pitfall in Detroit. The mismanagement of funding and resources is greatly to blame. With the approval of Proposal S, the school system is able to begin an overhaul of the system to make the most of what it has, get rid of its garbage and begin to provide the means necessary for student achievement. Many programs have developed over the years to create a plan and set of goals for the Detroit Public Schools. Excellent Schools Detroit is one such program which begins to work with the community in an effort to understand their needs and make their voices heard.

EXCELLENT SCHOOLS DETROIT

Participants in the Excellent Schools Detroit partnership want to take advantage of a unique window of opportunity: a new sense of urgency and hope in the community; results-driven and accountable school and city leadership; and additional federal, state, and philanthropic funding and support for bold initiatives. This includes about \$5 billion in federal Race to the Top funds that will be distributed to states and school districts that are willing to raise learning standards, improve teaching effectiveness, close chronically failing schools and offer excellent alternatives, and use data to monitor student progress and hold schools accountable for results.

An important early step in the planning process is to gather ideas and concerns from all sectors of Detroit through commu-

nity meetings in November and December, small group discussions with multiple stakeholders, and other outreach efforts. The discussions will be designed to generate the ideas that ensure our educational systems truly prepare all students for college, work, and life, whether students attend Detroit public schools or public charter schools. Topics will include creating diverse and engaging academic options; strengthening leadership and teaching effectiveness; fostering transparency, accountability, and integrity; and increasing parent and community participation. The meeting results will be shared widely and will contribute to a citywide education plan, which will be released in winter 2010. (About Us)

I was fortunate enough to be able to attend a community meeting held by Excellent Schools Detroit and its sponsors in Southwest Detroit on December 3, 2009. At the meeting I was able to give my input as to what schools should provide for their students such as adequate supplies and facilities. I was also able to note what parents and students desired of their schools. The meeting was insightful and I can only hope that the issues which arose at the meeting are presented to the governing bodies to make the desires of the community expressed in better schools.

CHARTER SCHOOLS

Charter Schools seem to be a solution to the growing number of failing schools in Detroit. Students and parents alike may prefer charter schools to the over populated deficient counterparts. Such schools offer better programming and hopeful futures. However, these schools have been opposed by people who believe

they cause segregation and argue that only those with the means of attending such schools, such as access to transportation, are able to enjoy their benefits.

There are now 174 charter schools in the Detroit metropolitan area. Charter schools, which are tuition-free public schools, provide parents and students educational options, often with specific missions or themes. Charter schools are especially growing in failing districts. Recently, a legal ruling allows for more charter schools in the city of Detroit. In addition, a Detroit billionaire is working with new mayor Bing to open charter schools in the city. (Gundle-Krieg, Donna)

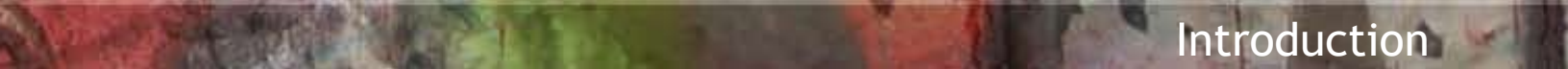
It can be argued whether or not charter schools are the solution to the Detroit Public Schools problem. At a meeting I attended students brought up issues about safety concerns to and from the charter schools. They find themselves having to travel longer distances to get to school, often times through rough neighborhoods. They expressed a desire to have their old, now closed, school re-opened so that it can offer the same benefits as the charter school they now attend. Perhaps the best solution would be to have all public schools with charter school programming in order to allow equal benefits to all students no matter where they live or what they can afford.

CONCLUSION High performance schools should be the goal for every community. Underlying factors such as those described in this research paper are major concerns which need to be addressed in an appropriate manner. Detroit has seen its fair share of setbacks in its attempts to reach a level of high quality schools. Urban sprawl is a factor that can be to blame for the situation Detroit Public Schools now face. As white flight took place over the years many new neighborhoods developed as did schools. With too many schools in place, a decline in the number of students, a deficit in the funding, an uneven disbursement of that funding, urban sprawl, and the development of new school types came the fall of Detroit Public Schools.

With a financial manager in place and a stimulus package which provides the funding for the redevelopment of schools, Detroit Public Schools is destined to have a brighter future. It is necessary for the district to be cautious and make decisions which consider growth, student desires, community needs, adequate design and proper programming. Although there have been many issues which hindered the growth and prosperity of Detroit schools there is a new foundation being laid and along with a master plan, the future of the school system begins to turn around for the better.

Chapter I





Introduction

Abstract | Issues | Purpose | Goals | Methods



Schools should be viewed as agents for urban revitalization and critical parts of our communities. As a society attempting to change for the global good it is only logical to implement new design and environmental technologies into our schools. The deteriorating conditions of public schools are a deterrent to students' educational growth and development. Environments that are energy and resource efficient, as well as healthy well-lit and containing the amenities for a quality education are the most valuable for students and their future.

Drop-out rates in Detroit public schools are astonishingly high compared to the national averages. Revitalizing school designs has proven to be a motivational force which encourages education and facilitates the learning experience. Neighborhood or community schools are perhaps the best approach to allowing deteriorating communities to grow together once again. This thesis proposes such a school design that will retain students and promote a relationship with the community in an effort to instill a concern for the degradation of the environment.





Detroit faces many unique issues that are seen by most to be purely negative and a deterrent to the growth of the city. Due to the difficult economic times and the mismanagement of money and resources, there seems to be an overwhelming amount of hopelessness in the city.

Detroit Public Schools have been hard hit causing school closures an emergency overhaul of their finances to come out of a major deficit. The district, in an attempt to act in the best interest of the students, has sought new ways to rebuild the school system in a more effective manner. The most recent of which is Proposal S, a bond that was passed in November of 2009 for the funding to rebuild new schools or renovate those that are salvageable.

This thesis proposes several schemes that can be considered for a new school design, one which takes the approach of creating neighborhood schools. How can a neighborhood school engage the community and begin to bring life back into the city?





It is necessary to consider what a city such as Detroit has to offer. The diversity of the city is perhaps one of its greatest aspects. Creating a way to unify communities that are rich in diversity and culture is essential. A school as the center of a community is an approach that allows for programmatically influencing the community thus bringing the social fabric together and allowing for growth.

The goal for this thesis is to study the ways in which a school can go beyond its performance as an educational facility for the youth and begin to offer a more thoroughly productive use for the community it resides in. The school should not only address a concern for the environment but also a concern for the sustainability of a community.

Programming of the school will be one of the most important features which directly tie it to the community needs. Students will desire to attend school and do well in their courses. There will be a multitude of programs for students and their family to partake in. The daily usage of the facilities will be a greater period of time than average for schools.

The school should be well designed, taking into consideration the environment, the human scale, the site context, and student needs for adequate learning spaces. The design should also consider community spaces which can be easily accessed. The site layout should provide for easy flow of traffic. Career training and technical skills will be reintroduced to the programming of the school in an effort to provide early job training and create a workforce that can boost the economy. Skills training will also be available for members of the community. The students and community alike will have a space that can be shared and integrated in a new approach at developing the neighborhood.



UNIVERSITY



UT

ACHIEVE



FR



RESIDE NEIGHBORS



TEEB



ULTIMATE





PLAY

Chapter II



Preliminary Research

Initial readings included other studies done on school and community relationships, the development of successful neighborhood schools and the design of quality schools. These readings are insightful and influential to the design and program development of my school proposal.

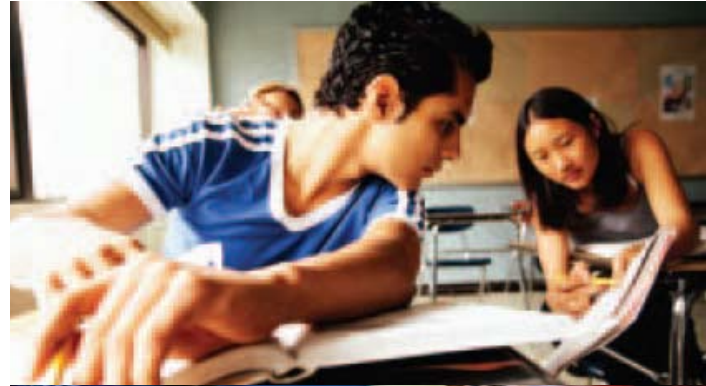


Public schools are intimately linked with communities. They serve as centers of learning. They employ residents, and they connect neighbors with one another. As place-based institutions, they are part of a neighborhood's physical fabric, impacting local housing markets and influencing the aesthetic character of a community. Moreover, public schools have access to a myriad of local resources including funding, land, and political goodwill. Given the central role that public schools play in communities, community development practitioners are beginning to consciously include them in neighborhood building and economic development efforts.

In recent years, a national movement to link public schools with community development efforts has unfolded, uncovering an expansive range of synergies. From enhancing urban revitalization efforts to providing community-oriented spaces, public schools are emerging as invaluable partners for community development practitioners on a wide array of fronts. This article offers an introductory look at the roles that public schools play in community development, and how these linkages help to address neighborhood needs.

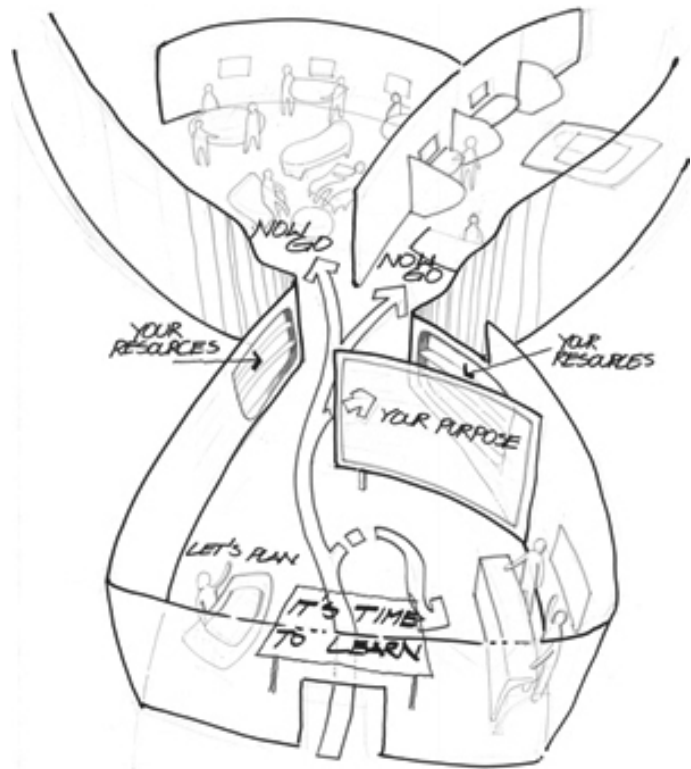
By Connie Chung

(Source: Chung, Connie)





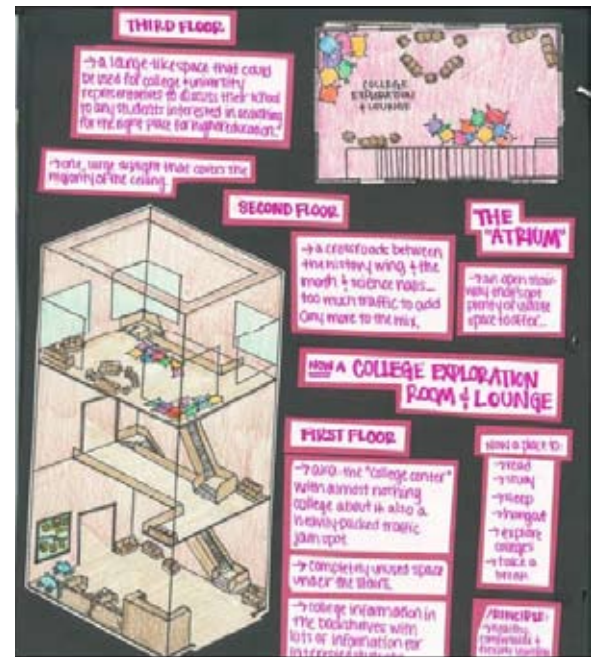
In recent years, a national movement to link public schools with community development efforts has unfolded, uncovering an expansive range of synergies. From enhancing urban revitalization efforts to providing community-oriented spaces, public schools are emerging as invaluable partners for community development practitioners on a wide array of fronts. This article offers an introductory look at the roles that public schools play in community development, and how these linkages help to address neighborhood needs. (Source: “The Latest...”)



The Voice of the Student on School Design project was undertaken in 2008 to identify how students believe the design of their schools affects their ability to learn, create, and succeed. Based on the comprehensive analysis of over 250 entries from the 2007 Redesign Your School contest, the project provides the most significant U.S. data to date on student attitudes about school design, from unwelcoming hallways and unforgiving library chairs to ideal learning environments that inspire and engage. The American Architectural Foundation (AAF) believes these findings can be a tool for meaningful change for educators, policy leaders and architects across the country, as they strive to build better schools.

Eight Recommendations for School Design Excellence in the 21st Century Developed at the AAF National Summit on School Design, 2005

1. Design Schools to Support a Variety of Learning Styles
2. Enhance Learning by Integrating Technology
3. Foster a “Small School” Culture
4. Support Neighborhood Schools
5. Create Schools as Centers of Community
6. Engage the Public in the Planning Process
7. Make Healthy, Comfortable, & Flexible Learning Spaces
8. Consider Non-Traditional Options for School Facilities





Each day across the United States, more than 59 million students, teachers, and education employees spend considerable time in our 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 our children's ability to learn and our 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.

In response, the American Architectural Foundation (AAF) created Great Schools by Design, a national initiative that seeks to improve the quality of America's schools and the communities they serve by promoting collaboration, excellence, and innovation in school design. Throughout the country, Great Schools by Design engages superintendents, architects, teachers, parents, residents, students, local government officials, and other stakeholders in a far-reaching conversation about what must be done to improve the places where children and young adults learn. We strive to help create schools that both support student achievement and serve as centers of community. (Source: "School Design..")

TITLE I—GRANTS FOR MODERNIZATION, RENOVATION, OR
REPAIR OF PUBLIC SCHOOL FACILITIES

SEC. 101. PURPOSE.

Grants under this title shall be for the purpose of modernizing, renovating, or repairing public school facilities, based on their need for such improvements, to be safe, healthy, high-performing, and up-to-date technologically.

110th Congress

Full Committee hearing on “Modern Public School Facilities: Investing in the Future”

On Wednesday, February 13, 2008, the Committee on Education and Labor held a hearing in Washington, D.C., on “Modern Public School Facilities: Investing in the Future.”

The purpose of the hearing was to highlight the poor quality of public school buildings frequently found throughout the United States, particularly in low-income areas, and the importance of federal investment in public school buildings.

(Source: The 21st Century...)

The Office of the State Superintendent of Education commissioned this study in late 2006, with original impetus from a federal directive for the city to study how quality public school options can retain and attract families to live in the District of Columbia. Three DC-based organizations – 21st Century School Fund, the Brookings Institution, and the Urban Institute – collaborated to conduct the research, bringing their distinct perspectives and expertise on education, housing, and neighborhood development in the District.

Three key factors differentiate this study from past research. First, it looks at all public schools and public school students – District of Columbia Public Schools (DCPS) and public charters – as part of different education sectors, but one public education system. Second, the analysis was done using a common set of indicators, reported for all schools and students that allows for rigorous comparisons across sectors and geography. Finally, this study assesses school conditions and results in the context of housing market and neighborhood trends to better understand the interplay between the two policy domains. The analysis in this report informs a companion policy report, “Quality Schools, Healthy Neighborhoods, and the Future

of DC.” The research of the Quality Schools and Healthy Neighborhoods study team is intended to help the District of Columbia create a firm analytical basis for planning for quality schools to meet the needs of the city’s families. It is also intended to highlight the relationship between quality schools and neighborhoods. This research provides a baseline for assessing change in the District’s public schools.

(Source: Turner)



As the twenty-first century begins, America faces a daunting challenge: The “baby boom echo” is ready for school. The children of World War Two’s baby boomers, millions of youngsters are crowding into schools across the nation. Thousands of new schools will be needed to accommodate them. This demand for educational facilities is unprecedented in American history.

Demographic evidence of the coming demand has been mounting for some time. From 1977 to 1990, the number of children born to baby boomers increased by 25 percent, reaching a peak of 4.1 million births in 1990. In the following decade, public high school enrollment increased 19 percent and elementary school enrollment increased 12 percent. By the year 2000, public and private school enrollment, kindergarten through grade 12, had reached a record 53.2 million students. After stabilizing somewhat between 2000 and 2010, enrollment increases are expected to resume. Between 2010 and 2020, the number of children aged five to seventeen will increase by 6 percent. By 2030, total school enrollment is projected to be 60 million.

Challenging as the situation appears, there is a brighter side. The pressing need to renovate, replace, and create so many new educational facilities at once presents a compelling opportunity to evaluate existing research about what constitutes an optimum school learning environment.

(Source: Bingler)



The nation's 97,000 public school buildings comprise an estimated 6.6 billion square feet of space on over 1 million acres of land. And while states and local communities invested over \$500 billion in K-12 school building improvements from 1995 to 2004, considerable additional investments are needed to ensure that the nation's public schools are healthy, safe, environmentally sound, and built and maintained to support a high-quality education.

Today, many of the nation's schools face the combined challenges of deteriorating conditions, out-of date design, and changing utilization pressures (including intense overcrowding in some communities and rapidly declining enrollments in others). These combined deficiencies impair the quality of

teaching and learning and contribute to health and safety problems for staff and students.

Building design and facility conditions have also been associated with teacher motivation and student achievement. Economic conditions in the United States have prompted serious discussions about the need for federal stimulus spending. In this context, the deteriorating physical condition of the nation's public schools actually presents an opportunity for federal spending that is targeted to near-term growth, by creating high-quality jobs, and that provides long-term benefits by building a better learning environment.

(Source: Filardo, Mary)

Grade level	Enrollment fall 2007 (projected)	Estimated gross building square feet per student	Total estimated school building square feet
<i>Elementary</i>	34,592,000	120	4,151,040,000
<i>Secondary</i>	15,018,000	165	2,477,970,000
<i>Total</i>	49,610,000		6,629,010,000

SOURCE: 21st Century School Fund.

Chapter III



Site Selection

Detroit provides a prominent selection of communities which need a new school design. The site selection was logical and thoughtful. Many factors played a role in the site selection process.



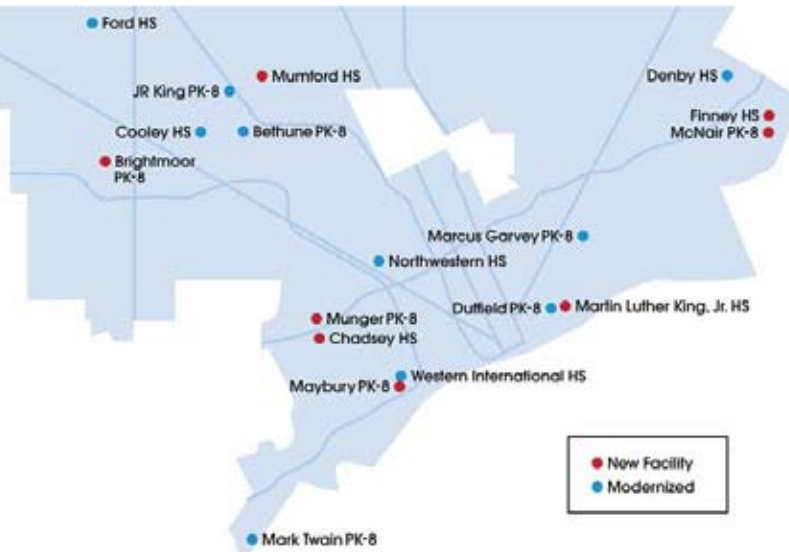
Detroit Public Schools, Michigan's largest school district, serves nearly 90,000 students in 172 schools throughout the city of Detroit. The district's mission is to create Centers of Excellence in every school in every neighborhood. The school systems' administration, teachers and staff have a laser-like focus on creating learning opportunities to prepare children for the 21st Century and ensure they can compete in a global economy. Last year, the district led the state in the number of National Achievement Scholarship winners. (Source: Detroit Public Schools)



The criteria for site selection considered the following:

- + Access to mass transportation
- + Cultural diversity
- + Demographics
- + Housing ratio
- + Proposal S





Detroit Public Schools plans to build eight new schools and modernize 10 schools thanks to the passage of Proposal S, a bond referendum voters approved on Nov. 3 to take advantage of \$500.5 million in stimulus dollars that President Barack Obama made available to build new schools and modernize existing schools. The funds come to DPS in the form of no-interest and low-interest bonds available under economic stimulus packages. These dollars must be spent quickly—within 3 years. DPS received the 6th largest allocation of qualified school construction bonds in the country. There is no tax increase from Proposal S. Taxes will remain the same. The program also will stimulate (Source: Detroit Public Schools)

the economy. According to the State of Michigan’s formula, Proposal S will create nearly 11,000 jobs and will result in \$500.5 million being spent in Detroit neighborhoods within a 3-year period beginning in January 2010. Proposal S will improve the district’s progress toward creating safe, new, state-of-the-art Centers of Excellence in Detroit neighborhoods and public schools. It is the district’s goal that any Proposal S fund savings would be redirected to improve the safety, technology and quality of life in the district.

