

Life Magazine Article on Central High 12/14/63

MAY-01-00 MON 09:20 AM DAVENPORT PUB LIB FAX NO. 3193267809 P. 02



STUDENTS OF EVERY ENVIRONMENT AND ALMOST EVERY SCHOLASTIC LEVEL POUR INTO DAVENPORT HIGH SCHOOL FOR THE START OF THEIR SCHOOL DAY

est
rica's
nter
4/5 QUART

AN EXAMINATION OF SECONDARY EDUCATION: FIRST OF A SERIES

U.S. PUBLIC HIGH SCHOOL

Comprehensive program serves the broad needs of an Iowa city

PHOTOGRAPHED FOR LIFE BY YALE JOEL

From September to June, on every school day of the year, the scurrying scene above is a familiar sight to anyone in the vicinity of the big sandstone building that stands atop a slope of Davenport, Iowa's Main Street. It is the frantic frenzied of the morning when 2,003 boys and girls swarm about the Davenport High School and funnel themselves inside to be exposed to what eager adults who await them term secondary education. It is a performance repeated in city, town and village across the land, the start of an average day for average American teen-agers, who are mostly unaware their educational experience is unique—in all the world—to them. The Davenport High School they go to is the same school that many of their parents went to. Physically the main building is little different to the eye than on the day it opened in 1907. But much of what Davenport's youngsters of 1953-54 are taught was hardly dreamed of a generation ago,

for Davenport High has become a "comprehensive" high school. The students still get classics, but their courses are no longer confined to subjects given mainly for those going to college. There are still schools in the U.S. which serve this function exclusively, but Davenport High is a public school and it is the public schools which serve 89% of the seven millions who attend American secondary schools today. Into Davenport High each day come students with different backgrounds, racial, religious and economic, each with his own problem of how to fit into a changing society and each with his own prospects and aspirations for the future. How Davenport, a typical but better-than-average American public high school, serves that purpose is shown on the following pages, in this first of a series of LIFE articles which, over the next several months, will explore and explain the main aspects of U.S. secondary education today.



REPORT CARD		DAVENPORT HIGH SCHOOL DAVENPORT, IOWA		August 1999 - June 2000	
NAME	Fagner, Lon	GRADE	12	TEACHER	Miss Burianek
HOME PHONE	A	STUDENT PHONE	17	STUDENT SIGNATURE	
COURSE		TEACHER		GRADE	
Grammar			M. JOHNSTONE		
Am. Govt.			<i>Gl. Lott</i>		
III Algebra			<i>Russell W. Buckland</i>		
I Chemistry			<i>Thompson</i>		
Phys. Ed.			FOX & SEIDNER		
SALE PRICE					
TOTAL SALES					

LIBERAL ARTS' REPORT CARD of Senior Lon Fagner (bottom, opposite page) shows strictly college preparatory course. He plans to take up dentistry at Northwestern University. Grammar Lon is taking is special precollege brush-up course offered to seniors only.

LIBERAL STUDIES ARE BASIC AND LIVENED UP IN CLASS

In a plant that is badly lighted, poorly ventilated, overcrowded and always in need of repairs, Davenport High offers 127 courses, spanning almost everything from algebra to zoology that might interest a teen-ager and help him prepare for his future. Everyone gets some of the traditional liberal arts through required courses in English, history and science. All other credits are electives, whether math or Romance languages, courses in dietetics or personal relationships. Whenever possible, arts courses are enlivened by such devices as permitting a parrot to come to class (opposite page). Some critics condemn this as gimmickry, but the liberal arts program gives solid preparation for college, and college admission boards have a high respect for Davenport applicants. Of this year's graduating class 40% of the boys and 20% of the girls will go on to college.

participate in the program. Students take industrial, vocational and commercial courses along with the required liberal arts. School authorities know that within a year after graduation 48% of next June's departing seniors will have gone to work in and near Davenport, and that most of them are not likely ever again to seek formal schooling. The community is getting them ready for their weekly pay checks with courses like welding, machine shop, printing, electricity and automotive repairs for boys, and secretarial and office-machine courses for girls.

Within a year after they are graduated 25% of the girls will marry and set up housekeeping. For them particularly there is purpose in home economics instruction that years back, before girls were so numerous in the schools, they got at home—courses in cooking, dressmaking and child care.



PROBLEM IN HEMLINES is the subject of conference among Senior Carol Jasper (*standing*) and fellow students in a dressmaking course. Carol is completing a commercial course, hopes to get office job when she graduates, expects to ease budget by making use of this course to make some of her own clothes.



WELDERS AT WORK, under eye of their instructor, Roger Feisner (*third from left*), practice with oxyacetylene torches on metal plates as part of two-semester course. When using arc welding equipment they work in individual booths (*right*), which are reconverted rest-room booths of the World War II era.





HIGH SCHOOL CONTINUED

REPORT CARD		DAVENPORT HIGH SCHOOL DAVENPORT, IOWA		A year 1953-54	
Student: Jones, James Mason		Teacher: Mr. Kenyon			
Year: 10		Grade: 10			
Subject		Grade		Teacher	
1 English				H. Ludwig	
1 Biology				H. Woodward	
1 Electricity				R. L. Davis	
1 Mach. Shop				C. B. Anderson	
Phys. Ed.				FOX & SEIDLER	
1 Occup.				L. Kenyon	
DATE GRADUATE					
TIME TABLE					

VOCATIONAL COURSE REPORT CARD of Sophomore James M. Jones (bottom of page) shows interest in elective shop subjects. "Occupations," a course which includes vocational aptitude testing and survey of local industries, is required of all 10th grade students.

USEFUL SKILLS REPAIR SKIRTS AND OLD CARS

The expanding industries of Scott County, of which Daven-

No period of the schedule is more welcome to students and teachers alike than the midday break for lunch. The school prefers that students confine their eating to the cafeteria, but now and then some slip away (*below*). And teachers who are not on lunchroom duty often do the same (*opposite page*). Though the teachers are better trained than at many high schools (41 of the 84 have advanced degrees) and so are somewhat better paid (top salary for a man is \$5,000 per year), many of them economize by bringing sandwiches from home.

Decorum is not a major headache during the free-wheeling lunch hour. The school gives its teen-agers every chance to blow off steam. It permits occasional singing at table and during athletic build-ups encourages even an occasional cheer. It all makes for a blanket of buzz which helps conceal the intricacies of a lingo called *tutney*, used mostly by girls to keep secrets from the big ears of boys. It is a language which drops extra syllables recklessly into ordinary English and by which "Let's get to lunch" becomes "Luletutsus gugetut tutoluluncashash" and Davenport High School gets to be "Dudavenuunpuporurtut Hashigughash Suscashionoquilul."



WITH CAKES BROUGHT FROM HOME TO TOP OFF THEIR REGULAR LUNCH

GIRLS CI

←ACROSS THE STREET some boys, disdaining school facilities, gather in the back room of a grocery store to spread out their sandwiches, drink milk and soda pop and discuss nonschool plans.

CAUTIOUS CADET Jack Rayburn checks appearance in mirror before ROTC session. Boys take either military drill or gym in three-year course.

AMBITIOUS MUSICIAN. Junior Ruby Stratton (*below*), already member of orchestra, plays bagsoon for judge at all-state auditions. She won.



140

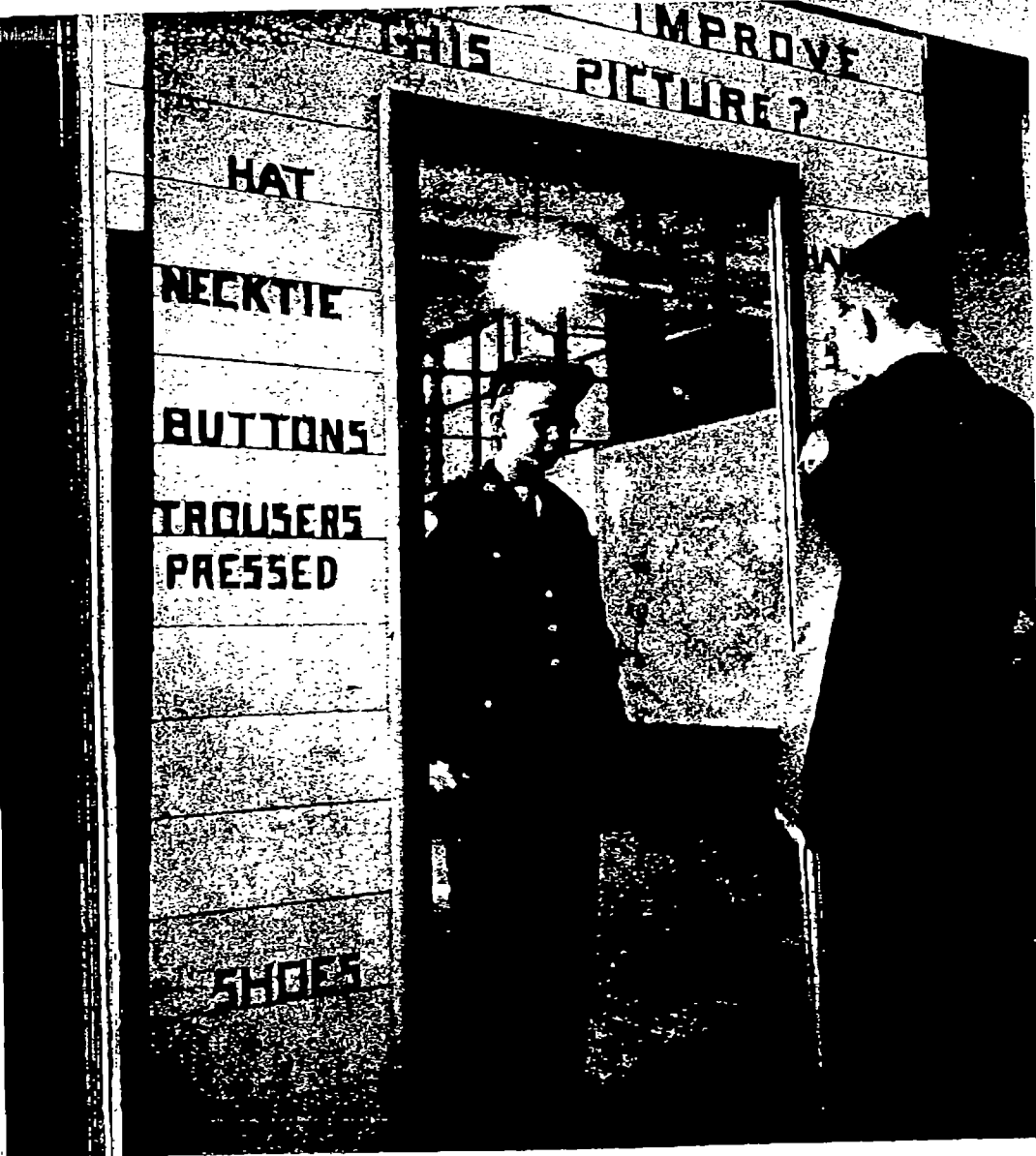
one boy, "we have fun with our teachers, but some of them are sure whacky." And when things go wrong, another remarked, "the counselors are always there to fall back on."

To sort out its melting-pot mass of 2,000 students into individuals is the special responsibility of Davenport's nine counselors (the average high school of Davenport's class has two). Four times each year, at least, every student confers with his counselor to map studies, to discuss (whenever he wishes) personal problems and to come to grips with a critical decision: whether to go to college or out into the world. Everything that goes on within the school leads up to this decision, for a comprehensive high school like Davenport, by its very character and purpose, is a springboard to a future as diverse and as changing as the backgrounds of its 2,000 students.



COUNSELOR'S CONFERENCE arranged by Dean of Students Leona Soehren (facing camera) brings her together with Senior Jayne Barker (back to camera) and Jayne's parents. Miss Soehren regards Jayne as good college material but Jayne was uncertain about going. The meeting helped convince her to go.

LOCKER ROOM CONFIDANT, Assistant Principal Don Hempstead, prefers informal counseling encounters with students, as in this meeting where he discusses credits with Senior Ronald Stromquist.



HIGH SCHOOL CONTINUED



SELF-SUPPORTING STUDENT, Mary Winkler, gets typing instruction from Della May Taylor. Mary, a junior, leaves school each noon to go to hospital dishwashing job which pays \$85 a month.

THE STAFF IS GEARED TO AID THE INDIVIDUAL

To offset its size Davenport High's faculty works almost continuously to give the school a personal, even intimate, meaning for each boy and girl in it. Most of the teachers make a point of urging their students to get into at least one of the

product gives faster, longer-lasting relief from pain of headache, neuralgia, neuritis than Anacin tablets. Buy Anacin® today!

Need some wise gift counselling?



Your local liquor dealer has some great gift suggestions. For example...

Walker's DeLuxe

specialty elegant in its Hospitality Decanter (at no extra cost).

Straight bourbon, 6 years old, 90.4 proof.
Hiram Walker & Sons Inc., Peoria, Ill.

Secondary education in this country is older than the republic itself. Boston Latin and Roxbury Latin were founded more than 300 years ago, in what was then the Massachusetts Bay Colony, direct offshoots of the schools of contemporary England which prepared young gentlemen for college and the ministry. Girls, of course, neither required nor received such schooling. Both schools are still going, offering six-year classical courses, and both perform a valued function.

Of almost a completely different mold is the kind of school Davenport is. It is a direct descendant of the free public high school that, in the mid-19th Century, was America's first major contribution to education. Even so the comprehensive public high school is strictly 20th Century. One of its champions, James Bryant Conant, former president of Harvard, now U.S. High Commissioner to Germany, describes it as a school "where the youth of very different backgrounds and outlooks share a common experience, where the extracurricular activities and at least a common core of studies should cut across vocational interests and cover a wide range of scholastic aptitudes."

By this definition not every public high school is comprehensive in scope, but most of them, educators agree, are on the way.

The change in educational emphasis is reflected by the chart above which records the spectacular high school growth. Today only one U.S. youth in five does not enter high school. More than 33 million adult Americans are graduates of secondary schools, most of them of public institutions which are now, like Davenport, overcrowded and underequipped. The price of every item used in a schoolhouse goes up year by year (teachers' salaries are slowest of all); yet the nation which was hardly profligate a decade ago when it was spending 1.2% of its national income on public secondary education today spends only .7%.

The U.S. public high school's problems will be even more acute within four years when they will begin to feel the effects of the birth-rate rise of the 1940s. By 1960 enrollment will be up 2 million—and still going up. In the face of the rising enrollments, rising costs and the residual murmur of complaint natural to teen-agers, school people like Davenport's Principal Roger Berry force public education to move ahead. "The physical plant of a school is not a considerable factor in its over-all worth," he says. "What counts is the attitude of the people who are teaching and associating with the students. The atmosphere should be friendly, congenial and secure, where students will feel teachers are interested in them and understanding of their mistakes."

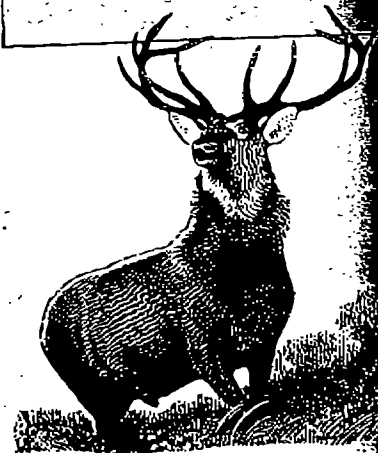
Despite deficiencies, those high schools which try, as Davenport tries, to meet this test are serving the cause of education at least adequately, while serving much more than adequately what Conant calls "the ideal of a democratic society with a minimum of class distinction."

Ask For It Anywhere.

Policyholders will tell you

Year in and year out
you'll do well with the

HARTFORD



See your Hartford Agent or your insurance

**HARTFORD FIRE
INSURANCE COMPANY**

**HARTFORD ACCIDENT
AND INDEMNITY COMPANY**

**HARTFORD LIVE STOCK
INSURANCE COMPANY**

Hartford 15, Connecticut

HOLIDAY FUN WITH

**TNT
POPCORN**



Truman

[193] Sept 17

Public Papers of the Presidents

My faith remains unshaken that we shall achieve a peaceful settlement of the problems in the Middle East. And I am hopeful that we will be successful in the peaceful settlement of the problems in all the rest of the world.

You know, we have fought two long, bitter wars to establish liberties in the world, which we enjoy here as a matter of right, and about which we think very little. Most of us are not appreciative of the Government under which we live until a tragedy such as that which took place today brings it home to us that what we have is liberty of the individual. We have a peaceful country in which to live. We have rights, which protect us from the infringement of the Government on those rights. That is what we fought two great world wars to attain in the world.

It was my duty, immediately after I was sworn in as President of the United States on April 12, 1945, to decide whether the

conference to organize the United Nations should go forward in San Francisco or not, on the 25th of April. That was the first decision I had to make. I made the decision and the United Nations was organized as a going concern. We must implement the principle set out in the Charter of the United Nations so that we can have world peace, and so that we can maintain world peace.

In order to maintain that peace we must continue to be a strong nation, and that is what I have advocated ever since I have been President of the United States.

I want to thank you most sincerely for this wonderful turnout. I appreciate it most highly. This is the second time within a short time that I have been in your wonderful city, and I hope it won't be the last time.

Thank you very much.

NOTE: In addition to the statement made at Crestline on the death of Count Bernadotte, a White House release of September 17 announced that the President had sent a message to Countess Bernadotte expressing sympathy on the death of her husband.

194 Rear Platform and Other Informal Remarks in Illinois, Iowa, and Missouri. *September 18, 1948*

[1.] ROCK ISLAND, ILLINOIS (Rear platform, 5:45 a.m.)

I don't think I have ever seen so many farmers in town in all my life. I had no idea that there would be anybody else in a town the size of Rock Island at this time of day.

It is a pleasure for me to be here with you, and I am highly honored to be introduced by the next Senator from Illinois, and I am highly honored to have alongside me the next Senator from Iowa, Guy Gillette. Senator Gillette and I served in the Senate, and Douglas—I never had the pleasure of serving with Senator-to-be Douglas, but I will probably have a chance to associate with him a very great deal the next 4 years.

You know the issues in this campaign are not hard to define. The issue is the people against the special interests, and if you need any proof of that, all you need to do is to review the record of this Republican 80th Congress.

You remember in 1946, when everybody said he wanted a change, that he thought the country had had enough, and they put out such propaganda as that, most of you stayed at home, and by a minority vote of about a third of the voters, you elected a Congress that I think has given you enough!

The object of this 80th Congress, it seemed to me, was to take the bargaining power away from labor and give it back to the special interests. It was also the idea of the

the United Nations
San Francisco or not,
That was the first
I made the decision
is was organized as a
must implement the
Charter of the United
have world peace,
maintain world peace.
n that peace we must
ing nation, and that is
ever since I have been
d States.

I most sincerely for this
I appreciate it most
second time within a
been in your wonder-
won't be the last time.
much.

statement made at Crestline
Bernadotte, a White House
announced that the President
Countess Bernadotte ex-
the death of her husband.

Illinois,

ues in this campaign are
The issue is the people
interests, and if you need
all you need to do is to
of this Republican 80th

1946, when everybody
ange, that he thought the
ough, and they put out
that, most of you stayed
minority vote of about a
you elected a Congress
en you enough!

80th Congress, it seemed
e the bargaining power
nd give it back to the
was also the idea of the

lobbies that controlled that 80th Congress to
see that prices were not controlled. You
know, I think they really like to have a
"boom and bust." You know, that Congress
had some of the most terrific lobbies that
have ever been in Washington in the history
of the country. They had the real estate
lobby, the one that turned the rent control
program loose, and they had the speculators
lobby, and they had the National Association
of Manufacturers lobby, whose interest is
not the public interest—it is special interest.

I want to bring it home to you that you
must yourselves analyze the condition of the
country at the time the 80th Congress took
over, and you must also analyze the condition
of the country over a 16-year period, 14 years
of which were in the hands of a Democratic
administration. You must also go back and
compare that situation with the one with
which we were faced after 12 years of "nor-
malcy," shall we call it?

That is what they want to go back to. We
don't want to go back, we want to go for-
ward!

Dozens of times—I won't say that—at least
half a dozen times I'll say—I asked the Con-
gress to give us a price control bill that would
gradually release those controls as production
caught up with consumption and prevent a
runaway inflation.

You were informed by the National Asso-
ciation of Manufacturers in 1946 that within
1 year prices would adjust themselves. They
have adjusted themselves. They have gone
all the way off the chart. It has not been in
the interests of the common man either. It
has been in the interest of special interests
who want to control this country again.

Now you can't afford to let that happen.
You must, if you want this country to go
forward, you must always be sure that you
have people in control of the Government
whose interest is yours and not the special

interests who want special privilege in every-
thing that takes place.

Now, in order to prevent that, you must
elect men like Senator Douglas here in Illi-
nois, and men like Senator Gillette in Iowa.
You must elect Congressmen whose interest
is the people's interest, and not special privi-
lege interests. I hope you will keep that in
mind, and I hope you will do that on No-
vember 2d.

In order to get that done, you have got to
get on the books and get registered. And
you have got to go out and vote on election
day. As I told you a while ago, just one
third of the people voted—a light vote in
1946, and you see what you got. You got the
Republican 80th "do-nothing" Congress.

Now, if you are going to stay at home
again—if you are going to shirk your public
duty again, that is what you will get again,
and that is just exactly what you will deserve.

Thank you very much.

[2.] DAVENPORT, IOWA (Rear platform,
6:10 a.m.)

Good morning! I am not surprised to see
you up at this time of day. I was surprised,
though, in Illinois to see them get up so
early. You know, Iowa is, outside of Mis-
souri, I guess, the greatest farm state.

It is a great pleasure to me to be with you
this morning, and it is a very great pleasure
to be present with your next Congressman,
your next Senator, and your next Gov-
ernor—all Democrats.

I understand that the people of Iowa have
been suffering from the same things that all
the rest of the country has been suffering
from, and that is the 80th Congress. They
were elected in 1946 because people didn't
seem to be satisfied with everything in the
world they needed. They wanted a change,
and they got it.

1948 in his whole life
far - May 1948 - and Cede.
Cede

Now I think they have had enough of that situation and when the votes are counted on election day, you are going to find that Iowa will have a Democratic Governor, and this district will have a Democratic Senator and we will have Guy Gillette back in the Senate.

It is a very great pleasure to me to be able to go across the country in this manner and see you and talk to you and let you know what I am thinking. Today at Dexter, west of Des Moines, I am going to tell you just exactly what my program is on the farm and the farmer, and then you will have a chance to make a choice between Republican reaction and Democratic forward-looking administrations. You have to make up your mind then as to what your best interests are, and on election day it will be your duty, no matter what your politics or what your program is or what you believe in, to go to the polls and exercise that privilege.

You know, in 1946 a little over one-third of the population voted, and look what you got! Now, I am begging you and pleading with you, to be sure that on this November the 2d you vote.

If the people turn out and express their will, then we have the Government which is intended in our Constitution. If you don't do that, you are not only shirking your duty but you are liable to continue something like the 80th Congress.

Thank you.

[3.] IOWA CITY, IOWA (Rear platform, 7:25 a.m.)

Senator, ladies and gentlemen:

It certainly is a wonderful welcome from Iowa's university city. I am certainly happy to be here, and I am certainly happy to have these good Iowa Democrats on the train with me—your candidate for Governor, your candidate for Congress and for the United

States Senate, and your State Democratic Senator.

You know, one of the first things that those ancestors of ours who settled this part of the world thought of was education. The first thing that they set up was a church. The next thing they set up was a schoolhouse. The University of Iowa is one of the first of the educational institutions set up west of the Mississippi River and north of the Mississippi line. You know, Missouri and Iowa were from the same territory, first Louisiana, then Missouri territory, then Iowa decided they wanted to become independent and became the great State of Iowa where the tall corn grows. I contend that we grow corn as tall in Missouri, but I have never been able to prove it.

I am also very much interested in education. You know, we have reached a saturation point in our educational institutions because there are so many more people interested in getting an education. Your university, like every other university in this country, is crowded. It is short of housing facilities, it is short of teachers, it is short of all those things that go to make for proper education.

I have been fighting with the Congress of the United States in an effort to get an educational bill through the Congress that would be helpful to all those universities that are overcrowded, both in a housing way and in a teacher's salary way, and in a way to help take care of the crowded conditions in those schools.

There are some people who like to live back in the 1840's, who think that education is not the backbone of this country, and who are not really interested in the educational welfare of the country as a whole.

When our educational program breaks down, then we are fertile field for "isms." Education is the best defense against totali-



PART ONE

The Challenge

"Instead of building schools for 1950, let us build schools for 2050. We need schools that are healthy, energy smart, environmentally sensitive, using up-to-date technology- that complement and enhance academic excellence; schools designed by the community and with the students and the community in mind."

*Richard W. Riley
U.S. Secretary of Education
October 13, 1999*

As we stand at the beginning of the 21st century, we face a national challenge to build thousands of new schools to meet the unprecedented demands of the Baby Boom echo – the millions of young people who are now coming of age and crowding into schools all over America. The number of young people entering our nation's schools has been consistently rising since 1984 and will increase for many years to come. In 1999, according to the U.S. Department of Education, public and private K-12 school enrollment reached a record 52.7 million students, surpassing last fall's all-time high by 500,000. Student populations will continue to rise for the next eight years, with public school enrollment expected to increase to a record-breaking 54.3 million by the year 2008.

Even as millions of additional students enter our schools, a determined effort is being made to reduce class size in order to give children more individual attention in the early grades. And research on whole-school size, which indicates that overall school populations of more than 800 may be detrimental to the learning process, further compounds the need. Building smaller schools also has important implications for residential growth patterns. Good schools are an important factor in where people decide to live. By building smaller schools close to where people live, communities can encourage the development of smart growth policies that lead to better neighborhoods and more livable communities.

In addition to the growing need to build more classrooms and schools to meet the demands of the "baby boom echo," we face the increasing reality that many of our school buildings are simply wearing out. Overuse and consistent delays in regular maintenance have taken their toll. The life span of most school buildings is approximately 40 years after which school buildings begin to rapidly deteriorate. Today, the average American school building is 42 years old.

Phil / ~~talk~~ talk
back

Legislative draft
Peter Reincke -
224-7303

Aronny Gutierrez
more

- Greg, Phil.
cal i
224 7429

Replacing, repairing and updating school facilities is an ongoing requirement, although too often a neglected one. In 1996, the U.S. General Accounting Office identified a \$112 billion need to repair and or renovate the existing national school facilities infrastructure just to achieve a "good overall condition." And this staggering figure covers only the routine maintenance and repair necessary to meet the functional requirements of *existing instructional programs*. It does not include any of the additional renovation and/or new construction necessary to update these same facilities to accommodate important advances in teaching and learning.

In a recent update to this report the General Accounting Office notes that spending for school construction has increased substantially but only since 1995. Many school districts still face significant problems in finding the resources to renovate and modernize their buildings. According to a recent research survey conducted by the National Education Association the total bill for renovating old schools and building new ones remains exceedingly high --\$254 billion.

This pressing need to add, renovate or replace educational facilities presents an opportunity for citizens, educators and facilities planners to take a broader view of what constitutes an effective, appropriate learning environment. This is a case when a problem can truly be our friend. However, in order to realize the greatest effect of this opportunity on student achievement, those who design and build educational facilities must take into account current research about factors that can influence student achievement.

For example, the research suggests that a wide variety of classroom configurations are required to facilitate current best practices in education such as collaborative problem-solving, the use of technology and the critical need for personalization. The research on learning calls for dissolving some of the traditional barriers between school and life and school and community. Finally, studies make it clear that students achieve best in environments where lifelong learning is a community value, where everyone is a learner, and where the school facility is central to the life and learning of the community, accessible not only during traditional school hours but at night and on weekends too.

The demand has never been greater for building schools that can address a broad range of educational needs and, at the same time, serve as centers of their communities. In response to this demand, a wide range of innovative and practical community-based learning environments, developed through educator-architect collaborations, are now being implemented around the country. Some of these are new variations of the traditional stand-alone school site, designed to create more effective spaces for contemporary teaching and learning. Other innovative approaches extend the functions of the stand-alone school so that it serves a broad range of community needs as well. Still others expand the whole notion of school by creating learning environments in such non-traditional settings as museums, parks and zoos, thereby optimizing opportunities for learning while minimizing the investment of human, financial and environmental resources.

All of these creative solutions share one common theme: *the school as a center of community*. It achieves this either by serving a more integral role within the context of the whole community, or by extending the learning environment to take advantage of the full range of the community's resources. Indeed, the most successful schools of the future will be integrated learning *communities*, which accommodate the needs of all of the *community's* stakeholders. They will be schools that will be open later, longer and for more people in the community from senior citizens using the gym and health facilities during off-hours to immigrants taking evening English classes after work.

Joe Perkins, the President of the American Association of Retired Persons (AARP) may have said it best when he said, "schools should be a point of unity-not division -between and among generations." With millions of baby-boomers nearing the age of retirement Joe Perkins is on to something in talking about how schools should be built so that they can be used by Americans of all ages.

In short, the school building of the future needs to be designed as a learning center for the entire community and involve many more members of the community in the school's design and planning. This idea of citizen participation reflects John Dewey's assertion that we not only need education in democracy, but also democracy in education. By engaging students, parents, educators and a wide variety of citizens in planning and designing schools as centers of community, the best aims of a democratic society will be served in both process and product.

The purpose of this *Community Guide* is to help educators, planners and community members meet the challenge of providing effective educational facilities to serve the citizens of their own communities. Drawn from a variety of sources and including a number of examples, the *Guide* is intended as a compass to point the way, not a cookbook-style recipe. The details of the journey will need to be worked out by dedicated citizens in particular communities across the country.