Chadsey High School (will become Chadsey PK-12) Project Budget \$41,488,148

Munger PK-8 (will become Chadsey PK-8) Project Budget \$18,374,295

- The PreK-12 campus will include a dual-use media center and pool and shared use of the nearby city park
- Geothermal alternative energy will create lower energy costs and reduced carbon emissions
- Building design will support smaller learning communities

School	Type	Budget	Construction Type
Bethune	Academy	\$8,605,811	renovated facility
Brightmoor	PK-8	\$32,180,556	new facility
Chadsey	High School	\$41,488,148	new facility
Cooley	High School	\$8,306,132	renovated facility
Denby	High School	\$24,819,339	renovated facility / new facility
Duffield	PK-8	\$8,578,108	renovated facility
Finney	High School	\$53,467,428	new facility
Ford	High School	\$20,594,893	renovated facility / new facility
JR King	PK-8	\$15,896,250	renovated facility
Marcus Garvey	PK-8	\$11,271,996	renovated facility
Mark Twain	PK-8	\$8,597,281	renovated facility
Martin Luther King	Middle School	\$54,469,031	new facility
Maybury	PK-8	\$37,406,135	new facility
McNair	PK-8	\$21,979,291	new facility
Mumford	High School	\$54,746,160	new facility
Munger	PK-8	\$18,374,295	new facility
Northwestern	High School	\$26,870,380	renovated facility / new facility
Western International	High School	\$28,610,966	renovated facility / new facility

By Construction Type

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McNair	PK-8	\$21,979,291	new facility
Munger	PK-8	\$18,374,295	new facility

The first chart is the list of schools as provided by Detroit Public Schools with allocated budgets and prospective changes to the school.

In an effort to logically select a site I organized the list of schools by construction type with a preference for the schools which were proposed to get a new facility.

The list of schools getting new facilities was then categorized by school type with a preference for high schools that were proposed to get new facilities.

After having this final list I performed a quick analysis of the area where those schools are located. Several fit the initial criteria.

Through this process I learned that Chadsey and Munger sat next to each other on one site. The neighborhood matched the criteria and that site was selected.



SOUTHFIELD

FERNDALE

SOUTHFIELD FWY

JOHN C LODGE

WOODWARD AVE

CHRYSLER FWY

JEFFRIES FWY

GRAND RIVER

REDFORD

DETROIT

TELEGRAPH RD

MICHIGAN AVE

DEARBORN

FISHER FWY

EDSEL FORD FWY

TAYLOR



EASTPOINTE

0 MILE

GROSSE
POINTE

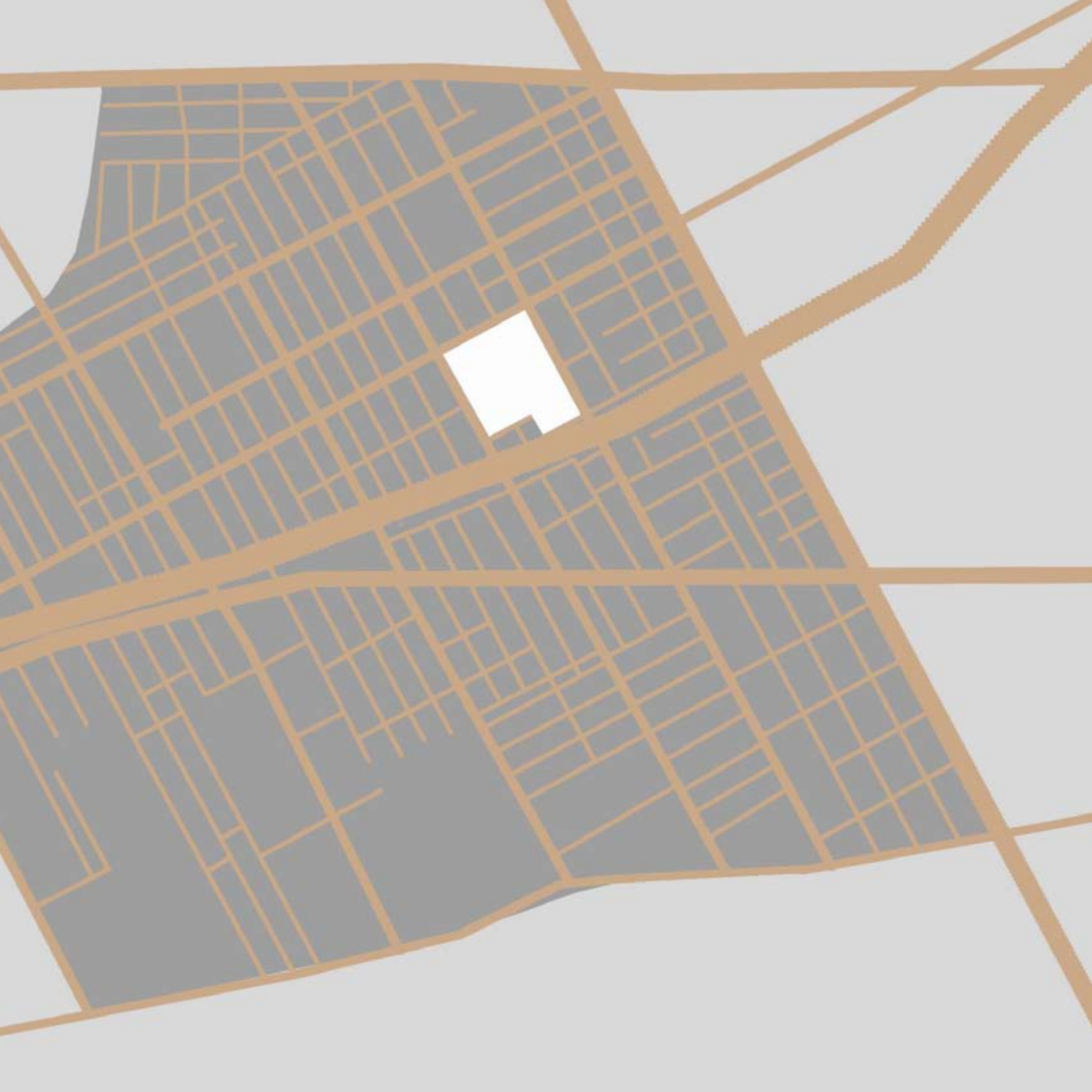
GRATIOT AVE

TRAMCK

DETROIT

WINDSOR





The site is located near Southwest Detroit off of Edsel Ford Freeway (94) and Martin St. The Chadsey Neighborhood is bound by Livernois Ave. to the east, Warren Ave. to the north, Wyoming Ave. to the west and John Kronk St. to the south. The site sits within a residential neighborhood with light commercial. The existing school building are located along Martin St. between 94 and McGraw. The other half of the site is Dingeman Park, a city park that no maintained.

This Diagram showing walking distances within the neighborhood. This is also the region where most students would be coming from to attend school at this campus. Through the site analysis it is necessary to consider the surroundings which the students will be traveling through to get to campus and what can be done to make this community safer for school children and adolescence.



WARREN AVE

MCGRAW ST

FORD FWY

MICHIGAN AVE

LIVERNOIS AVE

CENTRAL ST

MARTIN ST

JOHN KRONK ST

.5 MILE [10 MINUTES]
1.0 MILE [20 MINUTES]





Chapter IV



Data Collection



September 4, 2009

Detroit Schools closures, changes add air of anxiety to upcoming year

MARISA SCHULTZ

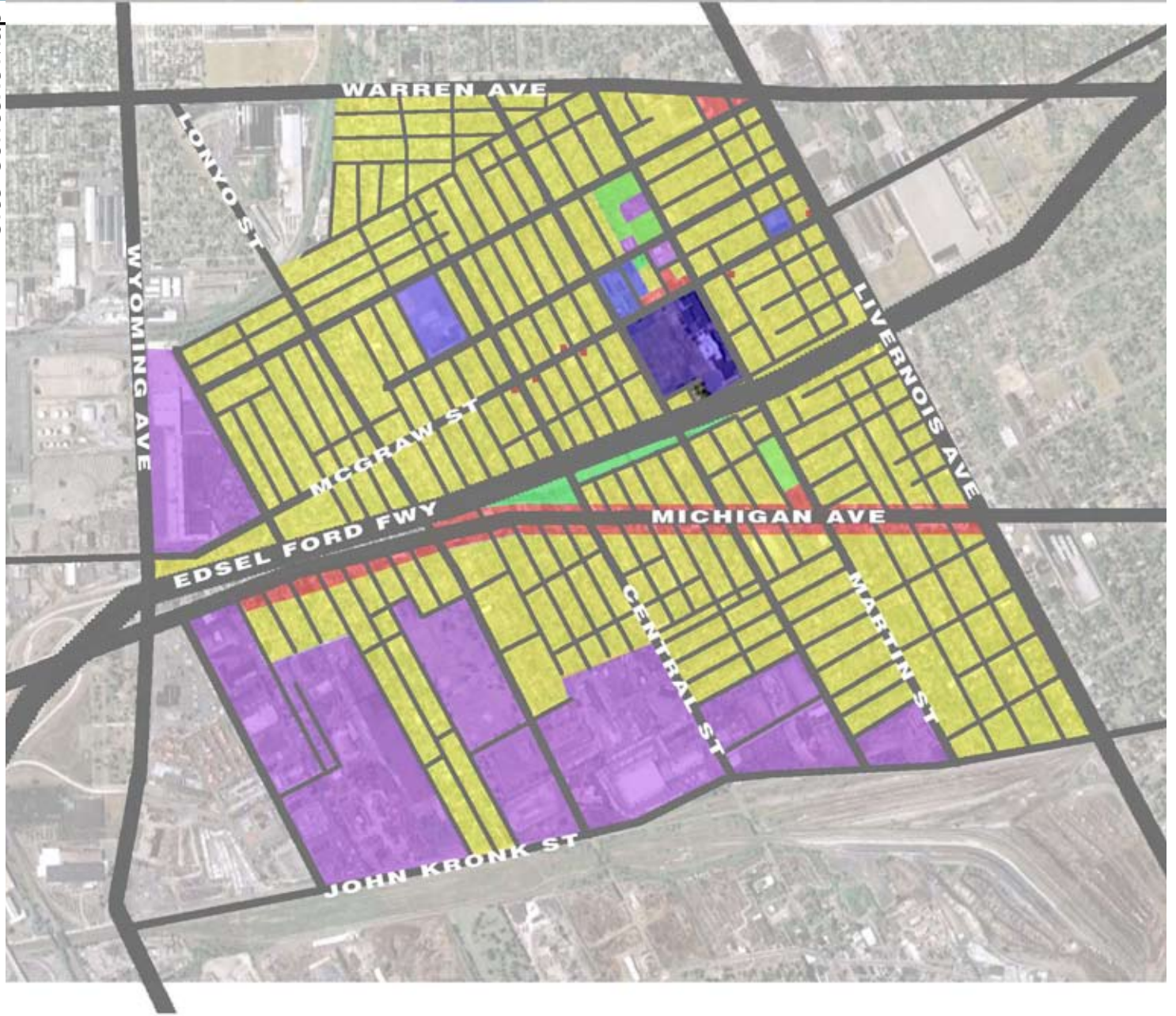
The Detroit News

Detroit -- Detroit Public Schools' unprecedented move to overhaul half of its schools this summer has created a frenzy of activity -- and in some cases confusion -- just days before classes are to begin. In the midst of a massive shakeup of leadership and staff, many teachers still don't have classroom assignments, parents haven't gotten timely information on transportation and start times, and some aren't even certain about the addresses of new schools. "The whole thing is a great big ball of confusion," Gwendolyn McKinney said about the misinformation on where her children will need to go this fall. Their school, Mark Twain Elementary, was scheduled to close and still remains on the "final closure list" posted on the district's Web site. Then McKinney learned later this summer the school would not close, but move to the Boynton School building less than a mile away. Boynton is considered closed, but the building will remain open and the

school has been renamed Mark Twain. In recent days, Robert Bobb, the district's emergency financial manager, has spent much of his time on walking tours, a parade and other efforts to rev up attendance and support for the schools, but some stakeholders say they would have preferred to get basic information on what's in store for students and teachers on Tuesday. The lack of communication from the district has "turned a lot of parents away," said McKinney, who pulled her kids from Mark Twain. "It could have been done a different way." But McKinney, like others interviewed for this article, hasn't given up hope on the district and is rooting for DPS's success. She enrolled her two children at Clippert Academy, a district-run application middle school.









The site context map diagrams the zoning within the Chadsey neighborhood. The yellow represents housing, the purple represents light industrial/manufacturing, the commercial and general services are shown in red, institutional areas are shown in blue and open space is represented in green. The image above shows the direct site and its surroundings, predominantly residential to the east and west with some institutional and commercial along the north.

Studying the context of the neighborhood begins to present design goals and possible solutions. The number of housing units, the existing churches, the corner stores and even the taco stands all influence the design of the campus.

The Sanborn maps show the site being out of the city limits in 1897. The site where the schools sits today was one a brick yard in the early 1900's. Part of the site was later used as a city dump. The existing schools were built in the mid 1930's.

28

BAKER AV.

Wagner St

Pond

STEPHEN PRATT
Buck Year

LARKINBCK CO.
Buck Year

Pittsburg

LARKIN AV.

MARTIN AV.

Pond

2

1

MYORAN AV.

BITTERS

ANDREW LINTO
Buck Year

Glady's Ct

29

Martin St

GLADYS AV.

Pond Pond

Pond

2

ama St

Panama Ave

3334

ranow St

Choplin St

Geola St

Ironsider Ave

Larkins St

34

HARRISON AV.

tanon St

HERBERT AV.

HERBERT AV.

Gilbert Ave

40

rd

30

39

Linzeet St

BRADEN AV.

WHITEHEAD AV.

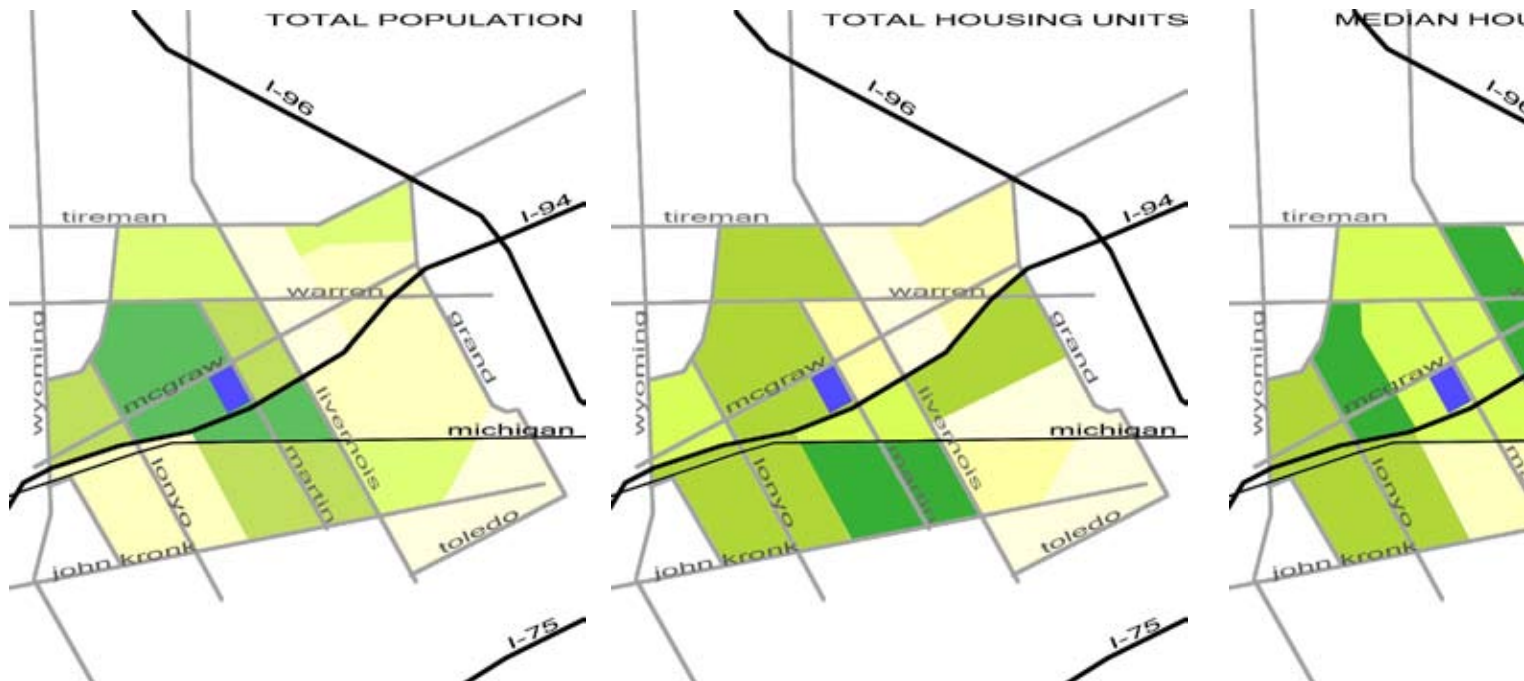
Edsell Farms

LIBERT AV.



The following are maps from the U.S. Census representing the demographics of the neighborhood. This data is prior to the 2010 Census information.

The most prominent data to consider is the higher density of the population directly adjacent to the site, the medium density of housing near the site, the extreme level of poverty to the east of the site and the low numbers of people with a high school diploma immediately around the site.



HOUSEHOLD INCOME



PERSONS BELOW POVERTY



HIGH SCHOOL DIPLOMA<



The statistics of the high school show the demographics within the school and unfortunately begin to show the decrease in population over the course of their high school career. The information is taken from the 2008 Profile Report as provided by Detroit Public Schools administration. This data influences the design of the new campus by providing evidence that there needs to be better programming and student oriented spaces which will attract and keep students interested in their education. The goal is to decrease or eliminate the dropout rate and maintain the same students until they graduate. The cultural diversity of the school should be maintained and supported.

(Source: Detroit Public Schools)

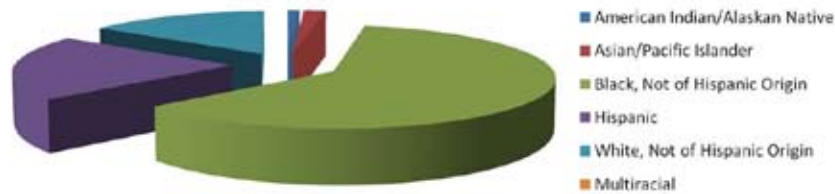
GENDER



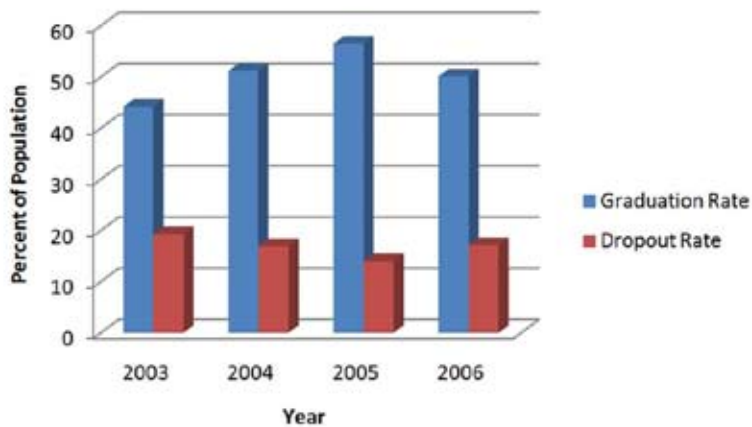
GRADE POPULATION



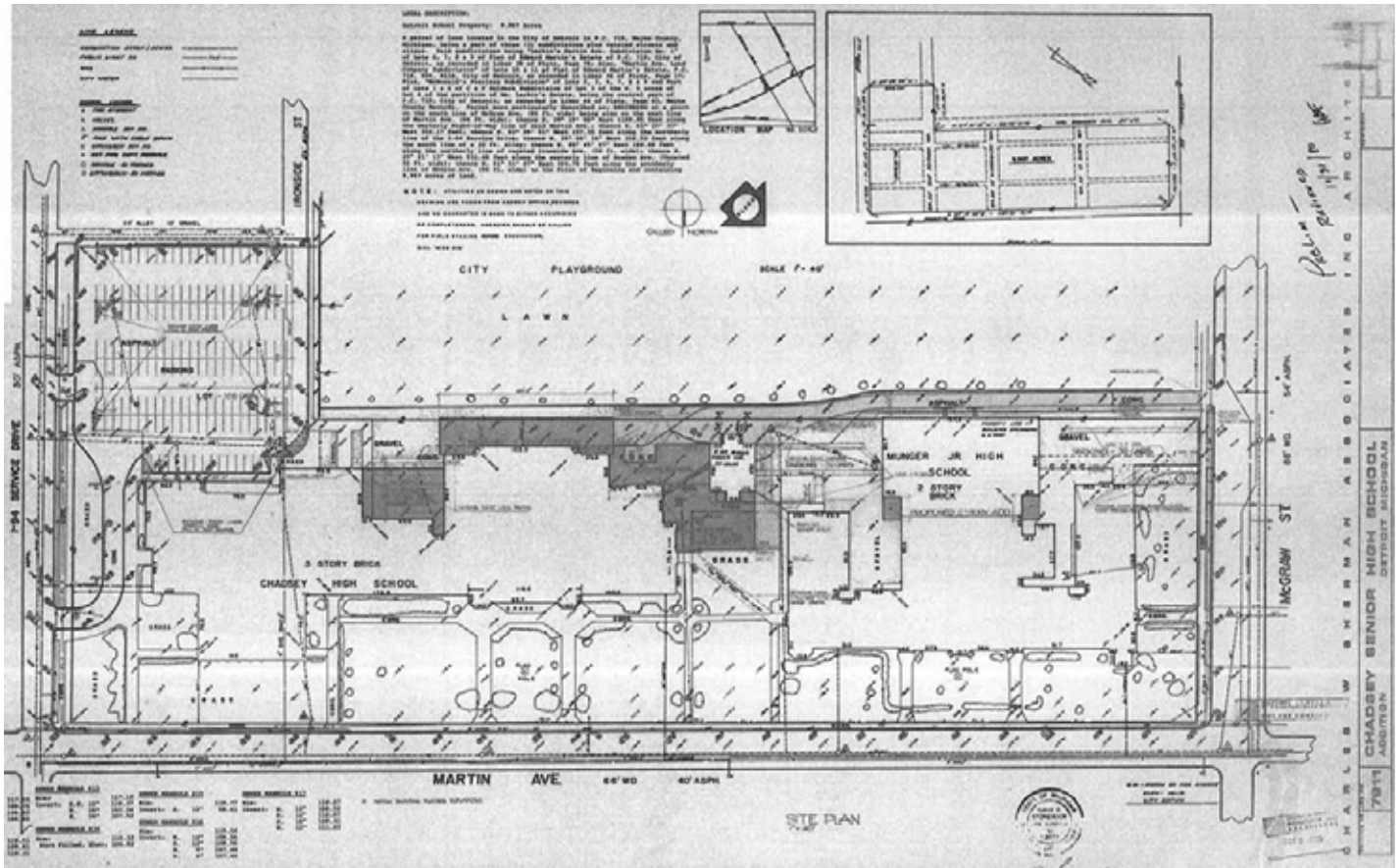
ETHNICITY



GRADUATE/DROPOUT



In an effort to understand the existing building, through the kindness of district employees, I was able to attain the floor plans and study the layout and programming of the school. The essential components were rooms especially for skills training and an emphasis on the arts. Both of which will be incorporated in the new design.



(Source: Detroit Public Schools)

A 1965 issue of LIFE Magazine featured an article about Chadsey and the attempt to rethink the course being taught at the high school level. The goal of the school was to teach students skills and trades that they could then use in the job market to be successful. There was also a great push for the arts and sports within the school. This change in the curriculum would encourage students to take initiative in their futures and in their careers. Students maintained their interest in education because of the opportunities that were available to them.

In today's economy it is seemingly more difficult to find work and maintain a steady job. If schools focused more on job training, career development and skills training, students would have a lot more to offer the community and in turn provide for economic growth. Programming such as this would influence students to seek a college education and would inspire them to use their skills to the greatest extent. The new proposal should incorporate such spaces for machine shops, art rooms, culinary classrooms and theatre/dance spaces.



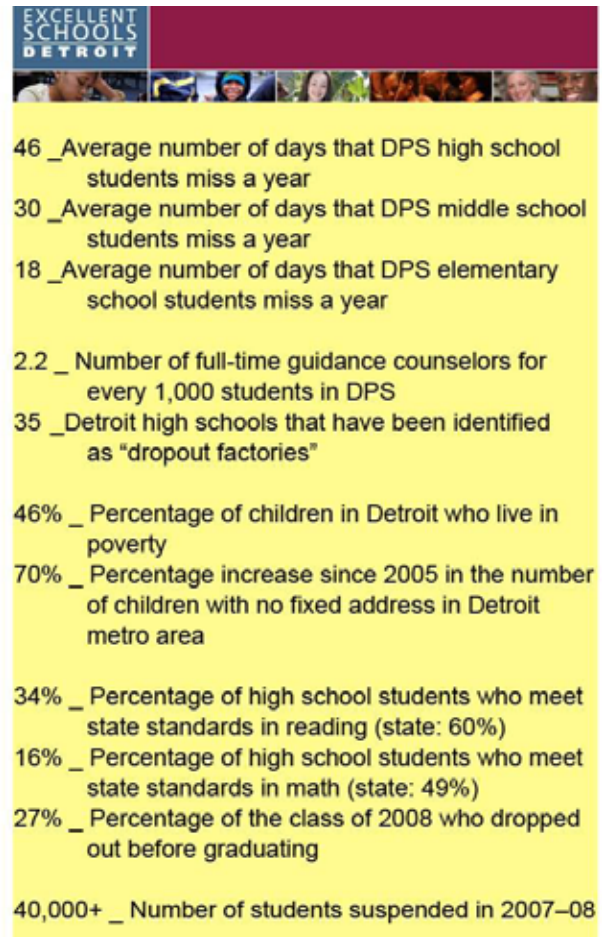
**'We don't aim to teach skills
but good habits about work'**

A broad cross section of Detroit’s education, government, community, parent, and philanthropic leaders are developing a citywide education plan to help ensure that all Detroit children receive the great education they deserve. An important early step in the planning process is to gather ideas and concerns from all sectors of Detroit through community meetings, small group discussions with multiple stakeholders, and other outreach efforts. The discussions will be designed to generate the ideas that ensure our educational systems truly prepare all students for college, work, and life, whether students attend Detroit public schools or public charter schools.

Topics include creating diverse and engaging academic options; strengthening leadership and teaching effectiveness; fostering transparency, accountability, and integrity; and increasing parent and community participation. The meeting results will be shared widely and will contribute to a citywide education plan, which will be released in winter 2010.

(Source: Excellent Schools Detroit)

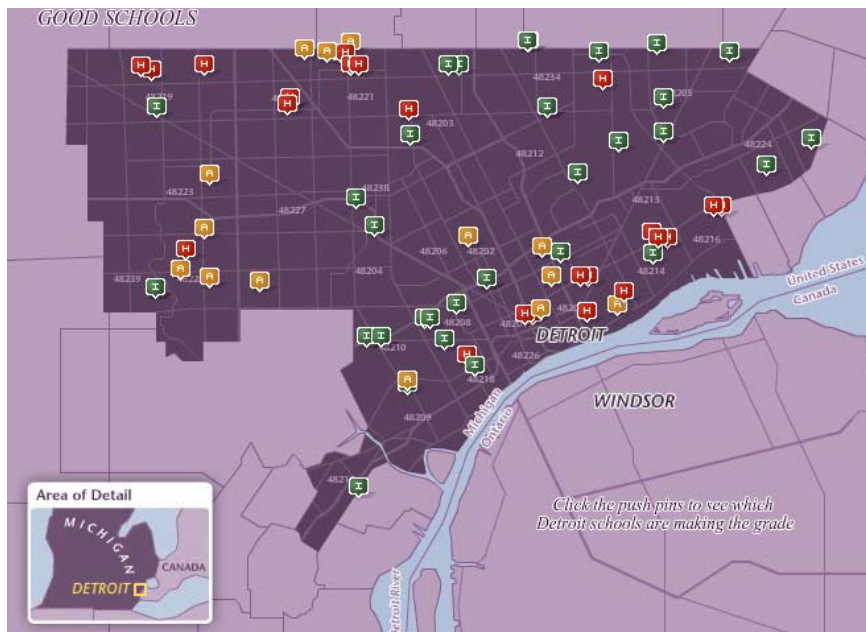
I was fortunate enough to attend one of the meetings and the notes on pages 92-93 are handwritten comments from local students and parents who expressed their desires for new schools.



Created in 1960, The Skillman Foundation is a private grantmaking foundation that is a charitable, tax-exempt organization. Like most private foundations, Skillman does not raise money but uses its resources to support 501(c)(3) nonprofit organizations.

The chief aim of the Foundation's three programs is to help develop good schools and good neighborhoods for children. The Good Schools and Good Neighborhoods programs are the primary focus of the Foundation's grantmaking. The Good Opportunities program is set up to support the Foundation's primary work and to invest in special opportunities that can accomplish significant results for children. Though we make grants throughout Metropolitan Detroit, the bulk of our grant dollars are spent in six Detroit neighborhoods -- Brightmoor, Cody/Rouge, the Northend, Osborn, and Southwest Detroit (Vernor neighborhood and Chadsey/Condon neighborhood), and on innovative and successful schools throughout the city of Detroit.

(Source: The Skillman Foundation)



They should make
a healthy lunch for kids
Not only pizza or
junk stuff.

- Expanding
- Class sizes to big
- RESOURCES

- Visit Colton
- Voortech

- Bright Rooms

- natural lights
- architect of

- transportation
- better food
- up to date technology
- Gardening program for health
- weight rooms
- Marketing

P
- J
- P
- T
- E

Necesitan apoyo moral
tanto como el económica, algo
que los estimule y los anime
a seguir en la escuela y
no la dejen, algo que llame
su atención

Programs in School

ROTC

Photography

Theater

Gardening

Extreme Sports

- Career Planning

• - Financial training

- A type of class
in which motivates
students in life to
make positive choices

The Detroit Collaborative Design Center has worked with the Chadsey community in an effort to rebuild Dingemeyan Park. The city park shares the site with the existing schools. The community came together and shared their ideas about what would be most suitable for the site.



(Source: DCDC at UDM)

Date: September 24, 2009

What if the existing buildings are demolished, and the November bond passes to construct new DPS buildings on the same site? How does this impact the use of the park?

- parking lot
- bond language and issues look into demo (E) building (bathrooms)
- need to coordinate construction of new building and work on the park
- buildings complete in 2012
- do we want schools together / some separation between elementary and high school
- address issues Munger of drop-off / pick-up
- state viewing ap. as final
- design needs to take into consideration homes on Cecil + Ironside
- barrier to keep out vehicles
- safety!
- must meet needs of dropping off children via cars and buses
- off street drop-off and pick-up
- schools will shrink
- parks more than just ball fields
- DPS also control entry points for security
- like schools along Martin
- needs more parking (parking structure?)
- gathering center for community
- accessible for everyone (all ranges of physical ability)
- ease of maintenance for fields is importantvvv
- must also think about long term maintenance
- low-growing grasses
- build community support group for maintenance
- natural areas (education opportunity for students)
- model for alternative energy (lighting) (also opportunity for student education)
- raise awareness of bond proposal before election

(Source: DCDC at UDM)



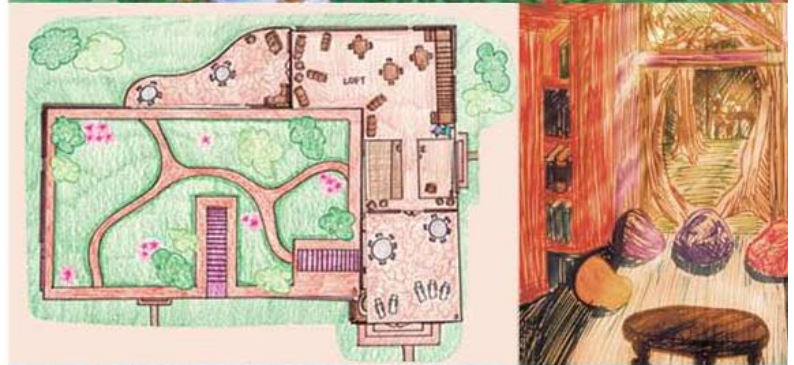
Chapter V



Precedents

In order to create great and thoughtful design one must look at what has been done in the past.

Redesign Your School”
Barbara J. Saffir





Concordia International School
Shanghai, China
Perkins Eastman



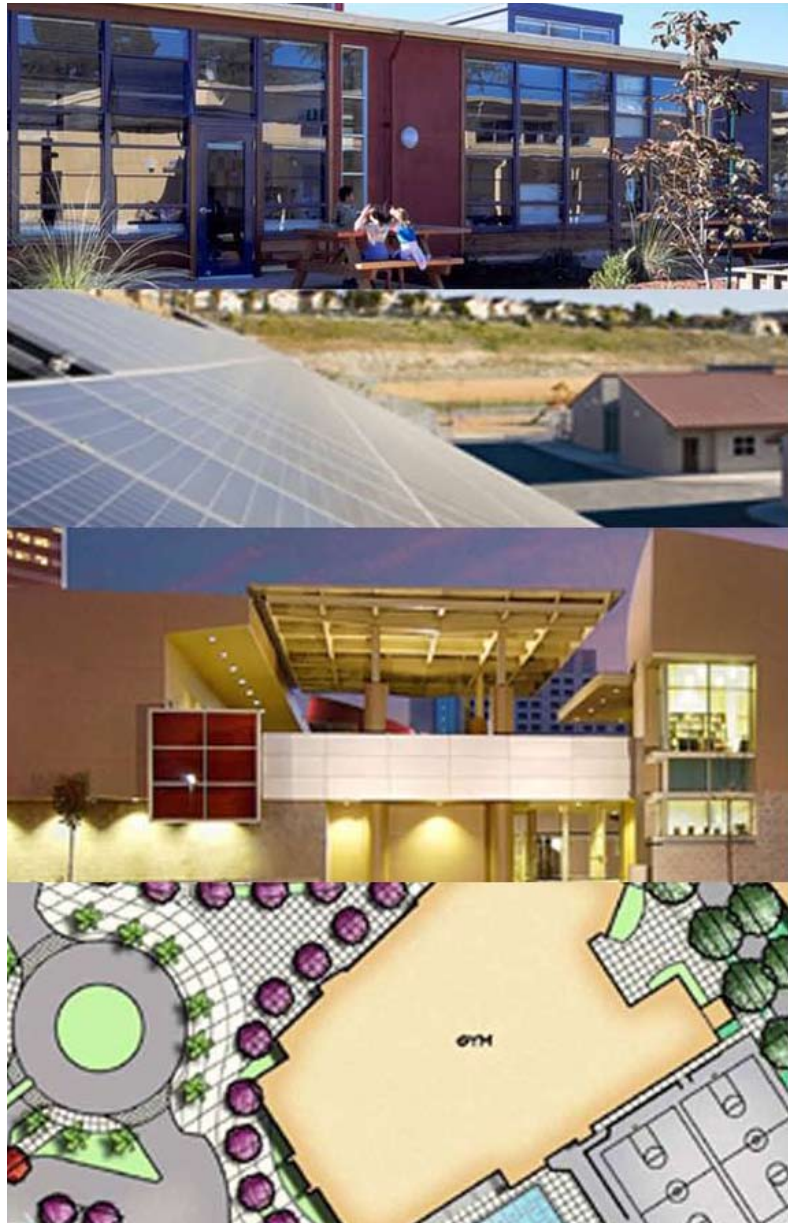
Rosa Parks Elementary
Mahlum Architects'



Whitman Hanson High School
Whitman, MA
Architecture Involution LLC



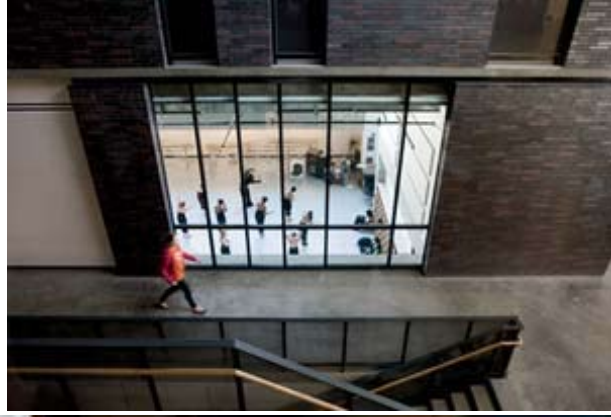
Loyola Elementary School, Los Altos, CA
Gelfand Partners Architects





















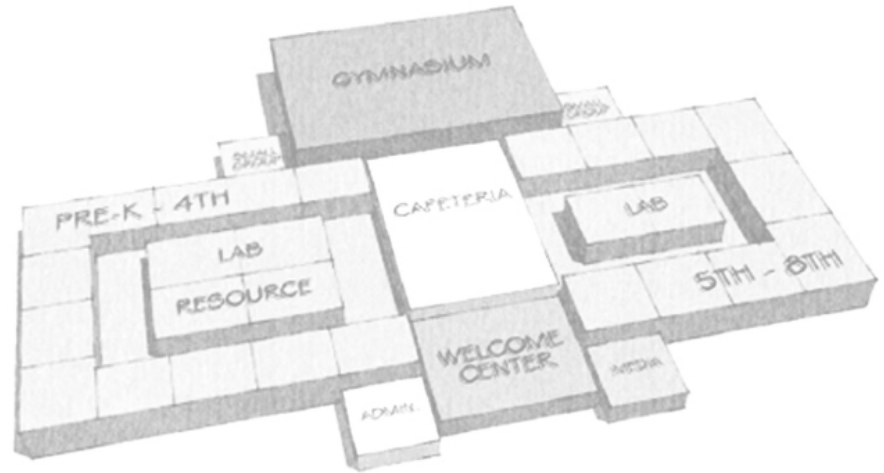
Chapter VI



Design Sizes, Goals & Programming

When considering the space planning of the proposed schools it is necessary to consider not only the goals and intentions of the district but also the estimated population of the schools. In an effort to estimate a population the average populations of surrounding schools was taken. From the numbers gathered and through the use of calculations a table was generated to compile the data and determine the design goals of the building. The following chapter includes those findings and a diagram of the number of classrooms per grade and the approximate square footages to serve the estimated population.