PART TWO

Design Principles

“With thousands of schools needing to be built and modernized in the coming decade, communities across this nation can design schools in ways that can make an enduring difference for generations. These buildings will have a profound impact not just on students, but on entire neighborhoods.”

Al Gore

Vice-President of the United States

October 5, 1998

In June 1998, a group of educators, facilities planners, architects, government leaders and interested citizens were invited to Washington D.C. by U.S. Department of Education to discuss the process of planning and designing schools that best meet students' needs and also serve as centers of their communities. One product of that gathering was the first draft of a set of planning and design principles for learning environments. Subsequently, the six principles were expanded and widely circulated. These principles were confirmed in their present form at the October, 1998 National Symposium on School Design sponsored by the Vice-President of the United States Al Gore, the U.S. Secretary of Education Richard W. Riley and the White House Millennium Council. Since that time the six design principles have gained the endorsement of:

The American Institute of Architects

The American Association of School Administrators

The Council of Educational Facility Planners International

The Construction Managers Association of America

The six design principles are predicated on three generally accepted conditions: Learning is a lifelong process. Design is always evolving. Resources are limited. The six design principles themselves are relatively simple and straightforward. However, together they call for bold action to transform America's schools. The six principles assert that, in order to meet the nation's needs for the 21st century, we must design learning environments that:

- **Enhance teaching and learning and accommodate the needs of all learners.**
- **Serve as centers of the community.**
- **Result from a planning/design process involving all stakeholders.**
- **Provide for health, safety and security.**
- **Make effective use of all available resources.**

- Allow for flexibility and adaptability to changing needs.

Design Principle #1:

The learning environment should enhance teaching and learning and accommodate the needs of all learners.

The quality of the learning environment affects student achievement. A growing understanding of the affect of environment suggests that a school building is an important tool for learning and, like any tool, it can enhance the process or hinder it. We must insure that our school facilities are designed to facilitate what we know today about providing the best possible education for all students in the 21st century. In reality, the vast majority of the more than 86,000 public school buildings now in use were designed to sustain a model of education characterized by large-group, teacher-centered instruction occurring in isolated classrooms. Current knowledge and research about learning calls for new models. These new models are characterized by more active student involvement, by learners doing rather than just receiving, creating rather than recreating, thinking, working and solving problems. They are supported by strategies such as cooperative, project-based and interdisciplinary learning, all requiring students to move about, work in various sized groups and be active. Furthermore, new models call for all students to learn to higher standards. This in turn has resulted in increased emphasis on learning styles, and the special needs of each student. Educational facilities should be designed to support these and other examples of current research and best practices in the learning sciences. At the same time, research on the specific impact of the physical environment on learning must be accelerated.

modern classroom
space
to have
students
learn
interact

Design Principle #2:

The learning environment should serve as center of the community.

A successful school can strengthen a community's sense of identity, coherence and consensus. Like a new version of the old town square, it can serve as a community hub and a place where students and others can learn about collaboration and the common good.

However, majority of school facilities currently in use, were designed to serve as stand-alone instructional facilities where community access is limited rather than encouraged. In most cases, the auditoriums, sports facilities, food service, libraries, media center, computer labs, and other specialized areas of the school are available for use by the general public only on a limited basis. In many cases, duplicate facilities are provided by local municipalities to serve the same functions.

Today's educational facilities should be designed to strengthen the integral relationship that exists between a school and its community. They should serve a variety of community needs in partnership with a wide

spectrum of public, civic and private organizations to provide ample space for public meetings and activities. At their best, school facilities can help meet the leisure, recreational and wellness needs of the community, in addition to allowing community members access to, and use of new technology after the student day is done. Schools can be designed to invite parents to be more actively involved in the school's day- to-day activities. When a school designs and creates a parent center, it sends a powerful message that parents are welcome and encouraged to be involved in their children's learning.

Schools also can support relationships with businesses that are productive for students and supportive of the local economy. They should encourage the use of external experts and skilled community volunteers for a variety of educational functions, including mentorships, apprenticeships and providers of work-based and service learning.

To these ends, schools should be inviting places rather than foreboding institutions. Their locations should encourage community use and their shared public spaces should be accessible, day and night, all year round. Schools should be places where creative configurations of space expand their use; where learning occurs "after hours," late at night and on weekends; where school-to-school partnerships, links with businesses, and collaboration with higher education are encouraged and supported.

Today, we know that 12 or 14 years of learning will not be enough to equip people for the rest of their lives. We cannot afford to think of high school graduation as a finish line, and this means that one of the most important end products of schools needs to be citizens who have learned how to continue to learn. School facilities should support learning for people of all ages by creating access to flexible and comprehensive programs to meet all learning needs. They should also provide space for everything from early childhood learning to adult education and training.

Further, this positive interdependence among students, staff and community should be mirrored in the way other public, civic and private facilities in the community are used to extend the curriculum. It is important that students understand the connection between what they are learning in the classroom and the workplace environment. When community sites become destinations for educational field trips and extended academic learning centers, the links between school and community are strengthened. But these extensions are not limited to field trips alone. Through partnerships between school boards and other community organizations, a wide variety of community resources such as museums, zoos, parks, hospitals and government buildings can be enlisted to serve as full-time integrated learning centers.

In this way, the school becomes not only the center of the community, but the whole community becomes central to the mission of the school. The ultimate result is a true learning community where traditional lines have been blurred or even dissolved, where school is community and community is school.

Schools should specifically acknowledge the critical role of families in the learning process as well as their central place within the structure of communities. To this end, schools should serve as catalysts for parental and family engagement. They should help address the particular needs of families. They should respect the diverse social and cultural characteristics of families. And they should accommodate family-centered learning.

Schools should acknowledge the ongoing learning needs of the many people who work in them, from the principal to the teacher interns, from the English faculty to the secretarial staff. To this end, they should be places where staff as well as students can collectively and continually enhance their capacity to think, do and create. They should incorporate spaces for collaborative work among educators along with adequate tools to support their learning.

Finally, the school buildings that house our educational programs and serve as centers of our communities, whether new or renovated, should model the highest standards of aesthetic quality for public projects. They should fit the landscape while reflecting the unique identity of the particular community they serve. They should capture the noble character of public architecture while being visible symbols of individual self-esteem and shared values. They should serve as a source of community pride.

Design Principle #3:

The learning environment should result from a planning/design process involving all stakeholders.

Faith in the collective capacity of people to create possibilities and resolve problems is at the very heart of our democratic system. Not only do people have the right to participate in making the decisions that will affect them, but their participation will improve the quality of the decision-making process. In designing environments for learning, the principles of democracy should be honored. Schools should be planned by a representative group of the people who will use them, including educators, parents, students, citizens, senior citizens, and members of civic and business organizations.

Such widespread community participation in the design of learning environments is valuable for the diversity of perspective it brings to the process. By their very nature, communities are diverse. They include people who reflect differences in age, culture, ethnicity, gender, socioeconomic class, aspirations and abilities. These differences will enrich the design process by expanding the range of viewpoints and ideas that are considered.

Widespread participation in designing learning environments is also valuable for the sense of shared purpose it engenders. While communities encompass diversity, they are defined by a commitment to the common good. When members of a community are given opportunities to come together to take part in

meaningful work and make important decisions, this commitment is strengthened. When community members become visionaries, creators and owners, rather than cogs on a bureaucratic wheel, they are more willing to work together to set goals, solve problems and, ultimately, provide their schools with the kind of ongoing support they need to be successful.

To ensure widespread, fully informed, critical participation of all stakeholder groups in designing learning environments, adequate time and resources must be allocated to the planning process. Such allocation must happen in advance of, or at least in concert with, the development of the school district's facilities master plan, educational specifications, technology plan and/or building designs.

Design Principle #4:

The learning environment should provide for health, safety and security.

Health and safety always have been top priorities in schools. During the past decade, increasing instances of campus crime, youth violence, substance abuse and other unhealthy conditions have intensified our nation's concern for school safety. While one aim is to create learning environments that are open and inviting to the larger community, at the same time schools should be designed to promote the health, safety and security of students, staff and community users.

At the most basic level, school designs must address environmental safeguards and meet all safety codes. They must ensure healthy indoor environments, paying special attention to lighting and air quality and carefully monitoring possible exposure to toxic materials contained in the manufacture of building materials. Beyond this, school designs should incorporate the kinds of physical features which enhance safety, such as carefully considered traffic patterns. They should eliminate the kinds of features which add to the potential for violence and crime, such as poorly lit and obscured places.

While the right types of hallways, doors, and alarm systems can help make schools safer, in many cases, keeping schools safe requires changing behavioral norms and attitudes too. A growing body of evidence suggests that student behavior and attitudes can be significantly affected by the quality of the learning environment. Attractive, well-designed and well-maintained facilities communicate respect for the people and activities housed within. As such, they contribute to positive school climate, good discipline and productive learning.

Likewise, size and scale can affect health and safety. When schools and classrooms are kept small enough to allow teachers and students to form personal relationships, a sense of community is established which promotes a safer environment. By limiting the overall population of an individual school, or by providing spaces for smaller schools to exist within larger ones, a design can maximize supervision and encourage healthy social interactions among students, teachers, administrators and community users.

Finally, school designs can address student safety by providing opportunities for a wide range of after-school programs. Since most student violence occurs between the hours of 3 p.m. and 6 p.m., after-school programs can become key components of violence prevention plans. Activities for young people ranging from academic enrichments to athletic programs, from arts and crafts to parenting classes, not only provide healthy options for filling time but also increase the positive connection between youth and their school.

Design Principle #5:

The learning environment should make effective use of all available resources.

School facilities should be designed to maximize the impact physical environment can have on learning by making effective use, or by allowing effective use, of all available resources.

School facilities should be designed to allow the best use of educational resources such as materials, texts, tools and teaching strategies. At the most basic level, school designs should ensure adequate storage and appropriate utilities to support the use of state-of-the-art educational materials and manipulatives in all disciplines. They should provide flexible space for conducting large and small group instruction, for displaying and storing alternative educational and assessment materials, and for teaching laboratory sciences and other activity-type classes. Whenever possible, school designs also should allow specialized facilities such as kitchens, offices, and maintenance areas to do double duty by serving educational as well as operational functions. Through creative approaches, they even can provide opportunities for using the building and grounds as kinds of "three dimensional textbooks" which manifest such educational content as mathematics, geometry, art, history and science.

School facilities should incorporate the kinds of technological resources that can facilitate new methods of instruction and new learning models of learning. At the simplest level, school designs should ensure that the necessary structures and infrastructures exist to support the use of the most up-to date educational technology. In addition, they should accommodate applications of technology which allow teachers to become guides and coaches rather than simple information deliverers. It should allow students to become workers who analyze, evaluate, and manipulate information rather than only passive recipients of it. Design should permit curriculum to be individualized to meet student desire and interest rather than only a one-size-fits-all fare.

School facilities also should be designed to make use of off-site resources through the effective use of technology. They should allow access to outside libraries and other sources of information and ideas. They should provide opportunities for using technology to facilitate interactions with external experts and skilled community volunteers for a variety of functions, including mentorships, apprenticeships and providers of work-based and service learning. They should support electronic networks and an advanced

communications infrastructure for enhancing teaching and learning. They should accommodate the new roles, relationships and organizational structures of our current technological society.

School facilities should be designed to make the most of natural and cultural resources. Architectural and engineering principles should be applied, to reap optimum benefits from renewable energy resources. Designs should capitalize on the natural beauty of the building site.

Whenever educationally and economically feasible, preservation and renovation should take precedence over new construction, especially in cases where reusing existing facilities can preserve natural resources and/or valuable historic and cultural assets for future generations. School facilities should be designed to embrace the rich social and cultural resources that exist in every community. They should incorporate creative manifestations of our nation's great mix of social and cultural assets.

School facilities should be designed to make full use of the resources available in the workplace. They should facilitate the interface between school learning and its application in the workplace. They should accommodate students' exploration and/or pursuit of career pathways. They should encourage business and community partnerships. They should engage the wide range of economic interests whose success depends upon the performance of the school system's graduates.

Finally, school facilities should be planned, designed and constructed within the limits of available economic resources. Even in a growing economy, it is important to calculate the long-term financial burden. In the near future, it is likely that the decreasing productivity of the baby boom generation, coupled with the added costs of programs like Social Security and Medicare, will place increasing demands on public finances. Therefore, it is critical that the educational facilities infrastructure we design today is developed within economic limits that can be sustained by future generations.

Design Principle #6:

The learning environment should allow for flexibility and adaptability to changing needs.

Change is a given in our world and in our schools. To serve this changing world most effectively, learning environments should be flexible enough to adjust to a wide variety of conditions and accommodate high quality education in a wide variety of ways. As more effective educational programs and strategies are developed and implemented, new demands on school facilities will undoubtedly occur. As new technologies are incorporated into teaching and learning processes, additional requirements will likely emerge at unprecedented rates. As communities in general continue to change, the kinds of school facilities required to meet their needs will have to change as well.

Learning environments should be designed to accommodate diversity and allow for local flexibility. Their designers cannot afford to lock in too firmly on any one permanent notion of facility. They should remain open to a whole array of ideas about what constitutes “school.” They cannot afford to become too set on a fixed idea about the use of space. Rather they should incorporate spaces with multiple uses into their plans. In short, they should design learning environments that allow for what we do not yet know.

Finally, to ensure that school facilities are meeting the changing needs of a changing world in the best ways possible, school districts should evaluate and update their facilities master plans and educational specifications at least once every five years.

lexis.com

[Change Client](#) [Options](#) [Feedback](#) [Sign Off](#) [Help](#)[Search](#) [Search Advisor](#) [Get a Document](#) [Check a Citation](#)[ECLIPSE™](#) [History](#)View: [Cite](#) | [KWIC](#) | [Full](#)[PREVIOUS](#) 303 of 681 [NEXT](#)[Text Only](#) | [Download](#) | [Fax](#) | [Email](#)[FOCUS™ - Narrow Results](#) | [Save As ECLIPSE](#) | [More Like This](#) | [More Like Selected Text](#)Source: [All Sources](#) : / . . . / : [News Group File, All](#)Terms: [atl 5 \(school construction\) and date geq \(04/26/1998\)](#) ([Edit Search](#))*The Associated Press State & Local Wire, June 14, 1999*

The Associated Press State & Local Wire

◆ [View Related Topics](#)

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

June 14, 1999, Monday, BC cycle**SECTION:** State and Regional**LENGTH:** 554 words**HEADLINE:** School building costs rise with decay, growing enrollment**BYLINE:** By ANJETTA McQUEEN, AP Education Writer**DATELINE:** WASHINGTON**BODY:**

With decaying buildings and a growing enrollment, states and local districts are spending and borrowing billions of dollars more for public **school construction**.

School districts nationwide spent \$ 18.7 billion on **school construction** in 1996, the latest year for which data was available, said Census Bureau spokeswoman Sharon Meade on Monday. The districts spent \$ 15.9 billion in 1995 and \$ 14.4 billion in 1994.

Enrollment of pre-kindergarten through 12th grade students reached 44.8 million nationally in 1996, up from 44.1 million students in 1995 and 43.5 million in 1994, according to the data, which is available on the Internet.

Texas, New York, and Florida spent the most among the states. Texas spent \$ 2 billion, followed by New York and Florida at \$ 1.6 billion each. California, at \$ 1.2 billion, and Pennsylvania, at \$ 1 billion, were next.

"There is a tremendous need as evidenced by these figures," said Julie Green, the Education Department's spokeswoman. "And it's a problem in many different communities, city, suburban or rural."

One third of America's schools, about 25,000 schools, are in need of at least one major repair, according to the General Accounting Office.

Green said a Clinton administration plan would address the need to fix existing school buildings. The plan would make construction and repair of more than 6,000 schools cheaper for states and districts by providing federal tax credits to pay the interest on bonds.

Republican leaders have their own ideas. Sen. Bob Graham of Florida wants to use private investors

to build public schools. And Rep. Bill Archer, R-Texas, who oversees tax policy for the House, also has a similar plan to create more money for **school construction**.

Graham spokesman Chris Hand said the senator's plan cuts red tape: "It decreases the time in which schools can be built."

School systems in five states borrowed more than \$ 1 billion each for building construction, reconstruction and refinancing: Texas (\$ 2.7 billion); Pennsylvania (\$ 2.5 billion); New York (\$ 1.9 billion); Illinois (\$ 1.5 billion), and; Florida (\$ 1.2 billion).

Other Census school finance findings include:

-State governments continued to contribute the greatest share of public school system funding, at \$ 139.2 billion (48 percent), followed closely by local governments, at \$ 131.5 billion (46 percent), and the federal government, at \$ 18.6 billion (6 percent).

-Individual state governments contributing the largest percentage of education revenues were Hawaii, which, unlike other states, has a single, state-run school system (90 percent); New Mexico (73 percent), and; Delaware, Michigan and Washington (68 percent each).

-The average amount spent on education by the 50 states and the District of Columbia was \$ 5,656 per pupil. New Jersey spent the most (\$ 9,208), followed by the District of Columbia (\$ 8,510); New York (\$ 8,374); Alaska (\$ 8,169), and; Connecticut (\$ 7,970).

The survey of local government finances provides data on revenues, expenditures and debt for public elementary and secondary school systems with more than 15,000 students.

The figures, which have not been adjusted for price and wage changes occurring throughout the years, are also not subject to sampling error.

The Web site is www.census.gov/govs/www/school.html/

LANGUAGE: ENGLISH

LOAD-DATE: June 14, 1999

View: [Cite](#) | [KWIC](#) | [Full](#) [Text Only](#) | [Download](#) | [Fax](#) | [Email](#)
FOCUS™ - Narrow Results | [Save As ECLIPSE](#) | [More Like This](#) | [More Like Selected Text](#)

Source: [All Sources](#) : / . . . / : **News Group File, All**

Terms: **atl 5 (school construction) and date geq (04/26/1998)** ([Edit Search](#))

View: Full

Date/Time: Wednesday, April 26, 2000 - 4:45 PM EDT

[Search](#) | [Search Advisor](#) | [Get a Document](#) | [Check a Citation](#)
[ECLIPSE\(TM\)](#) | [History](#) | [Change Client](#) | [Options](#) | [Feedback](#) | [Sign Off](#) | [Help](#)
[About LEXIS-NEXIS](#) | [Terms and Conditions](#)

Copyright © 2000 LEXIS-NEXIS Group. All rights reserved.

lexis.com

[Change Client](#) [Options](#) [Feedback](#) [Sign Off](#) [Help](#)

[Search](#) [Search Advisor](#) [Get a Document](#) [Check a Citation](#)

ECLIPSE™ [History](#)

View: [Cite](#) | [KWIC](#) | [Full](#)

[PREVIOUS](#) 199 of 681 [NEXT](#)

[Text Only](#) | [Download](#) | [Fax](#) | [Email](#)

[FOCUS™ - Narrow Results](#) | [Save As ECLIPSE](#) | [More Like This](#) | [More Like Selected Text](#)

Source: [All Sources](#) : / . . . / : [News Group File, All](#)

Terms: [atl 5 \(school construction\) and date geq \(04/26/1998\)](#) ([Edit Search](#))

The Washington Times October 17, 1999, Sunday, Final Edition

Copyright 1999 News World Communications, Inc.
The Washington Times

October 17, 1999, Sunday, Final Edition

SECTION: PART C; Pg. C2

LENGTH: 826 words

HEADLINE: New students, old schools call for more funding

BYLINE: Andrea Billups; THE WASHINGTON TIMES

BODY:

School officials in many areas of the country are grappling with the issue of how to pay for new facilities to keep up with burgeoning enrollment. Many are also struggling to finance renovation of aging structures and to modernize them to meet technology needs.

A record 52 million U.S. children attend 88,223 schools, and the average building is 42 years old. The U.S. Department of Education estimates that a third of those schools need to be replaced or heavily repaired, and 6,000 new schools must be built by 2006 to keep up with projected enrollment growth.

Several **school construction** and modernization bills are before Congress, where debate continues over what role, if any, the federal government should play in helping states and districts with their building needs.

Historically, **school construction** has been a state and local issue. But as weathered, overcrowded buildings begin to crumble and local funding can't keep pace with growth, many educators say the time has come for government to bridge the partisan divide and provide some much-needed relief.

President Clinton has touted a tax credit plan designed to draw investors to nearly \$25 billion in bonds to help modernize as many as 6,000 schools.

Speaking before the American Institute of Architects on Wednesday, Secretary of Education Richard W. Riley called on Congress to adopt legislation, sponsored by Rep. Charles B. Rangel, New York Democrat, that would subsidize interest on school bond issues.

"We spend billions of federal dollars to build highways, to construct immaculate prisons, to fight beach erosion," Mr. Riley said. "Instead of building immaculate prisons to house illiterate prisoners, why not build immaculate schools that inspire our children to become literate citizens?"

Construction on 526 new schools was completed this year, and nationwide a record \$17 billion-plus was spent on building and repair in the 1997-98 school year.

The need for more schools remains a pressing issue in Washington's own back yard. In Fairfax County, more than 14,000 students attend classes in portable trailers. School Superintendent Daniel A. Domenech has watched enrollment in his 156,000-student school system grow by 13,000 in just

two years.

The county's property tax base is stagnant, however, and although voters approved a \$260 million school bond referendum in 1997, that was not enough to keep up with construction needs. A \$297 million bond referendum is up for a vote in November.

"There is no letting up in sight," said Mr. Domenech of the runaway enrollment growth. What would he tell Congress? "We'll take all the help we can get."

This week, the nation's architects begin lobbying key members of Congress on the urgent need for **school construction** funding, using pictures of the high schools where the lawmakers once attended classes. The photographs, along with some facts about each state's schools, were published in a booklet called "Good Enough for Congress? A Pictorial Representation of Why Americans Deserve Better School Buildings."

For some legislators, the pictures were sobering.

Lake Worth High School, where Rep. Mark Foley, Florida Republican, attended, was built in 1922 and designed for 1,807 students. Today, 3,143 pupils attend the South Florida school, with many packed in 32 portable trailers.

The seams were also bursting at Miami Senior High School, where Sen. Bob Graham, Florida Democrat, matriculated, and at Northeast High School in Lincoln, Neb., where Sen. Bob Kerrey, a Democrat, is an alumnus.

Mr. Graham earlier this year developed his own bill, the Public **School Construction** Partnership Act, which was co-sponsored by Republican Sens. Kay Bailey Hutchison of Texas, Charles E. Grassley of Iowa and Mike DeWine of Ohio, and on the Democratic side by Mr. Kerry and Sen. Robert G. Torricelli of New Jersey.

The bill calls for using private activity bonds, which are frequently used to finance airports, water and sewer facilities and other infrastructure needs, to pay for new **school construction**.

It also proposes tax relief for small and rural school systems through a series of provisions to cut the cost of school bond initiatives, and gives those schools more flexibility in spending the proceeds raised through the bonds.

"Education is rightfully a state and local matter," said Mr. Graham. "But the federal government can play a helpful role in assisting communities overwhelmed by explosive increases in student enrollment."

Rep. Philip M. Crane, Illinois Republican, feels differently, even though his alma mater, South Shore High School in Chicago, needs a new ceiling, roof and air conditioning, according to the AIA report.

"Federal taxpayer dollars should not be spent for this type of construction," said George Sigalos, press secretary for Mr. Crane. "This is one very good example of something that should be of local and municipal control."

GRAPHIC: Photo, Richard W. Riley

LANGUAGE: ENGLISH

LOAD-DATE: October 17, 1999

Source: [All Sources](#) : / . . . / : **News Group File, All**

Terms: **atl 5 (school construction) and date geq (04/26/1998)** ([Edit Search](#))

View: Full

Date/Time: Wednesday, April 26, 2000 - 4:40 PM EDT

[Search](#) | [Search Advisor](#) | [Get a Document](#) | [Check a Citation](#)
[ECLIPSE\(TM\)](#) | [History](#) | [Change Client](#) | [Options](#) | [Feedback](#) | [Sign Off](#) | [Help](#)
[About LEXIS-NEXIS](#) | [Terms and Conditions](#)

[Copyright](#) © 2000 LEXIS-NEXIS Group. All rights reserved.

CENTRAL HIGH SCHOOL Renovation

Purpose:

- Recommend renovation/remodeling ideas that will best meet the needs of the student body at Central High School.
- To work on a "total plan" for the future of CHS as a technologically complete, educationally innovative building in the near/far future.
- To review, modify and make recommendations for renovation/remodeling at Central High School using educational guidelines as the basis for discussion.
- Accomplish recommended renovation/remodeling changes within established budget guidelines.

Specific Goals:

- *Expand Media Center:* Current media center size is 4,500 square feet. Recommended size is 6,000 to 7,000 square feet. The amount of technology designated for this area affects space requirements.
- *Expand Classrooms/Remodel Underutilized Spaces to Classrooms:* Classroom size averages 567 square feet. Recommended size is 750 to 900 square feet. The amount of technology designated for this area affects space requirements. Increasing the size of classrooms means that all spaces within the facility will need to be evaluated to allow for increase. Studies indicate that the facility is inefficient in its use of space for instructional purposes.
- *Renovate Science Labs:* Existing Science Labs are nearly 100 years old. An additional Chemistry Lab and expansion/remodel of other labs is needed to accommodate current teaching methods.
- *Add Elevator* for full ADA accessibility.
- *Interior Renovation:* Add new finishes, acoustic ceilings, plaster and painting.
- *New Lockers:* Wood lockers are a fire concern.
- *Update Electrical/Communication Wiring:* Provide for 6 computer stations and a video monitor in each classroom plus computer labs.
- *Add Ventilation:* Provide good ventilation to all areas and air condition media center and administration area.
- *Site Landscape & Parking Improvements:* Create a strong entrance at the main entry for good wayfinding.

CLINTON-GORE ADMINISTRATION ACCOMPLISHMENTS

IOWA

EXPANDING ECONOMIC OPPORTUNITY FOR ALL

- ★ **Unemployment Down to 2.2%:** The unemployment rate in Iowa has declined from 4.2% to 2.2% since 1993.
- **217,600 New Jobs:** 217,600 new jobs have been created in Iowa since 1993 -- an average of 30,720 jobs per year, compared to an average of just 20,025 jobs per year during the previous administration.
- **197,900 New Private Sector Jobs:** Since 1993, 197,900 new private sector jobs have been created in Iowa—an average of 27,939 jobs per year, compared to an average of just 17,825 private sector jobs per year in the previous administration.
- **27,600 New Manufacturing Jobs:** 27,600 manufacturing jobs have been created in Iowa since 1993 -- an average of 3,896 jobs per year. In contrast, an average of only 425 manufacturing jobs were created each year during the previous administration.
- **20,600 New Construction Jobs:** 20,600 construction jobs have been created in Iowa since 1993 -- an average of 2,908 jobs per year. In contrast, an average of only 1,800 construction jobs were created each year during the previous administration.
- **64,000 Have Received a Raise:** Approximately 6,000 Iowa workers benefited from an increase in the minimum wage—from \$4.25 to \$4.75 -- October 1, 1996. They, along with about 58,000 more, received an additional raise—from \$4.75 to \$5.15 -- on Sept. 1, 1997.
- **Business Failures Down 18.6% Per Year:** Business failures in Iowa have dropped an average of 18.6% per year since 1993, after increasing 18% per year during the previous 12 years [Oct. 98 data].
- **A \$500 Child Tax Credit to Help Families Raising Children:** To help make it easier for families to raise their children, the balanced budget included a \$500 per-child tax credit for children under 17. Thanks to President Clinton, the balanced budget delivers a child tax credit to 312,000 families in Iowa.
- **Homeownership Has Increased in Iowa:** Homeownership in Iowa has increased from 68.6% to 73.9% since 1993.
- **Over \$25,000 of Reduced Federal Debt for Every Family of Four:** The national debt will be \$1.7 trillion lower in FY99 than projected in 1993 -- that's \$25,000 less debt for each family of four in Iowa this year.

EXPANDING ACCESS TO EDUCATION

- Class size*
- **Over 7,000 Children in Head Start:** 7,010 Iowa children were enrolled in Head Start in 1999. In FY00, Iowa will receive \$39.7 million in Head Start funding, an increase of \$19.5 million over 1993.
 - **More High-Quality Teachers With Smaller Classes for Iowa's Schools:** Thanks to the Class Size Reduction Initiative, Iowa received \$9.4 million in 1999 to hire about 243 new, well-prepared public school teachers and reduce class size in the early grades. President Clinton secured funding for a second installment of the plan, giving Iowa an additional \$10.2 million in 2000.
 - **Nearly \$4 Million in Goals 2000 Funding:** This year [FY00], Iowa receives \$3.9 million in Goals 2000 funding. This money is used to raise academic achievement by raising academic standards, increasing parental and community involvement in education, expanding the use of computers and technology in classrooms, and

supporting high-quality teacher professional development. [Education Department, 12/3/99]

- **\$2.7 Million for Technology Literacy:** This year [FY00], Iowa receives \$2.7 million for the Technology Literacy Challenge Fund which helps communities and the private sector ensure that every student is equipped with the computer literacy skills needed for the 21st century.
- **\$54.2 Million for Students Most in Need:** Iowa will receive \$54.2 million in Title I Grants (to Local Educational Agencies) providing extra help in the basics for students most in need, particularly communities and schools with high concentrations of children in low-income families [FY00]. This includes over \$925,000 in accountability grants, to help states and school districts turn around the worst performing schools and hold them accountable for results.
- **\$87 Million in Pell Grants:** This year [FY00], Iowa will receive \$87 million in Pell Grants for low-income students going to college, benefiting 45,678 Iowa students.
- **Expanded Work-Study To Help More Students Work Their Way Through College:** The FY00 budget includes a significant expansion of the Federal Work Study program. Iowa will receive \$12.4 million in Work-Study funding in 2000 to help Iowa students work their way through college.
- **Over 1,000 Have Served in Iowa through AmeriCorps:** Since the National Service program began in 1993, 1,023 AmeriCorps participants have earned money for college while working in Iowa's schools, hospitals, neighborhoods or parks. [through 2/00]
- **Tuition Tax Credits in Balanced Budget Open the Doors of College and Promote Lifelong Learning:** The balanced budget included both President Clinton's \$1,500 HOPE Scholarship to help make the first two years of college as universal as a high school diploma and a Lifetime Learning Tax Credit for college juniors, seniors, graduate students and working Americans pursuing lifelong learning to upgrade their skills. This 20% tax credit will be applied to the first \$5,000 of tuition and fees through 2002 and to the first \$10,000 thereafter. 67,000 students in Iowa will receive a HOPE Scholarship tax credit of up to \$1,500. 82,000 students in Iowa will receive the Lifetime Learning Tax Credit. [fully phased-in FY2000 estimate]
- **Expanded Job Training to Iowa's Dislocated Workers:** Thanks to President Clinton, the FY99 budget includes a significant expansion in the dislocated worker program. Iowa will receive \$5.4 million in 1999 to help 3,200 of Iowa's dislocated workers get the training and reemployment services they need to return to work as quickly as possible.