Chadsey High School
will become Chadsey PK-12
Project Budget \$41,488,148

The Pre K-12 campus will include a dual-use media center and pool and shared use of the nearby city park

Geothermal alternative energy will create lower energy costs and reduced carbon emissions

Building design will support smaller learning communities

Munger PK-8
will become Chadsey PK-8
Project Budget \$18,374,295

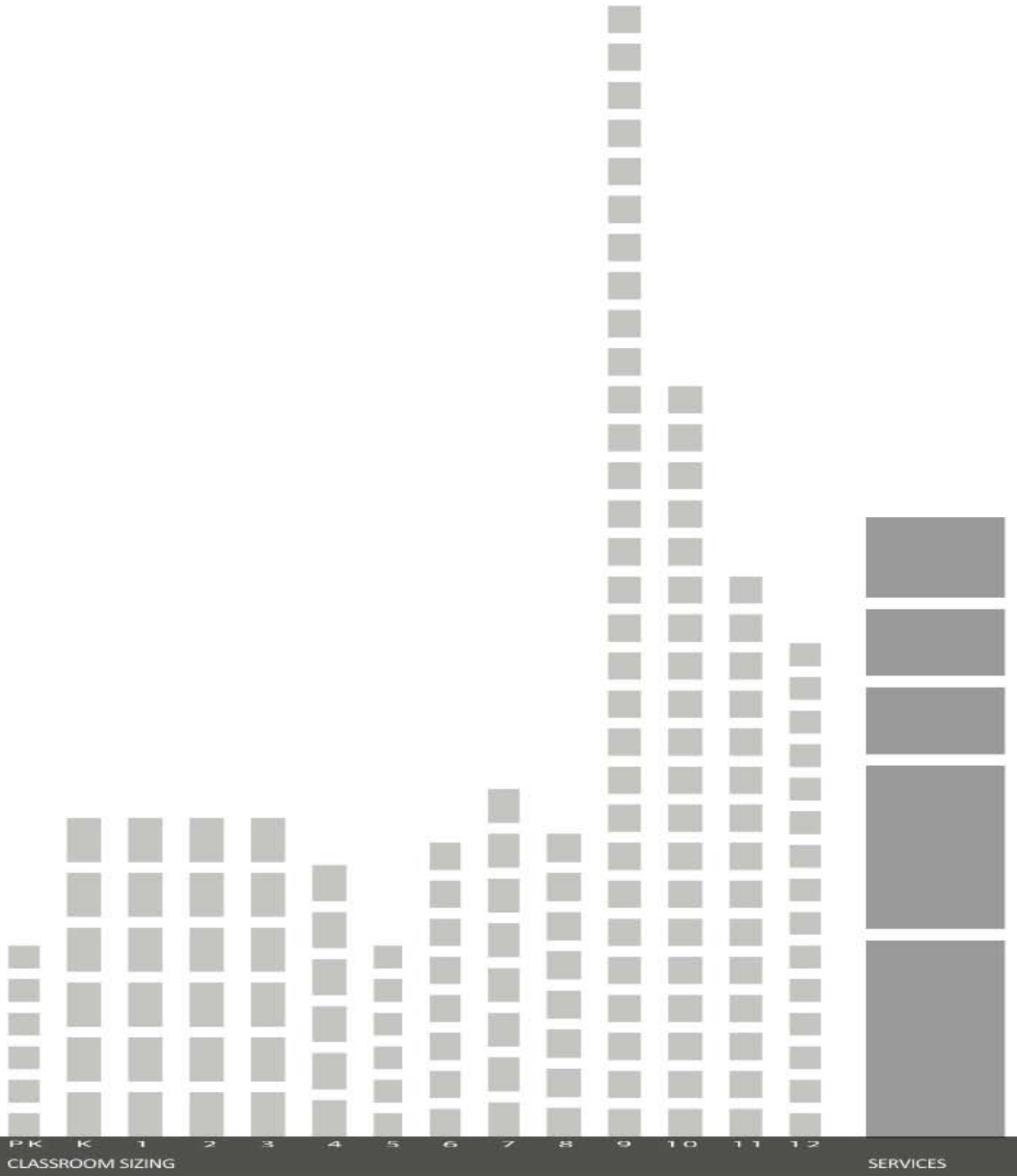
Construct 21st century educational facility using DPS PreK-8 template

Building design will support smaller learning facilities

Geothermal alternative energy will create lower energy cost and reduced carbon emissions

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Detroit City											153	194	146	78	571
Northwestern											618	358	241	152	1369
Southwestern											465	267	162	160	1054
Western											617	458	376	286	1737
Clippert							11	170	160	108					449
Earhart								160	203	205					568
Priest	80	125	128	110	119	97	85	67							811
Holmes	1	61	70	76	57	65	61	65	86	64					606
Logan		109	117	102	99	79	74								580
Chadsey	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Avg. # of Students	41	98	105	96	92	80									512
							58	116	150	126					449
											463	319	231	169	1183
Design # of Students	40	100	100	100	100	80									2143
							60	115	150	130					520
											460	320	230	170	455
# of Teachers	3	6	7	6	6	5									1180
							4	7	9	8					2155
											29	20	14	11	32
Design # of Teachers	6	6	6	6	6	6									28
							6	8	8	8					74
											30	20	15	15	134
Students of Driving Age												319	231	169	80
															146
Parking Formula	The sum of: 1 - 1.5 per classroom, plus 0.25 per driving age student (using design # of teachers)														399
Design Parking Formula	The sum of: 1.5 per classroom, number of grade 12 students (using design # of teachers)														261

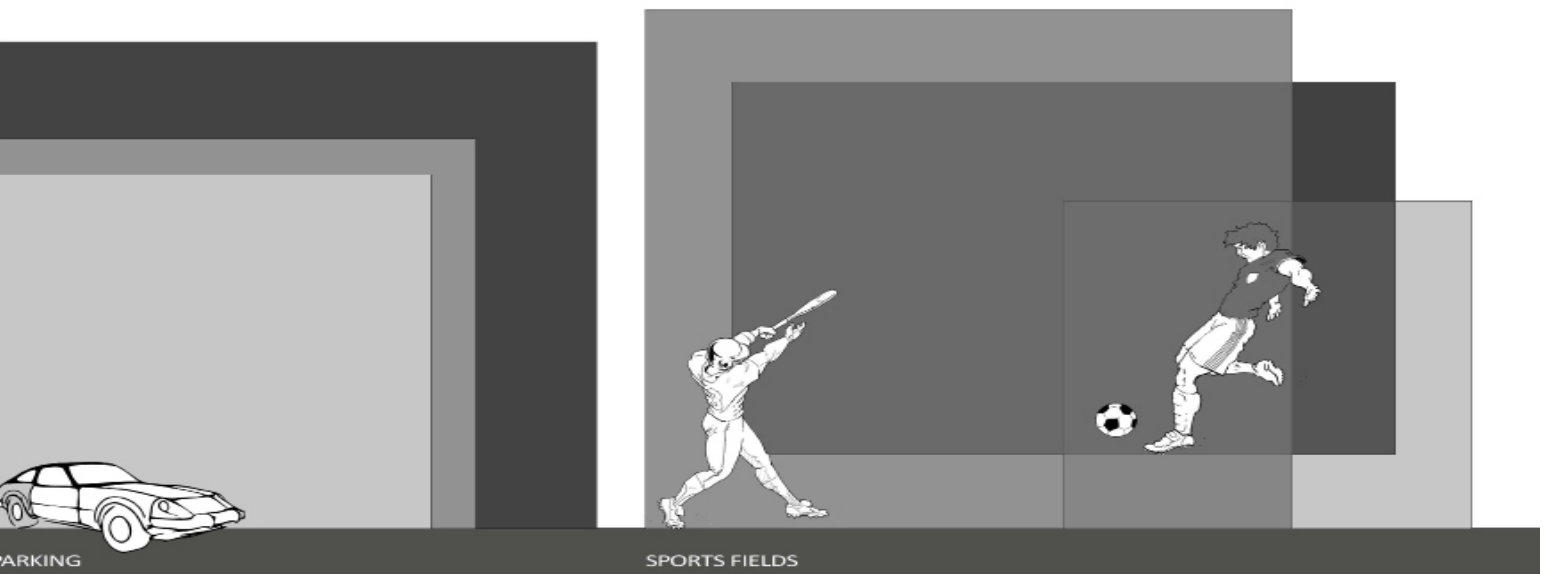
Classrooms [120 - 165 square feet per student]; 16 students per teacher per room [closer to national average with possibility for expansion given furniture setup]; Parking for faculty and seniors; Cafeteria [15 square feet per person]; Gym [5 square feet per person]; Library [6 square feet per person]



CLASSROOM SIZING

SERVICES

Diagrams show the minimum number of classrooms per grade necessary to meet the estimated population needs. This does not include larger rooms designated for the arts. The services diagram represents cafeteria, food prep and dining areas. The three parking diagrams represents from largest to smallest the area needed for parking if all faculty and all students of driving age were considered; if all faculty and only high school seniors were considered; if only faculty parkings was considered. The decision was to design parking adequate for all faculty and only high school seniors. This was determined partly due to the low income families in the area and the likelihood that most students would be walking or taking the bus and not driving. In an effort to consolidate space an alternative layout for playing fields was considered so as to group the baseball, softball and soccer fields. Given the variations in game seasons this solution is plausible.



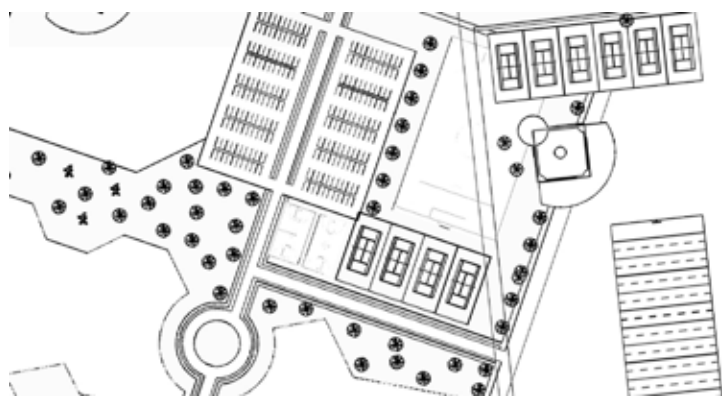
The intention for the schools is to implement:

- Natural lighting
- Ease of access throughout
- Ease of circulation
- Relationship with the outdoors
- Student spaces/Group spaces
- Creative learning environments
- A sense of belonging
- Smaller learning environments
- Spaces for exploration outside of the classroom
- Technology
- Green spaces
- Alternative sources of energy and lighting

The programming of the schools and campus should include:

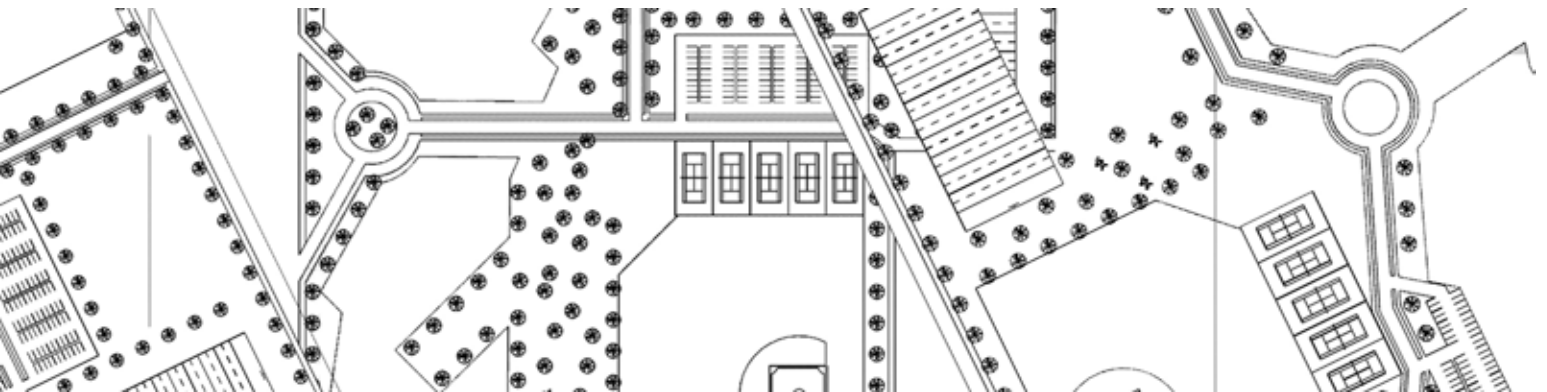
- Individualized curriculum
- Before and after school programs
- Adult education opportunities
- Community and parent involvement
- Job opportunities for the immediate community
- Vocational courses
- Career training
- College & University visits
- Advanced food programs for students and the community
- Job placement within the campus
- Child care
- Summer programs
- Sporting events
- Theatrical performances & classes
- Dance performances & classes
- Music programs
- Group learning
- Picnic areas
- Weekend market areas

Chapter VII



Proposed Site Layouts

The initial strategy for developing a design was to determine the best location for the buildings, sports field and other public spaces. The following are five proposals for site layouts.



Description

- _school building along Martin St.
- _playing fields along Cecil St.

Positives

- _most sustainable
- _more funding for programming
- _site remains intact

Negatives

- _design is restrained
- _limited transitional space
- _insufficient parking
- _not adequate space for all playing fields
- _asbestos may be an issue



Note: The blue form on the site is the existing building structure



Layout Proposal II

Description

- _school building along Martin St.
- _playing fields along Cecil St.

Positives

- _maintains footprint in same general area
- _access connecting residential to playing fields
- _service drive access to drop off

Negatives

- _service drive constrains traffic
- _limited transitional space
- _insufficient parking



Note: The blue form on the site represents a building location NOT any design intentions.



Description

- _school building along McGraw St.
- _playing fields along Cecil St. and Martin St.

Positives

- _adequate transitional space
- _ease of pedestrian access to playing fields
- _adequate vehicular traffic flow
- _service drive access to drop off
- _location of playground

Negatives

- _insufficient parking



Note: The blue form on the site represents a building location NOT any design intentions.



Description

- _school building along Cecil St.
- _playing fields along Martin St.

Positives

- _adequate transitional space
- _adequate vehicular traffic flow
- _adequate parking
- _access connecting residential to playing fields
- _service drive access to drop off

Negatives

- _location of playground



Note: The blue form on the site represents a building location NOT any design intentions.



Layout Proposal V

Description

- _school buildings at center
- _playing fields along McGraw St. and Martin St.

Positives

- _adequate transitional space
- _adequate vehicular traffic flow
- _adequate parking
- _access connecting residential to playing fields
- _service drive access to drop off

Negatives

- _location of football field



Note: The blue form on the site represents a building location NOT any design intentions.

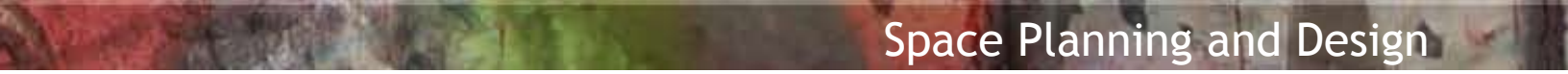


After considering the possible building locations on the site. It was determined that an adequate solution would be to locate the school buildings along McGraw St. This would allow for the playing fields to be accessible to the residential to the east and west of the site. With the buildings located on a predominantly commercial street front, the public could readily access the services of the school programming.





Chapter VIII

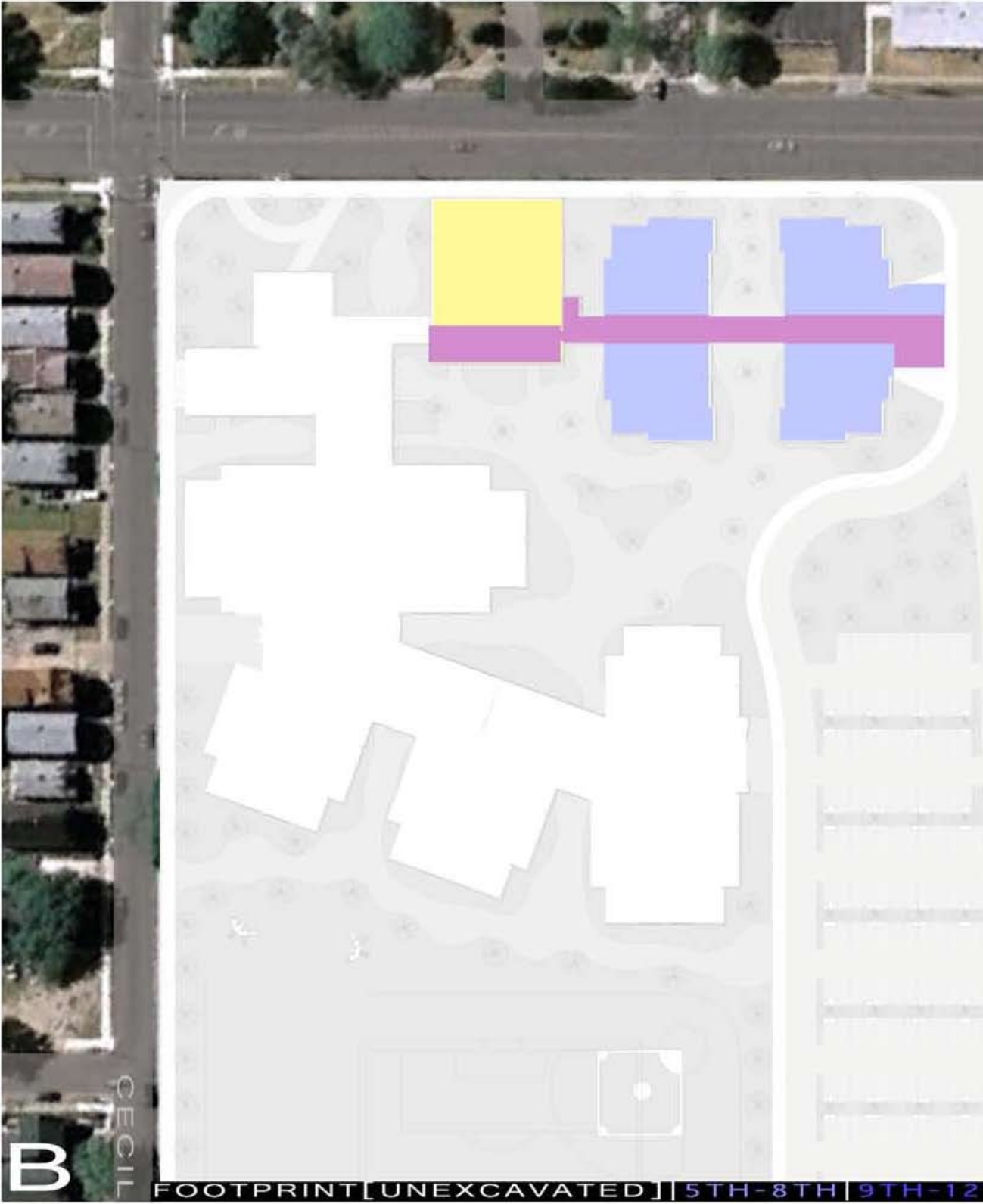


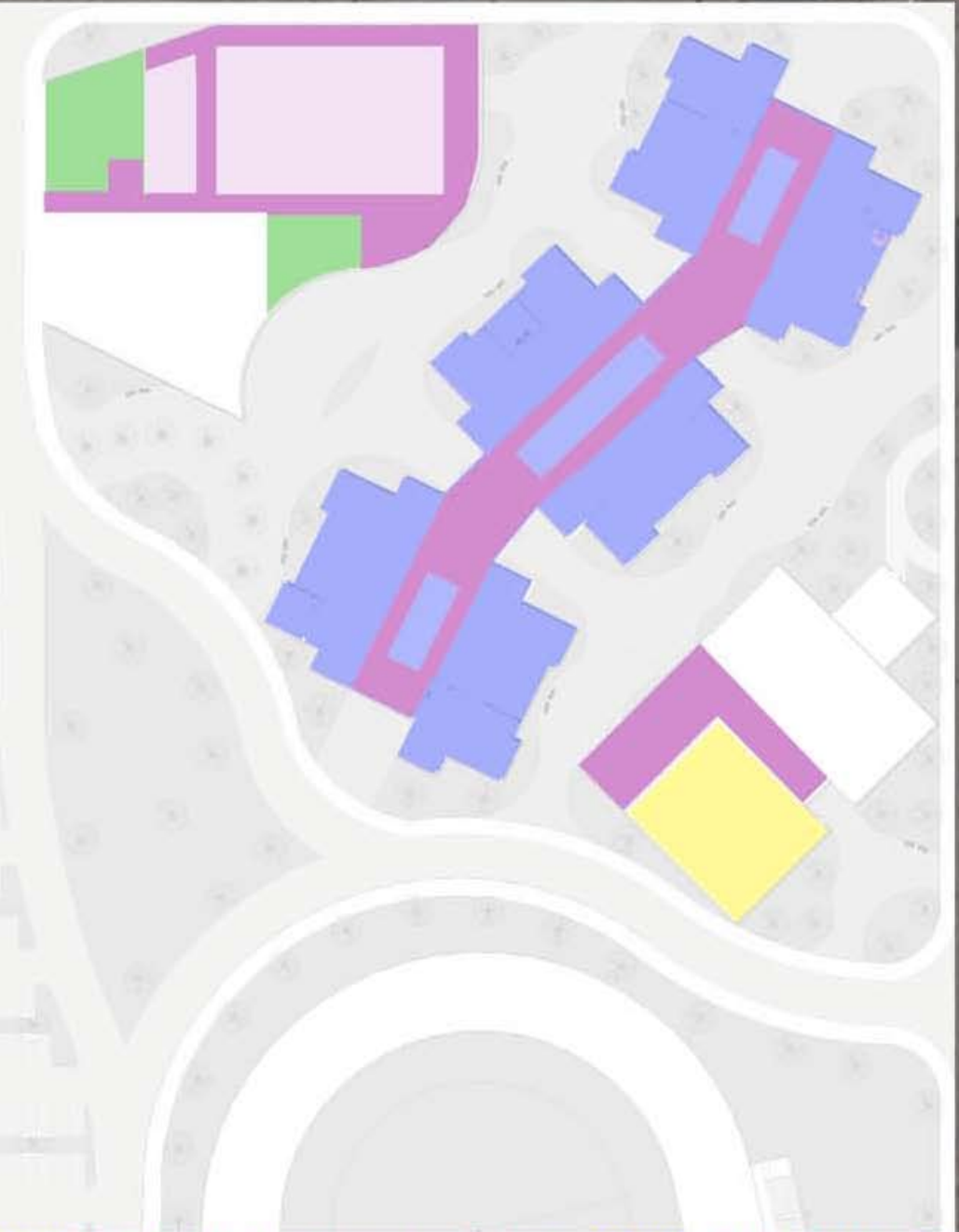
Space Planning and Design

From all the data collected and the growing list of design intentions came the overwhelming tasks of creating the special plan of the schools, their connections and the circulation throughout the site. The initial step was to study the many ways in which clusters of rooms could be arranged for each building. This was derived from the ideas expressed throughout the research that classrooms should be laid out in such a way that provides both the classroom mass learning and the individual research and adaptive studies environments. The process continued by studying the connections between buildings and the spaces in between.

Basement Level

- Locker rooms
- Mechanical
- Storage
- Machine Shops





MARTIN

1" = 80'

TH | LIBRARY | AUDITORIUM | GYM | CIRCULATE

- Level 1 - Elementry
- Middle School
- High School
- Cafeterias
- Food Prep
- Gymnasiums
- Library
- Theatre
- Courtyards
- Playground
- Softball
- Baseball
- Soccer
- Football
- Parking



MCGRAW



MARTIN

1" = 80'

TORIUM | FOOD PREP | DINE | GYM | CIRCULATE



140

Level 2 - Middle School
- High School

- Library
- Theatre
- Culinary Arts
- Drama
- Band
- Choir



2

CECIL

PREK-4TH | 5TH-8TH | 9TH-12TH | LIBRARY | AUDI

MCGRAW



MARTIN

1" = 80'

TORIUM | FOOD PREP | DINE | GYM | CIRCULATE



142

Level 3 - Middle School
- High School

- Library

- Theatre

- Dance

- Drama

- Band

- Choir

- Digital Media

- Balconies



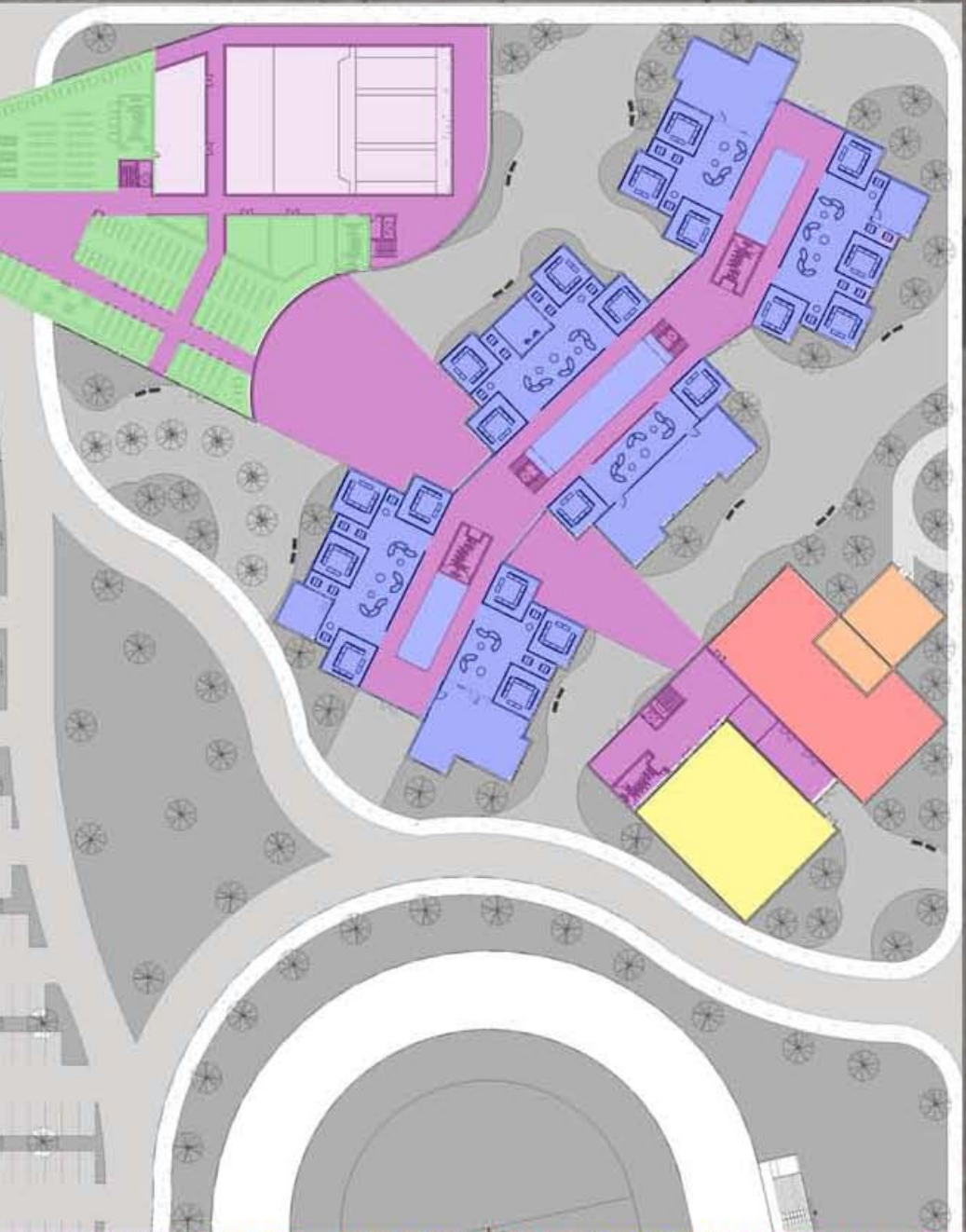
3

CECIL

PREK-4TH | 5TH-8TH | 9TH-12TH | LIBRARY | AUDI



MCGRAW



MARTIN

1" = 80'

TORIUM | FOOD PREP | DINE | GYM | CIRCULATE

The arrangements of classroom clusters form the educational facilities on the site. They are connected by the spaces that provide services and collectively the campus becomes unified in program and in form. The circulation artery serves as the connection from Pre-K through twelfth grade. The relative closeness of the grades can be debated and it is necessary to state the claims. On one side there are those who argue that it is not safe for elementary age children to be near young adults. On the other end of the argument are those who claim it is enticing for elementary age children to have visible access to the next stage in their education. I agree with both and for that reason the design has a connection between the grades and has a definitive design that creates separation, that being the parking. Safety is always going to be a concern and the best solution is to employ more safety officials throughout the campus. The daily schedule for the students would allow for arrival and departure of students at different hours of the day which can allow for further regulation.

Having located the buildings along McGraw St. provides the opportunity for community access and integrates the urban school design approach of having the buildings abutted to the street creating an inviting façade. Courtyard spaces are also inviting and begin to promote controlled community access to the site. The sports fields create a link between the residents on opposite sides of the site. This layout is engaging and can be highly interactive year round for both the students and the community.





MCGRAW

MARTIN

EDSEL FORD FWY

CECIL

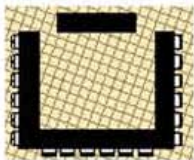
CECIL ST.



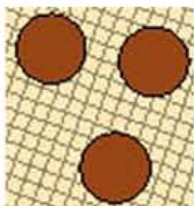


.. ATRIUM

The elementary school is a single story structure that is composed of six clusters of classrooms servicing grades Pre-k through 4th. The main entrance is located adjacent to a drop-off zone on the interior of the site. The central circulation artery allows for the students to progressively move to the next grade. Within this circulation artery are restrooms, storage rooms, administration offices and most importantly, atriums. These atriums are designed for the growth of small plants and provide for exploration of plant life by students. They also assist in bringing in natural lighting into the main corridor. [Note the section on pages 172-173]



= LEARN | STUDY | PRACTICE



= EXPLORE | CREATE | SHARE



= GATHER | READ | SPRAWL

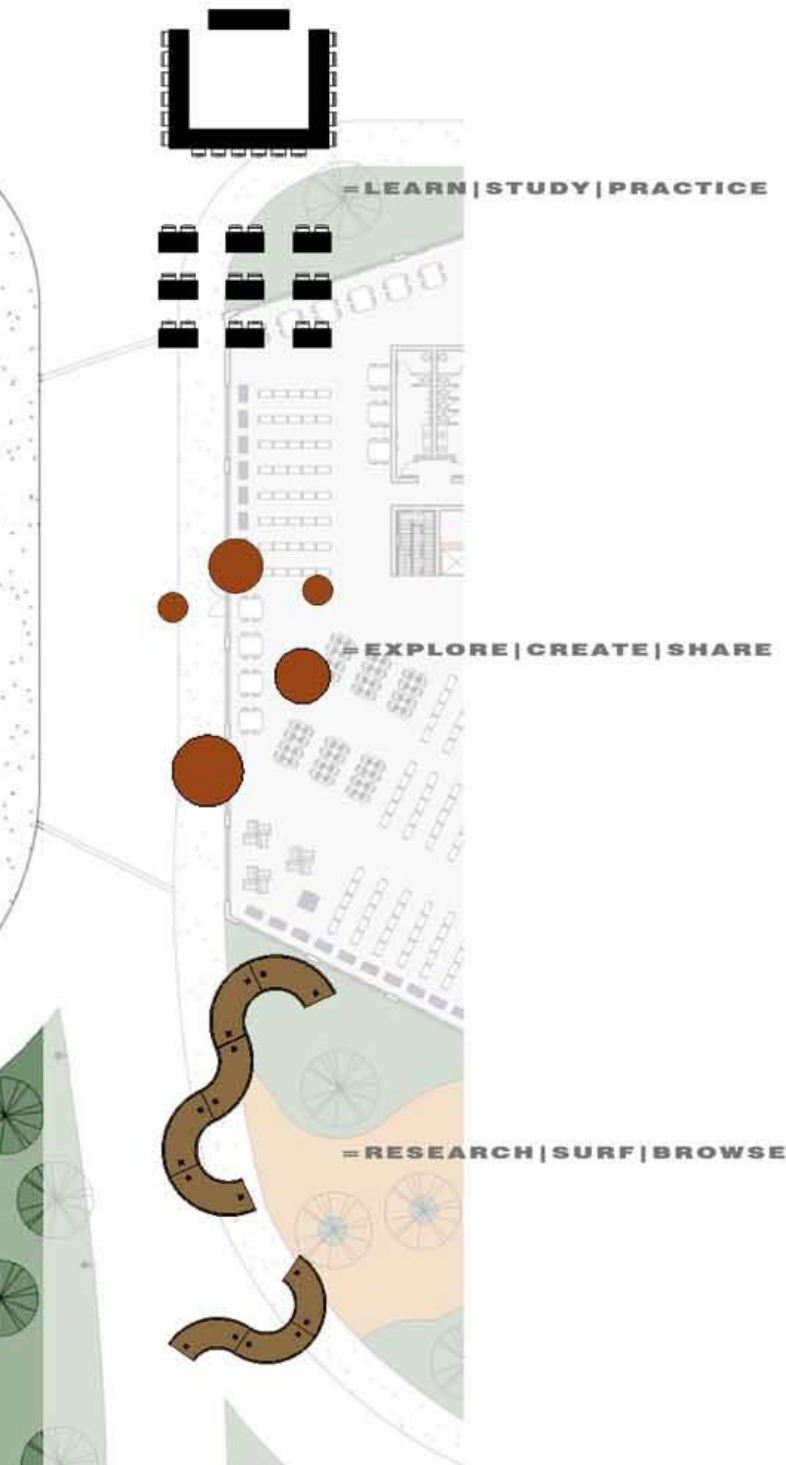
Within the classroom clusters students are encouraged to learn at their own pace and are able to explore their new knowledge together and as individuals. The classroom furniture consists of tables and chairs which can be organized in the best way to better address the teaching methods or topics. At the center of the classroom cluster is a gathering space where children are encouraged to read together and share with other students. [See chair design in Appendix 4]

McGRAW ST.



MIDDLE SCHOOL

2ND FLOOR

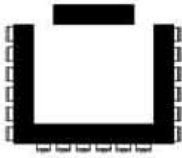


The middle school is a three story structure that is composed of four clusters of four classrooms each per floor servicing grades 5 through 8. The main entrances are located at the center of the building below an overhead walkway on the second floor. The central circulation artery allows for the students to progressively move from clusters according to subject and between floors as well. Within this circulation artery are lockers, restrooms, storage rooms, stairs and elevators. The administration offices, teacher resources room and nurses' office are located on the first level. The third level of the middle school engages the main library with a connection over the McGraw St. entrance. Within the classroom clusters students are encouraged to learn at their own pace and are able to explore their new knowledge together and as individuals. Classrooms are intended for students to gain general knowledge of the subject matter before being encouraged to engage in an assignment in the gathering spaces located within the cluster. The classroom furniture consists of tables and chairs which can be organized in the best way to better address the teaching methods or topics. Located between classrooms within each cluster are learning stations where students can do research, meet for group projects or simply do individualized explorative learning.

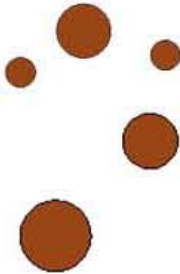
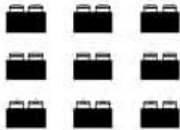
McGRAW ST.



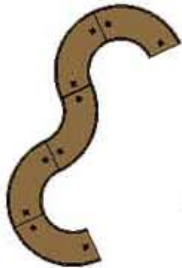
HIGH SCHOOL 3RD FLOOR



= LEARN | STUDY | PRACTICE



= EXPLORE | CREATE | SHARE




= RESEARCH | SURF | BROWSE



The middle school is a three story structure that is composed of six clusters of three to five classrooms each per floor servicing grades 9 through 12. The main entrances are located at the corner of McGraw St. and Martin St. and at a drop-off zone near the center of the site. The central circulation artery allows for the students to progressively move from clusters according to subject and between floors as well. Within this circulation artery are lockers, restrooms, storage rooms, stairs and elevators. The third level of the high school engages the main library, auditorium, high school gym, dance studios and cafeteria with a connection over the courtyards adjacent to the high school. The third floor also provides balconies for views of the neighborhood. In the basement of the high school are the machine shops. Within the classroom clusters students are encouraged to learn at their own pace and are able to explore their new knowledge together and as individuals. Classrooms are intended for students to gain general knowledge of the subject matter before being encouraged to engage in an assignment in the gathering spaces located within the cluster. The classroom furniture consists of tables and chairs which can be organized in the best way to better address the teaching methods or topics. Located between classrooms within each cluster are learning stations where students can do research, meet for group projects or simply do individualized explorative learning.





This diagram shows the clusters, circulation, connections via the spaces for services and the courtyards between the elementary school and middle school. The drop-off zone is strictly one-way access and provides for ease of vehicle and bus access to the site. The community is encouraged to make use of the gym and cafeteria for community meetings and events. The classrooms are also available for adult education programs. The courtyards can be used for festivities or market events after school hours and during the summer season.

MCGRAW ST





This diagram shows the clusters, circulation, connections via the spaces for services and the courtyards between the high schools, library, auditorium, gym and cafeteria. The drop-off zone is two-way access and provides for ease of vehicle and bus access to the site. The community is encouraged to make use of the gym and cafeteria for community meetings and events. The classrooms are also available for adult education programs. The library is open to the public and the auditorium can host shows for the community and by the community. The courtyards can be used for festivities or market events after school hours and during the summer season.





High School

Auditorium

Library

Entry



Middle School

Gym

Cafeteria

Elementry School



Gym

Cafeteria

10000
10000



High School

Auditorium



Gym

Middle School

Cafeteria

Library



Entry

Elementry School

Playground







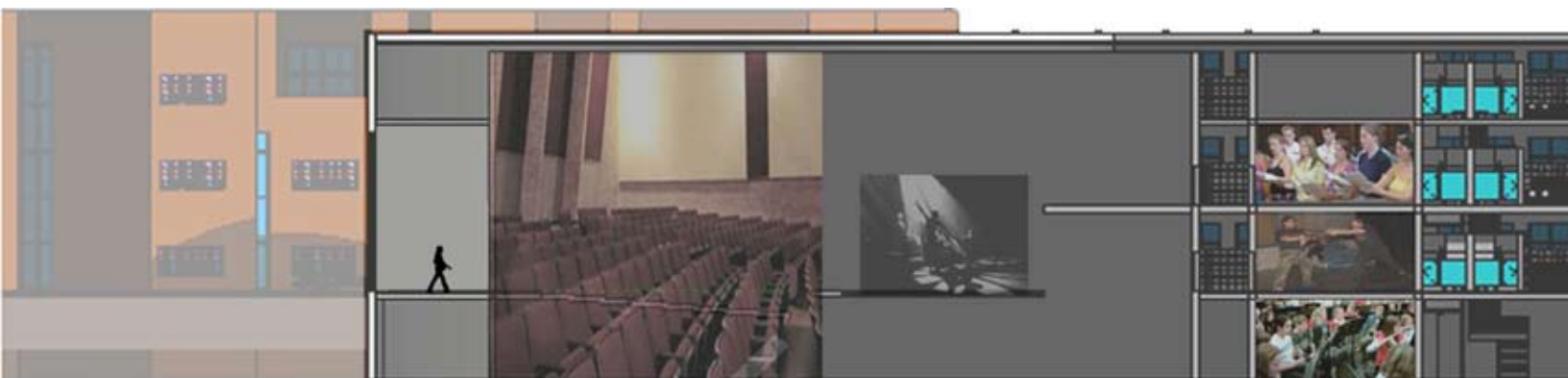
Located beneath the connection between the high school and library is a space where movies or media can be projected. This area can host movies for the community and can showcase the work of students



Students are encouraged to participate in sports including football and track. The sports fields are adjacent to the school buildings and are accessible to the community.



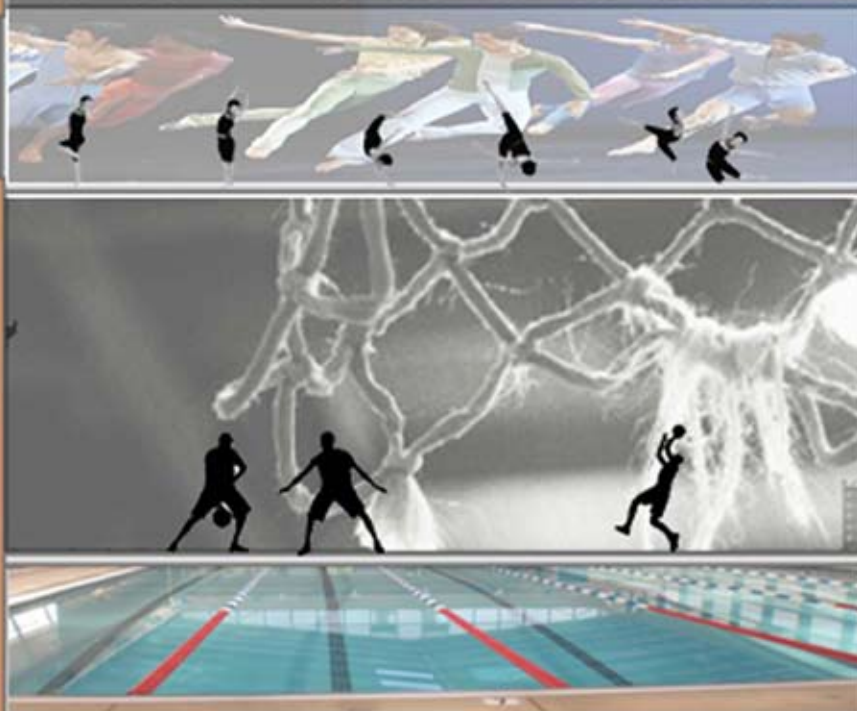
Section Cut through auditorium, library and middle school along McGraw St.

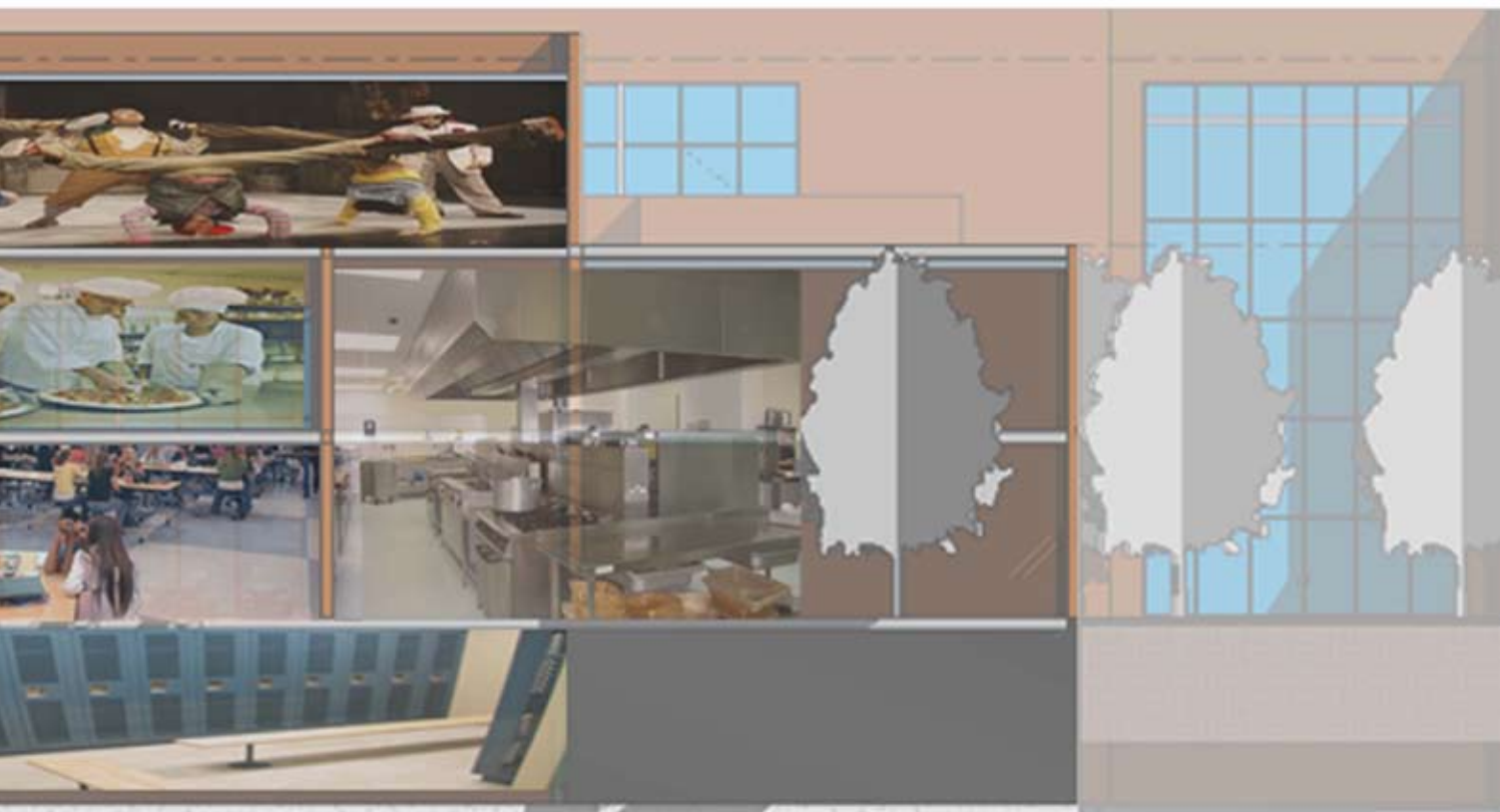




Section cut through high school gym and cafeteria.