FIGHTING CRIME AND VIOLENCE

- **668 More Police:** The President's 1994 Crime Bill has funded 668 new police officers to date in communities across Iowa. [through 1/00]
- **Reducing Crime with Drug Courts:** Working to reduce drug-related crime in Iowa, the Clinton Administration has awarded a Drug Court grant to the community of Des Moines. The Administration had previously awarded a grant to the Iowa community of Council Bluffs. Drug courts use the coercive power of the criminal justice system to combine drug testing, sanctions, supervision and treatment to push nonviolent, drug-abusing offenders to stop using drugs and committing crimes.
- **\$8.2 Million to Combat Domestic Violence:** Through the Violence Against Women Act, Iowa has received \$8.2 million in federal funds since FY95 to establish more women's shelters and bolster law enforcement, prosecution and victims' services. [through FY99]
- **Over \$624,000 in Grants for Battered Women and Children:** In FY99, Iowa received over \$624,000 in HHS's Family Violence Prevention Program grants to assist women and children fleeing domestic abuse.
- **\$3.6 Million to Keep Drugs & Violence Out of Iowa's Schools:** Iowa receives \$3.6 million in FY00 for the Safe & Drug Free Schools Program, which invests in school security and drug prevention programs.

MOVING IOWANS FROM WELFARE TO WORK

- **43,587 Fewer People on Welfare:** There are 43,587 fewer people on welfare in Iowa now than there were at the beginning of 1993 -- a 43% decrease. [through 6/99]
- **Child Support Collections Up 94%:** Child support collections have increased by \$90 million—or 94% -- in Iowa since FY92. [through FY98]
- **Encouraging Responsible Choices—Preventing Teen Pregnancy in Iowa:** Since 1993, President Clinton and Vice President Gore have supported innovative and promising teen pregnancy prevention strategies, with significant components of the strategy becoming law in the 1996 Personal Responsibility Act. The law requires unmarried minor parents to stay in school and live at home or in a supervised setting; encourages “second chance homes” to provide teen parents with the skills and support they need; and provides \$50 million a year in new funding for state abstinence education activities. Efforts are making a difference, adolescent pregnancy rates and teen abortion rates are declining. And between 1991 and 1997, teen birth rates declined 16.2% in Iowa.
- **\$26.3 Million for Iowa Welfare-to-Work:** In 1998 and 1999, Iowa received \$16.1 million in Federal welfare-to-work state formula grants (the state matched \$8.1 million in funding), helping Iowa welfare recipients get and keep jobs. In addition, \$2.1 million in competitive grants were awarded to Iowa localities to support innovative welfare-to-work strategies. Part of the President's comprehensive efforts to move recipients from welfare to work, this funding was included in the \$3 billion welfare to work fund in the 1997 Balanced Budget Act.
- **Helping People Get to Work:** Through the Access to Jobs initiative, the Clinton-Gore Administration is working with communities across the country to design transportation solutions to help welfare recipients and other low-income workers get to and from work. Des Moines, Waterloo, Sioux City, and Cedar Rapids have received a total of \$996,800 this year to fund innovative transit projects.

INVESTING IN IOWA'S HEALTH

- **Health Care for Nearly 10,000 Uninsured Iowa Children:** In 1997, President Clinton passed the largest single investment in health care for children since 1965 -- an unprecedented \$24 billion over five years to cover as many as five million children throughout the nation. This investment guarantees the full range of benefits that children need to grow up strong and healthy. Two million children nationwide have health care coverage thanks to the President's plan, including 9,795 in Iowa. [HHS, Health Care Financing Administration, FY99 SCHIP enrollment data]
- **Helping Over 64,000 Iowa Women and Children with WIC:** The Clinton Administration is committed to full funding in the Special Nutrition Program for Women, Infants and Children (WIC). In FY99, Iowa received \$34.4 million in total WIC grant funding, helping 64,182 women, infants and children in need receive health and food assistance, 6,000 more than in 1994. [through 8/99]
- **More Toddlers Are Being Immunized:** As a result of the President's 1993 Childhood Immunization Initiative, childhood immunization rates have reached an historic high. According to the CDC, 90% or more of America's toddlers received the most critical doses of each of the routinely recommended vaccines in 1996, 1997, and again in 1998 —surpassing the President's 1993 goal. In Iowa in 1998, 95% of two-year olds received the vaccines for diphtheria, tetanus, pertussis; 92% received the vaccine for polio; 92% received the vaccine for measles, and 94% received the vaccine for Haemophilus influenzae B, the bacteria causing a form of meningitis.
- **Funding for HIV/AIDS Assistance Programs:** In FY 2000, Iowa will receive \$696,217 in Ryan White Title II formula grants. This funding provides people living with HIV and AIDS medical and support services. Also through the Ryan White Act, Iowa will receive \$901,037 for state AIDS Drug Assistance Programs (ADAPs), which help those without insurance obtain much needed prescription drugs. There has

been a tenfold increase in ADAP funding in the last four years, up from \$52 million in 1996 to \$528 million in 2000. [HHS, Health Resources and Services Administration, 4/7/00]

- **Tobacco Plan Will Cut Smoking and Premature Deaths by 40% in Iowa:** The Clinton Administration's tobacco proposal, combined with the recently enacted state tobacco settlements, will cut youth smoking and resulting premature deaths 40% in Iowa by 2004. Between 2000 and 2004, 31,500 of Iowa's youth will be kept from smoking and 10,100 will be spared a premature tobacco-related death. [Treasury Dept., 2/99]
- **1,420,000 Americans in Iowa Cannot Be Assured They Have Patient Protections:** Even if Iowa enacted all the protections in the Patients' Bill of Rights, 1,420,000 people in Iowa cannot be assured they have the comprehensive patient protections recommended by the President's Advisory Commission. This is because the Employee Retirement Income Security Act (ERISA) may preempt state-enacted protections. That is why the President has called on Congress to pass a federally enforceable patients' bill of rights so that everyone enrolled in managed care may have a basic set of protections. Notably, 700,000 Iowa women are in ERISA health plans and are therefore not necessarily protected. Women are particularly vulnerable without these protections because they are greater users of health care services, they make three-quarters of the health care decisions for their families, and they have specific health care needs addressed by a patients' bill of rights.

PROTECTING THE ENVIRONMENT

- **8 Toxic Waste Sites Cleaned Up:** Since 1993, the EPA has completed 8 Superfund toxic waste cleanups in Iowa. The sites are located in Des Moines, Hospers, West Point, Fairfield, Mason City, Maurice, Kellogg, and Charles City. This is double the number of sites cleaned up during the previous two administrations combined. [through 3/1/00]
- **\$12.2 Million in Safe Drinking Water Funding:** This year [FY00], thanks to President Clinton, Iowa will receive \$12.2 million for the Drinking Water State Revolving Funds to provide low-interest loans to municipalities to build, improve, and prevent pollution of drinking water systems.
- **Revitalizing Brownfields in Iowa:** As part of the Clinton-Gore Administration's efforts to clean up Brownfields, the EPA has awarded grants to the Iowa communities of Des Moines, Cedar Rapids, Clinton, and Coralville for environmental clean-up and economic revitalization. This project is intended to jump-start local clean-up efforts by providing funds to return unproductive, abandoned, contaminated urban properties to productive use.

SPEARHEADING URBAN RENEWAL EFFORTS

- **Revitalizing Iowa's Communities:** Des Moines was designated an Enterprise Community in December, 1994 and was awarded \$3 million to create more jobs, housing, and economic opportunity for city residents.
- **Expanding the Low-Income Housing Tax Credit Will Help Develop 1,700 To 2,000 New Affordable Housing Units in Iowa Over the Next 5 Years:** Last year, the President and Vice President pushed for a 40-percent expansion in the Low-Income Housing Tax Credit. This year, the President and Vice President will try again to enact tax incentives to develop affordable housing. In Iowa alone, this proposal would mean an additional 1,700 - 2,000 quality rental housing units for low-income American families during the next five years.

PROVIDING DISASTER RELIEF

- **\$359.1 Million in Federal Emergency Assistance:** Since 1993, Iowa has received \$359.1 million in disaster relief. This includes \$41.3 million in assistance to those

suffering from severe storms, flooding and tornadoes in 1999. [FEMA, 2/29/00]

EXPANDING FUNDS FOR TRANSPORTATION IMPROVEMENT

- **Over \$1.2 Billion in Federal Highway Aid:** Since 1993, Iowa has received over \$1.2 billion in federal highway aid, including \$31.2 million for emergency relief in response to natural disasters and \$300,000 for scenic byways. These funds have helped generate 52,767 jobs. [through FY99]
- **Over \$135.1 Million in Aviation Funds:** From FY93-FY99 Iowa received over \$135.1 million in Airport Improvement Program funds to help build and renovate airports, and, when necessary, to provide funds for noise abatement to improve the quality of life for residents who live near airports.
- **Over \$146.5 Million in Transit Funds:** Iowa has received over \$146.5 million in Federal Transit funds since 1993.
- **Saving Lives and Property:** In 1999, the United States Coast Guard saved 110 lives and \$600,000 of property in Iowa.

Last Updated April 2000

CLINTON-GORE ADMINISTRATION ACCOMPLISHMENTS

STATE BY STATE

[Read our Privacy Policy](#)

Teaching aid Para-Educators - note room to (18)

14/50

10 hrs / weeks

80 classes - self-instruction →
radio ckt - 60 computers

expanding walls -

10 hr classes →

higher floor
walls

3 to 2 classes

3/7/5 will work
with
to 200 line
2-

2 classes
history +
physics

INTERESTING FACTS ABOUT CENTRAL HIGH SCHOOL AND IT'S STUDENTS:

At CHS:

We are the only high school in Davenport to utilize Block Scheduling where students take four classes for 9-week terms. Students focus on just four classes. Instituted in 1997, our attendance, discipline, grades and school climate have improved significantly.

About our Population:

We are an urban high school of about 1350 students. 73% of our 1998 graduates were involved in post-secondary education (63% minority students). 33% of our students receive free/reduced price lunch and 28% of our student population is minority.

About our Curriculum:

We have a full range of curriculum offerings including seven vocational areas and Microsoft Certified Systems, Humanities, seven years of Spanish and French (including AP), four years of German and one year of classical languages. We have APP Chemistry, AP Biology. We offer APP Calculus in our math department.

We are the only high school to offer Scott Community College classes on our campus, taught by our teachers. CHS seniors may take 26 total possible college credits while still in high school. This includes classes such as math, history, art, science and english.

Unique Facts and Awards/Honors:

AWARD WINNING STUDENT COUNCIL:

Since it's inception we have one the Hunger Drive Spirit Award.

Student Hunger Drive - 2nd place winners for many years with close to 70,000 lbs. Of food collected for our local food pantry this

AWARD WINNING JOURNALISM PROGRAM:

International Journalism exchange program with Horizontina Brazil. Have one two National Multicultural Awards in Print Journalism and are recipients of the Journalism Education Association Student Impact Award for the Journalism All-Cultural Achievement Plan (developed to put all students on an equitable playing field in their education and guarantee that all voices in the Central community would be heard.)

Received Best of the Web in Editorial Content and many other top awards from Columbia Scholastic Press Assoc., National and American Scholastic press Association and Nat. Quill & Scroll.

Our Principal, Henry L. Caudle will receive the 2000 Student Journalism Administrator of Courage Award in Washington D.C. on May 23 for "demonstrating support, under difficult circumstances, for the First Amendment press rights of his or her school's student media." He also won the 1998 National Student Journalism Administrator of the Year Award.

Our Publications department also received two of the first grants ever given by the National Education Association for Innovation in Student Literacy through Journalism.

AWARD WINNING MUSIC PROGRAM:

Our Concert Chorale was selected to sing at the Regional Convention of the American Choral Directors in Madison, WI this spring (from a 7 state area...one of 6 choirs).

Our Marching Band was selected in 1998 to perform at the halftime of the Minnesota Vikings football game.

Show Choir ranked in the top four at an international competition in Florida in 1999.

AWARD WINNING ATHLETES - CURRENT AND PAST

Football:

er Craig and Jamie Williams were on the 1990 starting lineup together for the NFL Champions San Francisco 49er's. No high school could make that claim at that time. Roger Craig won the MVP in the 1987 Super bowl,

James Jones, another football great is currently playing for Detroit.

Jim Jensen also distinguished himself and played in Super Bowl with Denver.

Sonny Frank was the MVP College Football All-star game in 1940 for the National Champion, U. of Minn. Football team.

In Basketball,

Elmer Layden, (a Hall of Honor Inductee) was ne of the "four Horsemen" on the Notre Dame Football Team in 1924. He was Head Football Coach there from 1934-1940. First Commissioner of the National Football league in 1941.

Coaching and High School Honors:

Eight of our DHS/CHS Coaches have been inducted into the Iowa Hall of Fame -- more than any other Iowa School. Paul Moon,

Throughout the years, we have won 9 state championships in basketball... more than any other Iowa school.

Our school has won more state championships (since 1907) than any other school in Iowa

DAVENPORT HIGH SCHOOL/CENTRAL HIGH SCHOOL HALL OF HONOR DISTINGUISHED GRADUATES (a sampling)

Name- Class of	Occupation at time they were inducted into the DHS/CHS Hall of Honor
Roger Craig -- 1978	San Francisco 49er's football star
James A. Leach -- 1960	U. S. congressman since 1976
Mary Beth Peil -- 1958	Professional opera singer who has performed with the Metropolitan Opera National Company, the New York City Opera, etc.
Donald B. Smiley -- 1932	Macy's -- Chairman and CEO
Paul Ziffren -- 1931	Chair of the 1984 Summer Olympics Organizing Committee
H. John Hawkinson - 1929	President, Kemper Financial Services (one of Chicago's largest investment management firm.)
Russell Meyer -- 1950	Cessna Aircraft Co. - Chairman and CEO
Daniel D. Palmer -- 1924	Palmer College of Chiropractic -- Head of the Palmer enterprises which also included Palmer Broadcasting
Pamela J. Parker, Ph.D. -- 1963	Internationally known Conservation Biologist who started with the Chicago Zoological Park and now working with Australia in a unique program.
A. Randell -- 1963	Director of State Government Affairs for Honeywell, Inc., in Minneapolis
Susan Glaspell -- 1894	Pulitzer prize for Drama in 1931 for her play, <u>Allison's House</u> .
Herman J. Schmidt -- 1934	Mobil Oil Corporation, General Counsel, Executive Vice President, retired as Vice Chairman -1978
Royal E. Rostenbach, Ph.D. -- 1932	National Science Foundation -- Program Director of Engineering Energetics 1962-1988
James L. Ketelsen -- 1948	Tenneco, Inc., Chairman and CEO 1978-1992.
Gifford M. Mast -- 1931	Inventor including assistant to Theodore Edison (son of Thomas Edison) and Science Consultant to the New York World's Fair (1939)

History

Davenport Central High School is rich in heritage with its beginnings shortly after the city was founded. There are records back to 1854 in the "vault" in a book of beautiful scripted handwriting.

The history of Davenport High School began with Iowa's new constitution being adopted in 1859 which allowed the system of free public schools to be organized. Mr. A. S. Kissel, the first City Superintendent of Davenport inaugurated the Davenport Schools. In 1859, an "intermediate school" was established (described as a cross between a high school and a district school.) Mr. Kissel was put in charge of the school in addition to his duties as City Superintendent. Two assistants, Miss Scofield and Miss Reid were appointed. During this year, 1859-1960, the school was located in Building No. 3 at the corner of 5th and Scott Sts. The course of study for the first year was Latin Grammar, English Grammar, Elementary Algebra, Government and Physical Geography.

The next year, 1860-61, it was removed to No. 2 at the corner of Perry and Fifth Sts. and its course of study for the first term was: Latin Grammar and Reading, Elementary Algebra, Physical Geography, Bookkeeping, Physiology, Penmanship, Rhetoric and Spelling. In July of 1861 a course of study for the last term of this second year was adopted. It consisted of Caesar and Ovid, Geometry and Natural Philosophy. Also in 1861 the name was changed from intermediate to Davenport City High School and sometime between 1861 and 1864 the course of study was extended to four years and fell into divisions called: the Latin Course, the German Course, the Science Course, the English Course, the Commercial Course, the Manual Training Course and the Domestic Science Course.

Mr. Kissell was succeeded in 1864 by Mr. W. Hiskey. Julius H. Melville and George G. Squires were the two members of the first class of '64, which graduated from Davenport City High School.

In 1864, the school leased the "old" Baptist Church at the corner of Main and 6th Sts., which the school district eventually bought and where later the Manual Training and Cooking Classes met. In 1866 Major J. J. Hammond was principal along with two teachers and the Class of '66 had 8 members.

In 1868, Mr. John B. Young became principal and stayed for ten years. School law was changed during his term. Prior to the new law, occasional mass meetings were held and at those meetings it was decided how much money should be set aside for educational purposes the next year and what changes in the course of study should be made. The new law gave the school board control and the danger of being swept out of existence, which the schools had been struggling under, was taken away.

By 1871, the enrollment was 126 and in 1874 the building at Tenth and Rock Island Sts. was erected (now known as Lincoln school). The enrollment of "old Davenport High School" was 208 and in 1875, the high school moved to this building. The graduation class for that year was made up of 22 members. When Mr. Young became City Superintendent in 1878, Mr. H. P. Lewis, who held that position for four years, took his place as principal of the high school. In 1882, Mr. Stratton became principal and remained there until 1882 when Mr. H. H. Roberts took charge. Mr. W. D. Wells followed him in the fall of 1898 and Frank L. Smart succeeded him.

In 1888, the enrollment was 313 and in 1898, 438 were enrolled. By September of 1900, the school population became so large that a new high school was needed. The Board found it could purchase the old Griswold College property across from Trinity Episcopal Cathedral for \$53,000. (This property was once part of "College Square" and was associated with the Congregational Church. The City of Davenport decided to bisect the "College Square" with Main Street and Iowa College moved to Grinnell, Iowa. This made way for Griswold College to take over the property.) The voting to approve the purchase of the property was quickly accomplished in May 1900. Interestingly, the male voters of Davenport passed the proposition by six votes and the ladies (who did not have the Constitutional right to vote were permitted a special ballot and voted 18-6 in favor of the purchase.) The eight acre site was purchased in 1900 and included the North Annex (known then as Sheldon Hall), the Home Economics Building (Komper Hall) and Wolfe Hall. Some classes were held at Wolfe Hall (named for a New York patron of the College, and which contained a 7000 volume library, classrooms and sleeping rooms for it's faculty) to help the overcrowding at the old DHS. However, when the hall was razed to make room for the new high school building, students were again crammed back into the old Rock Island Street building.

Extensive studies of the best high school structures in existence in the Mississippi Valley were made and various architects drew up plans, but none were deemed suitable. At length, they drew up a list of their own ideas, resubmitted them, and a local architectural firm, Clausen and Burrows, designed the building. The exterior of the building was constructed of Marquette raindrop sandstone and pressed brick. The original plate glass windows have been replaced and the frescoes that once graced some ceilings and walls are gone now, but the marble entrance pillars and steps remain. It was built to accommodate 1600 students and the building is 202 x 204 feet. The contract for construction was awarded 8/4/04 to H. B. Walter Construction Co. of Danville, Ill. Ground was broken 10/1/04 and Superintendent John B. Young laid the cornerstone. It was opened for inspection 1/19-20/07 and was first occupied 1/21/1907 with an enrollment of 754. The Assistant Supt. and Principal for the high school was Frank L. Smart. The total cost furnished was \$347,000. Interesting features of the building were reading rooms (one for boys and one for girls) adjoining the library and four stairways, two for up traffic and two for down—serving boys and girls separately!

Governor Albert B. Cummins of Iowa, later U. S. Senator, was the principal speaker at the first commencement in the new building.

Principals who have served since F. L. Smart are: G. E. Marshall (whose name was given to the new Gymnasium built in 1930), A. I. Naumann, Roger Berry, Eskel Norbeck, Lawrence Gehring, Orville Kahler, Donald Fisher, Eskel Norbeck, and Henry Caudle.

There are other buildings that have made up the campus during various times in its history.

By March of 1915, the high school enrollment was 1015 and the Manual Arts (Industrial Arts) Building was erected. The high school gymnasium and central heating plant and the Administration Building were finished in February 1930.

A small one-story building was erected in the 1950's south of the Industrial Arts Building to house the ROTC program.

Enrollment in 1959 was about 2166 students. In the fall of 1960, the school was re-named Central High School and had 1312 students. It was at this time that West High School was opened.

Sheldon Hall had many uses throughout the years. It was located on the northeast corner of the campus at 12th and Main Sts. It was built about the time of the Civil War as the home of Prof. D. S. Sheldon of Iowa College. When Iowa College moved to Grinnell, Iowa, Prof. Sheldon was prevailed upon to remain in Davenport at Griswold College which opened its doors on December 12, 1859. He retired in 1885 and the house was leased to Sarah G. Foote until 1900 when it was part of the purchased property for Davenport High School. Soon after the purchase in September of 1900, the home was vacated and work was begun to make an addition to the building. With the additional and remodeling completed, it became the administration office building until the new Administration Building was completed in 1930. After another remodeling, the structure housed the Oral-Deaf School until the spring of 1963. It was then used for a Dental Lab, English and German classes, Distributive Education and music storage.

Kemper Hall, once known as the Home Economics Building, was built in 1885 of red sandstone and pressed brick, as a prep school for Griswold College. It was designed by architect, E. S. Hammatt, and named for Jackson Kemper, the first missionary bishop of the northwest. It still stands as an example of Victorian Romanesque architecture with high-peaked roofs, projecting gables and corner tower with conical roof. It boasts Rockfaced Sioux Falls granite which is used for the high foundation, lintels and sills, quoining and gable-end coping. Its construction cost was said to be \$25,000. It was designed as a boarding school and had features such as carved-wood mantles and wide hallways. The ground floor contained the furnace, kitchen, laundry and dining area. Servants quarters were also located here. The first floor had a reception room, a study, the parlor and common rooms. Some living quarters were also located here—the headmaster's apartments, an alcove that was shared by eight boys and the matron's rooms. A recreation/study hall was located on the second floor, along with student rooms. A unique feature to the

School
saw
newly
pillars
+
steps in 1900

original architect - today it has been put back to 2 stories - 1 for boys + 1 for girls

second floor was that part of it could be partitioned off from the rest and used as an infirmary. The third floor contained additional bedchambers. There were bathrooms on each floor, which would have been an unusual feature in the 1800's. However, it's life as a prep school was very short due to financial difficulties, and in 1895 the building and property were transferred to the independent district of Davenport. At that time, Kemper became a private hotel and dining room for the bachelor instructors in Davenport Schools. The hotel made use of the facility in much the same way that Kemper Hall School had. The ground floor was used as the kitchen and servants quarters. The first floor was the common area with a lounge and dining room. The upper floors were exclusively bachelor quarters. This continued until 1917 when it was annexed to Davenport High school and was used for home economics classes. The School Board officially changed the name to the Home Economics Building in 1950, although it was changed again after the home economics classes were moved into the new addition of the school and Kemper Hall became home to the Publications Dept., AGATE and classrooms. The ground and third floors are no longer used. This is an historic building with the original sprinkler system and banister. The steam heat that was a modern luxury in 1885 is still being used. Few high school buildings can boast a fireplace in the first floor hall.

lexis.com

[Change Client](#) [Options](#) [Feedback](#) [Sign Off](#) [Help](#)[Search](#) [Search Advisor](#) [Get a Document](#) [Check a Citation](#)ECLIPSE™ [History](#)View: [Cite](#) | [KWIC](#) | [Full](#)

ECLIPSE 313 of 681

[Text Only](#) | [Download](#) | [Fax](#) | [Email](#)[FOCUS™ - Narrow Results](#) | [Save As ECLIPSE](#) | [More Like This](#) | [More Like Selected Text](#)Source: [All Sources](#) : / . . . / : [News Group File, All](#)Terms: [atl 5 \(school construction\)](#) and [date geq \(04/26/1998\)](#) ([Edit Search](#))

USA TODAY, June 2, 1999

Copyright 1999 Gannett Company, Inc.
USA TODAY

June 2, 1999, Wednesday, FINAL EDITION

SECTION: LIFE; Pg. 1D**LENGTH:** 1681 words**HEADLINE:** Urban schools redevelop pride Building boom topples barriers to safe learning**BYLINE:** Tamara Henry; Anthony DeBarros**DATELINE:** CHICAGO**BODY:**

CHICAGO -- Public school buildings are being demolished, rebuilt, expanded, replaced, restored and spruced up in nearly every corner of this bustling city -- more than \$ 2 billion worth of work in City Hall's effort to boost student achievement.

"Schools are supposed to inspire pride and motivate performance," Mayor Richard M. Daley says.

Before a five-year program was launched for the nation's third-largest school district in January 1996, thousands of students sat in dilapidated buildings. Leaking roofs forced teachers to play shell games with water buckets. Drafty windows in classrooms kept students in coats, hats and gloves.

"Today," Daley boasts, "we are turning school buildings into places kids can be proud of -- places where kids feel safe to learn and play."

Across America, particularly in metropolitan areas like Chicago and its suburbs, the nation is rebuilding its school system.

A USA TODAY computer analysis finds that after a post-baby-boom lull in the 1980s, spending on construction is at a higher level than at any time since the early 1970s, fueled by everything from computers in the classroom to the push for smaller classes.

A survey by industry magazine *School Planning & Management* found that districts spent more than \$ 15 billion on **school construction** completed in 1998, up 27% since 1989 in inflation-adjusted dollars. The greatest boost, though, has been in spending on new schools. At \$ 7.9 billion in 1998, the total is up 64% since 1989, adjusted for inflation.

That's a sharp turnaround from the '70s and early '80s, when the end of the baby boom left classrooms empty and recession-weary voters repeatedly rejected tax increases.

"There was relatively little building of any kind going on in the mid-'70s," says education consultant Paul Abramson, who conducts a construction survey for *School Planning & Management* magazine. "As we began to move into the '80s and the population began coming back, people were not ready to build new (schools) again. We had just been closing schools."

The '90s building boom has many faces.

USA TODAY's analysis finds the results range from a two-room, \$ 750,000 schoolhouse for 18 pupils in Yosemite National Park to a 530,000-square-foot, \$ 75 million high school in Chesterton, Ind., complete with an indoor swimming pool and a 95-acre campus.

Even more ambitious projects are under way nationwide:

- * California is in the midst of a four-year, \$ 9.2 billion **school construction** and renovation program that officials say will accommodate 269,784 new students over the next five years.

- * The Charlotte-Mecklenburg County school system -- the largest in North Carolina, with 100,000 students -- is in the early stages of a \$ 534 million building program, driven by rising enrollments and repair needs.

- * New York City, which has spent \$ 7 billion in 10 years on **school construction**, reached a record this past year with \$ 1.1 billion in renovations and other school building projects. The school system is under a court order to eliminate hazardous school conditions and fulfill a responsibility to inspect, maintain and repair its 1,200 school buildings.

Tech fuels building boom

But even with so much construction under way, experts agree that the nation has a long way to go to bring many school facilities up to acceptable levels. The federal government, in a 1996 study,

put the price tag on renovating the nation's schools at \$ 112 billion.

Despite the cost, the buildings are going up in record numbers because of four trends that will keep hammers pounding well into the new millennium:

* Enrollments are soaring as the children of baby boomers -- the "echo boom" that saw births peak in 1990 -- move through elementary school and into the higher grades. More than 46.8 million children attended public schools this year, up from 39.2 million in 1984. And the federal government projects increases through at least 2006.

That kind of growth, says the National Center for Education Statistics, will create the need for 6,000 new schools by 2005.

* Buildings are aging, casualties of deferred maintenance and obsolescence. The National Center for Education Statistics says 29% of schools built before 1970 haven't been renovated in almost 20 years. A 1998 study found that the nation's average school building was 42 years old.

* Technology is placing demands that older buildings can't meet. Outdated wiring and small rooms constructed before the computer age are prompting districts to build technology centers or design schools with the Internet at their core.

* The push to reduce class sizes and add special-education programs has taxed buildings. Districts not only need more classrooms; they need rooms that can be used for special purposes.

"This is a very steady, controlled boom," says economist Robert Murray of F.W. Dodge, a division of McGraw-Hill that tracks the construction industry. "And there's still upward potential."

Since 1996, 10 new schools have been built or are under construction in Chicago.

Other projects in the city include 23 additions (buildings attached to the original structure) and 27 annexes (buildings not attached to the original structure).

There are 309 new roofs and 308 schools with new windows; 188 play lots and 53 parks have been added to school campuses.

With the school system's student population at 430,000, Daley says the immediate needs are to reduce overcrowding and improve

the learning environment at the city's 589 schools.

"We've added enough new classrooms to the system to make room for another 18,000 students," he says.

Fixing 30 years of neglect

The **school construction** project is the largest in Chicago's history, as most of the school buildings have been "neglected for 30 years," says Paul Vallas, the school system's chief executive officer, who serves as superintendent. Most of the money comes from the city; some comes from the state.

Chicago schools had reached a crisis: Half the district's schools are more than 50 years old, and about 100 are 75 to 100 years old.

The ancient school sites "look like the newsreels from Soweto, South Africa -- shantytowns -- and guess where they're located? On the West Side, the South Side, just absolutely in the poorest areas," Vallas says.

At the 82-year-old Rachel Carson Elementary School building, Rosa Alvarez, a third-grade bilingual teacher, says: "I always thought it was a black cloud over us. It was a cloudy day every day walking in."

The 1,250 pupils from pre-kindergarten through eighth grade were unable to see outside because the school's windows are plexiglass -- dubbed "glaucoma windows" by Vallas. "The longer you have them, the less you can see out of them."

In addition, Alvarez says, "we were like a can of sardines" because her 28 pupils occupied a "closet-size classroom" that required them to store their coats and sweaters in cabinets. "It was very difficult to teach, and I know it was difficult for students to learn."

Half of Carson's pupils now are housed in a new building constructed next door to the old building; the other half are in the old building, which has been renovated.

"It's heaven" in the new building, Alvarez says. "Just the learning is incredible. The children are motivated to come in. That really helps a lot, to have a classroom where you have windows with a nice view outside. The sunshine comes in."

Other schools targeted for Chicago's capital improvement program had been so overcrowded that classes were held in hallways, under stairwells and in auditoriums and closets. Science and some other courses were taught from carts pushed from room to room.

Students told Vallas, during a visit to one of the new schools, "We used to live in a dungeon, and now we live in a castle."

Before all the school improvements could take place in Chicago, however, the political landscape had to change significantly, officials say.

There were nine teacher strikes between 1969 and 1987. Before any building could be done, Vallas and Gery Chico, the school board president, worked out a labor agreement that satisfied not only the teachers, but also female and minority contractors. The Illinois Legislature gave Daley complete control over the school system in 1995.

Others say the federal government needs to take more responsibility for **school construction** needs. Players such as former senator Carol Moseley-Braun, D-Ill., have pushed bills in Congress to help in **school construction**, but none has passed.

President Clinton has identified **school construction** as a national priority. And he should, says Joe Agron of *American Schools & University*.

The nation will need 100,000 new classrooms to accommodate the 100,000 new teachers Clinton is pushing to hire to reduce class sizes, Agron says.

As a result, Chicago officials feel strongly that the federal government needs to take a more direct role in meeting **school construction** needs.

"If you're going to help the people of Kosovo, the people of South America, Africa and Asia, yes, the federal government should help with **school construction**," Daley says. "Our greatest resource in society is education -- our brains, not our muscles....If there's an extra \$ 5 billion, wouldn't it be good to help a rural school put a biology and computer lab in, a science lab in?"

3 Florida districts among 5 busiest

The top builders, by square footage, of school space started between January 1994 and June 1998:

1 Clark County School District, Las Vegas, 3.5 million square feet.

2 Hillsborough County School District, Tampa, 3.3 million square feet.

3 Miami-Dade County School District, 3.3 million square feet.

4 Broward County School District, Fort Lauderdale, Fla., 2.7 million square feet.

5 Wake County Schools, Raleigh, N.C., 2.4 million square feet.

Source: USA TODAY analysis of F.W. Dodge data

GRAPHIC: GRAPHIC, Color, Genevieve Lynn, USA TODAY, Source: F.W. Dodge, McGraw-Hill Construction Information Group; **PHOTO,** Color, John Zich for USA TODAY; Sparking trends: Tom Bussing works at a **school construction** site in Chicago, which is amid an education building boom.

LANGUAGE: ENGLISH

LOAD-DATE: June 02, 1999

View: [Cite](#) | [KWIC](#) | [Full](#)  313 of 681  [Text Only](#) | [Download](#) | [Fax](#) | [Email](#)
[FOCUS™](#) - [Narrow Results](#) | [Save As ECLIPSE](#) | [More Like This](#) | [More Like Selected Text](#)

Source: [All Sources](#) : / . . . / : **News Group File, All**

Terms: **atl 5 (school construction) and date geq (04/26/1998)** ([Edit Search](#))

View: Full

Date/Time: Wednesday, April 26, 2000 - 4:50 PM EDT

[Search](#) | [Search Advisor](#) | [Get a Document](#) | [Check a Citation](#)
[ECLIPSE\(TM\)](#) | [History](#) | [Change Client](#) | [Options](#) | [Feedback](#) | [Sign Off](#) | [Help](#)
[About LEXIS-NEXIS](#) | [Terms and Conditions](#)

Copyright © 2000 LEXIS-NEXIS Group. All rights reserved.

Progressive Era Education

- **Compulsory Education Movement:** The shift to compulsory education was a state by state movement that began with Massachusetts in 1852. By 1918 all states had passed some type of compulsory attendance law.
- **Number of Students Enrolled in School according to Dept of Education:**
 - 1904 There were 17,560,000 children across the country enrolled in school; this was 78.7% percent of all children between the ages of 5-17.
 - 1907 There were 18,537,000 enrolled in school; 19.2% of all 5-17 year-olds.

TEAM INFORMATION	
—	Schedule/Results
—	Team Stats
—	The Players
—	News
TICKET INFORMATION	
—	Season Tickets
—	Group Tickets
—	The Mark Seating
SPECIAL FEATURES	
—	Listen Live!
—	Kids Zone
—	Booster Club
BUSINESS INFORMATION	
—	Front Office
—	Links
▶	Advertise
MALLARDS MERCHANDISE	
—	Mallards Nest

BUSINESS INFORMATION

Home | Contact Info. | Site Map | V.I.P. Area

764-PUCK (7825)



Mallards is a web site for the QCMallards team. It is a place where you can find out about the team and the players. It is also a place where you can find out about the team's schedule and results. It is a place where you can find out about the team's stats and the players. It is a place where you can find out about the team's news and the players. It is a place where you can find out about the team's tickets and the players. It is a place where you can find out about the team's special features and the players. It is a place where you can find out about the team's business information and the players. It is a place where you can find out about the team's merchandise and the players. It is a place where you can find out about the team's nest and the players. It is a place where you can find out about the team's and the players.



Home

Home

Home

(Blue Devils)
State champion Play Off team
Champs in '79

Other sports suck
(Basketball)



REFERENCE
AUDIO VIDEO
 Cumberland Square
 Bettendorf, IA



"We're here for you"
 Locally Owned & Operated
 ► 319/355-3200

 Site S
 Forec
 Site M

[HOME](#) | [NEWS](#) | [LIFESTYLES](#) | [BUSINESS](#) | [COLUMNISTS](#) | [SPORTS](#) | [ENTERTAINMENT](#) | [CLASSIFIEDS](#) | [SPECIAL SECTIONS](#) | [WEATHER](#) | [OBITUARIES](#)

NAVIGATION

SPORTS NEWS
 SCORES & STATS
 IOWA HAWKEYES
 ISU CYCLONES
 FIGHTING ILLINI
 QC STEAMWHEELERS
 QC MALLARDS
 QC THUNDER
 QC RIVER BANDITS
 COOPER
 DOXSIE
 DeVRIEZE
 NASCAR

ONLINE TOOLS

[Site Map](#)
[How to Advertise](#)
[Subscriptions](#)
[Sponsor Directory](#)



E-mail this story to a friend.

QCTimes.com presents the Quad-City River Bandits

Last updated on:

Mon May 1 10:41:14 CDT 2000

River Bandits break out against LumberKings

By Jon Gremmels, QUAD-CITY TIMES -- May 1, 2000

CLINTON, Iowa -- For a team that supposedly was struggling at the plate, the Quad-City River Bandits had little trouble connecting against Clinton pitchers this weekend.

The River Bandits reached double digits in hits for the fourth time in the last five games, totaling 13 Sunday and scoring a season-high 12 runs in a 12-4 victory in Midwest League baseball. Quad-Cities won three of four games in the home-and-home series with its closest rival, including back-to-back wins at Riverview Stadium.

"Coming into today, everybody talked about how our offense was down, but we have struck out the fewest times in the league," Quad-City manager Stan Cliburn said. "When you put the ball in play, good things will happen. When we have the approach at the plate like we've had recently, we'll get those hits."

After ending a seven-game stretch of scoring three or fewer runs with a 7-0 win Saturday at Clinton, the River Bandits wasted no time exceeding that Sunday.

They opened the game with their biggest single-inning output of the season -- five runs in the first inning -- and wound up with the most runs they've scored in a game this season.

"We've been hitting the ball hard for two weeks," said right fielder Kevin West, who was 2-for-4 with three runs batted in and had seven RBI in the series. "We're starting to drop some hits into the holes."

That pretty much summarized the five-run first inning. Quad-Cities had five hits, but only one of them was well hit.

"The first inning sets the whole tone," Cliburn said.

"Four of the balls off Paul Darnell in the first were bloopers or jam shots," Clinton pitching coach Derek Botelho said.



K &
 Online Sho
 Product

 **Fitness**
 Getting activ
 step toward
 lifestyle.

 **GO! On**
 Weekly c:
 events:
 Arts / Family
 Concerts / S
 Theater / &
Don't hav
anything
Well now

Tony Stevens opened the game with a blooper that fell between Clinton shortstop Robbie Kison and center fielder Serafin Rodriguez in shallow left-center field. After Stevens was sacrificed to third base, Matt Scanlon tagged a 2-1 pitch from Darnell (1-2) and drove a triple into the gap in right-center field.

Terry Tiffie followed with a high popup in front of home plate for a single, then Eric Sandberg walked to load the bases. B.J. Garbe followed with a well-placed bloop single near the line in shallow right field to make it 2-0.

After a wild pitch brought in another run and moved runners to second and third, West hit a blooper that barely cleared the infield, but with the infield playing in, went for a two-run single to right field for a 5-0 lead.

"I've got to thank the guys hitting in front of me for getting on second and third, which took away the force," West said. "I love it when you get that hit."

Quad-Cities added two more runs in the third and another in the fifth to build an 8-2 lead. The Bandits then came up with a huge defensive play in the sixth inning to thwart a Clinton comeback.

Samone Peters hit a two-run home run in the sixth to cut the gap to 8-4.

Rodriguez followed with a single and moved to third and Matt Dehner reached base when Scanlan made two errors on one play.

"Brian Wolfe was up in the zone in the sixth, and after a couple of errors it was time to get him out of there," Cliburn said of his starting pitcher.

Wolfe (3-2) was replaced by Jonathan Pridie, who slammed the door on Clinton's hopes.

"That role of Pridie probably got us through the game," Cliburn said.

Pridie struck out Josh Spoerl on a 2-2 pitch, and catcher Gabby Torres threw out Dehner trying to steal second base for a double play.

"In that situation, I was trying to make a good strikeout pitch," Pridie said. "I set up a good fastball for my slider to strike him out. Gabby is great at that (throwing out runners). That helped me a lot because I knew I needed just one more pitch to get out of the inning."

Pridie got that out, and he and Brad Weis allowed Clinton just two infield hits and a walk the rest of the way.

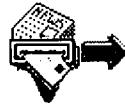
Greg Grall, serving as Clinton's manager while Jay Sorg was in Indiana following the birth of a baby daughter early Friday morning, said: "In that situation, you either look good or look bad. We're aggressive, and at time it hurts -- it was a big point in the game."

Meanwhile, the River Bandits got those two runs back in the seventh and added two unearned runs on a two-run single by Garbe in the eighth after an error prolonged the inning.

"When a team gives you an opportunity like that, you've got to take advantage, even though it didn't mean a lot in that situation," Garbe said. "Everybody is starting to feel better at the plate. We've got

something good rolling right now, and, hopefully, can do it for the home crowd."

The home fans now have eight chances to see if the River Bandits can bring that hitting success home with a weeklong homestand.□



E-mail this story to a friend.



[[top of page](#)] [[return to sports index](#)]


In The Community

[Bandits' News](#)
[Rookie's Page](#)
[Merchandise](#)
[Front Office](#)
[Group Tickets](#)
[Schedule](#)
[Stadium Info](#)
[Statistics](#)
[Team Info](#)
[Newsletter](#)
[In The Community](#)
[Employment](#)
[Links](#)
[E-Mail](#)
[Link To Us](#)

[Listen To Us](#)
[Get the Player](#)



River Bandits in the Community

If there is one thing the River Bandits love more than baseball, it is taking an active roll in the Quad City community. The front office staff, players and Rookie the Raccoon enjoy spending their time with a community that has always been supportive of River Bandits baseball. If you would like the River Bandits and Rookie the Raccoon to visit your organization or make an appearance at one of your events please call Michael Gorrasi at 319-324-3000, ext. 13.

Community Highlights



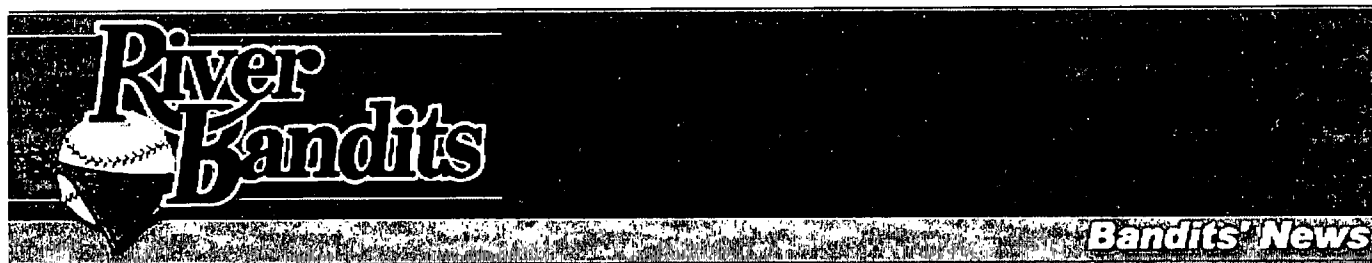
Front Office Staff With a patient at Genesis Medical Center on their third annual holiday visit.



"Santa's Very Own Baseball Tree" placed in the top 25 at the 1999 Quad City Arts Festival of Trees.<



Rookie the Raccoon and friends promoting the 2000 reading program designed to encourage elementary school students to read.



[Bandits' News](#)
[Rookie's Page](#)
[Merchandise](#)
[Front Office](#)
[Group Tickets](#)
[Schedule](#)
[Stadium Info](#)
[Statistics](#)
[Team Info](#)
[Newsletter](#)
[In The Community](#)
[Employment](#)
[Links](#)
[E-Mail](#)
[Link To Us](#)

[Listen To Us](#)
[Get the Player](#)



April 30	1	2	3	4	5	6	7	8	9	10+	R	H	E
River Bandits	5	2	0	0	1	0	2	2	0		12	14	3

Scores for Bandits 2000 Season

Bandits Back to .500

April 30, 2000

The Bandits' bats exploded this afternoon for a season-high 12 runs and 14 hits to defeat the Clinton Lumberkings, 12-4 in the finale of a four-game series. The Bandits took three of four from Clinton and will return to John O'Donnell Stadium tomorrow with a .500 record, 11-11.

The Bandits scored runs early and often on Sunday. Quad City scored five runs on five hits in the first inning, setting another season high in the process of 5 runs in one inning. After batting through the order in the first, Tony Stevens and Gabby Torres both scored again in the second inning to jump out to a 7-0 lead.

Bandits starter Brian Wolfe had the luxury of working with a lead, something most Bandits' starters have not had this season. Wolfe threw five innings, allowing all four runs en route to his third victory of the year.

The Lumberkings threatened in the sixth inning, cutting the Bandits' lead to 8-4. Jon Pridie relieved Wolfe in the inning with runners on the corners and nobody out. In perhaps the most important play of the game, Pridie struck out Spoerl and catcher Gabby Torres threw out Matt Dehner to complete the double play. Pridie induced Francisco Rivera to groundout to Eric Sandberg at first and the threat was ended.

Every River Bandits' starter reached base safely at least once in Sunday's victory. Stevens and outfielder B.J. Garbe have both reached safely in ten straight games. Garbe and picked up three hits and three RBIs and outfielder Kevin West continued his hot hitting with two hits and three RBIs.

The Bandits will return to John O'Donnell Stadium tomorrow to face the Peoria Chiefs in the first game of an 8-game homestand for the Bandits. Tim Sturdy will take the hill for the Bandits and he will be opposed by Mike Perkins of the Chiefs. Tomorrow is the first President Casino Guaranteed Win Night. If the Bandits do not win, all fans in attendance will receive a free ticket to Tuesday's game against the Chiefs, as well as a \$5 free play at President Casino.

2000 Season

January (last modified: Thursday, January 27, 2000)

February (last modified: Wednesday, February 23, 2000)

March (last modified: Friday, March 31, 2000)

April (last modified: Sunday, April 30, 2000)

May (last modified: Wednesday, January 12, 2000)

1999 Season

April

May

June

July

August

September

October

November

December

4-on-4 answer for entire game!

Impertinent thoughts on pertinent subjects:

□ The two worst moves by the Buffalo Sabres since the final were: 1. Endless beefing about the Dallas Stars' Cup-winning goal; 2. Dominik Hasek's retirement announcement. Conclusions: 1. Buffalo protested too much; 2. 'The Dominator' retired too soon.

□ Four-on-four hockey works so well in overtime it should be adopted for regulation time, too—and will, by the year 2005.

□ We've never met a more dedicated hockey player than Matt Cullen of the Mighty Ducks of Anaheim.

□ Philadelphia's Roger Neilson is getting close to tying Paul Maurice's record for surviving "firings" by the media.

□ A neat idea that won't happen for 10 years: Merging of the American and International Leagues into one super developmental league to serve all NHL clubs.

□ The Hall of Fame should get rid of it and honour Don Cherry with the media award for one very good reason: He belongs.

□ Talk about following tough acts with grace and skill, how about a standing ova-

tion for Marshall Johnston in Ottawa for so adroitly succeeding Rick Dudley?

□ Whoever thinks no superstar exists who can sell hockey as well as Wayne Gretzky hasn't talked to Teemu Selanne.

□ George McPhee emerged from his suspension with even greater support from everyone—his bosses, his players, his fellow GMs—except the Chicago Blackhawks.

□ You figure it. The NHL desperately tries to curb fight replays on TV, but endorses video games that include enhanced fisticuff sequences.

□ Why, if the shootout brings everyone to their feet at every IHL game, does the

medical NHL not

give it a second thought? □ The United League's Quad City Mallards, which sells out The MARK in Moline, Ill., almost every home game, has to be one of the most amazing minor league towns on ice.

□ Delay of game applies to goaltenders, too. Why do referees never penalize netminders when they deliberately freeze the puck to get a breather?

□ Who's the genius—Bobby Smith for hir-

ing Bobby Francis, or Bobby Francis for being Bobby Francis?

□ By far the biggest marketing mistake ever made by the NHL has been its continuous failure to give more value to regular season games.

□ How about the Minnesota Wild? They won't be playing until 2000-01, yet the club already has a media guide.

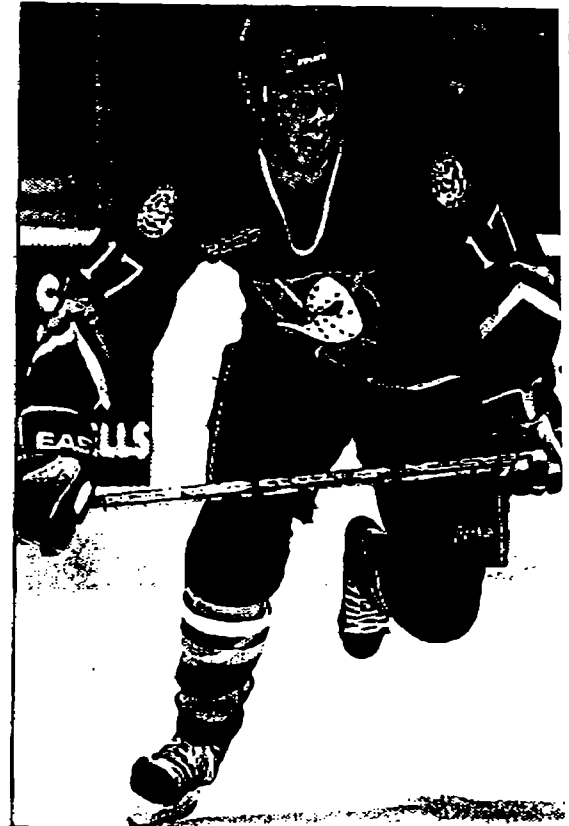
□ In answer to the tune, "How Can I Miss You If You Don't Go Away," I miss the following: 1. Bernie Nicholls as a player and an interview; 2. Mike Gartner as a player and a class act; 3. Al Iafrate as Planet Iafrate; 4. Charlie Bourgeois as Doug MacLean's favorite Maritimer—and mine; 5. Mark Messier as a Ranger; 6. Tom McVie, as the funniest, most hockey-loving sonofagun this side of The Talking Zamboni.

□ It's heartening to know The Hockey Writers are reviving my decade-old idea for a defensive defenseman's trophy. The only problem is it should be named after Bill Quackenbush (Detroit Red Wings, Boston Bruins), the most pure defensive defenseman who ever caught our eye. THN suggested it be named after Rod Langway.

□ My early choice for the Calder Trophy: Vancouver Canucks' right winger Peter Schaefer.



By Stan Fischler



Anaheim's Matt Cullen earns high marks for dedication

gentle side

"I haven't seen my kids in a while," he said.

Shelly Finkel, Tyson's boxing visor, said Tyson was showing his other side.

In other Tyson news, the boxer was punched after the bell during a fight in Las Vegas in October sued the former heavyweight champion Monday, arguing that he broke an oral agreement for a rematch.

Trin Norris, 34, of Lubbock, Texas, says in court papers that was promised that he would be on's next opponent in exchange for a statement that on's blow after the first-round on Oct. 23 was "accidental."

as sent to prison

LAS VEGAS — Former heavyweight champion Michael Dokes was sent to prison Monday for a night of terror in which he and sexually assaulted his five-in and.

tearful Dokes apologized for his assault, but it wasn't enough to prevent a from giving him up to 10 years in for an attack that left the victim's face swollen and an arresting officer said he didn't recognize her from a driver's license photo.

The victim told the court that it took her to recover physically from the attack, and she still suffers emotionally. She, who won the WBA heavyweight title, pleaded guilty, earlier to kidnapping and battery with intent to commit sexual assault for the August attack in which the victim was held for six hours in the home and.

the Year candidate Jamel Thomas suffered a broken nose during a stint with the NBA Golden State Warriors. That's one reason he won't join the Thunder until Thursday.

Panaggio said he will use

Thomas only on a limited basis in Friday's game with Connecticut at The Mark. Although Thomas played 10 games with Thunder to start the season and knows the Q-C system, Panaggio said, "He has also been working in other systems since

then. Sometimes, they all run together."

The Thunder also are trying out Artie Griffin, a swingman who played for Fort Wayne last season. Panaggio said he is undecided for now whether to add Griffin to the

league, Wheeler 8th. Baston is second in the league in blocked shots ... Former Illini star Kwame Garris has rejoined the Grand Rapids Hoops after leaving for an NBA call-up in December. ... Also back from NBA stint is Idaho's Ben Davis, who was dominating at the forward spot before his call-up.

UNITED HOCKEY LEAGUE

Mallards fans No. 6 in all of minor league hockey

By Craig Cooper
QUAD-CITY TIMES

The Quad-City Mallards are No. 6 in minor league hockey in per-game attendance, according to the latest figures gathered by Street & Smith SportsBusiness Journal.

Q-C trails Detroit of the International Hockey League, Oklahoma City of the Central Hockey League, Grand Rapids of the IHL, Philadelphia of the American Hockey League and Greenville of the East Coast Hockey League.

But based on percent of capacity, the Mallards move in front of all of the teams ahead of them. At the early January cutoff date, the Mallards were drawing crowds at 84.5 percent of capacity of The Mark of the Quad-Cities.

By comparison, Detroit (9,598) was at 46.1 percent and Oklahoma City (8,605) was at 63.8 percent. Grand Rapids (8,586) was reported to be at 79.3 percent, but part of Van Andel Arena is blocked off for home games. Philadelphia (8,474) was at 48.8 percent and Greenville (7,986) was at 56.6 percent of capacity.

Kerr honored

The Mallards' Kevin Kerr was

QUAD-CITY MALLARDS THIS WEEK

Wednesday

Opponent: Muskegon Fury (23-14-2)

When: 7:05 p.m.

Where: The Mark of the Quad-Cities

Radio: WOC-AM (1420)

Mallards leaders: Scoring — Glenn Stewart 28 goals, 25 assists, 53 points; Ryan Lindsay, 20 goals, 33 assists, 53 points; Kevin Kerr, 24 goals, 28 assists, 50 points; Hugo Prohiv, 20 goals, 28 assists, 48 points; Plus-minus — Brendan Buckley, +21; PIM — Garry Gulash, 222 minutes; Goaltending — Scott Buhler, 10-3-2, 3.78 goals against average, .879 save percentage.

Fury leaders: Scoring — Tomas Kapusta, 21 goals, 23 assists, 44 points; Andrew Luciak, 18 goals, 19 assists, 37 points; Plus-minus — Rob Melanson +18; PIM — Rob Melanson 114; Goaltending — Joe Dimaline, 16-10-1, 3.28, .889; Bob Janosz, 8-3-1, 2.54, .905.

honored last week by the Moline Jaycees as their outstanding young person. Kerr won the award for his donations to families in need.

Kerr, as he often does in such moments, cried.

Twice since he has been with the Mallards, Kerr has raised large amounts of money by donating his

Preview: The Mallards have a 3-1 advantage in the season series with the team they lost to in the Colonial Cup finals last season. The Mallards roster is uncertain to start the week with the suspensions of Mike Melas, Jannique Fleud and Patrick Nadeau and the lingering effects of Rob DeClan's concussion.

Promotion: Foam Finger night and \$1.50 beer night.

Friday

Opponent: Flint Generals (29-9-4)

When: 6:30 p.m.

Where: IMA Sports Arena, Flint, Mich.

Generals leaders: Scoring — Ross Wilson, 23 goals, 37 assists, 60 points; Gary Roach, 9 goals, 36 assists, 45 points; Plus-minus — Gary Roach, +28; Chad Grills, +26; PIM — Jason Modoulois, 236 minutes; Goaltending — Mark Richards, 24-6-4, 2.96, .887; Alan Hachen, 5-



milestone pucks for auctions. He donated the pucks from his 500th and 1,000th career goals.

No show, though

When the Muskegon Fury hosts the United Hockey League All-Star Game next Wednesday, fans will be able to win autographed memorabilia from NHL greats Mario Lemieux and Wayne Gretzky.

3-0, 3.62, .877.

Preview: Flint has lost two of its top three scorers recently. Bobby Reynolds (22 goals, 37 assists) is in the IHL for the rest of the season and Don Parsons (26 goals, 38 assists) has been out with a knee injury. The Mallards are 2-0 against Flint this season.

Saturday

Opponent: Madison Monsters (19-21-2)

When: 7:05 p.m.

Where: The Mark of the Quad-Cities

Monsters leaders: Scoring — Josh Bort, 11 goals, 40 assists, 51 points; Randy Holmes, 18 goals, 23 assists, 41 points; PIM — Steve Parsons, 222 minutes; Goaltending — Eoin McInerney, 14-8-2, 3.58, .806; David Fletcher, 5-13-0, 4.26, .882.

Preview: The Mallards are 3-0 this season against the Monsters.

There will be no actual memorabilia show, though. There wasn't one scheduled.

NHL

s charged with felony drug possession

was released on \$1,500 bail due back in the court in Cook County, Ill., on Feb. 4.

h wasn't sure when Stevens rejoin the team. It was not

NOTES

Jagr might miss All-Star game

CANONSBURG, Pa. (AP) — Pittsburgh's Jaromir Jagr, the NHL's leading

Canucks' Potvin out indefinitely

VANCOUVER, British Columbia — Goalie Felix Potvin of the Vancouver Canucks will be sidelined indefinitely with a strained lower



Skid Steer
Product Support
We're here to
keep you working



When it comes to...



MILLENNIUM MALLARDS

The Quad City Mallards are proud of their success over the past five seasons. Not only have the Mallards been successful on the ice, they have also become renowned in minor league sports marketing for their success off the ice.

Among the highlights:

- Over 375,000 fans witnessed the Mallards last season alone
- An average attendance of 8,368
- 17 sellouts of over 9,200
- Ranked 6th out of 110 minor league hockey teams for average attendance, out drawing markets in Cincinnati, Las Vegas, Indianapolis, Charlotte, Kansas City, San Diego, Hartford, Providence and Orlando.
- United Hockey League records in total regular season attendance (319,917), season average (8,646), single game high (10,076), total playoff attendance (82,275), playoff average (8,401) and single game playoff high (9,805)

THE DEMOGRAPHICS

Many people are surprised when they see the demographics of the average hockey fan. A typical hockey fan is between the ages of 25-44, well-educated and relatively affluent. After you study the information below, you will understand why hockey has become the largest growing sport in North America!