GYM | CAFETERIA



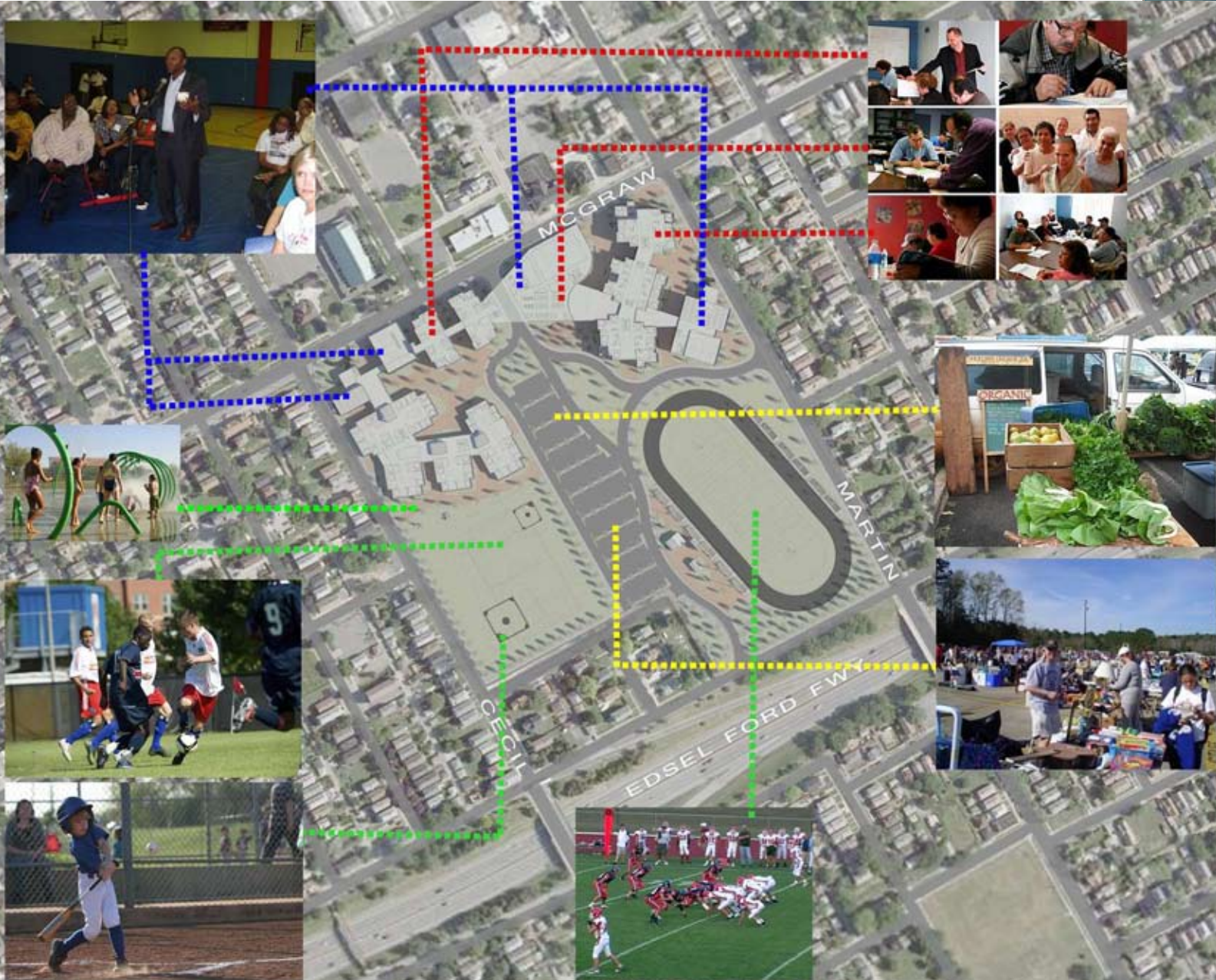


Section cut through elementary school, playground and courtyard.



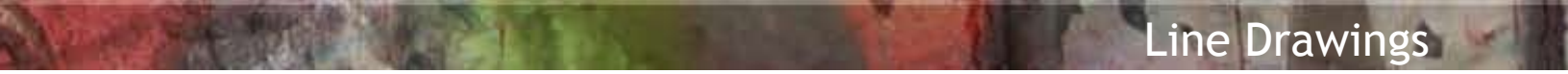


The site should not simply be viewed as a school rather as a center for community growth and development. Numerous events can occur at the site including those diagramed in the adjacent image. The students should fully engage the site and encourage their family and friends to do so as well. The sustainability of the site is greatest when it has a variety of uses by a variety of peoples.





Chapter IX

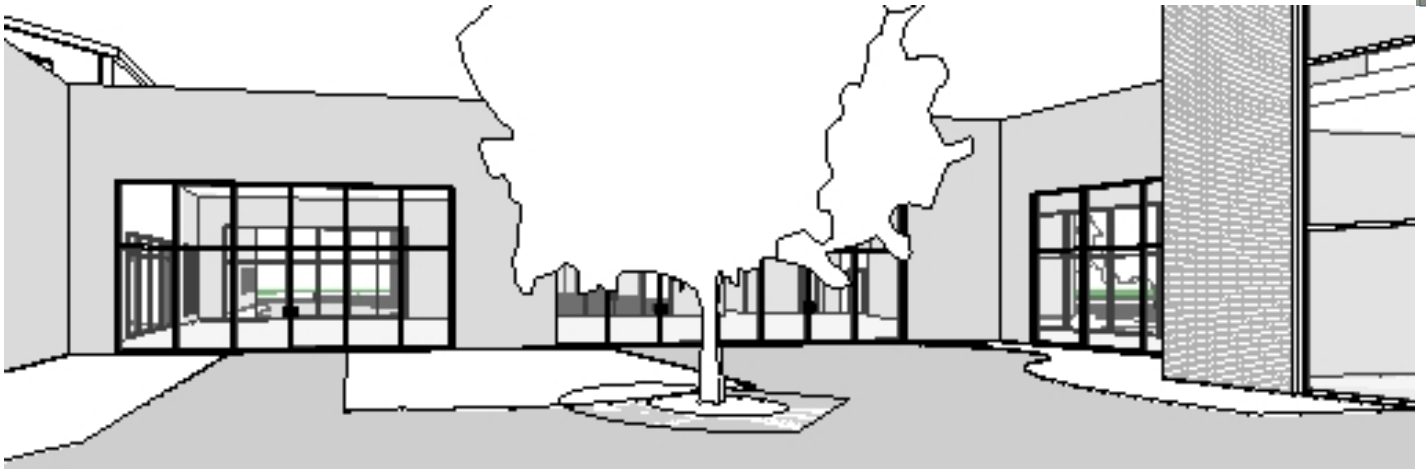


Line Drawings

Although most of the work achieved has been space planning and configuration of programs, it is necessary to note that the building fenestration, material selections and integration of green technologies are too be considered and implemented in a manner that keeps in tune with the layout of the site. The following are line drawings of the opportunities where material selection, color selection and fenestration can all be studied and applied.



Entrance

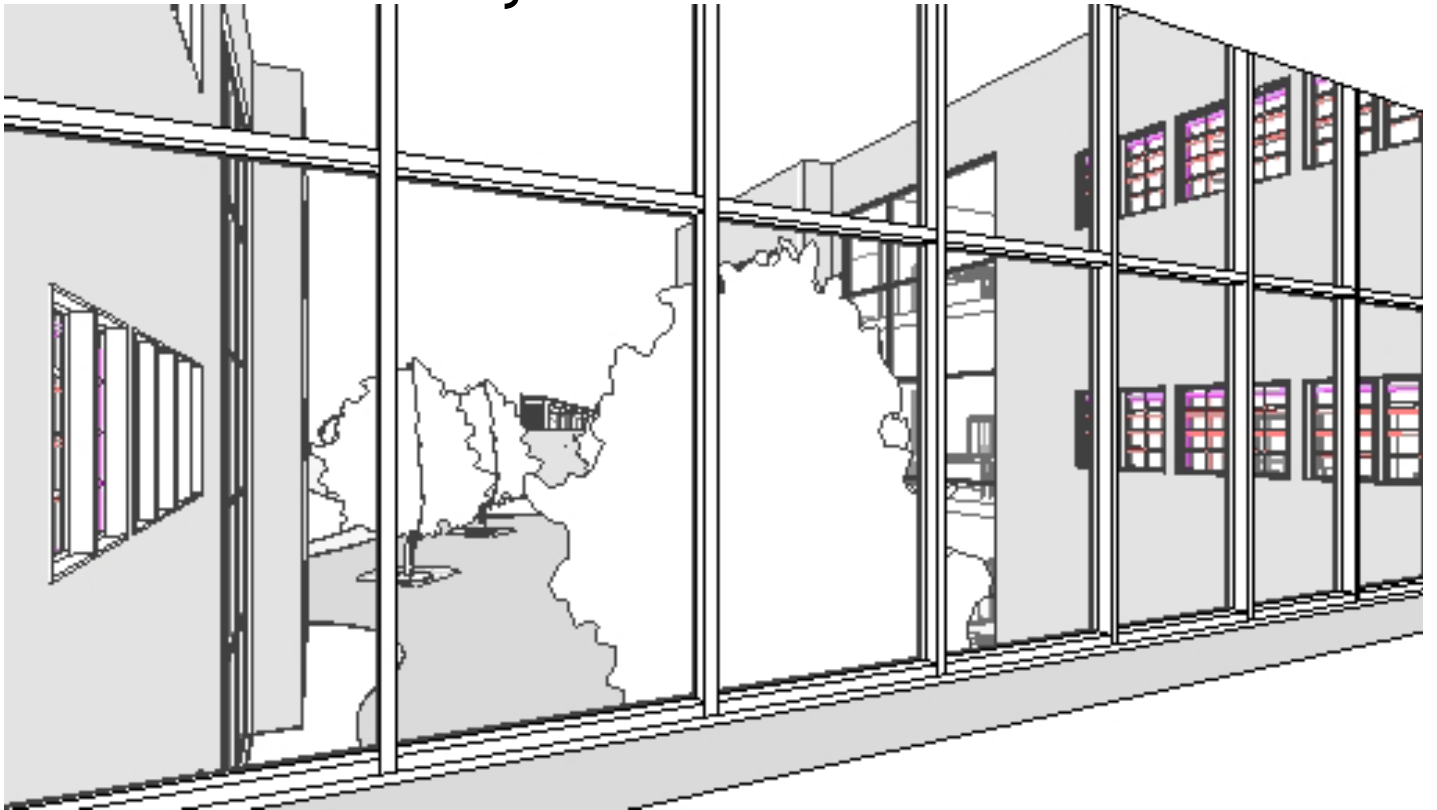


Courtyard



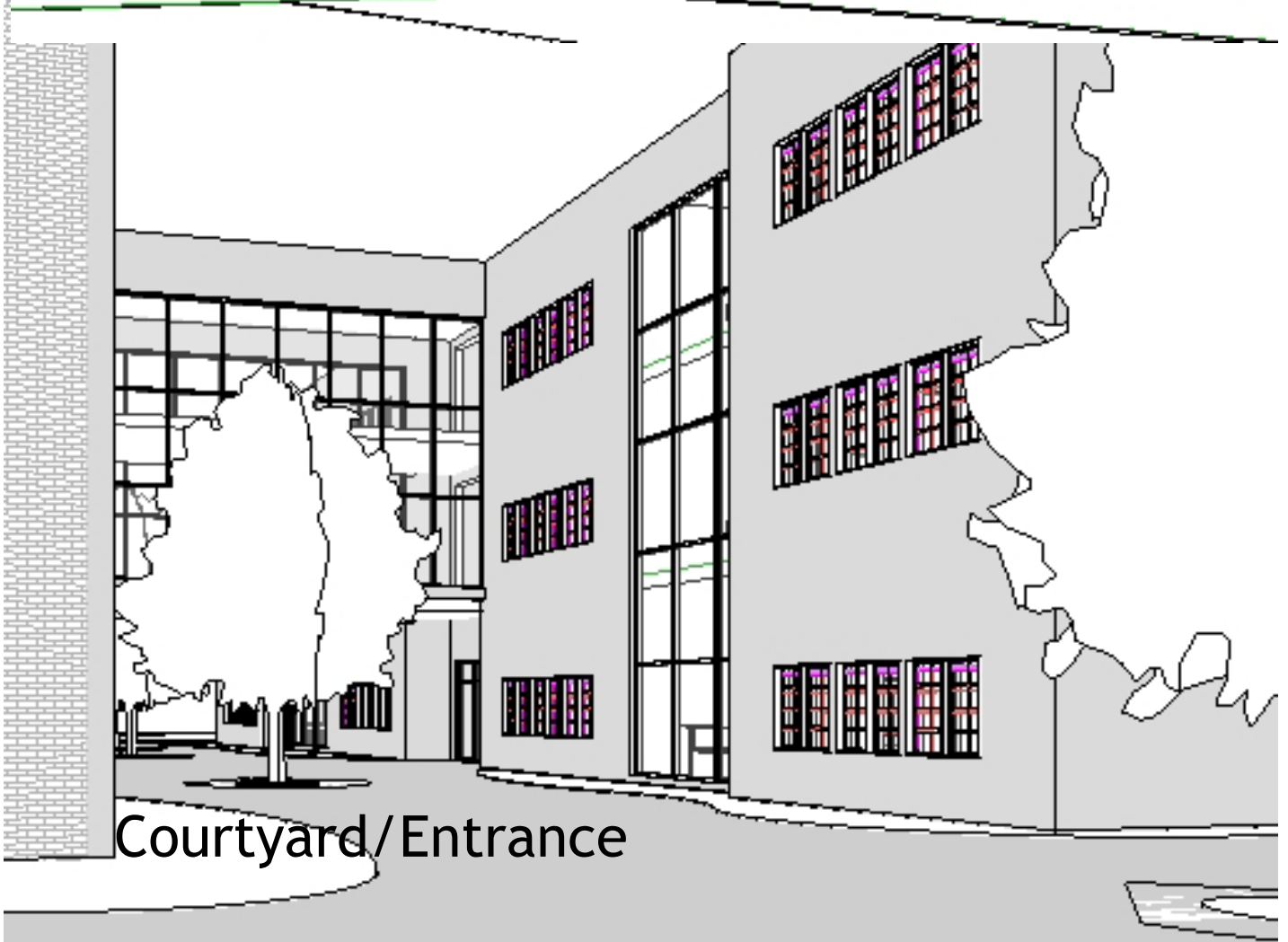
Atrium/Entrance

2nd Floor Walkway



McGraw St. [Gym]

181

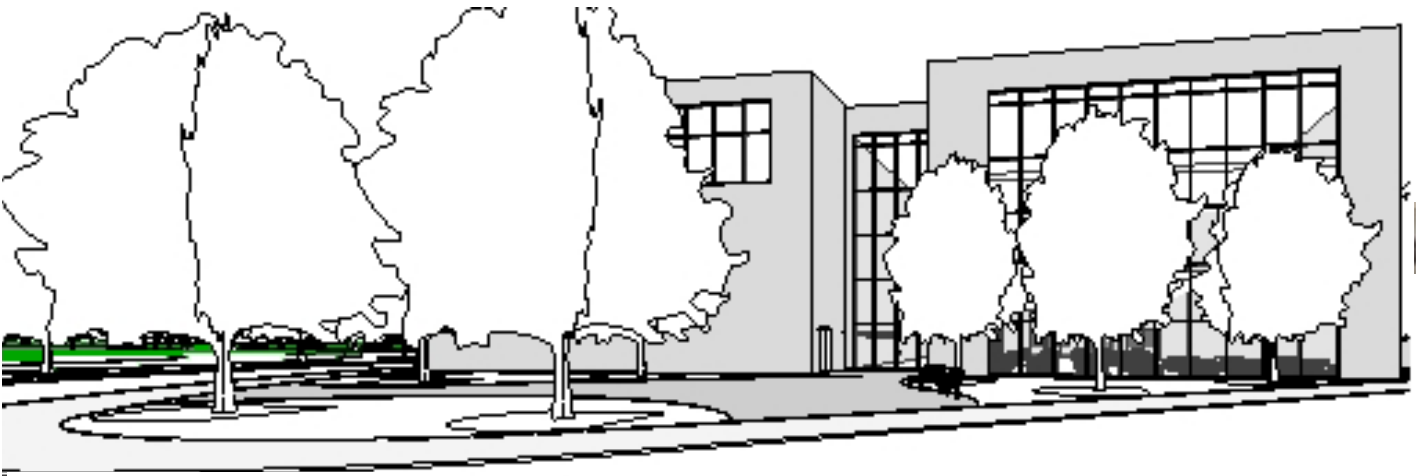


Courtyard/Entrance

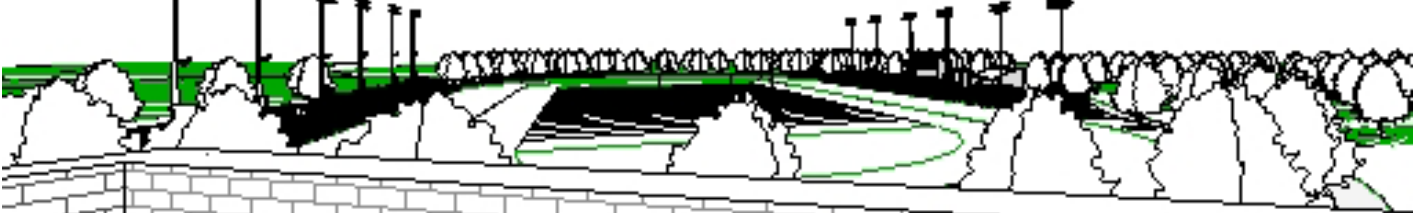
Martin St. Entry to Gym & Cafeteria >



Courtyard Entry

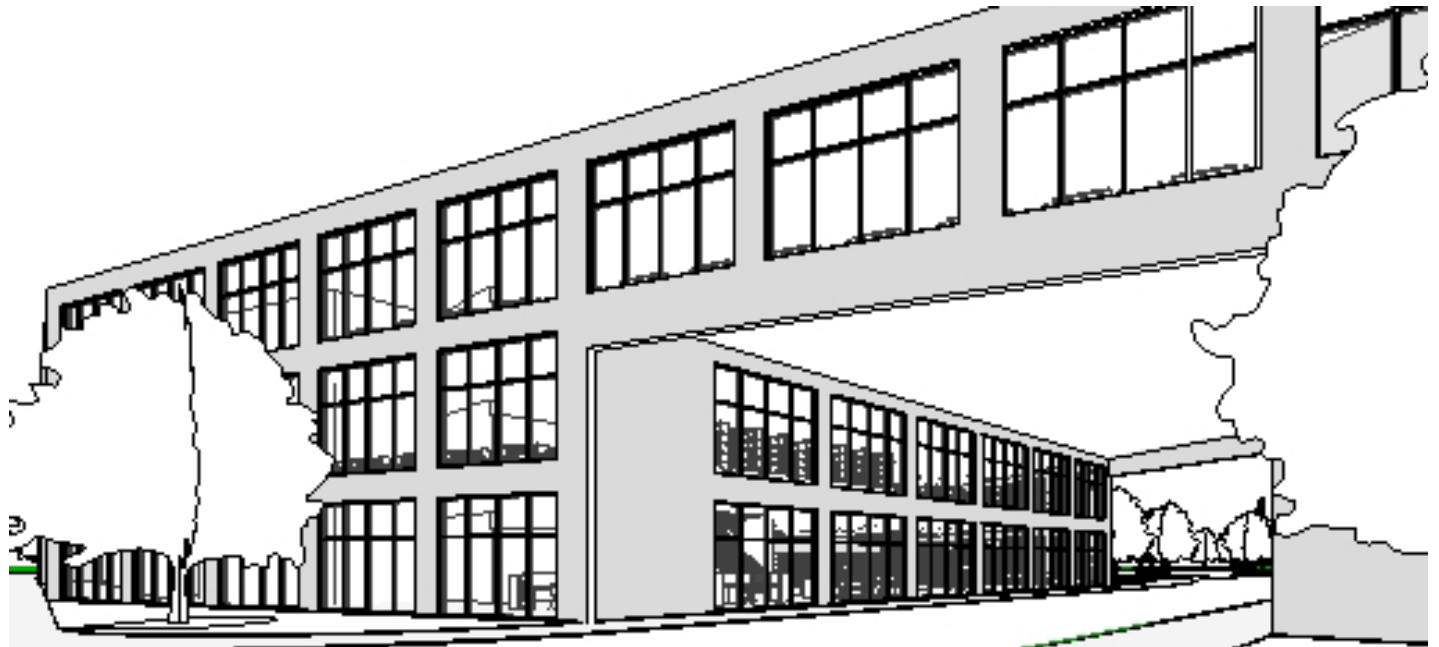


McGraw/Martin Corner Entrance

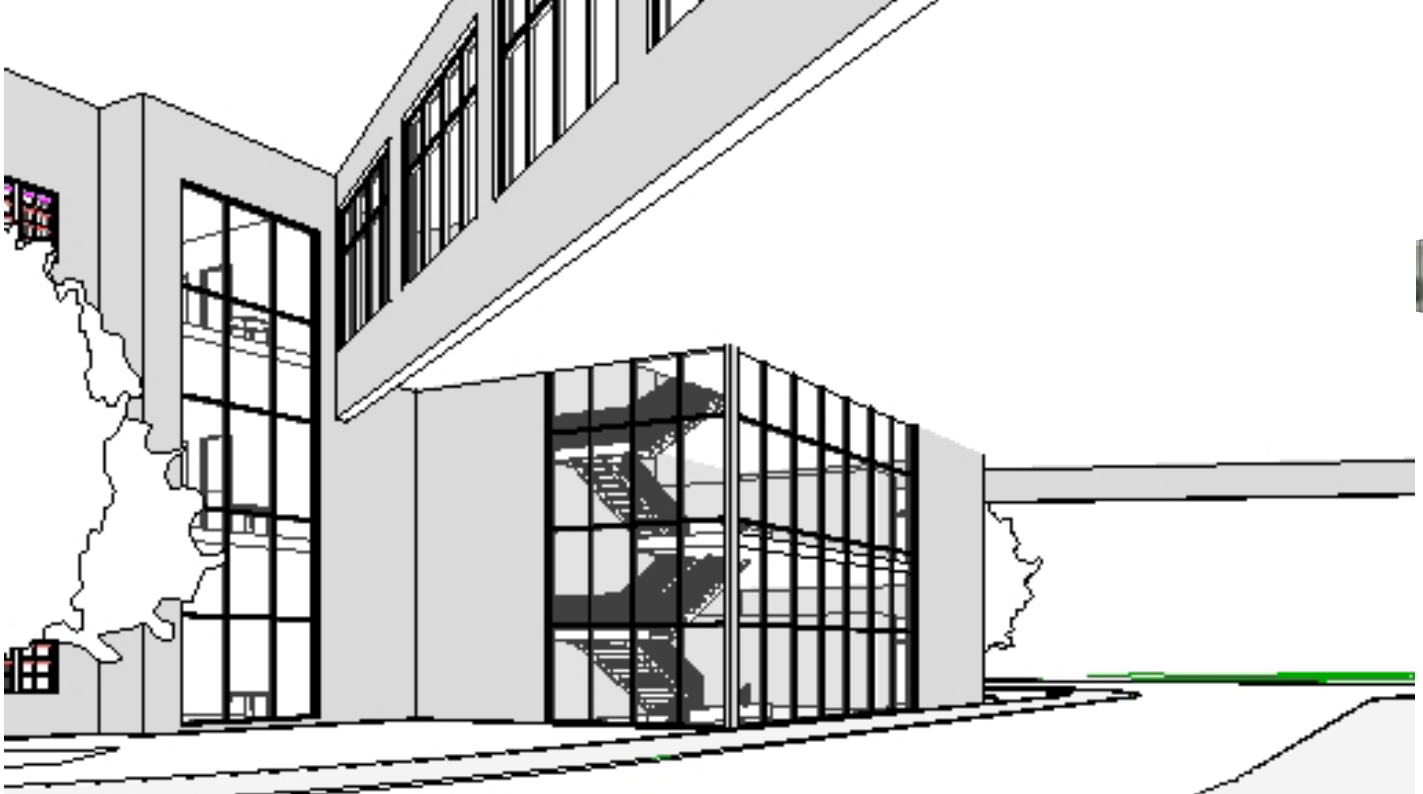


Balcony View

McGraw St. Exit >

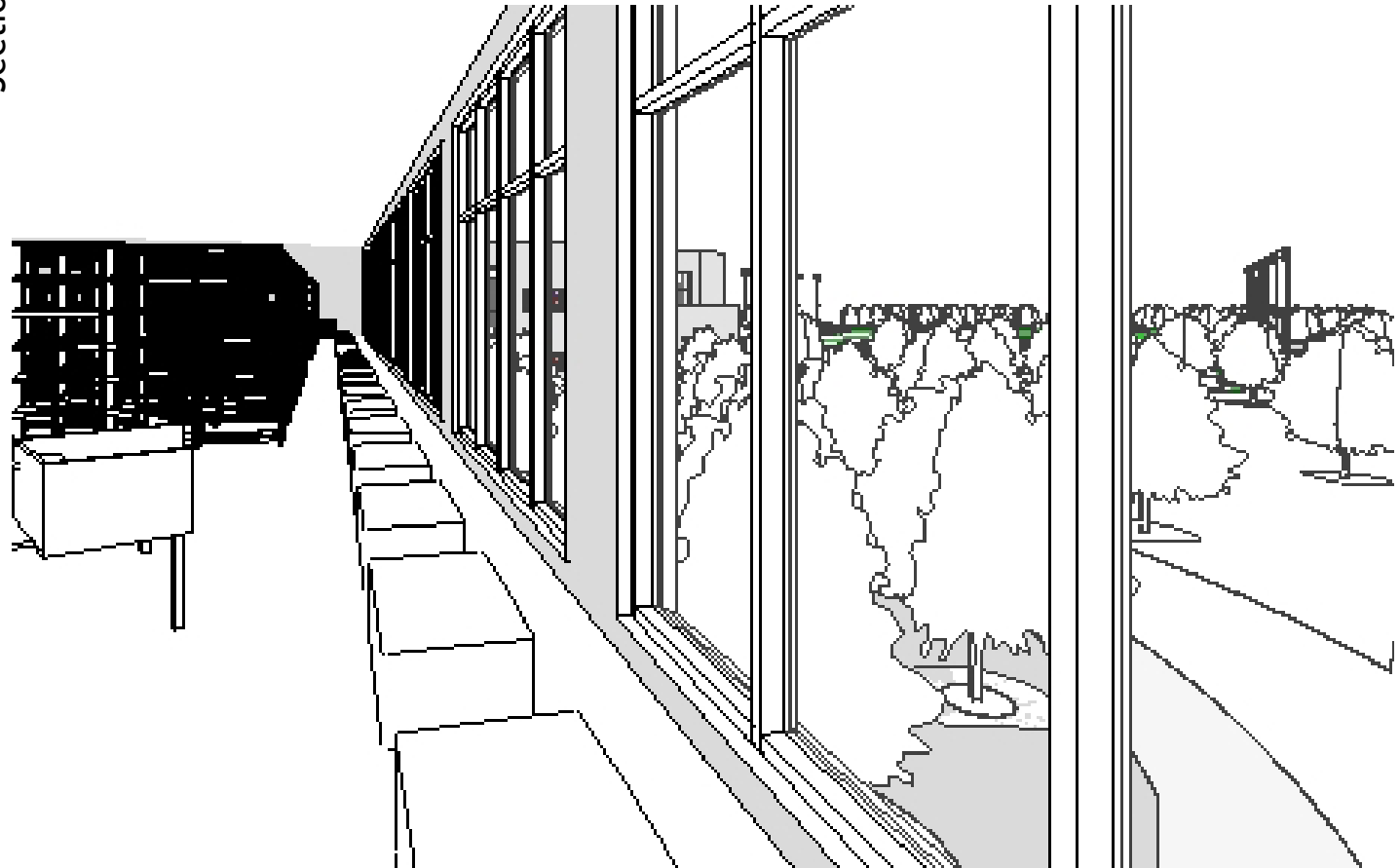


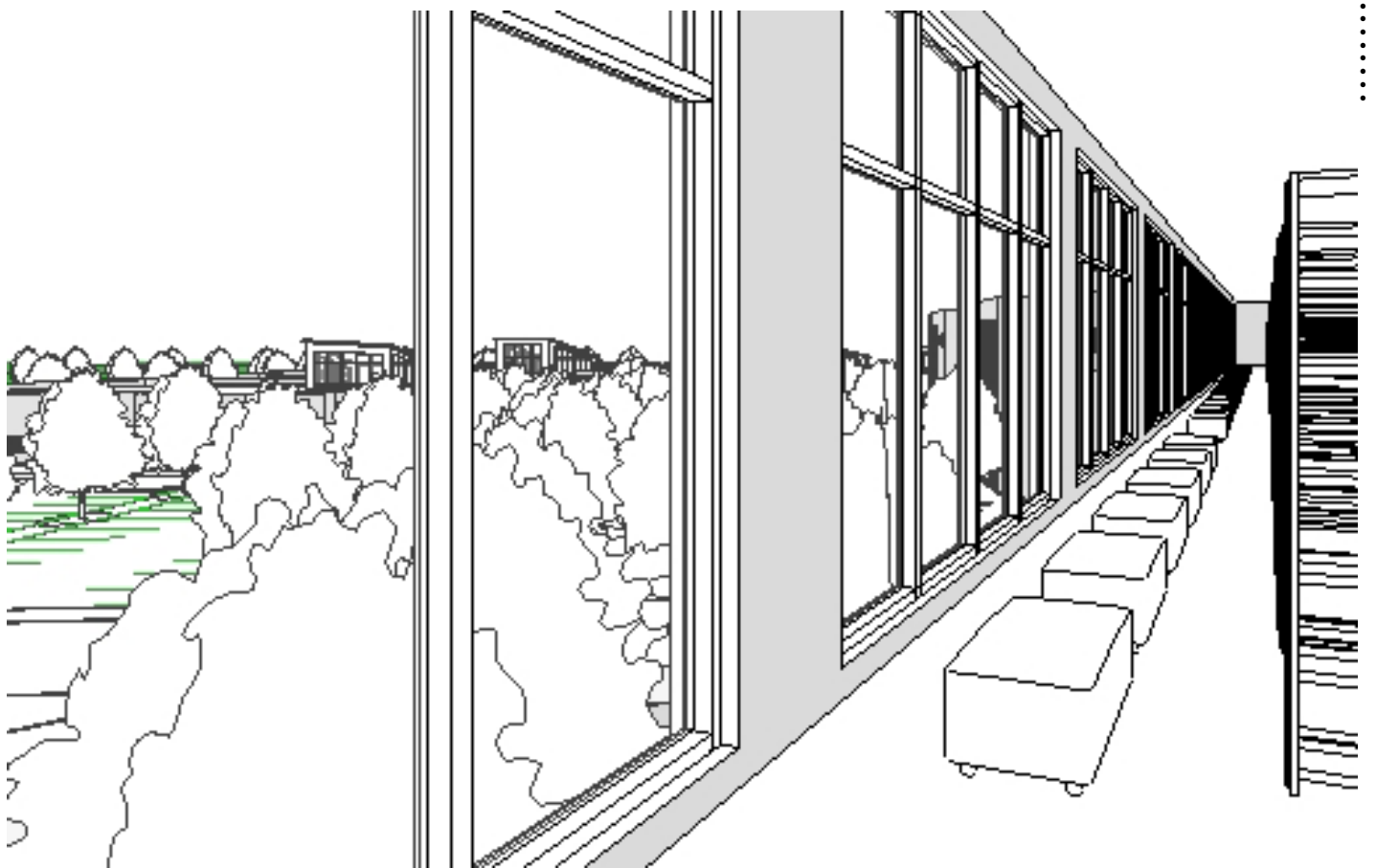
McGraw St. Entrance



View From Middle School Drop-Off Zone

Section Title.....







“They can’t do nothing...

...without education. They have to have it..”

-Ms. Grantling

Concluding Statement

This quote is from an interview by Chris Hansen of Dateline NBC entitled America Now: City of Heartbreak and Hope that aired on Sunday, April 18th 2010. Ms. Grantling lives in Detroit with her children who attend school within the Detroit Public Schools system. She shared her grief about the conditions of the school system but the hope that there will be a change which will provide great opportunities for her children. [Source: Grantling, Ms.] It is people like Ms. Grantling and her children that should inspire Detroit Public Schools to make the changes necessary and to provide the facilities and campus that will provide all students an equal chance at a successful future.

This thesis proposes a facility which considers the new trend for school designs and implements it into the Chadsey neighborhood in such a way that provides maximum opportunities for not only the students but the community as well. It is imperative that Detroit Public School system consider the space planning of new facilities to adhere to their initial goals and respond to the community needs in order to be effective. Schools will no longer be a warehouse of negative energy in Detroit communities. Instead they will foster hope, inspiration, achievement, success and perhaps most importantly the means to change for the better the community they reside in.



Detroit Public Schools
Office of the Emergency Financial Manager
Robert C. Bobb

April 8, 2009

Michael P. Flanagan
Superintendent of Public Instruction
Michigan Department of Education
608 West Allegan Street
PO Box 30008
Lansing, MI 48909

Dear State Superintendent Flanagan,

I would like to express my appreciation to you for your commitment to the Detroit Public Schools (DPS) and for your commitment to quality education in the State of Michigan. As you know, the Detroit Public Schools is faced with a number of difficult decisions as we seek to provide a balanced budget next fiscal year. Tomorrow morning I will announce a list of 23 candidate schools for closure in the 2009-2010 school year, which will save DPS over \$8 million annually beginning in the 2010-11 school year. The savings that will be gained from this proposal represent an essential component of our deficit reduction plan. These decisions to close school facilities are not decisions that I take lightly and, as you know, are among the most difficult that school leaders face.

Despite the weight of these decisions, we have a unique opportunity in light of the passage of the *American Recovery and Reinvestment Act of 2009* (ARRA). As part of our school closure process we are planning to upgrade and modernize school facilities that will serve as receiving schools for the affected students. With this opportunity we are not only seeking to renovate receiving schools and bring these facilities into the 21st century, we are also seeking to make additional investments across the district in an effort to enhance the school climate challenges that a number of our schools face. As such, I would like to make a formal request for \$200 million out of the \$1.5 billion allocated to the State of Michigan in state stabilization fund dollars, outside of the annual state-wide allocation, to help fund these critical investments in our infrastructure. DPS is also interested in exploring the opportunities afforded by the tax provisions of the ARRA related to the Qualified School Construction Bonds program and the Qualified Zone Academy Bonds program. I am well aware that the state stabilization funds are being considered to fund critical shortfalls in the state education budget. I believe it is critical that funding levels for education be maintained in the State of Michigan. I believe it is equally important, however, that we take advantage of this one-time opportunity from the federal government to invest in our educational infrastructure.

The renovation and modernization projects that are being planned firmly meet the criteria established by President Obama for stimulus funding. These projects are shovel-ready. They will create jobs for Michigan residents. And they will help the Detroit Public Schools build learning environments that are equipped for the 21st century.

I greatly appreciate the support that your office has shown to the Detroit Public Schools and for your attention to this request. Please do not hesitate to contact me at (313) 870-3772 should you have any questions or would like to discuss this request further.

Respectfully,

Robert C. Bobb
Robert C. Bobb
Emergency Financial Manager

RCB/rb

Statement by Robert C. Bobb,
Emergency Financial Manager, Detroit Public Schools
April 9, 2009

Good morning, and thank you for coming.

Where we send our children to school is an important decision for parents and guardians. I am very sensitive to how school closures and transfers to new schools affect these important personal decisions.

Today we enter an important phase of a lengthy process, one which began months before I arrived in Detroit, to bring forward a list of candidate schools for closure and/or consolidation as part of a Facility Consolidation and Reinvestment Plan for the 2009-2010 School Year. I have made this list public, made certain that it is available at all of our district schools and on the district web site, and have created additional opportunities for parents and community members to have their voice in this process.

I have written a letter as well that is being sent home today (Thursday) with every student in Detroit Public Schools.

Facility Reinvestments

I also want to announce the details of a total facility reinvestment of \$200 million which will positively impact students across the district. These include quality of life improvements at receiving schools, completion of the 2007 closure improvements, infrastructure at the new receiving schools, a district safety and security plan, and \$88 million of improvements at Schools of Promise.

This is a new day of change in Detroit Public Schools. Last week we released the initial Deficit Elimination Plan, which has now been approved on a contingent basis by the State of Michigan, and the status of the 2008-2009 budget deficit along with the "legacy" deficit being carried forward, for a total budget deficit of \$303 million. I am committed to bringing forth a balanced budget for 2009-2010, to addressing the legacy deficit during 2010-2011, and to creating a five year financial plan. You are aware of the many actions taken already to immediately stop the bleeding, to ensure accountability, and to establish proper controls.

Rightsizing

To right size this district so that available resources may be maximized for the 95,000+ current Detroit Public Schools students, schools will have to be closed, positions will be impacted, and programs carefully reviewed. The candidates being presented today represent a projected savings of \$8.8 million annually to the school district budget, starting with the fiscal year 2010-2011 budget.

Through these difficult and challenging decisions, I remain very aware of how this process affects our children, families and community. To respond to this will require a

holistic approach. I strongly believe that we have the professional staff in place to ensure that students are placed in the optimal educational environment, where safety and security is at the forefront both on campus and in the community, where building conditions serve the needs of the students, and where the community takes active involvement.

Academics are Paramount

Academics, and programs at these schools have played paramount importance in the current decision-making process. All aspects of schools' present and prior levels of student achievement have been taken into account, as have community partnerships and supporting programs. Where excellent academic performance is taking place at a candidate school, this year's process ensures that the impacted students have only equal or superior options. This is not about "winners" and "losers." It is about strong academic environments, safety and security both at school and in the community, and parent and community involvement.

I will also be presenting the necessary facilities improvements at all schools which will be receiving new students, to address immediate student quality-of-life issues. Contracts will be ready to go the day after the end of this school year and we will launch a "summer rush" of facilities improvements at all of the schools receiving new students to ensure that those academic environments are prepared for students. We will implement the improvements promised to improve the receiving schools from previous closings. We will work extremely hard to meet the goal of having all of the work completed before children come to school this fall.

Summary of Facility Reinvestments

Quality of Life Improvements (28 Receiving Schools)	\$20 million*
Completion of 2007 Closures Improvements	\$6 million*
Infrastructure Components (28 Receiving Schools) (boilers, windows, roofs, etc.)	\$61 million
Safety and Security Plan	\$25 million
Improvements at Schools of Promise	<u>\$88 million</u>
Total Reinvestment	\$200 million

* Work to begin immediately with an advance from remaining \$26 million from Bond Program.

- A request to fund these projects out of the \$1.5 billion State Stabilization Fund (ARRA) will be made to the state. These projects are shovel ready they will create jobs for Michigan residents, and they will help DPS build the classrooms and schools necessary to be competitive in the 21st century.

To accomplish this, we have identified an initial \$20 million in projects at receiving schools. We have identified decommissioning costs including safety and security at each school. We will actively market these properties and, where necessary, make the

necessary plans for demolition. We will immediately move contracts for an additional \$6.3 million in work not yet undertaken as part of the 2007 Realignment process. We will use every nickel remaining in the previous bond authorization and then we will make the case with the State of Michigan for the DPS share of the state stabilization funds. We will seek Homeland Security grants to upgrade our public safety systems.

State Stabilization Funds

I have sent a request to State Superintendent of Public Instruction Michael Flanagan for State Stabilization Funds that will benefit the renovation of DPS buildings in the amount of \$200 million. We are making this request in an effort to obtain a commitment for significant infrastructure investments in our District. Our proposed renovations meet the established criteria for stimulus dollars. They are shovel ready projects that will help create learning environments for the 21st century as well as create jobs for our residents.