- Females comprise 43%-46% of the average fan base
- 82% of the fans are between the ages of 18 and 44
- 62% of the fans are between the ages of 25 and 44
- 63% of the fans attended college
- 53% of the fans are married
- 84% of the fans earn a combined income of between 25,000 and 100,000+
- 51% of the fans earn a combined income of between 40,000 and 85,000
- 28% of the fans earn a combined income of 70,000+

rozen r ne

By Jeff Wendland
The Dispatch and The R.I. Argus

Has it really been five years?

It seems like just yesterday when a group of enterprising businessmen held a press conference at The MARK of the Quad Cities to announce that professional hockey was coming to the Quad Cities.

There were surely many who doubted this new game in town would fly, but take off it did and now we're set to celebrate the fifth anniversary of the Quad City Mallards with only bigger and better promised to lie ahead.

Everyone who has been around the Mallards will certainly have his or her most memorable moments, but here is this fifth-season beat writer's trip down Mallards memory lane.

1995-1996

With its first coach, Brad Buetow, and its first team, the Quad City Mallards were a reality in October.

Before hockey could make its debut at The MARK, the Mallards were sent packing for a long trip to Thunder Bay, Ontario, Canada, to open their inaugural season.

That trip didn't quite start the way everyone expected. The team left town without any uniforms and when opening night at the Fort William Gardens arrived, there were still no jerseys or socks. The team began the game in yellow practice jerseys while this reporter's wife, who joined me on the trip north, spent most of the game's first two periods at the Thunder Bay airport awaiting the arrival of the uniforms.

They finally made it to the arena, but the team played the rest of the game in their practice jerseys and lost. The Mallards lost the next night in their brand-new uniforms, but a hat trick by Richard Borgo on the third night of the trip gave QC its first win in franchise history.

Finally home, the Mallards gave more than 7,000 fans a taste of the good, the bad and the ugly. The good was a spectacular show, the bad was a big loss to the Muskegon Fury and the ugly was a brawl late in the third period that still brings a chuckle at the sight of QC goalie Kevin Butt skating from his own crease to the opposite end of the ice to jump into the fray.

It's hard to talk about the first year and not mention "The Bruise Brothers." Two of that year's more popular team members were also among the league leaders in penalty minutes and brawls. Dean Shmyr and Jacques Mailhot never saw a fight they didn't like, especially on the home ice.

A message at my home from Buetow signalled one of the best moves in Mallards history. The QC coach had traded Butt to the Detroit Falcons for a goalie named Sergei Zvyagin.

With Zvyagin in net, the Mallards needed to finish strong in the season's final week to reach the playoffs. They did, thrilling a couple of sellout crowds with key wins over Utica.

Once in the playoffs, the highlight reel ran out. Flint made quick work of Quad City, sweeping the Mallards in four straight.

However, the series didn't end without one of the season's more entertaining moments. With his team down late in Game 3, Mailhot became enraged, believe that or not, and wound up decking three Generals with three punches in the center of the ice.

1996-1997

After spending the first season without a true hockey general manager, the United Sports Ventures team made amends for that in a big way, hiring Howard Cornfield to take over the day-to-day operations of the team.

Before hiring a head coach, the first thing Cornfield did was shock Mallards fans by trading Mailhot to Flint for the "hated" John Batten. All Cornfield told anyone was to wait and see.

Cornfield then showed QC hockey fans he meant business as he raided the East Coast Hockey League for some of its top talent, including the likes of Howie Rosenblatt, Glenn Stewart and Hugo Proulx.

With a few players already in the fold, Cornfield introduced his long-awaited head coach, John Anderson, who warmed to the fans and kept his players happy en route to winning 50 games in the regular season.

The preseason gave the fans and his teammates something to talk about when after a preseason game in Madison, rookie center Steve Sangermano predicted he would score 100 points during the regular season. True to his word, Sangermano had himself on a pace to score well over 100 points before he was derailed by a lengthy callup to the American Hockey League.



r. Ozer n ne Cont.

Things took a rather odd twist midway through the season with the team playing solid hockey and set to make a week-long road trip to Saginaw and Utica. With the team on the bus, set to leave for Michigan, Anderson came on board and gave them the news that the Mallards had traded popular center Brett Strot to Madison for Stas Tkatch.

The news made for a rather quiet trip, but once Tkatch joined the team in Saginaw, his new teammates took to him very well and the Mallards swept four games on the trip.

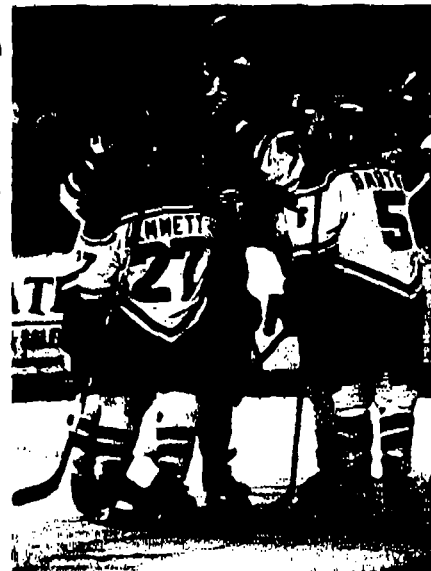
As the wins piled up, so did the attendance numbers. The Mallards sold The MARK out night after night and had fans in a frenzy as the playoffs drew near.

In the playoffs, Quad City disposed of Muskegon in three games in the first round and went into a tough second-round matchup with Thunder Bay.

The turning point of the series resulted in this writer's most memorable moment. Tied in overtime of Game 4 and with Thunder Bay already up 2-1 in the series, Scott Bell came out of the penalty box and streaked down the middle of the ice before ripping home the game winner and never slowing down before reaching the locker room.

The first Colonial Cup Finals in team history didn't exactly start well, with Flint blasting the Mallards in the opener, but Quad City came back the next night to win in the IMA Sports Arena for the first time in Quad City history.

The Mallards won two of the next three at home and went back to Flint with a chance to win it all in Game 6. What a night it was. In fact, the game didn't end until the next morning when Batten ripped a shot from the point that rebounded to the left of goal Andrei Mezin and onto the waiting stick of Fredrik Nasvall, who banged the frozen rubber in the net for a Cup title.



1997-1998

After a summer of job searching, Anderson finally found a new home, with the Chicago Wolves of the International Hockey League. Cornfield was sent back on the search for a new coach.

His search ended with yet another former NHL player, Paul Gillis, who immediately made his mark, getting the team off to a red-hot start that included a record winning streak to open the season.

The season wasn't without its trials and tribulations, as off-ice problems signaled the end of the Mallard playing careers for David Fletcher, Batten and Sangermano. Gillis and Cornfield were sure they made the moves that were best for the team, they ended up being right.

While Gillis' style wasn't as wide open as Anderson's, it was just as effective. The Mallards continued to pack The Marsh on a record-setting basis, including one November night when an idea by Cornfield to sell tickets to fans to watch the game on closed-circuit televisions in The MARK led to a crowd of over 10,000.

The total was surpassed one more time on a memorable night in May.



Ryan Black scored the game winning goal to give Quad City their second Colonial Cup.

One thing this team was remembered for was its ability to kill penalties. The leaders of that corps were forwards Andy Faulkner and Tom Perry, who made life miserable for opposing lower-play units.

From the start of the season, Cornfield vowed to get some muscle to protect his stars. When Kerry Toporowski came to town, it was mission accomplished, plus he would turn out to be one of the nicest people you'd ever want to meet.

Once in the playoffs, most thought it was only a matter of time before they were handing Quad City back the Cup. The Madison Monsters made it too exciting in the opening round, leading 2-0 and 3-1 before the Mallards regrouped behind their playoff rallying cry of "We Believe."

Continued On Page 55



Muskegon again was no match in the second round, and it came down to another head-to-head with Flint.

That series became a sideshow in Game 4 when, during the second overtime, a questionable penalty was called on longtime QC defenseman Brad Barton that led to the game-winning goal by the Generals. Following the game, Barton had a meltdown, confronting referee Jerry Pateman on the ice and in the hallway near the locker rooms.

Barton drew a suspension for the remainder of the playoffs and the Mallards came home hopping mad and down 3-2.

"We Believe" took over the town and the Mallards won Game 6 in easy fashion before a classic Game 7 which again went overtime. This time, Toporowski sent the puck in deep, it took a crazy hop off the end boards and Ryan Black scored the winner, sending the 10,000 plus into a frenzy.

1998-1999

Six players (Carl LeBlanc, Glenn Stewart, Sergei Svyagin, Mark McFarlane, Howie Rosenblatt and Hugo Proulx) returned to try to make it a three-peat, but things got off to a rocky start when Svyagin came down with pneumonia just a few days after the season began.

That was just the beginning of a rash of injuries and illnesses that kept Gillis searching for answers the entire season. Still, he found a way to mix and match the players to keep winning games.

Cornfield hoped he had the final piece to the puzzle when he signed Kevin Kerr to a contract in late October. Kerr had been a member of those hated Flint Generals and one of the players QC fans had always loved to hate.

Kerr turned that around later in the season, when after scoring the 500th goal of his career, he offered to auction the puck and give all of the proceeds to the family of Jacob Timbrook, a local infant battling meningitis. The puck raffle raised over \$5,000 and after the winner gave the memorable puck back to Kerr, the teary-eyed winger gave it to Jacob and his family.

The midseason point marked one of the biggest extravaganzas to hit The MARK. The Second UHL All-Star Game which drew large crowds for the skills competition and the game itself, and featured a hockey record for hardest shot one night and a UHL win the next.

Back to the season, the Mallards became the first team to win 50 games three seasons in a row and then promptly swept Asheville in the first round of the playoffs and disposed of Thunder Bay in the semifinals.

The finals saw a third straight postseason matchup with Muskegon, but this time the Fury was too much for Quad City.

That Game 6 loss to the Fury may have ended one Mallards' run, but there's no question this fifth-year anniversary is just a continuation of the fun.



*Creating custom signs
that mean Business*

ASL **Advance
Signs Ltd.**

*Over 50 years of Service
to the Quad Cities.*

- CUSTOM DESIGN & FABRICATION
- INSTALLATION & SERVICE

For all your sign needs
call

309 391-1644

OFFICIAL CAR WASH OF THE QUAD CITY MALLARDS!

WHERE YOUR 10TH
WASH IS FREE!Old Fashioned Service And
High Tech Equipment!

CAR WASH SPECIAL!

\$3.00 Off Pearl Wash

\$2.00 Off Coral Wash

\$1.00 Off Aqua Wash

(Bring This Coupon To
WaterPark Before 4/30/00)

1215 GRANT ST., BETTENDORF

JOHN DEERE & 38TH ST., MOLINE

Affiliate Report

An update on the Mallards three affiliates, the Washington Capitals of the National Hockey League, the Portland Pirates of the American Hockey League and the Chicago Wolves of the International Hockey League.

Portland Pirates

Brent Johnson recorded 36 saves last night as the Worcester Ice Cats blanked the Portland Pirates, 4-0, to take a 1-0 lead in their best-of-five, first-round playoff series. Tyler Willis scored the game-winner just 70 seconds into the first period. Worcester will skate at Portland in Game Two on Friday. Sebastian Charpentier made 33 saves for the Pirates, who had just 13 losses in 40 games at home during the regular season (23-13-4).

Leading Scorers:

Final scoring leaders

C Glen Metropolit

18g-42a-60 PTS

LW Mike Peluso

25g-29a-54 PTS

C Jeff Nelson

24g-30a-54 PTS

Chicago Wolves

Glen Featherstone scored a pair of first-period goals last night as the Chicago Wolves edged the Milwaukee Admirals, 3-2. Featherstone, who has just seven goals on the season, scored back-to-back goals within an 11:10 span to give Chicago a 2-0 advantage. Steve Maltais added a goal and an assist for the Wolves, who defeated Milwaukee for the first time in their last four games (1-2-1). Wendell Young made 13 saves to earn his 31st win of the season. The Wolves are back in action April 15 at home against Milwaukee.

Leading Scorers:

C Steve Larouche

28g-57a- 85 PTS

LW Steve Maltais

43g-42a- 85 PTS

C Chris Marinucci

31g-32a- 63 PTS

Washington Capitals

The Capitals, who clinched the Southeast Division title last Saturday without taking the ice, skated to a 1-1 tie on Sunday with the Buffalo Sabres in their regular season finale. Washington will now renew a very familiar rivalry with the seventh-seeded Pittsburgh Penguins in the first round of the playoffs. The Caps and Pens met in the postseason in 1991, 1992, 1994, 1995 and 1996. The Penguins won four of the five series, even though Washington won the opening game each time.

Leading Scorers:

Final scoring leaders-

C Adam Oates

15g-56a- 71 PTS

D Sergei Gonchar

18g-36a- 54 PTS

LW Chris Simon

29g-20a- 49 PTS

2000 Playoff Collectors
Pucks

are available for every playoff series that the Mallards play. The collectors puck will include the Mallard's logo and the opponent's logo. Check out the pucks at any Mallards stand or at the Mallards Nest.

The playoffs are here so get your 2000 playoff T-shirt to help cheer on the Mallards. Two T-shirts designs are available with the playoffs slogan, **Playoffs 2000...**

This Time It's Personal. The T-shirts are available at any Mallards stand or at

The Mallards Nest

1509 3rd Ave A in Moline
(309) 797-DUCK (3825)

Shop On-line at

www.qcmallards.com

Your Official Quad City Mallards Television Station

Join Mike Kleinstub & Dan Burich for unequalled Mallards coverage!

Watch ***THE MALLARDS REPORT***

at 6:30pm on October 16, November 13, December 11,
January 15, February 19, March 18 & April 8.

Also watch ***IN THE NEST*** Thursdays during the 6PM sportscast!

Listen during every home game for Niel Kastor's Drive Home Forecast



SAKIC STEAMS INTO PLAYOFFS • CONCUSSION PREVENTION REMAINS CHALLENGE

The Hockey News

VOL. 53 NO. 32

APRIL 21, 2000



re spectacular; s coach award

COACHING CASUALTY Dennis Desrosiers of the Birmingham Bulls became the first coach to be fired when Bulls' president Charles Felix said April 2 that Desrosiers' contract would not be renewed.

Desrosiers had guided the Bulls since taking over late in the 1995-96 season. He compiled a 145-129-28 record and Birmingham made three straight playoff appearances. But the Bulls lost 19 of their last 21 games this season—they were in first place in the Southwest Division in mid-January—and failed to qualify for the post-season.

No successor was named, but former Birmingham assistant coach Mike Zruna was considered the leading candidate.

MILESTONES Greenville Grrrowl goalie Nick Vitucci won his 250th ECHL game when Greenville defeated the Greensboro Generals 7-4 March 28. Vitucci finished with a 21-9-2 record and 2.47

GAA, fourth-best in the league, after coming out of retirement earlier in the season.

Richmond Renegades' left winger Peter Vandermeer became only the fourth player in pro hockey history to score 30 goals and accumulate 400 penalty minutes with a pair of goals 39 seconds apart against Johnstown March 29. Vandermeer wound up with 31 goals and led the ECHL in penalty minutes with 457.

COAST LINES Despite losing their final three games, the Roanoke Express claimed the Northeast Division title when the Richmond Renegades lost to Hampton Roads 4-1 on the final day of the regular season. Roanoke edged the Renegades by one point, while the Peoria Rivermen finished one point ahead of the Express for the top seed in the Northern Conference...The Wheeling Nailers set a franchise record for goals in a game with a 14-2 rout of Toledo April 2. It tied the third-highest single-game output by one team in league history. Nine players recorded at least two points, with left winger Scott Burt posting three goals and three assists to lead the Nailers.

Mallards don't quack up, win Tarry Cup title again

By Brendan Savage
and Dave Henry

For the second time in three seasons, the Quad City Mallards captured the United League's regular season championship.

The Mallards won the Tarry Cup when they beat the Flint Generals 4-1 April 1 in a battle between the UHL's top two teams.

Quad City finished the season with a 53-16-5 record, tying the UHL record with 111 points.

For their efforts, the Mallards received a first round playoff bye.

"We need the layoff we're going to get," said coach Matt Shaw to the Quad City Times. "We had to extend ourselves to win this. For about two months, we've been playing big games."

The Mallards, who won back-to-back playoff championships in 1997 and '98, also won the Tarry Cup in 1997-98. The team that has won the Tarry Cup has claimed the Colonial Cup in six of the UHL's eight previous seasons.

Quad City had three scorers finish among the league's top 10. Left winger Glenn Stewart had 56 goals and 111 points to finish third, center Hugo Proulx was sixth with 100 points and right winger Kevin Kerr was ninth with 97 points. Kerr fell one goal short of his sixth UHL season with at least 50 goals.

Knoxville's Trevor Jobe led the league in goals with 61 and Asheville's Brent Gretzky captured his first scoring title with 127 points.

NOTEBOOK Flint's Nick Stajduhar (21) and Gary Roach (20) became the first defensemen in UHL history to score at least 20 goals for the same team in the same season...Eastern Division-champion Binghamton (101) and Central runner-up Port Huron (100) both set franchise records for points in one season. The UHL had four 100-point teams for the first time ever...The Ohio Gears finished with the fewest victories (12) and most losses (57) in league history. Ohio ended the season with 12 straight losses, the third time this season the Gears had a double-digit losing streak.



WPHL

Western Pro League president Rick Kozuback was in San Angelo, Tex., April 4, attempting to resolve the ownership situation regarding the San Angelo Outlaws.

The city of San Angelo terminated the franchise's lease in March over a dispute with ownership regarding ice time fees, which prompted a lawsuit against the city by the team.

The two sides were attempting to schedule a mediation hearing to resolve the situation. League officials contend professional hockey will remain in San Angelo next season, either with a new owner or under current ownership.

The Outlaws didn't qualify for the playoffs this season.

CITY LIMITS The WPHL did not plan to pursue alternate ownership possibilities in Waco or Abilene following the decision to cease operations of both franchises due to financial difficulties earlier this season.

The league will have one expansion team next season, the Tucson Scorch.

Three locales are finalizing plans to construct arenas for franchises for the 2001-2002 season—Rio Grande Valley, Laredo and Beaumont.

"A state of the art building will attract many things, not just hockey," said Steve Cherwonak, WPHL director of scheduling and media services. "What is happening right now with the new buildings is really interesting because there are a lot of benefits."

ONE-TIMERS Corpus Christi IceRays' right winger Kurt Wickenheiser, the third-oldest player in the league at 36, found the fountain of youth. Wickenheiser, who finished second with 118 points in the regular season, led the league with seven goals and nine points through five playoff games...Just before the post-season began, the Lubbock Cotton Kings signed rookie goaltender Neil Savary. He paid dividends immediately, allowing only four goals in two playoff victories with a .950 save percentage.

School Construction Quotes

It is certainly a disgrace on the richest country in the world not to have rooms enough for its children to go to school, and to be so picayune with the teachers that they can't afford to teach in the schools for the pay they get.

-Harry S. Truman, October 26, 1948; Speech Municipal Auditorium, Cleveland, OH.

The first public schools in this country were founded here in Massachusetts. Ever since then, democracy and the public schools have gone hand in hand. Today public schools all over the Nation face a tremendous crisis. Classrooms are overcrowded, buildings are antiquated, and teachers are underpaid.

-Harry S. Truman, Oct 27, 1948; Speech, Springfield, Mass.

In the very years that all this has been going on and school construction has been neglected, the Federal government has been taking a very heavy portion of the tax revenues of the whole country and so it begins to look that with this need for education, if Democracy is to be vital, the fact is that its facilities and schools are material things in which we are behind, even more, possibly, than in the teaching end. The Federal government might well by its actions help in the proposition and inspire the States to do more; to help on a one-time basis to get these schools built, to catch up and get out. That would be doing the least if we are not to damage the basic principle that the educational process belongs to the locality to the educational district and to the state.

-Dwight D. Eisenhower, April 2, 1957.

Money spent for education is a valuable investment in the future of this country. We should move forward and secure a brighter future for the generations in the coming years that will guide the Nation. There is nothing that could be more important to our country's welfare.

-Harry S. Truman, Informal Remarks, Havre, Montana; May 12, 1950.

We must maintain and expand our schools or we shall surrender our liberties without even fighting for them.

-Harry S. Truman, Address, Indianapolis; October 15, 1948.

Action should be taken this year to help meet our Nation-wide needs for school construction. I shall shortly send to the Congress a special message that will deal with methods by which the Federal Government can appropriately assist in this vital field.

-Dwight D. Eisenhower, January 20, 1955; Annual Message Presenting the Economic Report to the Congress.

If we are to keep faith with our children, the enactment of sound and effective legislation to help build more schools should not be further delayed.

-Dwight D. Eisenhower, Letter in Response to Report of Neil McElroy; May 14, 1956.

In America, the basic mission of education is clear and compelling; to provide every person, regardless of race, economic status or locality, the opportunity to develop to the highest capacity of his or her own self and for the common good... This Administration has sought and will continue to seek, legislation to help communities with inadequate resources to build the classrooms our children need in every part of the country.

-Dwight D. Eisenhower, message to the NEA on the mission of education in American and the role of the Federal government; Oct 1, 1956.

School Construction Quotes

It is certainly a disgrace on the richest country in the world not to have rooms enough for its children to go to school, and to be so picayune with the teachers that they can't afford to teach in the schools for the pay they get.

-Harry S. Truman, October 26, 1948; Speech Municipal Auditorium, Cleveland, OH.

The first public schools in this country were founded here in Massachusetts. Ever since then, democracy and the public schools have gone hand in hand. Today public schools all over the Nation face a tremendous crisis. Classrooms are overcrowded, buildings are antiquated, and teachers are underpaid.

-Harry S. Truman, Oct 27, 1948; Speech, Springfield, Mass.

In the very years that all this has been going on and school construction has been neglected, the Federal government has been taking a very heavy portion of the tax revenues of the whole country and so it begins to look that with this need for education, if Democracy is to be vital, the fact is that its facilities and schools are material things in which we are behind, even more, possibly, than in the teaching end. The Federal government might well by its actions help in the proposition and inspire the States to do more; to help on a one-time basis to get these schools built, to catch up and get out. That would be doing the least if we are not to damage the basic principle that the educational process belongs to the locality to the educational district and to the state.

-Dwight D. Eisenhower, April 2, 1957.

Money spent for education is a valuable investment in the future of this country. We should move forward and secure a brighter future for the generations in the coming years that will guide the Nation. There is nothing that could be more important to our country's welfare.

-Harry S. Truman, Informal Remarks, Havre, Montana; May 12, 1950.

We must maintain and expand our schools or we shall surrender our liberties without even fighting for them.

-Harry S. Truman, Address, Indianapolis; October 15, 1948.

Action should be taken this year to help meet our Nation-wide needs for school construction. I shall shortly send to the Congress a special message that will deal with methods by which the Federal Government can appropriately assist in this vital field.

-Dwight D. Eisenhower, January 20, 1955; Annual Message Presenting the Economic Report to the Congress.

If we are to keep faith with our children, the enactment of sound and effective legislation to help build more schools should not be further delayed.

-Dwight D. Eisenhower, Letter in Response to Report of Neil McElroy; May 14, 1956.

In America, the basic mission of education is clear and compelling; to provide every person, regardless of race, economic status or locality, the opportunity to develop to the highest capacity of his or her own self and for the common good... This Administration has sought and will continue to seek, legislation to help communities with inadequate resources to build the classrooms our children need in every part of the country.

-Dwight D. Eisenhower, message to the NEA on the mission of education in American and the role of the Federal government; Oct 1, 1956.

DAVENPORT PRESS

LOCATION



Joined By A River

The Land of Plenty in The Heart of America

Davenport, Iowa, located on the beautiful banks of the mighty Mississippi River in eastern Iowa, is the largest city in an Iowa/Illinois metropolis of more than 350,000 people. The river is the defining point of the area made up of Scott County in Iowa and Rock Island and Henry Counties in Illinois. It is the largest 300-mile market west of Chicago.

Davenport and the surrounding bi-state metropolitan area are commonly known as the Quad Cities. Because of proximity to all the Iowa and Illinois locations in this area, you'll find Quad Cities crossing the river in both directions for work, play and consumption.

Iowa Quad Cities

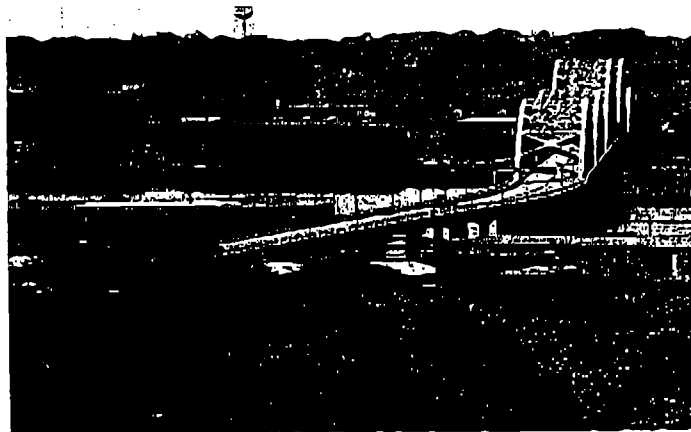
In Iowa, the Quad Cities consists of 17 cities, several unincorporated communities and numerous rural subdivisions. The primary cities are Davenport and Bettendorf, and make up the largest percentage of the country's population.

Smaller surrounding communities include: Blue Grass, Buffalo, Dixon, Donahue, Durant, Eldridge, LeClaire, Long Grove, Maysville, McCausland, New

Liberty, Panorama Park, Park View, Princeton, Riverdale and Walcott.

Agriculture plays a key role in Scott County, where more than 900 farms cover 200,000-plus acres of some of the most fertile and expensive farmland in the country. A ride through

shoreline as the largest Illinois Quad Cities. Other Illinois cities in the metropolitan area include Andalusia, Carbon Cliff, Coal Valley, Colona, East Moline, Green Rock, Hampton, Milan, Port Byron, Rapids City and Silvis.



Centennial Bridge, connecting Davenport to Rock Island, IL

Scott County's glorious countryside exposes travelers to an intriguing combination of crops and farm animals amidst rolling hills, flat plains, river valleys and streams.

As the third largest and one of the oldest cities in Iowa, Davenport serves as the county seat.

Illinois Quad Cities

On the Illinois side of the Mississippi River, Moline and Rock Island share the

Quad Cities Climate & Conditions

With every change of season comes a new and exhilarating weather experience. The Quad Cities' four distinctive seasons each bring their own particular brand of beauty to the region, and contribute to the area's status as an agricultural mecca.

Here's what you can expect:

Altitude: 577 feet (river city)
Average 700 feet above sea level

Climate: Normal mean annual temperature: 50.1° F

Average winter temperature:
26.7° F

Coldest day: 28° F below zero,
Feb. 3, 1996

Average summer temperature:
70.9° F

Hottest day: 111 degrees,
July 14, 1936

Average annual rainfall:
39.08 inches

Average annual snowfall:
30.4 inches

REGIONAL CITY PROXIMITIES

Chicago, IL 160 miles

Des Moines, IA 160 miles

Indianapolis, IN 303 miles

Kansas City, MO 365 miles

Milwaukee, WI 202 miles

Minneapolis, MN 328 miles

St. Louis, MO 232 miles



HERITAGE

Where the River Runs West

A Natural Place for Growth & Opportunities

It's not uncommon for a newcomer to lose their sense of direction in Davenport.

Located within the only short stretch where the Mississippi River runs east to west, the history of this river and agricultural town has been unique from the start, even in folk lore.

Indian legend has it that as the great spirit of the Mississippi River journeyed southwest to the sea, he saw an area of unsurpassed beauty. Turning his head for a longer look, he forever changed the river's course. That 14-mile river bend -- where the river runs west -- is the Quad Cities.

Highlights in History

- Native American Indians first make this river bend home, including the Sauk, Fox and Mesquakie tribes.
- 1812 -- The War of 1812 leads to the establishment of Fort Armstrong military outpost on what is now the Rock Island Arsenal.
- 1832 -- As settlers push westward, the area experiences bloodshed during the Black Hawk War, and most Native Americans are forced northward.
- 1836 -- Davenport is founded by Antoine



The city of Davenport, founded in 1836, was named for Col. George Davenport, a military provisioner and trader.

- LeClaire, a lawyer and Indian interpreter, and named after his friend Colonel George Davenport, a military provisioner and trader.
- 1839 -- Davenport is incorporated as a town.
- 1848 -- John Deere opens his first Moline, Ill., factory, taking advantage of the water power and trans-

portation offered by the Mississippi River.

- 1850 -- German and Irish immigrants choose Davenport as a major settlement destination.
- 1851 -- Davenport becomes an official city.
- 1853 -- The first railroad bridge to span the Mississippi River is built in Davenport.

- 1954 -- Rail transportation reaches the Quad Cities, bringing commercial and population growth.
- 1850s-1890s -- The mechanical washing machine is invented here, and Davenport becomes known as the nation's washing machine manufacturing capital. Hand-rolled cigars make the city the leading producer between Chicago and California. Other important industry includes foundries, machine shops, flour mills, meat packing and breweries.
- 1850s-1900 -- Davenport thrives as a lumber community as sawmills process logs shipped down river from the north. Products from many area mills travel by rail to Nebraska and Kansas.
- 1862 -- Rock Island Arsenal is established by an act of Congress.
- 1895 -- Arsenal Bridge is built for cars on the lower level and trains on the upper level, linking Davenport and the Rock Island Arsenal.
- 1900s -- Economic recession follows the depletion

HERITAGE



of the northern forests. Davenport diversifies in many industries, including metal fabrication, locomotive building, commercial baking and agricultural implement manufacturers and supporting industries.

- 1930s -- Davenport's riverfront is transformed into a waterfront park.
- 1931-33 -- Construction of Lock and Dam 15 between Davenport and the Rock Island Arsenal is the first of 29 locks and dams constructed in the Upper Mississippi River Valley.
- 1935 -- Memorial Bridge, now Interstate 74, is constructed over the Mississippi River between Bettendorf and Moline.
- 1939-41 -- The Centennial Bridge is built to link Davenport and Rock Island.
- 1942 -- Thousands are employed by the Rock Island Arsenal during World War II.
- 1950s-60s -- Economic prosperity continues to grow Davenport and sur-

rounding communities.

- 1970s -- Northpark Mall, then the largest in the

myriad and increasing successes in the development of its business sector.

10 months. The Mississippi and

the Rock River, which flows into the Mississippi in neighboring Rock Island, Ill., are popular recreational waterways. Three riverboat gambling boats occupy the Mississippi



A barge makes its way up the Mississippi River, near Davenport

- state, is constructed in Davenport.
- 1980s -- Recession hits the country's agricultural community hard.
- 1980s-90s -- Davenport reinvents itself, and grows its local tourism industry to showcase its riverfront festivals and attractions, as well as its rapidly expanding importance as a retail and service community for the entire region.

Davenport Today

- *Industry -- Quality Growth*
Industry in the Quad Cities has become extremely diverse over the past decade, from manufacturing, to food processing, to transportation, telecommunications, insurance and other service industries. Served by many key, centralized roadways, the City of Davenport is experiencing

• *Agriculture -- Breadbasket to the World*
With some of the richest agricultural land in the nation, Scott County is home to 913 farms covering 233,217 acres. The average farm covers 255 acres. Principal crops are corn, soybeans, oats, hay and wheat. Principal livestock includes hogs and pigs, cattle and calves, beef cows and milk cows.

• *The River -- The Pride and Joy of Davenport*

Davenport's location on the Mississippi River has played a key role in the growth of the city for more than 150 years. Today, the river's 9-foot channel is used for the transportation of commodities and riverboat travelers to and from Minnesota, through Davenport, St. Louis and Louisiana. In this area, the navigation season lasts about

River in Davenport, Bettendorf and Rock Island.

Population Statistics

Davenport Current (1998)
-- 95,333

Quad-Cities Metropolitan Statistical Area

(Davenport-Bettendorf-Rock Island-Moline)

(1990 U.S. Census and Bi-State Regional Commission figures)

Current (1998) -- 359,760
Projected (2010) -- 378,850

Median age -- 33.9 years

Under 6 -- 9%

6-17 -- 18%

18-24 -- 9%

25-34 -- 15%

35-49 -- 21%

50+ -- 27%

Earnings by Industry

(1996 figures)

Average Annual Growth Rate 5.5%

Services 27%

Durable goods manuf. 17.9%

Retail trade 11.1%

Construction 8%

Nondurable goods manuf. 6.4%

ECONOMY

Davenport: The Business Scene

A River of Beauty. A Valley of Prosperity

Natural resources. Technology. Quality people. They're all here, and they are what makes Davenport and the Quad Cities great places to do business.

Davenport's business environment is exploding with productivity and profitability. This positive business environment continues to develop for many reasons, including:

- The low cost of doing business
- High productivity of the work force
- Central location in America's heartland

High Quality of Life

Statistics reveal the Quad-Cities' work force is, on average, 22 percent more productive than the national average. Plus, the Quad-Cities cost of living is well below the national average. In general, people live comfortably, feel safe and have access to quality housing, education, medical care, culture and recreation.

Historically, the area work ethic is second to none. Early

settlers from Belgium, Germany and Ireland, all known for their hard-working attitudes, started the trend,

transport grain, coal and other commodities from its headwaters in Minnesota to the Gulf of Mexico. Its 9-foot

immediate international trade opportunities. The Quad Cities offers the following advantages:

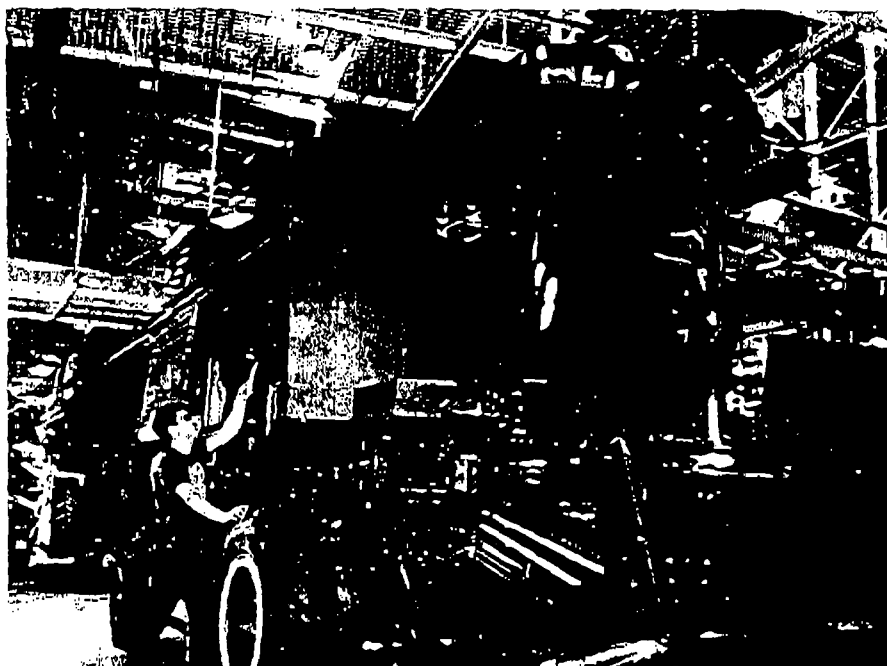
- U.S. Customs Port of Entry
- Foreign Trade Zone #133
- Intermodal transfer station
- Paired entry program
- Ocean freight full containers
- Custom brokers
- Bonded cartman carriers

Financial Institutions and Assistance

From international to hometown banks, from home mortgages to business loans, banks and other financial

institutions are committed to area growth and prosperity. Finance leaders take active roles in the community and have adopted progressive viewpoints about where the Quad Cities is heading and how they can help it get there. It's a competitive and stable marketplace with a can-do attitude.

County and state funds are available for development. Other public and private



Deere & Company is the world's leading producer of agricultural equipment. Although headquartered in Moline, IL, the effect of their success impacts the entire Quad-City area.

passing the trait on through the generations to family and co-workers. Farm families also contribute to this attribute that remains strong in Davenport and throughout the Quad Cities.

The Working River

While recreation may be the main attraction for visitors to the Mississippi River, industry has always depended on this great waterway for transportation. Towboats

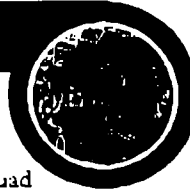
channel allows a 10-month navigation season.

More than 50 barge terminals line the riverfront throughout the area. Many offer access by rail and highway. Bulk commodity shippers find the Quad-Cities barge service a highly cost-effective shipping option.

International Business Services

Fast and efficient services allow for convenient,

ECONOMY



The President Riverboat Casino

The project of downtown development of the President Riverboat Casino is based on the Mississippi River and open 24 hours. The construction was at the heart of the area's initial tourism renaissance.

The original 100-day riverboat casino is one of the world's largest and most modern. It combines modern-day gaming on five decks with a 100-foot of gaming.

Gamblers' choice of playing more slot machines, including video games, including...

Nicknamed "The One," The President Casino attracts visitors throughout the year and during the campaign brunches and gaming keep gambling for breakfast. The President Casino earns cash for players and donations to special events. A gift shop sells items and Quad Cities merchandise.

This ever-growing facility offers more than 100 parking spaces, valet parking and a service from the parking area hotels make it convenient.

The Casino is the historic 1890s Hawk Hotel in downtown Davenport, located just blocks from The President.

Since opening in 1991, The President Casino has received millions of dollars in community and non-profit grants. These grants are distributed to non-profit Riverboat Development Authority for riverfront development and tourism, arts, heritage and education services.

opportunities include tax exemptions, venture capital and negotiable finance rates.

The complicated process of site location takes a lot of marketing dynamics. Several Quad-Cities' organizations are poised to help investors understand sites, transportation and utilities, taxes and investment incentives, as well as employment recruiting and other factors key to future success. Investors can begin by contacting one of many sources for this information, including:

- City of Davenport, Community and Economic Development Department, (319) 326-7766
- Davenport Chamber of Commerce, (319) 322-1706
- Quad-City Development Group, (319) 326-1005

Key Industrial/Business Areas

Davenport has invested in the future industrial growth in the Quad Cities with the establishment of the Airport Industrial Park, a major industrial park at I-80 & Northwest Boulevard. It is adjacent to the Iowa Research, Commerce and Technology Park. These two parks provide industrial and commercial sites that are centrally located near transportation sources.

Davenport has enjoyed many recent economic development successes. Among organizations choosing the Davenport area as a cost-

effective center for industry are:

- Genesis Systems Group
- Nichols-Homestead
- Hormel Foods
- Midland Press
- Deere Davenport Works
- Ipsco Steel Co.
- Guardian Glass Co.
- MidAmerican Energy

Entry into the retail and services sector is also possible in the rapidly expanding Elmore Avenue/53rd Street Corridor, downtown and at several malls, shopping centers and office complexes.

Davenport's central downtown has completed major revitalization efforts, including its expanded RiverCenter and the \$20 million, 10-story electric division headquarters of Mid

American Energy. The Radisson Quad City Plaza hotel is thriving in downtown, as are The President Riverboat Casino and many specialty businesses, eateries and retail stores.

The Kahl Building, one of the largest office structures in downtown, has been renovated by the Eastern Iowa Community College District as a state-of-the-art educational center, making it an important centerpiece of the downtown area.

Job Training and Employment Services

A multitude of services help business owners find properly trained individuals for specialized jobs. Our large

— continued on next page

Where in the world do you want to go?



The Quad City International Airport offers over 70 flights by the nation's leading airlines every day. And those flights include non-stop service to international business and travel centers like Chicago, St. Louis, Minneapolis, Detroit, Denver and Orlando. So wherever you want to go, make sure your travel begins at the Quad City International Airport.

The Quad City International Airport serves Western Illinois and Eastern Iowa. Contact your travel agent for reservations.





ECONOMY

- continued
from page 9

pool of skilled labor and the famous Iowa work ethic provide the strengths that define our outstanding workforce.

Quad-Cities' workers produce up to 22 percent more per hour than the national average, which means savings and top productivity for business owners. Turnover is lower than the national average, too. Though payrolls are also below the national average, Quad Citians maintain a high quality of life because

the overall cost-of-living index is well below the national average in all major cost categories.

Several organizations in the Quad Cities help get businesses off to a good start. The Business and Industry Centers of Eastern Iowa Community College District and Black Hawk College work in partnership with business to provide quality, customized training and support services. These centers can tailor training programs to meet specific strategic business objectives. Programs range

from skilled technical training and basic workplace skills enhancement, to interpersonal skills development and supervisory development.

Programs and services include:

- QS 9000
- Team development
- Quality training
- Computer training
- Production and inventory control
- Safety and OSHA compliance
- Manufacturing skills
- AutoCAD Pro Engineering and SmartCam
- Customer service
- Sales
- Internet training

Training assistance grants are available, as are on-site,

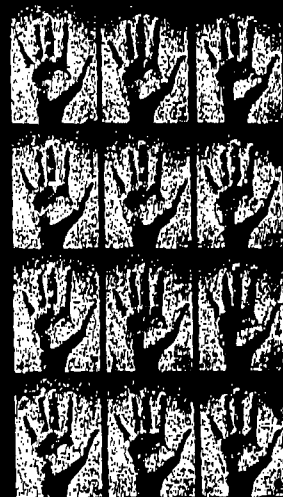
ROOFING TECHNOLOGY, INC.

Specializing in Commercial & Industrial Roofing
Members Of National Roofing Contractors Assoc.
(319) 322-0771

1726 W. 1st St. • Davenport, IA



MORE HANDS



As one of the ten largest accounting and consulting firms in the U.S., McGladrey & Pullen offers more experienced and dedicated people who believe in a hands-on approach to helping mid-sized businesses meet their unique goals. People who know your industry and provide creative financial, tax, or consulting services that help your business realize its specific goals. More people, more ideas, and more hands-on, personalized attention. If you're looking for more from a business advisor, look no further than McGladrey & Pullen. We think you'll find we're a handy resource to have around.

For more information call
319-326-5111.

McGLADREY & PULLEN, LLP
A member of the PricewaterhouseCoopers network

RSM
Accounting

www.mcgladrey.com

You're Ambitious, Aggressive, Successful, Competitive, and Completely Frustrated

You've worked hard. And it's paid off. You've gone far in your field. You're a complete success by all standards. Except your own.

At Smith Barney, we want those who want more.

Our 24 month paid training program will provide you with the skills, the knowledge, and the experience you'll need to become a successful Financial Consultant. An Equal Opportunity Employer M/F/D/V.

Call us.

Joché Channon 319-344-4332

SMITH BARNEY

They make money the old-fashioned way. They earn it.

©1998 Smith Barney Inc. Member SIPC

A member of Travelers Group

Top 10 Major Employers

- Deere & Company --
farm and industrial
equipment
manufacturing -- 7,516
- Rock Island Arsenal --
U.S. Army installation
and resident
contractors -- 6,749
- Genesis Medical
Center -- hospitals,
health care -- 2,755
- Aluminum Co. Of
America (ALCOA) --
aluminum mill -- 2,700
- Eagle Food Center --
supermarkets -- 2,485
- Davenport Community
Schools -- 2,336
- Case - IH -- 1,700
- Trinity Medical Center
-- hospitals, health
care -- 2,100
- Oscar Mayer -- meat
processing -- 1,900
- Hy-Vee Stores --
supermarkets -- 1,748

ECONOMY



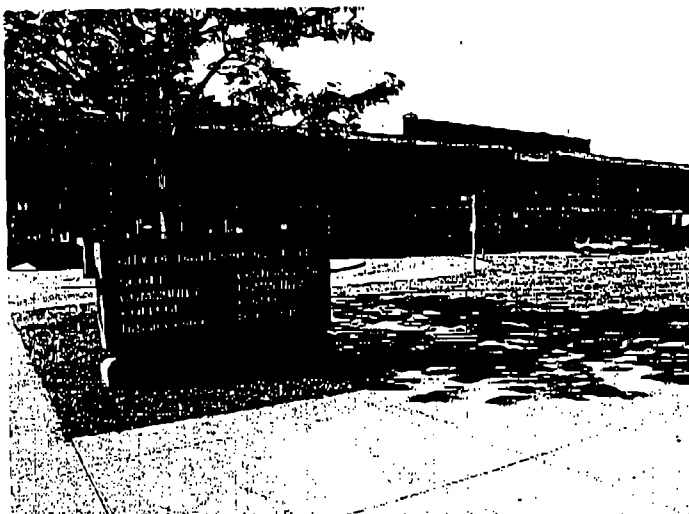
conference and satellite programs.

School-to-work programs are also in place through a system developed by area schools and local industry leaders. These programs are designed to prepare students with the basis for a lifetime of learning to meet employer needs. Combined with the strong curricula in area schools, they allow students to compete effectively in the world of tomorrow, while helping area companies secure staffing they need to maintain profit, productivity and service leadership.

Favorable Taxes

For businesses wishing to locate in Davenport, favorable tax incentives include:

Single-factor, non-unitary



Eastern Iowa Community College offers customized training programs through their Business and Industry Center.

tax based on the percentage of total sales within the state

- New jobs tax credit
- Research activities tax credit
- No sales or use tax on manufacturing machinery and equipment

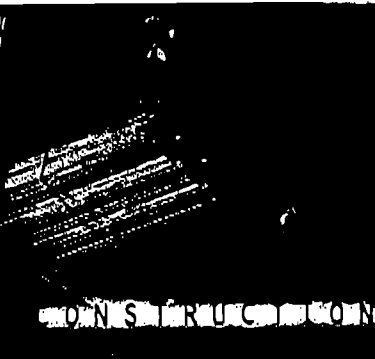
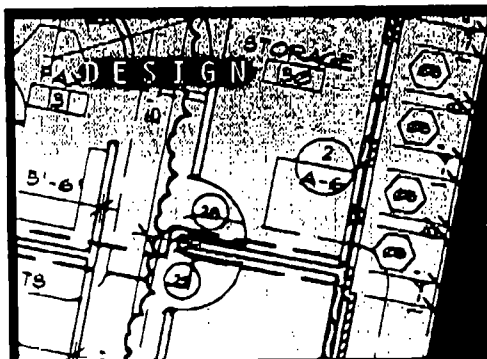
- No property tax on new industrial machinery and equipment
- Pollution control or recycling property tax exemption
- Local tax abatement
- Tax increment financing

- No personal property (inventory) tax
- New jobs and income program
- Workers' compensation (among five lowest in the nation)
- Unemployment insurance (lowest new employer unemployment insurance rate in the nation)
- Innovative financial and employee training programs

Key factors in individual taxes in Iowa include:

- Deductions for federal taxes paid
- Itemized deductions for real estate taxes, home mortgage interest,

— continued on page 13



Building Value in the Quad Cities.

Since 1957, Design-Build Associates Inc. has been building a reputation for quality construction one satisfied client at a time. We are full-service specialists in design, engineering and construction for business and industry. Our dedicated staff of professionals combine their skills and experience with your ideas to create the building that's a perfect fit for your needs. And that builds value for your company.



DESIGN • CONSTRUCTION • REAL ESTATE DEVELOPMENT • PROPERTY MANAGEMENT
404 West 35th Street • Davenport, Iowa 52806 • Phone: 319-386-3100 • Fax: 319-386-0526 • www.ryandba.com

ECONOMY



— continued from page 11

contributions, casualty or — theft loss, medical and dental, expenses over 7.5% of AGI and moving expenses.

- Exemption tax credit for each taxpayer, spouse and dependent

Getting Around

Davenport is strategically located and is served by major roads, railways, waterways and airports.

Highways

- Interstates 74, 80, 88 & 280
- Federal Highways 6, 34, 61, 67 & 150
- Iowa State Highways 22 & 130
- Illinois State Highways 5, 17, 78, 81, 82, 84, 92 & 94

**Quad City
International Airport**
Major Passenger Services

- 7 carriers
- More than 60 daily arrivals and departures

Major Freight Services

- 6 carriers
- Full-service fixed-base operations
- U.S. Postal Service mail-processing center
- U.S. Customs Port of Entry

Davenport Municipal Airport

- Private aircraft rental and maintenance
- General aviation
- Weather reporting services

Railways -- Freight Services

- Burlington Northern
- I&M Rail Link
- Iowa Interstate Railroad

Waterways

- 46 private barge terminals
- 4 public barge terminals
- 9-foot channel

- 10-month navigation season

Trucking

- 92 motor freight carriers
- United Parcel Service terminal

Public transportation

- 3 interconnecting bus lines
- Davenport Citibus - 12 routes
- Rock Island MetroLink - 7 routes
- Bettendorf Transit - 3 routes
- Several regional bus lines
- Taxis
- Tour buses
- Limousine service

BRIDGES OF THE QUAD CITIES

- INTERSTATE 280 -- WEST DAVENPORT TO ROCK ISLAND
- CENTENNIAL -- CENTRAL DAVENPORT TO ROCK ISLAND (TOLL)
- GOVERNMENT -- CENTRAL DAVENPORT TO ROCK ISLAND
- INTERSTATE 74 -- BETTENDORF TO MOLINE
- INTERSTATE 80 -- EASTERN, RURAL SCOTT COUNTY TO RURAL ROCK ISLAND COUNTY



MASTER BUILDER

**101 West Second Street • Suite 301
Davenport, Iowa 52801
319-322-7301 • FAX 319-322-2503**



The good for you company.

Supplying exceptional dairy products throughout the Midwest, we have the good taste to call the Quad Cities our corporate home.

EDUCATION

Dedicated...

to the Development of Faculties and Talents of the Body, Mind & Spirit

From public schools to private universities and community colleges, Davenport and the Quad Cities area are well known for some of the finest educational institutions in the country.

Nationwide, Davenport schools have long been considered one of the best places to learn. Our students' scores on the American College Test are consistently among the highest in the country, and our literacy rate is the highest in the nation.

Whether public or private, schools in Davenport are on the forefront of today's technology and quality curriculum.

A wealth of educational opportunities can be found in private and public schools, in small town and urban environments. Talented and gifted children are given special opportunities to excel, and the physically and mentally challenged receive special attention to nurture skills to their highest levels.

Davenport schools' high standards stem from the ingrained values of Midwest society, where students, teachers, parents and businesses work hard to help students achieve. Our schools' expecta-

learning experiences that increase student skills and share tools needed for success.

Special community programs bring nationally acclaimed visiting artists into the school setting.

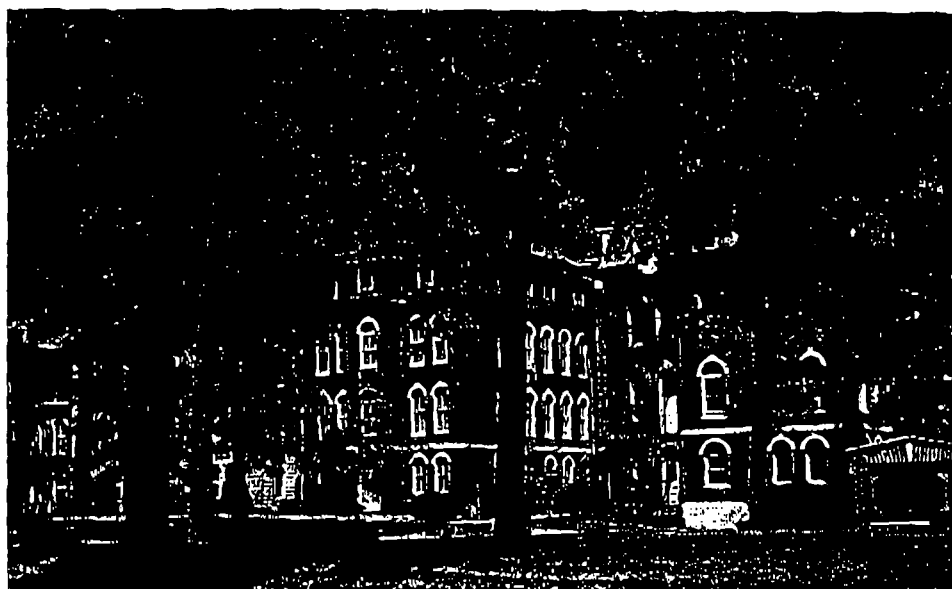
Higher Education

The Quad Cities is home to three private, four-year liberal arts colleges; a state university regional center; two community colleges; a world-

renowned chiropractic college; and a graduate-level consortium. Plus, other extensive higher-education opportunities are available at dozens of specialty colleges, and trade and technical schools.

In Davenport and Scott County, higher education institutes include:

- St. Ambrose University -- private liberal arts university affiliated with the Roman Catholic Church, offering 80 majors and pre-professional programs, 10 master's degree programs and a doctorate in business administration program
- Marycrest International University -- private liberal arts university offering arts and science, plus three master's programs
- Palmer College of Chiropractic -- the found-



St. Ambrose University has evolved to meet the needs of today's students. Their programs range from traditional undergraduate degrees to one year MBA programs.

tions for excellence, their safe, comfortable environment and low student/teacher ratio make a great difference in the learning experience. Our high school graduation rate is 91 percent.

Davenport's Partners in Education Program supplies opportunities for businesses to lend their expertise to the process of education. Businesses partner with schools to provide innovative

The Davenport School Foundation continually strives to find new resources to help strengthen the existing system.

Junior Achievement of the Quad Cities Area provides strong support through business and education partnerships.

Well-rounded extra curricular activities give students ample opportunities to excel in all areas of music, athletics and fine arts.

EDUCATION

ing and largest institution
for chiropractic
education

- Scott Community College
-- associate degrees, voca-
tional-technical training,
college transfer programs,
continuing education,
business and industry ser-
vices and Job Training
Partnership Act programs
- American Institute of
Commerce -- associate
degrees
- Hamilton Technical
College -- bachelor of sci-
ence degrees and associate
degrees
- University of Iowa
Evening MBA -- part-time
master of business adminis-
tration program

In the Illinois Quad Cities,
opportunities include:

- Augustana College, Rock
Island -- private college of
the liberal arts and sciences;
related to the Evangelical
Lutheran Church of
America

— continued on next page

Davenport Schools (1998)

- 36 public schools, includ-
ing three high schools
- 11 parochial/private
schools

Student to Teacher Ratio

- High School -- 17.5 to 1
- K - 8 -- 19 to 1

Quad-Cities students tradi-
tionally rank in 2 in col-
lege entrance ACT scores
nationally

- High school graduation
rate -- 91%
- Moving on to 4-year edu-
cation -- 46%

• High school graduation or
higher rate -- 78.9%

• Bachelor's Degree or
Higher Rate -- 18.8%

• Average National ACT
Score -- 21.8 (national
average 20)



Graduate EDUCATION that

St. Ambrose University is a leader in
innovative graduate programs that pre-
pare our students for top professional
positions in the real work world.

We do it with small classes, flexible scheduling, dedicated faculty and an
unwavering commitment to providing an education that works for you.
Today we have more than 800 graduate students enrolled in master's
programs ranging from health sciences to business to human services:



Accounting
Business Administration
Counseling for Post Secondary
Disability Services
Criminal Justice
Health Care Administration
Juvenile Justice Education
Occupational Therapy
Pastoral Studies
Physical Therapy
Social Work
Special Education

Whether you're completing an undergraduate degree, contemplating a
mid-life career change, or need an edge
to help you get ahead in your profession,
you owe it to yourself and your future to
check out our graduate programs.



518 West Locust • Davenport, Iowa 52803
319/333-6270 • 888/622-1728

www.sau.edu



Iowa's education programs are ranked among the nation's finest.

HOUSING



A Place You'll Call Home

Affordable Housing. Friendly Neighbors. Outstanding Options.

Throughout Davenport and the Quad-Cities area, newcomers will find neighborhoods as rich and varied as lifestyles.

The choice is yours -- outstanding subdivisions, elegant apartments and condos, quaint Victorian homes in historic districts, cozy bungalows on

more new houses built in the last five years than any other Quad-Cities community -- a fine testimonial to our community's quality home builders, location, economy and, of course, pricing.

The price of homes is truly one the advantages of living in the Midwest -- and Davenport. Median home prices are well below those in other regions. In 1996, the

Quad Cities ranked second in affordability when compared to 174 other metropolitan areas, according to the National Homebuilders Association Survey.

Whatever type of living you prefer, Davenport has an abundance of established local realtors who will be happy to help you find the home of your dreams.

— continued on next page



New home construction has resulted in new neighborhoods.

Residential real estate is abundant, diverse and less expensive than just about anywhere.

“

Statistics show that Davenport has had more new houses built in the last five years than any other Quad-Cities community.”

tree-lined streets or distinctive homes along the riverfront and in wooded seclusion. Davenport offers the greatest variety of offerings, from starter to executive homes.

Or, if you prefer to get away from the hustle and bustle of city life, country living is just a short, relaxing drive away.

If you've got the history bug, you'll find restoration alive in many of Davenport's oldest areas, where preservationists take pride in their historic properties.

For those itching to design their own homes, statistics show that Davenport has had



Stately mansions can still be seen in Davenport's McClellan Heights neighborhood.

ROOM TO IMPROVE?

HOLLINGSWORTH'S

Wall & Floor Coverings Inc.

Family owned • 40 years in business

VINYL
Armstrong
Mannington

CARPET
Mohawk
Galaxy

FREE ESTIMATES
Commercial • Residential

2147 W. Locust • Davenport • 319/324-6000

EDUCATION



— continued
from page 21

• Black Hawk College, Moline -- community college offering associate degrees for continuing education and vocational technical training

• Quad-Cities Graduate Study Center, Rock Island -- a consortium of 13 col-

leges and universities offering a wide range graduate degree programs

• Western Illinois University-Regional Center, Moline -- in cooperation with Black Hawk college, offering undergraduate and graduate level education

Partner in economic growth

Eastern Iowa
Business and Industry Center
336-3400

Eastern Iowa Community College District

**ELECTRONICS
ENGINEERING
TECHNOLOGY**

**MEDICAL
ASSISTANT**

**COMPUTER
AIDED
DRAFTING**

Training Tomorrow's Professionals Today!

Hamilton
Technical College
DIPLOMA THROUGH
BACHELOR OF SCIENCE DEGREE

- Day or Evening Classes.
- Financial Aid Available For Qualified Applicants.
- Contract Training For Business And Industry.

1011 E 53RD STREET,
DAVENPORT, IOWA
PH (319) 386-3570 • FAX (319) 386-6756

Spiritual growth

Community Service

international study

global network

1607 West 12th Street
Davenport, Iowa 52804-4096
319.326-9225 or 1.800.728.9705
E-mail: admissions@acc.mcrest.edu

MARYCREST
INTERNATIONAL UNIVERSITY

www.mcrest.edu

Make a world of difference.





HOUSING

— continued
from page 23

Plentiful

Apartments

Apartments, too, are plentiful and affordable. Davenport

apartments range from quiet and gracious complexes in peaceful wooded surroundings, to central urban settings for the socially active, and spacious, beautifully renovated

apartments in the homes of established neighborhoods.

Senior Housing Options

Many seniors choose to dwell in their own comfortable surroundings in senior

housing establishments throughout the area. Services vary at these facilities, and many options are available, including in-house medical care and meal service. Several senior housing facilities are located near medical services.

NORTHWEST

CARPET ONE

**CARPET • VINYL
HARDWOOD • CERAMIC**
1546 West Locust Street
Davenport • 322-0909

**OR FROM THE
ORILLINOIS QUAD CITY
OR ACROSS THE WORLD**

mp
mel foster co.