We will also ensure that decommissioned properties do not become a blight on our neighborhoods. I am deeply troubled by the many reports of DPS properties being a blight in neighborhoods. My vision for the Detroit Public Schools includes a future where our properties and facilities assets not only serve our children well, but serve to positively drive growth, progress, development and expansion of the city's resident, family and tax base. We all know far too well that the end result, if not carefully thought out and carefully planned out, can do just the opposite by becoming a negative drain on communities. We will work closely with community-based organizations in neighborhoods both where schools are closing and where schools are receiving students.

We will look to how all of our physical assets can be developed for the future. We will engage the colleges of urban design from Michigan universities, experts from around the country, the City of Detroit planning departments, and will bring on board new staff expressly to work on this project. We are currently exploring various options for financing. We want to be in a position where we can recreate DPS properties to recreate Detroit's neighborhoods.

We will aggressively pursue and create new urban design strategies for every one of our properties and create public-private partnerships. Without these, properties will continue to be a blight on the community. We will continue to make available properties for other institutions, including charter schools, with redevelopment proposals consistent with our plans.

Later this summer, we will identify another set of schools as candidates for possible closure or consolidation. As we begin to develop a master education plan to drive the master facilities plan, though, that process will be remarkably different from this or past processes. That analysis will begin at the school level, not on the upper floors of the Fisher Building, and we will place a very strong focus on grade expansion and enrollment expansion. DPS has opportunities to grow its market share.

Long range, there are school campuses at which we will bring forward proposals to build new campuses and complexes and, where needed, to upgrade and expand athletic

facilities. Initially, we believe the current Chadsey, Finney and Mumford campuses as ideal sites for K-12 educational complexes.

Safety and Security

We will upgrade DPS public safety operations with a \$25 million investment across all of the schools, for new technology, doors, monitoring systems, entry systems, based on an overall security plan working with Chief Mitchell and a team of experts.

Since my arrival in Detroit, I have met frequently with the DPS Facilities leadership and also engaged the services of a highly experienced national firm to review all proposals and supporting data and, personally, viewed the buildings and the communities that surround them at every impacted site. I have sought counsel from others whose knowledge of our schools, the community, and past processes has informed our decisions. And, in fact, we continued to refine the resulting recommendations through yesterday.

Parent and Community Input

The detailed Facilities Realignment data being released today is available at every DPS school and on the DPS website, www.detroitk12.org. I welcome requests from parents or guardians for town hall meetings and additional forums at which we can present information on these plans and to receive your feedback. I have established a hotline, this one for parents and guardians of DPS students only, to provide input as well. Parents and guardians may call 313-870-3749 or email facilitieshotline@detroitk12.org. Final decisions on the school realignments will be made by May 8, 2009.

I encourage all parents to take another look at DPS. I am very excited about our future. Detroit Public Schools will become “first choice” schools for all parents and families. Our improved finances must support gains in student achievement. We must bridge both the preparation and achievement gaps and improve customer service. We will redouble efforts to get our message out regarding outstanding programs, teachers and students. We know that there are great things happening in this school district and that there are children in DPS performing at remarkably high levels.

I look forward to engaging the community on this and all processes as we develop a master education plan for 21st century teaching and learning. work to provide safe and secure learning environments, and create long term facilities and financial plans to support these. Immediate actions being taken will help lead us into a multi-year plan of reconstruction for excellence.

Thank you.

DPS Students and Staff at Closing and Receiving Schools

	Closing School	# of Students*	Staff Members (FTE)	Receiving School(s)	# of Students*	Staff Members (FTE)
Building and Program Closures	Barbour	310	31	Marcus Garvey, Butzel	983	45.6
	Joyce	284	22	Howe	424	23.5
	Chadsey	815	63	Southwestern, Munger	776	74
	Cleveland	590	46	Pershing, White (k-6)	1501	109.5
	Clinton	238	18	Bethune	711	34
	Cody 9 th	311	26	Cody	1226	68
	Columbus	317	26	Heilmann MS	649	34
	Coolidge	275	21	Henderson Upper and	659	29
	Courtis	210	20.5	Noble	559	27
	Detroit Open	171	17.5	Hughes	327	18.5
	Durfee	509	33	Winterhaulter	971	33
	Guyton	263	20	Robinson	606	23
	Houghten	208	18	Murphy	499	25
	Lodge	129	11.5	Murphy		
	Kinge, J.R.	421	26.5	Cerveney	351	30
	Macomb	140	13.2	Elmdale	162	15
	Marshall, J.	412	25.5	Nolan	857	40
	McNair	355	34	Finney	687	47
	Northwest ECC	107	5.5	MacDowell, Shulze	976	60.9
	Richard	364	27	Trix, Pulaski, Fleming	1755	95.5
Twain	243	18.2	Boynton	208	21.5	
Program Closes and building re-used	Stark	152	10.5	Robinson		
	Westside Multicultural	271	20	Owen	266	21.5
Building Closes and Program Relocates	Westside Alternative HS	452	22	Westside Multicultural	723	20
Total		7547	575.9		15876	895.5

* Based on Fall 2009 Projected Enrollment

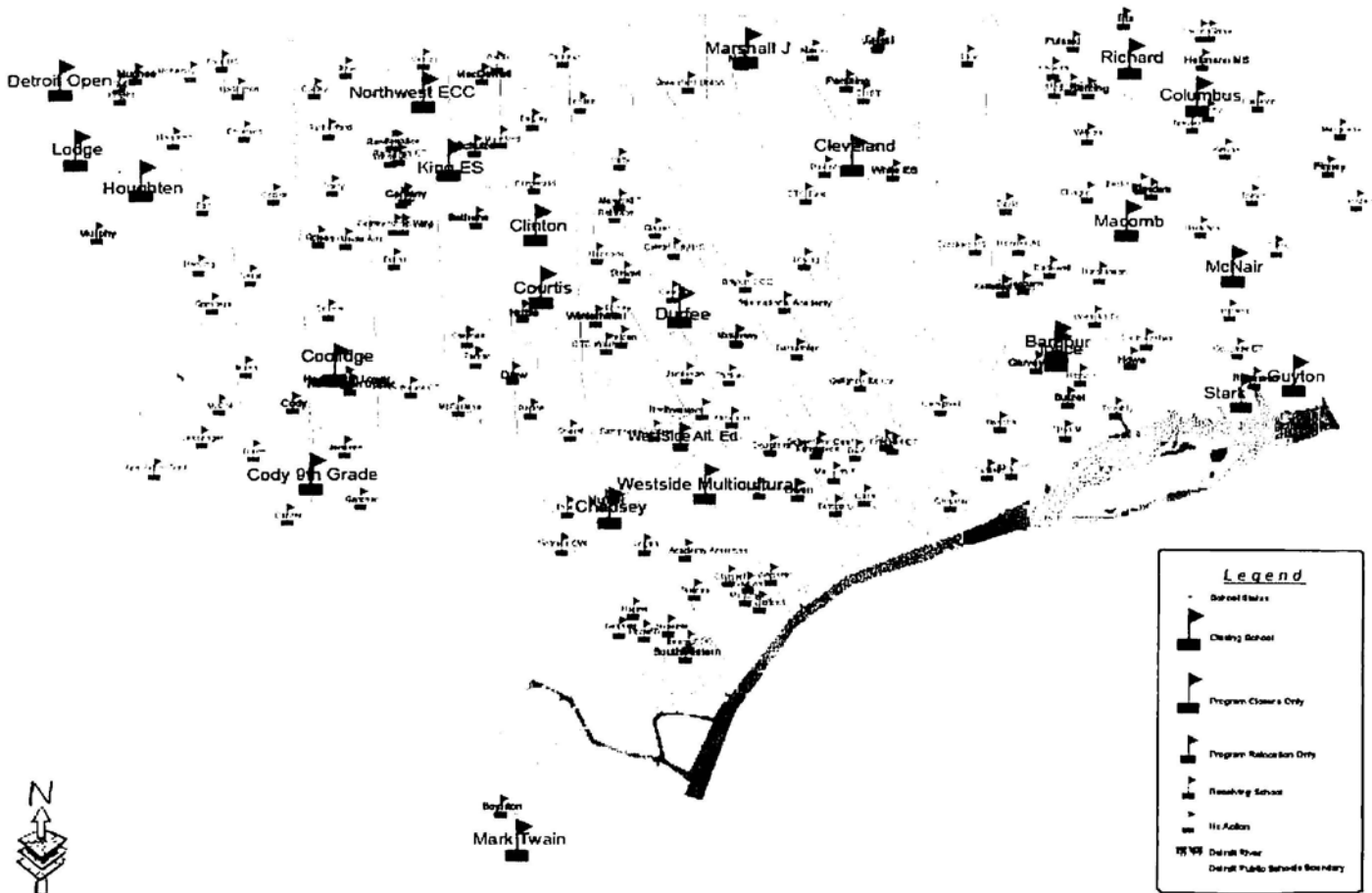
Summary of Facility Reinvestments



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Total Reinvestment	\$200 million

- * Work to begin immediately with an advance from remaining \$26 million from Bond Program.
- A request to authorize Federal Stimulus Funding will be made for the entire Reinvestment. All projects are **shovel ready**. They will **create jobs** for Michigan residents. And they will help DPS **build the classrooms and schools necessary to be competitive in the 21st Century**.

Detroit Public Schools - School Closures and Program Changes 2009 - 2010 School Year - 4/8/09





April 4, 2010

Big plans for the future Detroit

A challenging list of projects can reshape city in the next decade

Closing schools creates a smaller, modernized school system

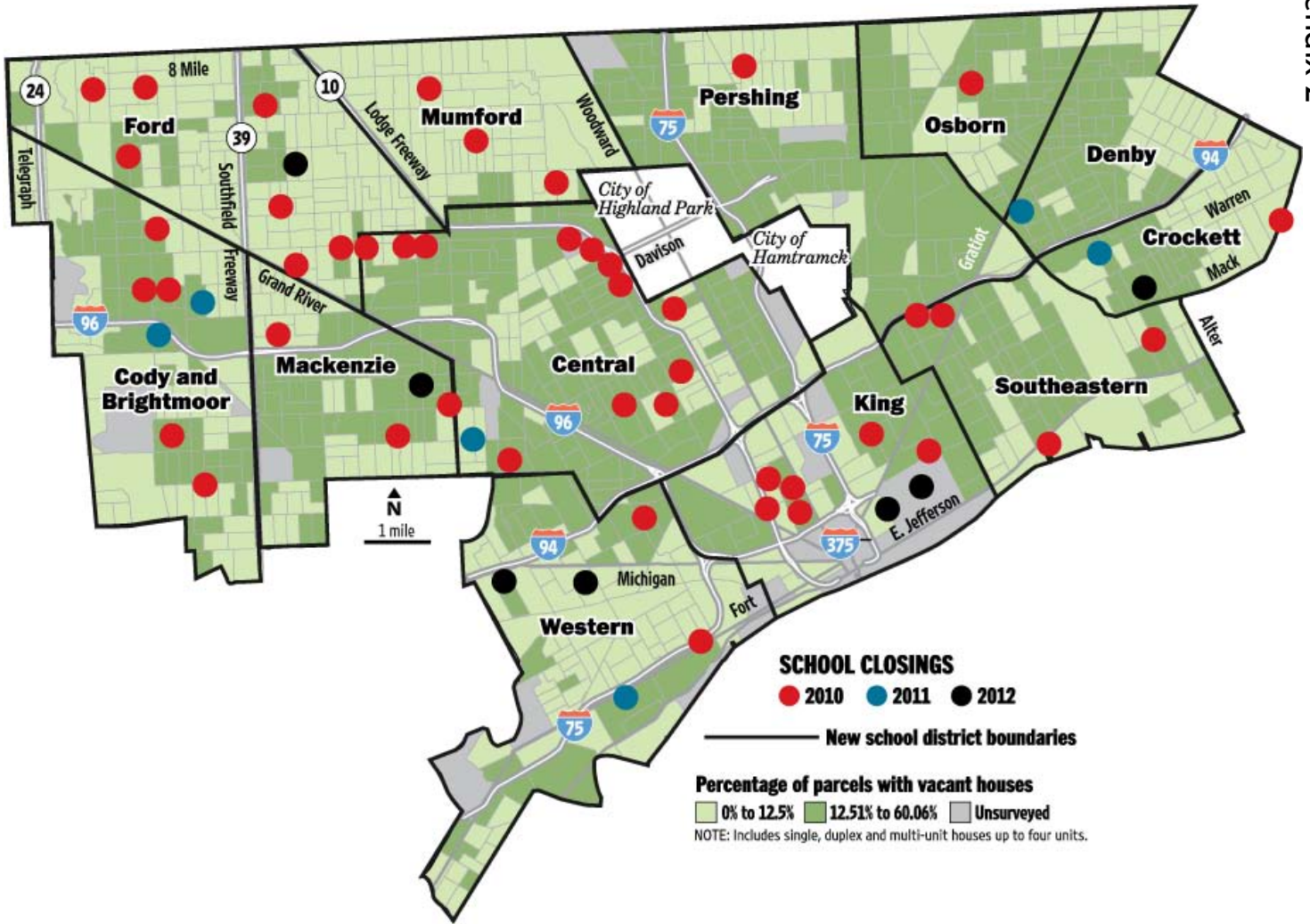
In a sweeping 5-year, \$1-billion plan, 41 school buildings and 1 support building are slated for closure in June, with another 13 to be closed by 2012. DPS officials based this redesign in part on Detroit's changing neighborhoods, comparing areas of growth to areas of abandonment. Here is a look at how those buildings fit onto a map of Detroit's most vacant areas.

<http://www.freep.com/uploads/images/2010/04/ecity-map1.jpg> border="0" />

The plan: A smaller but dramatically better system under control of the mayor, with a Standards and Accountability Commission reviewing every school; 54 buildings closed by 2012, 22 new or renovated opening; 70 new schools by 2020, 35 of them charters; a 90% graduation rate by 2020 and 9 in 10 graduates going on to advanced education.

What has to happen: Education reform is critical to the city's ability to attract and retain families. Basically, the community has to rally around its children. Parents, teachers and other school employees must be engaged to become part of the overhaul. Voter and legislative approval is needed to abolish the school board in favor of mayoral control. Beyond foundation money, Detroit voters will be asked to pass another \$500-million bond issue.

(Source: "Big Plans...")



Olivia Olmos

The University of Detroit Mercy,
School of Architecture

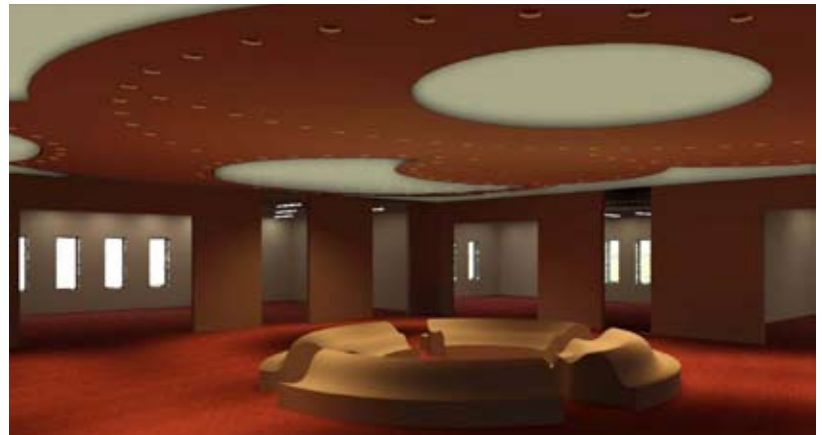
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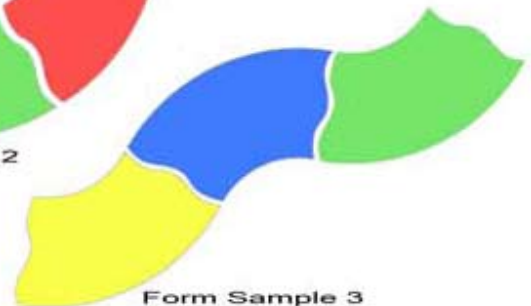
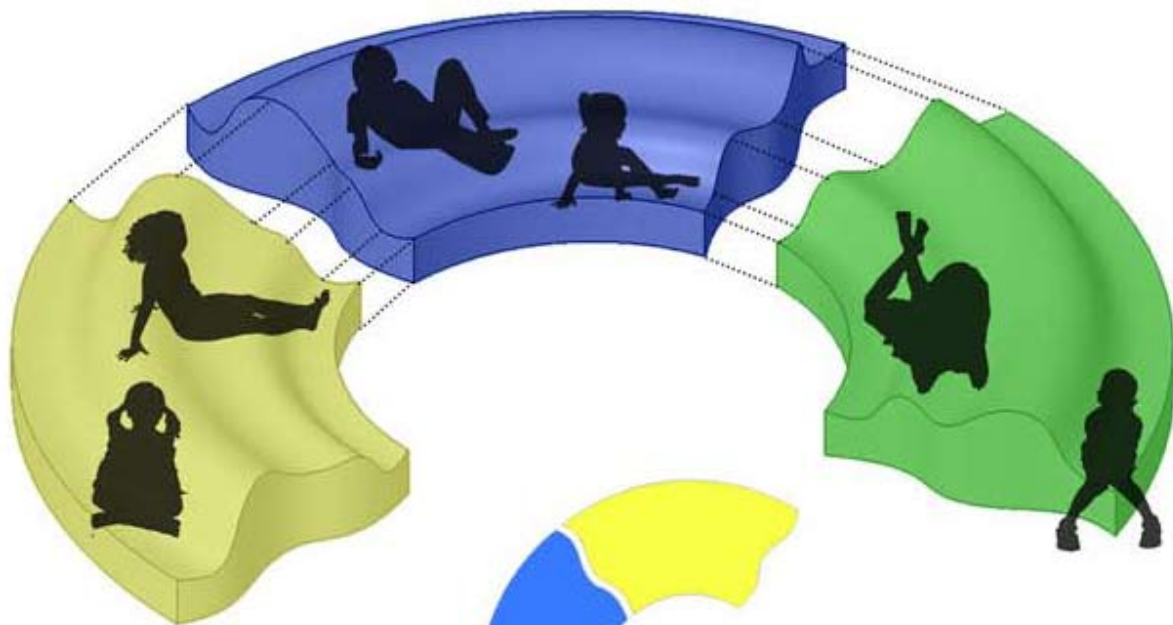
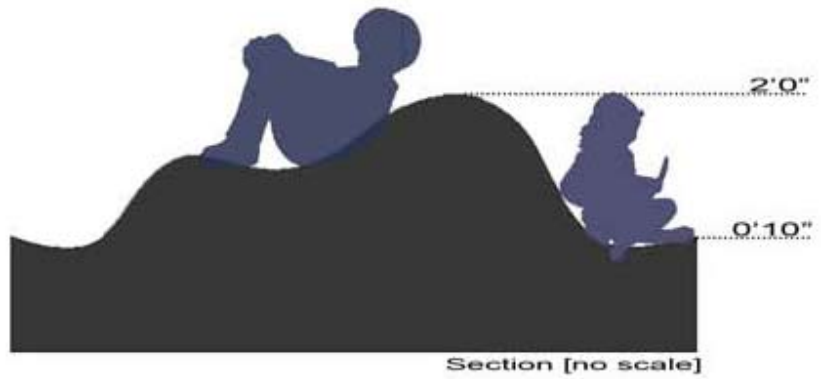
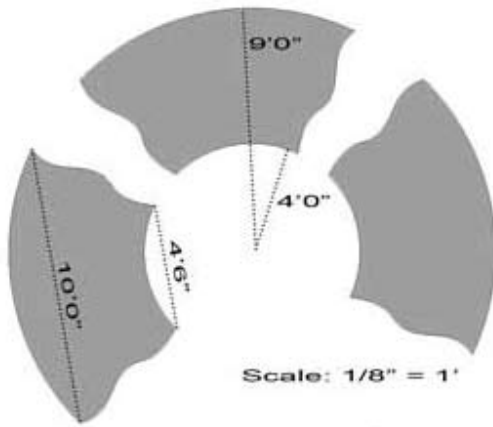
Description:

The following is a seating design for young children. This type of seating can be used in classroom reading areas, libraries, child care facilities, and outdoors. It allows for children to sit in a variety of positions and at various heights. Children are able to sit together in small groups on one unit or several units can be pushed together to create a variety of forms.

Materials:

The proposed material for the units is Polywood, a High Density Polyethylene (HDPE) plastic which is made from recycled milk jugs, bottles and containers. The HDPE plastic can be molded into a variety of forms such as the one proposed. The units can be produced in a variety of colors or combinations of colors.





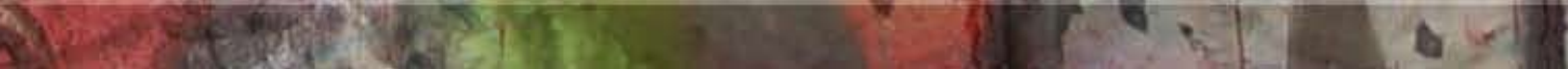
Form Sample 2

Form Sample 3

Form Sample 1

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