Free Information
Housing • Schools • Culture & Sports • Spouse
Employment • Cost of Living Comparison

Mel Foster Relocation Center
3249 E. 35th St. Cr. Davenport, IA
E-mail: melfosrelo@aol.com • www.mellosterco.com

**IH Mississippi Valley
Credit Union**

SEVEN AREA LOCATIONS TO SERVE YOU

2102 E. Kimberly Rd.
Davenport, IA

2839 AAA Court
Bettendorf, IA

358 17th Ave.
East Moline, IL

2101 52nd Ave.
Moline, IL

4506 16th Ave.
Moline, IL

89 • 9th Street
Silvis, IL

Main Branch

4206 5th Ave. Rock Island, IL

(309) 793-6200

Membership is open to Quad City and
surrounding area residents.

Visit our web site at www.ihmvcu.org

**Your
Hometown
Bank!**



NORTHWEST BANK & TRUST COMPANY

EACH DEPOSITOR INSURED TO \$100,000

MEMBER FDIC

100 E. Kimberly Road, Davenport, Iowa
2nd & Brady, Davenport, Iowa

1454 West Locust Street, Davenport, Iowa
Middle Road & Spruce Hills Drive, Bettendorf, Iowa

(319) 388-2511



CULTURE & LEISURE

Davenport: The Tourist Haven

All Kinds of Fun in All Kinds of Fashions

Innovative city leaders have worked hard to transform Davenport into an attractive tourist destination. The city's flourishing Mississippi riverfront has been the nucleus of that transformation, where festivals, parks and riverboat gambling now bring in visitors from around the world.

Once in Davenport, you'll discover that the river may be the main allure, but other activities and attractions throughout the area are rich in culture and good times.

Rollin' On the River

Gambling

At the forefront of Davenport's colorful river activities lies the **President Riverboat Casino** (see separate story on page 9), one of three riverboat gambling boats in the Quad Cities and the largest riverboat in the Midwest. Slots, video poker and table games provide a world of fun and gaming. It's a must see-and-do destination. Other area gambling boats include the **Lady Luck Casino** in Bettendorf, and **Jumer's Casino Rock Island**, across the river. Non-

gambling tour and dinner boats are also located in the Quad Cities, including the **Celebration Belle** and **Channel Cat River Taxi**.

Gambling boats not only

organizations.

Festivals

In the summertime, jazz is hot and blues are cool as two world-famous events pack Davenport's **LeClaire Park**.



The Festival of Trees Parade kicks off the holiday season in Davenport.

attract visitors, but benefit the community as a percentage of gambling boat proceeds flows back into the Quad Cities as grants to non-profit groups. Millions of dollars have been contributed to benefit numerous Davenport

Touted across the land as one of the premier riverfront festival venues, both events attract tens of thousands.

The **Mississippi Valley Blues Festival**, a three-day extravaganza held the first weekend of July, is the a place

“

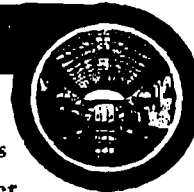
Gambling boats not only attract visitors, but benefit the community ... millions of dollars have been contributed to benefit myriad Davenport organizations.”

to celebrate the resurgence of the only true American music -- the blues. Featuring two stages, 30 acts, free blues workshops, and after-fest jams, this festival is solidified as a summertime tradition.

The **Bix Beiderbecke Memorial Jazz Festival**, held the last weekend in July, is a three-day jazz festival celebrating Davenport's nameson, Bix Beiderbecke, one of the world's most gifted cornetists. Each year, hear eight of the most talented traditional and Dixieland jazz ensembles in the world.

Away from the river at

CULTURE & LEISURE



Davenport's Municipal Airport, the annual **Quad City Air Show**, held each June, has become one of the premier air shows in the country.

Wintertime doesn't slow down the festival spirit in Davenport, as the **Quad City Arts Festival of Trees**, one of the three largest Christmas-tree festivals in the country, delights all ages during Thanksgiving week at the downtown **Davenport RiverCenter**. This family event includes a giant helium balloon parade and many other special events. Also, the **Village of East Davenport**

Association annually sponsors the popular **Old Fashioned Christmas Walk** in December.

Other great events in Davenport include the annual **Riverfront Pops Concert**, **Venetian Lighted Boat Parade**, two **Downtown Davenport Association Pub Crawls**, a noon-time **Summer Concert Series** and the great **Mississippi Valley Fair**.

Performing Arts
The **Quad City Symphony Orchestra** has become the pride and joy of the Davenport cultural scene.

Each year, the popular symphony features world-renowned soloists at its 12 subscription concerts, and performs a summertime **Riverfront Pops Concert** and a **Holiday Pops Concert** in conjunction with **Festival of Trees**.

The organization has become one of the country's leaders in musical education projects, and the **Youth Symphony Orchestra** provides a challenging musical learning opportunity for young, aspiring musicians from seventh through 12th grades.

Other musical organizations include the **Youth String**

Ensemble and Friends of Chamber Music.

One of the symphony's venues, downtown Davenport's **Adler Theatre**, a restored 1930s Art Deco theater is the area's premier performing arts auditorium. The Adler hosts Broadway shows and many other concerts and children's events. This dazzling showplace preserves the grandeur of an era gone by.

The Quad Cities is truly alive with theater and arts

— continued on next page

RiverCenter/Adler Theatre

Located in the center of downtown Davenport, the **RiverCenter** is one of the finest convention and entertainment centers in the region. With more than 100,000 square feet of space, the facility features:

- 2 column-free, flexible exhibit halls
- 10 breakout rooms
- Executive-style board room
- Spacious atrium
- Grand concourse/reception area
- Services include in-house decorating, electrical, ticketing and catering

The center is physically connected to the modern, refurbished **Adler Theatre**, built in the 1930s. The theatre has a 2,400 seating capacity, and offers the finest in entertainment, including Broadway musicals, the **Quad City Symphony**, alternative music, rock and country, as well as up comedians and ballet.

The two facilities provide a unique blend of modern and art deco architecture. An enclosed skywalk links the **RiverCenter/Adler Theatre** to a 750-space parking garage, 10-story office building, the **Blackhawk Hotel** and the **Radisson Quad City Plaza Hotel**.



With more than 100,000 square feet of space, the **RiverCenter** is one of the finest convention and entertainment centers in the region.



CULTURE & LEISURE

- continued
from page 27
events.

Exhibition galleries, dinner theaters, comedy clubs and theater leagues stimulate the cultural senses of Quad Cities and visitors. In all, the Quad Cities has more than 20 major performing arts organizations.

Galleries and Museums

The most established and largest of the Quad Cities 15-plus area museums and galleries is the **Davenport Museum of Art**, featuring more than 3,500 permanent holdings, including internationally known works of art. An interactive **Children's Center**, outstanding educational programming and one of the

best traveling art exhibition schedules in the Midwest make this venue a favorite destination for Quad Cities and visitors.

Many other smaller galleries in the Quad Cities area explore local, regional and national talent.

Among groups spearheading art in the Quad Cities is the **Quad City Arts Council**, which implements many programs, including a **Visiting Artist Series**, and oversees cultural events, performances and exhibits. This non-profit organization supports an **ArtsCenter** in Rock Island, IL., with a 1,600 square foot loft-like exhibit space.

Adjacent to the Davenport Museum of Art is **The Putnam Museum**, a dynamic, regional museum featuring permanent and changing exhibits of history, natural science and world cultures. Family workshops, a

hands-on activity room and theater presentations are just a few of the museum's features.

Other area museums explore the history of the area's military, river, native American Indians, and other ethnic and cultural heritage. Our children's museums are specially designed for our littlest residents and visitors.

The area's newest attraction, the **Quad City Botanical Center** located on the Mississippi River in Rock Island, adds the wonders of nature to the vast mix.

Facilities

Among the many event locations in the Quad Cities is the **RiverCenter/Adler Theatre** (see separate story on page 27), a facility ideal for hosting major trade shows, conventions and exhibitions. Located in the heart of downtown Davenport, the center is part of a complex

Welcome to the Baymont Inn

- Free Breakfast
- USA Today
- Hair Dryers
- Guest Voice Mail
- Coffee Pots
- Iron & Ironing Board in Room

DAVENPORT

400 Jason Way Court • Davenport, IA 52807

PHONE: 319-386-1600

DIRECTIONS: From I-80: take Exit 295A south; turn left at 65th Street and take Frontage Road north 1/2 mile.

INDOOR POOL AND SPA with outdoor sun deck.

RESTAURANTS: Cracker Barrel adjacent; Thunder Bay Grill nearby; fastfood within 2 miles.

POINTS OF INTEREST: NorthPark Mall 3 miles; Downtown Davenport 4 miles; Rock Island Arsenal 5 miles; riverboat casino, The Mark Concert Hall and John Deere Pavilion within 7 miles; Quad-Cities Airport 15 miles.

AREA BUSINESSES: Alcoa, John Deere world headquarters, Katun.

ROOM TYPES: Single, Double, King, Business First, Leisure Suite.

FAX: 319-386-2222

BAYMONT
INN

400 Jason Way Court • Davenport
www.baymontinn.com

319-386-1600

Lady Luck
CASINO • HOTEL

State Street Landing • Bettendorf, IA • 319-359-7111

Holiday Inn

3 Great Quad-City Locations

Davenport, IA • (319) 391-1230 - Easy Access to I-80
Moline, IL (Airport) • (309) 762-8811 - Easy Access to I-74
Holiday Inn Express (Airport) • 1-309-762-8300

- Full service Restaurant & Lounge
- Complete Holidome Recreational Facilities
- Fitness Center
- Meeting Space for 10-1500
- Free Airport Transportation
- Ample Free Parking

Hampton Inn

2 Great Quad-City Locations

Davenport, IA • (319) 359-3921
Moline, IL (Airport) • (309) 762-1711

- Free Local Calls
- Free Continental Breakfast
- Free Cable TV
- Swimming Pool
- Free Airport Transportation
- Ample Free Parking
- Easy Access To I-74

CULTURE & LEISURE



that is linked by skywalks that connect it to the historic **Blackhawk Hotel**, the

throughout the Quad Cities host meetings, exhibitions and conventions.

compact discs, books-on-tape, videos, magazines and newspapers.

large movie theater complex on Davenport's expanding Elmore Avenue/53rd Street Corridor. Two other large cinema complexes are also located in the Quad Cities.

Family Fun

Families flock to so many Quad Cities favorite attractions, including Davenport's **Fejervary Park/D&J Touch of Wildlife Petting Zoo**, **Wacky Waters** water park, and **Happy Joe's Jungle Bungle** hands-on fun house. **Niabi Zoo**, featuring more than 150 species, the **Family Museum of Arts & Science** and **Walnut Grove Pioneer Village** represent just a handful of more fun that can be found.

Lodging

With the birth of riverboat gambling and tourism came an

— continued on next page



The interactive Children's Center at the Davenport Museum of Art makes it a favorite family destination.

Radisson Quad City Plaza and a modern parking garage.

Across the river in Moline, **The Mark of the Quad Cities** has become the premier arena for major concerts, conventions and sporting events. The 12,000-seat complex has been recognized as the second most successful civic center auditorium in the world for its size, attracting such names as **Eric Clapton**, **Rod Stewart**, **Beau Midler** and **Elton John**. It is also home to the **Quad City Mallards Professional Hockey Team** and the **Quad City Thunder Professional Basketball Team**.

Many other smaller convention and meeting halls

Libraries

The **Davenport Public Library** is the third largest public library in Iowa, the largest in the Quad Cities and one of three public library systems in Scott County. The library has one branch location, a bookmobile, book return centers and a shut-in delivery service. As a member of Quad-LINC, a group of 25 public, academic, school and corporate libraries, card holders can borrow books at several libraries throughout the area in Iowa and Illinois. All members of this group are linked through an automated library system. The Davenport library houses a collection of more than 253,000 books,

Movie Theaters

The Quad Cities has no shortage of silver screens. In Davenport, twelve screens at the **Showcase Cinema** complex will soon be complemented by another



Whether you are traveling for business or pleasure area agencies are ready to serve you!

For All Your Travel Needs!
Leisure • Corporate • Group
Bettendorf • Davenport
QC Airport
Call (800)222-1333



WELCOME

Davenport

Iowa's Gem on the Mississippi

Welcome to the largest Iowa city on the Mississippi

River -- Davenport. Of the 2,500 miles of Mississippi River from Lake Itasca to New Orleans, the 14-mile stretch that encompasses Davenport, Iowa, and the Quad Cities is perhaps the most aesthetically beautiful and historically interesting.

It's this working river and the area's fertile agricultural land that first brought settlers to the spectacular Upper Mississippi River Valley. These same factors have spurred almost continual growth of Davenport over the past 150-plus years.

The river first provided settlers with an easy route to the Midwest. Once they reached Davenport, many stopped and stayed. Water power and cheap transportation helped build the early community.

Today, the river's recreational appeal, commercial value and aesthetic beauty remain key attractions of the area -- our agricultural production is still the pride of Iowa.

Not too big, not too small, Davenport offers all the

amenities of a big city, but maintains its cordial, personal, smaller-city attitude.

It's where the world remarks about friendly faces, and helpful citizens who make everyone feel appreciated.

It's where a superb school system produces some of the finest educated young people in the land, and some of the hardest, most ethical workers anywhere.

It's where business, education and community work together for the well-being and prosperity of all.

It's where the quality of

life makes people feel safe and comfortable.

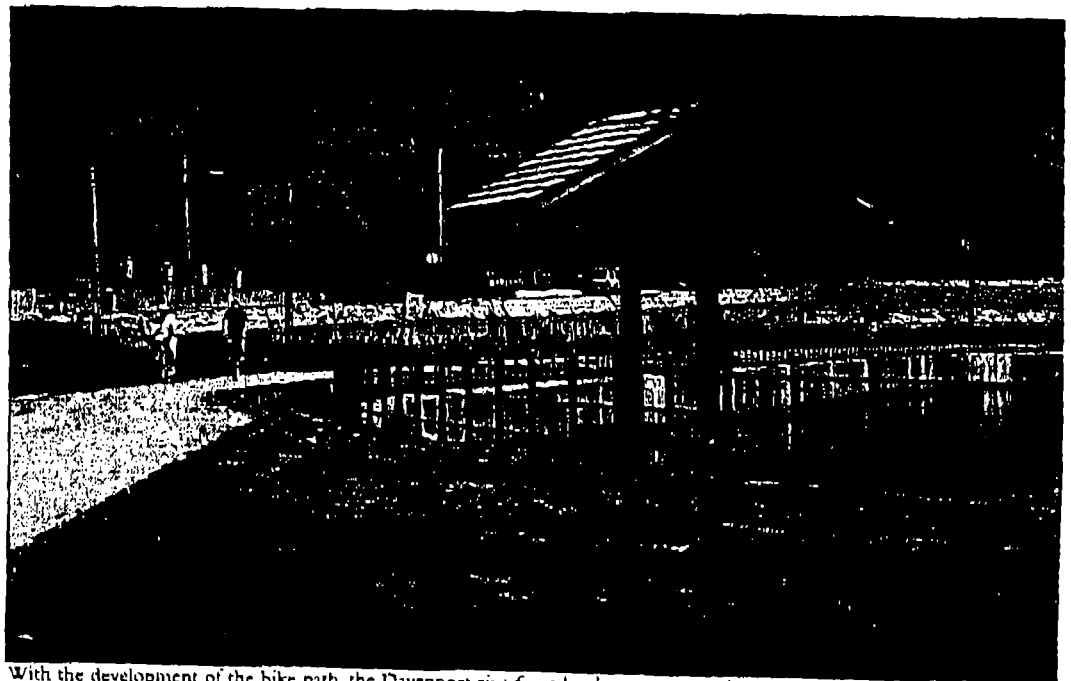
Davenport is booming with economic development and tourism. It's home to good fishing, riverboat gambling, bicycling and skiing, on water and land, life is good here. Our culture, too, is varied and expanding, from major symphony experiences to fabulous festivals along our riverfront.

Our city is rich -- from its fascinating geography and history to its wonderful people and attractions.

Welcome to Davenport -- Iowa's gem on the Mississippi.

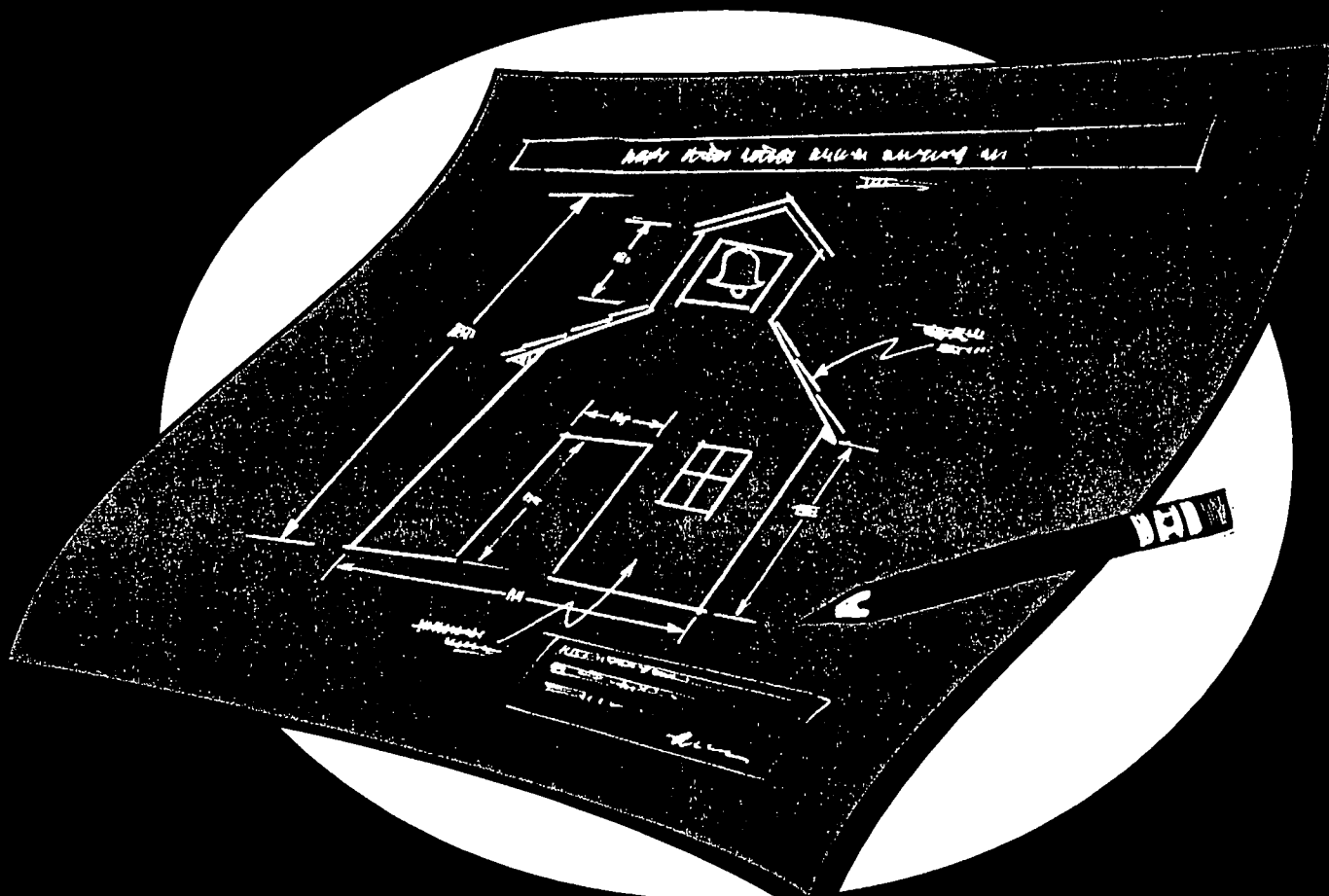
“

Not too big,
not too small,
Davenport offers all
the amenities of a
big city, but
maintains its cordial,
personal, smaller-
city attitude.”



With the development of the bike path, the Davenport riverfront has become a popular spot for biking, walking and simply enjoying the view.

Schools as Centers of Community:



**A Citizens' Guide
For Planning and Design**

Schools as Centers of Community

A Citizens' Guide For Planning and Design

**U.S. Department of Education
Washington, D.C.**

U.S. Department of Education

Richard W. Riley
Secretary

Office of the Secretary

Terry Peterson
Counselor to the Secretary

Kevin Sullivan
Senior Advisor to the Secretary

Susan Frost
Senior Advisor to the Secretary

Contributors:

Steven Bingler,
President, Concordia Incorporated

Linda Quinn
High School Principal, Puyallup, Washington, Principal-in-Residence, U.S. Department of Education, 1998

April 2000

The text of this document, *Schools as Centers of Community: A Citizens' Guide for Planning and Design*, is in the public domain. Authorization to reproduce this document in whole or in part is granted.

To order copies of this report, write:

ED Pubs
Editorial Publications Center
U.S. Department of Education
P.O. Box 1398
Jessup, MD 20794-1398

Or fax (301)-470-1244

Or e-mail edpubs@inet.ed.gov

You may also call toll-free: 1-877-433-7827 (1-877-4-ED-PUBS). If 877 service is not yet available in your area, call 1-800-872-5327 (1-800-USA-LEARN). Those who use a telecommunications device for the deaf (TDD) or a teletypewriter (TTY), should call 1-800-437-0833.

To order online, point your Internet browser to:

www.ed.gov/pubs/edpubs.html.

This report is also available at the Department's Web site at:

<http://www.ed.gov/inits/construction/ctty-centers.html>

On request, this publication is available in alternate formats, such as Braille, large print, audiotape, or computer diskette. For more information, please contact the Department's Alternate Format Center (202)-205-8113.



This guide is one in a series of publications produced in cooperation with the White House Task Force on Livable Communities. These guides are designed to expand the choices available to communities as they look to the future. By providing useful information on a range of issues they can help local decision-makers make their communities better places to live, work, play, and learn.

PREFACE

In the summer of 1998, the US Department of Education organized a small symposium of educators, architects, planners and other professionals involved in the planning and design of the physical environments that support learning. The outcome of the symposium was a forum on the design of Schools as Centers of Community held in Washington D.C. in October, 1998.

The Citizen's Guide for planning Schools as Centers of Community was developed to communicate some ideas generated by the forum. These ideas have been established in a set of national Design Principles. In addition to the U.S. Department of Education, these design principles have been subsequently endorsed by the Council for Educational Facilities Planners International; the American Institute of Architects; the American Association of School Administrators; and the Construction Managers Association of America.

The Citizen's Guide outlines a practical introduction to a process for engaging all educational stakeholders in the process of planning schools that more adequately address the needs of the whole learning community.

**US Department of Education
Washington D.C.**

ACKNOWLEDGEMENTS

The US Department of Education would like to express special appreciation to staff members Kevin Sullivan, Linda Roberts, and Fritz Edelstein for their creative ideas and input to the Citizen's Guide document. Special thanks also go to the Council for Educational Facilities Planners, International and the American Institute of Architects: Committee on Architecture for Education; for their assistance with the project as well as to Tom Kube, Jim Biehl, Michael Stanton, Ellen Czeplewski, Bobbie Hill, Roger Yohe, Sam Sentelle, Rilla Wiley, Joanne Neft, Michael Hamilton, John Wingfelder, Claudia Weigel, Susan Frost, and Laura Emmett for their time and contributions.

TABLE OF CONTENTS

PART ONE: THE CHALLENGE 1.

PART TWO: DESIGN PRINCIPLES 5.

Effective learning environments are designed to...

- ♦ Enhance teaching and learning and accommodate the needs of all learners. 5.
- ♦ Serve as centers of the community. 6.
- ♦ Result from a planning/design process involving all stakeholders. 7.
- ♦ Provide for health, safety and security. 8.
- ♦ Make effective use of all available resources. 9.
- ♦ Allow for flexibility and adaptability to changing needs. 10.

PART THREE: EXAMPLES OF INNOVATIVE SCHOOL DESIGNS 11.

The following innovative school designs illustrate various aspects of the six guiding principles...

- ♦ Discovery Middle School (Vancouver, Washington) 12.
- ♦ Crow Island School (Winnetka, Illinois) 13.
- ♦ Western Placer Unified School District (Lincoln, California) 14.
- ♦ Henry Ford Academy (Dearborn, Michigan) 15.
- ♦ Big Lake School District (Big Lake, Minnesota) 16.
- ♦ Gaylord Community School (Gaylord, Michigan) 17.
- ♦ Chicago Public Schools and Drake Transition School (Chicago, Illinois) 18.
- ♦ Center for Applied Technology and Career Exploration (Rocky Mount, Virginia) 19.
- ♦ Flagstaff Arts and Leadership Academy (Flagstaff, Arizona) 20.
- ♦ Tenderloin 21.

PART FOUR: THE FACILITIES MASTER PLANNING PROCESS 23.

- ♦ **Getting Started and Getting Organized 24.**
 - ▶ Step One: Initiating the Planning Process 24.
 - ▶ Step Two: Funding the Planning Process 26.
 - ▶ Step Three: Identifying a Facilitator to Oversee the Process 27.
 - ▶ Step Four: Putting Together a Core Planning Team 29.
 - ▶ Step Five: Organizing the Steering Committee 30.

TABLE OF CONTENTS

- Involving Stakeholders	32.
- Involving Students in the Planning Process	32.
- Involving Parents in the Planning Process	33.
- Involving Educators in the Planning Process	34.
- Partnering with Business	35.
- Partnering with Community Organizations and Government Agencies	37.
- The Role of the School Board and District Administration	38.
♦ Developing and Implementing the Master Plan	39.
▶ Step One: Building Common Understandings, Shared Beliefs, and a Collective Vision	39.
▶ Step Two: Determining Educational Needs	41.
▶ Step Three: Identifying Resources	43.
▶ Step Four: Developing Steering Committee Recommendations	44.
▶ Step Five: Communicating with the Larger Community	45.
▶ Step Six: Creating the Facilities Master Plan	47.
▶ Step Seven: Implementing the Master Plan	48.
PART FIVE: SOME FINAL WORDS	51.
PART SIX: APPENDIX	53.
♦ Resource Agencies and Organizations	53.
♦ References for Innovative School Designs	53.
♦ Sources of Additional Information	53.

Part One

THE CHALLENGE

"Instead of building schools for 1950, let us build schools for 2050. We need schools that are healthy, energy smart, environmentally sensitive, using up-to-date technology- that complement and enhance academic excellence; schools designed by the community and with the students and the community in mind."

Richard W. Riley
U.S. Secretary of Education
October 13, 1999

As we stand at the beginning of the 21st century, we face a national challenge to build thousands of new schools to meet the unprecedented demands of the Baby Boom echo – the millions of young people who are now coming of age and crowding into schools all over America. The number of young people entering our nation's schools has been consistently rising since 1984 and will increase for many years to come. In 1999, according to the U.S. Department of Education, public and private K-12 school enrollment reached a record 52.7 million students, surpassing last fall's all-time high by 500,000. Student populations will continue to rise for the next eight years, with public school enrollment expected to increase to a record-breaking 54.3 million by the year 2008.

Even as millions of additional students enter our schools, a determined effort is being made to reduce class size in order to give children more individual

attention in the early grades. And research on whole-school size, which indicates that overall school populations of more than 800 may be detrimental to the



learning process, further compounds the need. Building smaller schools also has important

implications for residential growth patterns. Good schools are an important factor in where people decide to live. By building smaller schools close to where people live, communities can encourage the development of smart growth policies that lead to better neighborhoods and more livable communities.

In addition to the growing need to build more classrooms and schools to meet the demands of the "baby boom echo," we face the increasing reality that many of our school buildings are simply wearing out. Overuse and consistent delays in regular maintenance have taken their toll. The life span of most school buildings is approximately 40 years after which school buildings begin to rapidly deteriorate. Today, the average American school building is 42 years old.

Replacing, repairing and updating school facilities is an ongoing requirement, although too often a neglected one. In 1996, the U.S. General Accounting Office identified a \$112 billion need to repair and or renovate the existing national school facilities infrastructure just to achieve a "good overall condition."

And this staggering figure covers only the routine maintenance and repair necessary to meet the functional requirements of *existing instructional programs*. It does not include any of the additional renovation and/or new construction necessary to update these same facilities to accommodate important advances in teaching and learning.

In a recent update to this report the General Accounting Office notes that spending for school construction has increased substantially but only since 1995. Many school districts still face significant problems in finding the resources to renovate and modernize their buildings. According to a recent research survey conducted by the National Education

Part One

THE CHALLENGE

Association the total bill for renovating old schools and building new ones remains exceedingly high —\$254 billion.

This pressing need to add, renovate or replace educational facilities presents an opportunity for citizens, educators and facilities planners to take a broader view of what constitutes an effective, appropriate learning environment. This is a case when a problem can truly be our friend. However, in order to realize the greatest effect of this opportunity on student achievement, those who design and build educational facilities must take into account current research about factors that can influence student achievement.

For example, the research suggests that a wide variety of classroom configurations are required to facilitate current best practices in education such as collaborative problem-solving, the use of technology and the critical need for personalization. The research on learning calls for dissolving some of the traditional barriers between school and life and school and community. Finally, studies make it clear that students achieve best in environments where lifelong learning is a community value, where everyone is a learner, and where the school facility is central to the life and learning of the community, accessible not only during traditional school hours but at night and on weekends too.

The demand has never been greater for building schools that can address a broad range of educational needs and, at the same time, serve as centers of their communities. In response to this demand, a wide range of innovative and practical community-based learning environments, developed through educator-architect collaborations, are now being implemented around the country. Some of these are new variations of the

traditional stand-alone school site, designed to create more effective spaces for contemporary teaching and learning. Other innovative approaches extend the functions of the stand-alone school so that it serves a broad range of community needs as well. Still others expand the whole notion of school by creating learning environments in such nontraditional settings as museums, parks and zoos, thereby optimizing opportunities for learning while minimizing the investment of human, financial and environmental resources.

All of these creative solutions share one common theme: *the school as a center of community*. It achieves this either by serving a more integral role within the context of the whole community, or by extending the learning environment to take advantage of the full range of the community's resources. Indeed, the most successful schools of the future will be integrated learning *communities*, which accommodate the needs

of all of the *community's* stakeholders. They will be schools that will be open later, longer and for more people in the community from senior citizens



using the gym and health facilities during off-hours to immigrants taking evening English classes after work.

Joe Perkins, the President of the American Association of Retired Persons (AARP) may have said it best when he said, "schools should be a point of unity-not division between and among generations." With millions of baby-boomers nearing the age of retirement Joe Perkins is on to something in talking about how

Part One

THE CHALLENGE

schools should be built so that they can be used by Americans of all ages.



to serve the citizens of their own communities. Drawn from a variety of sources and including a number of examples, the *Guide* is intended as a compass to point the way, not a cookbook-style recipe. The details of the journey will need to be worked out by dedicated citizens in particular communities across the country.

♦ ♦ ♦ ♦ ♦ ♦ ♦

In short, the school building of the future needs to be designed as a learning center for the entire community and involve many more members of the community in the school's design and planning. This idea of citizen participation reflects John Dewey's assertion that we not only need education in democracy, but also democracy in education. By engaging students, parents, educators and a wide variety of citizens in planning and designing schools as centers of community, the best aims of a democratic society will be served in both process and product.

The purpose of this *Community Guide* is to help educators, planners and community members meet the challenge of providing effective educational facilities

Part Two

DESIGN PRINCIPLES

"With thousands of schools needing to be built and modernized in the coming decade, communities across this nation can design schools in ways that can make an enduring difference for generations. These buildings will have a profound impact not just on students, but on entire neighborhoods."

Al Gore

Vice-President of the United States

October 5, 1998

In June 1998, a group of educators, facilities planners, architects, government leaders and interested citizens were invited to Washington D.C. by the U.S. Department of Education to discuss the process of planning and designing schools that best meet students' needs as well as serve as centers of their communities. One product of that gathering was the first draft of a set of planning and design principles for learning environments. Subsequently, the six principles were expanded and widely circulated. These principles were confirmed in their present form at the October, 1998 National Symposium on School Design sponsored by the Vice-President of the United States Al Gore, the U.S. Secretary of Education Richard W. Riley and the White House Millennium Council. Since that time the six design principles have gained the endorsement of:

- The American Institute of Architects
- The American Association of School Administrators
- The Council of Educational Facility Planners International
- The Construction Managers Association of America

The six design principles are predicated on three generally accepted conditions: learning is a lifelong

process, design is always evolving, and resources are limited. The six design principles themselves are relatively simple and straightforward. However, together they call for bold action to transform America's schools. The six principles assert that, in order to meet the nation's needs for the 21st century, we must design learning environments that:

- 1) Enhance teaching and learning and accommodate the needs of all learners.
- 2) Serve as centers of the community.
- 3) Result from a planning/design process involving all stakeholders.
- 4) Provide for health, safety and security.
- 5) Make effective use of all available resources.
- 6) Allow for flexibility and adaptability to changing needs.

DESIGN PRINCIPLE #1

THE LEARNING ENVIRONMENT SHOULD
ENHANCE TEACHING AND LEARNING AND
ACCOMMODATE THE NEEDS OF ALL LEARNERS.

The quality of the learning environment affects student achievement. A growing understanding of the affect of environment suggests that a school building is an important tool for learning and, like any tool, it can enhance or hinder the process. We must insure that our school facilities are designed to facilitate what we know today about providing the best possible education for all students in the 21st century. In reality, the vast majority of more than 86,000 public school buildings currently in use were designed to sustain a model of education characterized by large-group, teacher-centered instruction taking place in isolated classrooms. Current knowledge and research about learning calls for new

Part Two

DESIGN PRINCIPLES

models. These new models are characterized by increased student involvement, engaging learners into an active participatory process of doing rather than just receiving and creating rather than recreating. It also involves such critical components as thinking, working and solving problems. They are supported by strategies such as cooperative, project-based and interdisciplinary learning, all requiring students to move about, work in various sized groups and be active. Furthermore, new models call for all students to learn to higher standards. This in turn has resulted in increased emphasis on learning styles, and the special needs of each student. Educational facilities should be designed to support these and other examples of current research and best practices in the learning sciences. At the same time, research on the specific impact of the physical environment on learning must be accelerated.

DESIGN PRINCIPLE #2

THE LEARNING ENVIRONMENT SHOULD SERVE AS CENTER OF THE COMMUNITY

A successful school can strengthen a community's sense of identity, coherence and consensus. Like a new version of the old town square, it can serve as a community hub and a place where students and others can learn about collaboration and the common good.

However, the majority of school facilities currently in use, were designed to serve as stand-alone instructional facilities where community access is limited rather than encouraged. In most cases, the auditoriums, sports facilities, food service, libraries, media center, computer labs, and other specialized areas of the school are available to the general public on a limited basis. In many cases, duplicate facilities are provided by local municipalities to serve the same functions.

Today's educational facilities should be designed to

strengthen the integral relationship between a school and its community. They should serve a variety of community needs in partnership with a wide spectrum of public, civic and private organizations to provide ample space for public meetings and activities. At their best, school facilities can help meet the leisure, recreational and wellness needs of the community. In addition, it should be accessible to community members after the end of the student day. Schools can be designed to invite parents to be more actively involved in the school's day-to-day activities. When a parent center is incorporated into the school design, it sends a powerful message to parents that they are welcome and encouraged to be involved in their children's learning.

Schools also can support relationships with businesses that are productive for students and supportive of the local economy. They should encourage the use of external experts and skilled community volunteers for a variety of educational functions, including mentorships, apprenticeships and providers of work-based and service learning.

To these ends, schools should be inviting places rather than foreboding institutions. Their locations should encourage community use and their shared public spaces should be accessible, day and night, all year round. Schools should be places where creative configurations of space expand their use; where learning occurs "after hours," late at night and on weekends; where school-to-school partnerships, links with businesses, and collaboration with higher education are encouraged and supported.

Today, we know that 12 or 14 years of learning will not be enough to equip people for the rest of their lives. We cannot afford to think of high school graduation as a finish line, and this means that one of the most important end products of schools need to be citizens who have

Part Two

DESIGN PRINCIPLES

learned how to continue to learn. School facilities should support learning for people of all ages by creating access to flexible and comprehensive programs to meet all learning needs. They should also provide space for everything from early childhood learning to adult education and training.

Further, this positive interdependence among students, staff and community should be mirrored in the way other public, civic and private facilities in the community are used to extend the curriculum. It is important that students understand the connection between what they are learning in the classroom to the workplace environment. When community sites become destinations for educational field trips and extended academic learning centers, the links between school and community are strengthened. But these extensions are not limited to field trips alone. Through partnerships between school boards and other community organizations, a wide variety of community resources such as museums, zoos, parks, hospitals and government buildings can be enlisted to serve as full-time integrated learning centers.

In this way, the school becomes not only the center of the community, but the whole community becomes central to the mission of the school. The ultimate result is a true learning community where traditional lines have blurred or even dissolved, and where school is community and community is school.

Schools should specifically acknowledge the critical role of family in the learning process as well as their central place within the structure of communities. To this end, schools should serve as catalysts for parental and family engagement. They should help address the particular needs of families. They should respect the diverse social and cultural characteristics of families. And they should accommodate family-centered learning.

Schools should acknowledge the ongoing learning needs of the many people who work in them, from the principal to the teacher interns, and from the English faculty to the secretarial staff. To this end, they should be places where staff as well as students can collectively and continually enhance their capacity to think, do and create. They should incorporate spaces for collaborative work among educators along with adequate tools to support their learning.

Finally, the school buildings that house our educational programs and serve as centers of our communities, whether new or renovated, should model the highest standards of aesthetic quality for public projects. They should fit the landscape while reflecting the unique identity of the particular community they serve. They should capture the noble character of public architecture while being visible symbols of individual self-esteem and shared values. They should serve as a source of community pride.

DESIGN PRINCIPLE #3

THE LEARNING ENVIRONMENT SHOULD RESULT FROM A PLANNING/DESIGN PROCESS INVOLVING ALL STAKEHOLDERS.

Faith in the collective capacity of people to create possibilities and resolve problems is at the very heart of our democratic system. Not only do people have the right to participate in making the decisions that will affect them, but their participation will improve the quality of the decision-making process. In designing environments for learning, the principles of democracy should be honored. Schools should be planned by a representative group of people who will use them, including educators, parents, students, citizens, senior citizens, and members of civic and business organizations.

Part Two

DESIGN PRINCIPLES

Such widespread community participation in the design of learning environments is valuable for the diversity of perspective it brings to the process. By their very nature, communities are diverse. They include people who reflect differences in age, culture, ethnicity, gender, socioeconomic class, aspirations and abilities. These differences will enrich the design process by expanding the range of viewpoints and ideas that are considered.

Widespread participation in designing learning environments is also valuable for the sense of shared purpose it engenders. While communities encompass diversity, they are defined by a commitment to the common good. When members of a community are given opportunities to come together to take part in meaningful work and make important decisions, this commitment is strengthened. When community members become visionaries, creators and owners, rather than cogs on a bureaucratic wheel, they are more willing to work together to set goals, solve problems, and, ultimately, provide their schools with the kind of ongoing support they need to be successful.

To ensure widespread, fully informed, critical participation of all stakeholder groups in the design of learning environments, adequate time and resources must be allocated to the planning process. Such allocation must happen in advance of, or at least in concert with, the development of the school district's facilities master plan, educational specifications, technology plan and/or building designs.

DESIGN PRINCIPLE #4

THE LEARNING ENVIRONMENT SHOULD PROVIDE
FOR HEALTH, SAFETY AND SECURITY.

Health and safety have always been top priorities in schools. During the past decade, increasing instances of

campus crime, youth violence, substance abuse and other unhealthy conditions have intensified our nation's concern for school safety. While one aim is to create learning environments that are open and inviting to the larger community, schools should be designed at the same time, to promote the health, safety and security of students, staff and community members.

At the most basic level, school designs must address environmental safeguards and meet all safety codes. They must ensure healthy indoor environments, paying special attention to lighting and air quality and carefully monitoring possible exposure to toxic materials contained in the manufacture of building materials. Beyond this, school designs should incorporate the kinds of physical features which enhance safety, such as carefully considered traffic patterns. They should eliminate the kinds of features which add to the potential for violence and crime, such as poorly lit and obscured areas.

While the right types of hallways, doors, and alarm systems can help make schools safer, in many cases, keeping schools safe requires changing behavioral norms and attitudes as well. A growing body of evidence suggests that student behavior and attitudes can be significantly affected by the quality of the learning environment. Attractive, well-designed and well-maintained facilities communicate respect for the people and activities housed within. As such, they contribute to positive school climate, good discipline and productive learning.

Likewise, size and scale can affect health and safety. When schools and classrooms are kept small enough to allow teachers and students to form personal relationships, a sense of community is established which promotes a safer environment. By limiting the overall population of an individual school, or by providing spaces for smaller schools to exist within larger ones, a

Part Two

DESIGN PRINCIPLES

design can maximize supervision and encourage healthy social interactions among students, teachers, administrators and community users.

Finally, school designs can address student safety by providing opportunities for a wide range of after-school programs. Since most student violence occurs between the hours of 3 p.m. and 6 p.m., after-school programs can become key components of violence prevention plans. Activities for young people ranging from academic enrichments to athletic programs, and from arts and crafts to parenting classes, not only provide healthy options for filling time but also increase the positive connection between youth and their school.

DESIGN PRINCIPLE #5

THE LEARNING ENVIRONMENT SHOULD MAKE EFFECTIVE USE OF ALL AVAILABLE RESOURCES.

School facilities should be designed to maximize the impact the physical environment can have on learning by making effective use, or by allowing effective use, of all available resources.

School facilities should be designed to allow the best use of educational resources such as materials, texts, tools and teaching strategies. At the most basic level, school designs should ensure adequate storage and appropriate utilities to support the use of state-of-the-art educational materials and manipulatives in all disciplines. They should provide flexible space for conducting large and small group instruction, displaying and storing alternative educational and assessment materials, and teaching laboratory sciences and other activity-type classes. Whenever possible, school designs should also allow specialized facilities such as kitchens, offices, and maintenance areas to function on double duty by serving educational and operational functions. Through creative approaches, they even can provide opportunities for

using the building and grounds as “three dimensional textbooks” which manifest such educational content as mathematics, geometry, art, history and science.

School facilities should incorporate the kinds of technological resources that facilitate new methods of instruction and new models of learning. At the most simple level, school designs should ensure that the necessary structures and infrastructures exist to support the use of the most up-to-date educational technology. In addition, they should accommodate applications of technology which allow teachers to become guides and coaches rather than simple information givers. It should allow students to become workers who analyze, evaluate, and manipulate information rather than passively receive it. Design should permit curriculum to be individualized to meet student desire and interest rather than only a one-size-fits-all fare.

School facilities should also be designed to make use of off-site resources through the effective use of technology. They should allow access to outside libraries and other sources of information and ideas. They should provide opportunities for using technology to facilitate interactions with external experts and skilled community volunteers for a variety of functions, including mentorships, apprenticeships and providers of work-based and service learning. They should support electronic networks and an advanced communications infrastructure for enhancing teaching and learning. They should accommodate the new roles, relationships and organizational structures of our current technological society.

School facilities should be designed to make the most of natural and cultural resources. Architectural and engineering principles should be applied, to reap optimum benefits from renewable energy resources. Designs should capitalize on the natural beauty of the building site.

Part Two

DESIGN PRINCIPLES

Whenever educationally and economically feasible, preservation and renovation should take precedence over new construction, especially in cases where reusing existing facilities can preserve natural resources and/or valuable historic and cultural assets for future generations. School facilities should be designed to embrace the rich social and cultural resources that exist in every community. They should incorporate creative manifestations of our nation's great mix of social and cultural assets.

School facilities should be designed to make full use of the resources available in the workplace. They should facilitate the interface between school learning and its application in the workplace. They should accommodate students' exploration and/or pursuit of career pathways. They should encourage business and community partnerships. They should engage a wide range of economic interests whose success depends upon the performance of the school system's graduates.

Finally, school facilities should be planned, designed and constructed within the limits of available economic resources. Even in a growing economy, it is important to calculate the long-term financial burden. In the near future, it is likely that the decreasing productivity of the baby boom generation, coupled with the added costs of programs like Social Security and Medicare, will place increasing demands on public finances. Therefore, it is critical that the educational facilities infrastructure we design today is developed within economic limits that can be sustained by future generations.

DESIGN PRINCIPLE #6

THE LEARNING ENVIRONMENT SHOULD ALLOW
FOR FLEXIBILITY AND ADAPTABILITY TO
CHANGING NEEDS

Change is a constant in our world and in our schools. To serve this changing world most effectively, learning environments should be flexible enough to adjust to a wide variety of conditions and accommodate high quality education in a wide variety of ways. As more effective educational programs and strategies are developed and implemented, new demands on school facilities will undoubtedly occur. As new technologies are incorporated into teaching and learning processes, additional requirements will likely emerge at unprecedented rates. As communities in general continue to change, the kinds of school facilities required to meet their needs will have to change as well.

Learning environments should be designed to accommodate diversity and allow for local flexibility. Their designers cannot afford to lock themselves too firmly on any one permanent notion of facility. They should remain open to a whole array of ideas about what constitutes "school." They cannot afford to become completely set on a fixed idea about the use of space. Rather, they should incorporate spaces with multiple uses into their plans. In short, they should design learning environments that allow for what we do not yet know.

Finally, to ensure that school facilities are meeting the changing needs of a changing world in the best ways possible, school districts should evaluate and update their facilities master plans and educational specifications at least once every five years.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

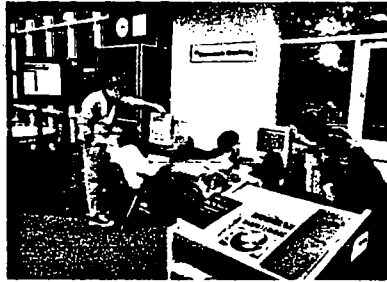
Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS

Armed with research about how people learn best and a passionate commitment to include the community in the planning process, a small but growing number of school systems already have created exciting learning environments for the future. Demonstrating better ways of working together and using available resources in innovative ways, these “new” models contain seeds of promise for teaching and learning in the 21st century.

The schools described in the following pages are examples of such creative educational projects. Taken together, they illustrate the six principles for designing effective learning environments for the 21st century. Each has been planned and designed to serve the larger community as well as the needs of students. In addition, they provide concrete solutions to many of the most pressing issues facing education today: creating smaller, safer, more personalized school settings; supporting interdisciplinary and individualized instruction; ensuring opportunities for learning by doing; making effective use of integrated and dispersed technology; providing a greater variety of learning settings both on and off site; partnering with public and private institutions and businesses; and, encouraging lifelong learning.

Part Three



INNOVATIVE DESIGN #1

DISCOVERY MIDDLE SCHOOL

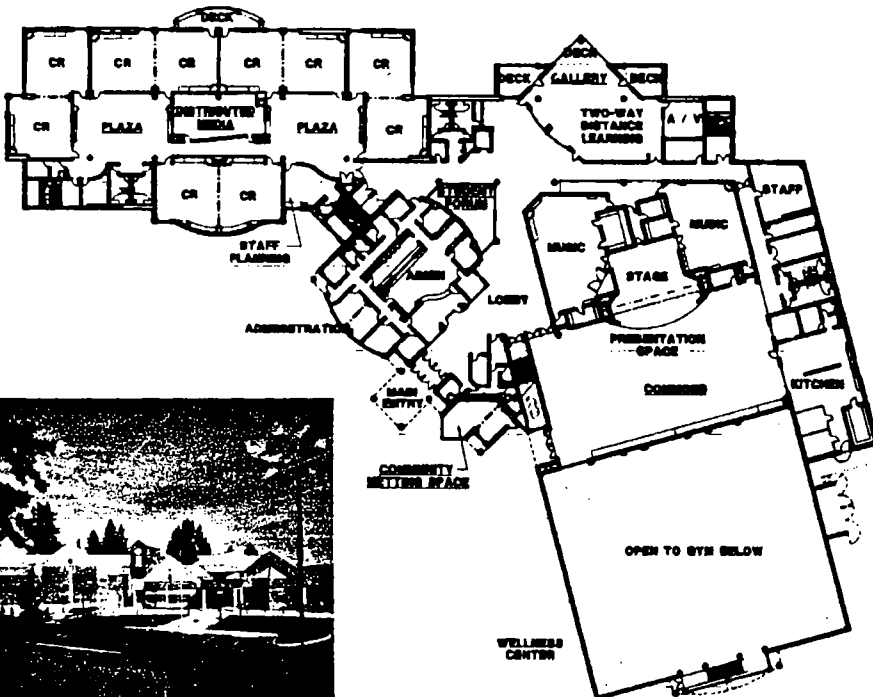
VANCOUVER, WASHINGTON

Discovery Middle School in Vancouver, Washington, completed in July 1995, was developed with extensive involvement from parents, students, educators, architects, business partners and other community members. Integrating unique educational spaces, the school features "academic villages," each consisting of 10 high-tech classrooms designed to house a team of students and teachers who are organized as a school-within-the-school. Another unique design feature is a large open area called the "Tool Box," which includes five zones for integrated instruction: one for research with reference materials, one for wet and dry lab activities, one for art projects, one for technology applications, and one for fabrication. The arrangement of spaces also allows outside access for environmental studies.

A special room near the Discovery's main entrance is dedicated for use by community organizations, school partners and social services, thereby reaffirming by design the school's central place within the larger Vancouver community.

Overall, the Discovery Middle School facility reflects creative approaches to teaching and learning as well as the value of close connections with the community. Its innovative features have been recognized with several awards, including the 1996 "Learning by Design" Grand Award given by the National School Boards Association.

Contact: 800 East 40th Street,
Vancouver, Washington; 360-696-
7191 (phone); 360-696-5239 (fax)



Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS



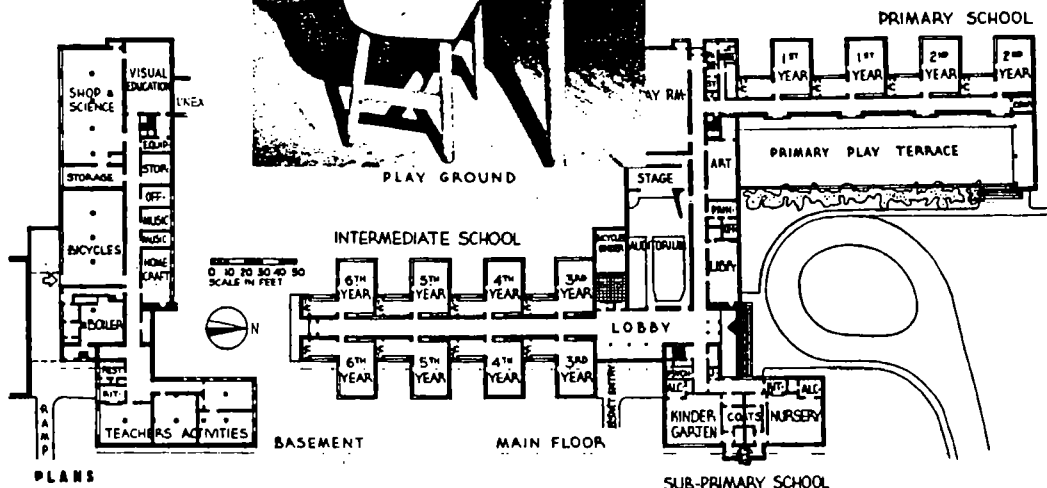
INNOVATIVE DESIGN #2

CROW ISLAND SCHOOL

WINNETKA, ILLINOIS

A 430-student, K-5 facility in the Chicago suburb of Winnetka, Illinois, Crow Island School opened in 1940 and was named a National Historical Landmark in 1990. Crow Island was among the first schools in America to reflect concepts of progressive education in its design. The benches in the auditorium are graded in size, with the smallest in front and the largest in the rear so that each little one's feet can touch the floor. Door handles, light switches and plumbing are all scaled to a child's level. In order to ensure that every student feels safe, the campus has three separate age-level play areas.

The school's design also accommodates a variety of instructional strategies. Classrooms are L-shaped and include adjacent workrooms, a model which facilitates large group instruction as well as ongoing individual and team projects, and reading and study areas as well as science centers. The flexible qualities of the design also have lent themselves in recent years to the effective implementation of educational technology.



Crow Island School serves as an example of the way learning environments can be created to respond to the enduring qualities of childhood and, at the same time, reflect the changing vision of school and its place in the larger community.

Contact: 1112 Willow Road,
Winnetka, Illinois; 60093;
847-446-0353 (phone)
847-446-9021 (fax).

Part Three

INNOVATIVE DESIGN #3

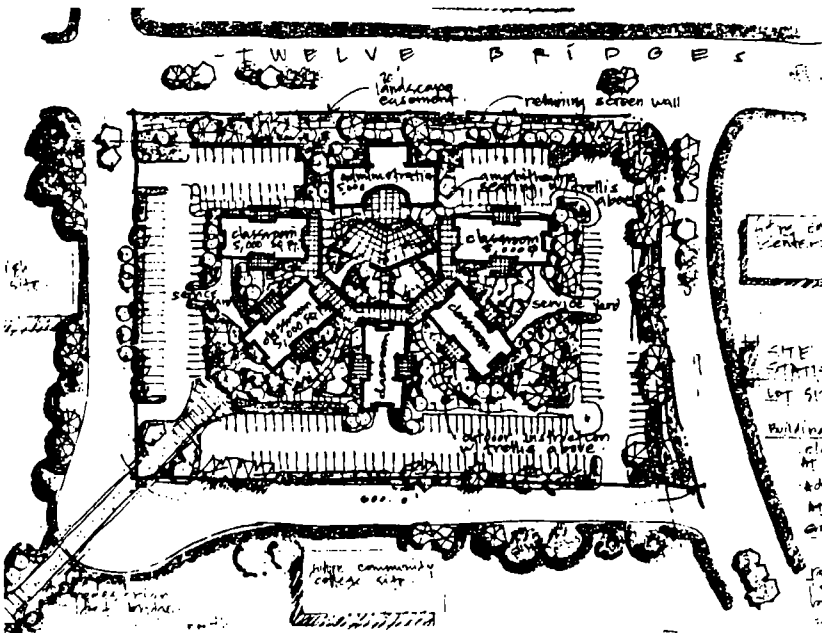
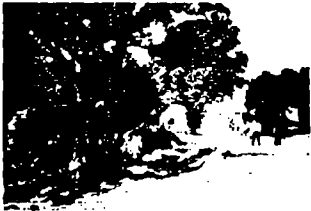
WESTERN PLACER UNIFIED SCHOOL DISTRICT LINCOLN, CALIFORNIA

Several years ago, members of the Western Placer Unified School District (WPUSD) in Lincoln, California, initiated a process which they called *Project Build*. It was a systemic approach to supporting and enhancing their instructional facilities and learning strategies for the 21st century. During the two school terms spanning 1995 through 1997, over 100 community members, faculty, staff, administrators, parents, and students joined together to explore four major frameworks which affect facilities design and development: (1) physical resources, (2) learning sciences, (3) governance, and (4) socioeconomic opportunities.

An innovative by-product of *Project Build* has been its direct impact on the teaching and learning of students in WPUSD, as educators have incorporated the planning process into the curriculum. In conjunction with their work as part of the community-based *Project Build* committee, they taught their students to design, draw and create models, which then are used to communicate with the architects who will design Lincoln's new schools.

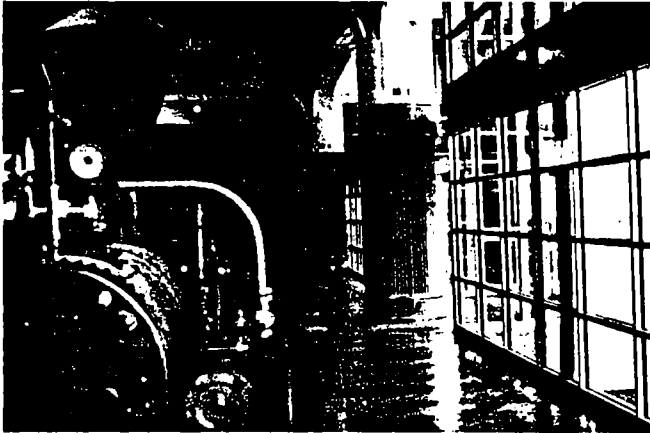
One noteworthy physical outcome of *Project Build* is the Lincoln High School-Sierra Community College Learning Center. It was designed and built to address the growing need for a seamless educational program to prepare high school and community college students for careers in the region's burgeoning high-tech industry.

Contact: Western Placer Unified School District;
1400 First Street, Lincoln, California 95648;
916-645-6350 (phone); 916-645-6356 (fax).



Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS



INNOVATIVE DESIGN #4

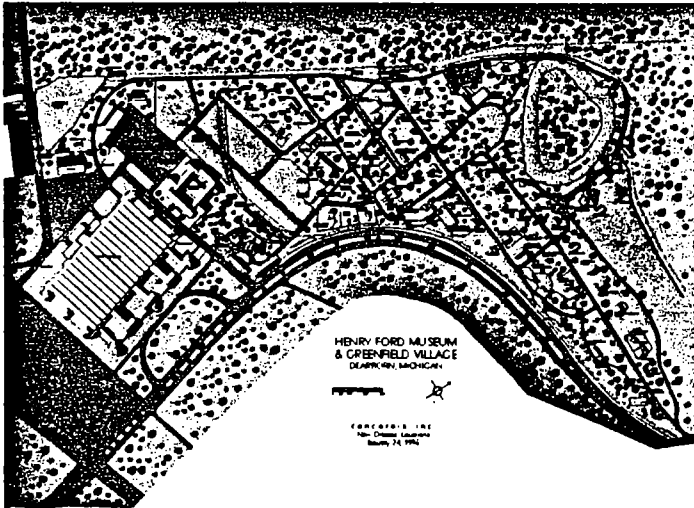
HENRY FORD ACADEMY OF MANUFACTURING ARTS AND SCIENCES DEARBORN, MICHIGAN

The Henry Ford Academy, located on the premises of the Henry Ford Museum and Greenfield Village in Dearborn, Michigan, was developed through a partnership between the Henry Ford Museum, the Ford Motor Company and the Wayne County Regional Educational Service Agency (RESA). The academy opened with 100 ninth grade students in the fall of 1997 and will graduate its first class in 2001, at which time it will have a full complement of 400 students in grades 9-12.

The collaborative effort of a global corporation, a renowned not-for-profit cultural organization and the public school system has allowed for an ideal integration of school and museum environments. Students at the Henry Ford Academy use museum artifacts and exhibitions for analysis, inspiration and association. For example, students in math class use the museum structure itself as a resource, making estimates and calculations of geometrically symmetrical window, wall and ceiling areas as well as irregular exhibit spaces. Teachers use their partnership with the Ford Motor Company to develop manufacturing projects that help students realize real-world applications for their discipline-based studies.

By using the existing museum as its educational facility, the total capital costs for developing the Henry Ford Academy were significantly less than would be required to build a more traditional high school facility.

*Contact: 20900 Oakwood Boulevard., Dearborn,
Michigan 48124; 313-982-6110 (phone);
313-982-6111 (fax)*



Part Three

INNOVATIVE DESIGN #5

BIG LAKE SCHOOL DISTRICT

BIG LAKE, MINNESOTA

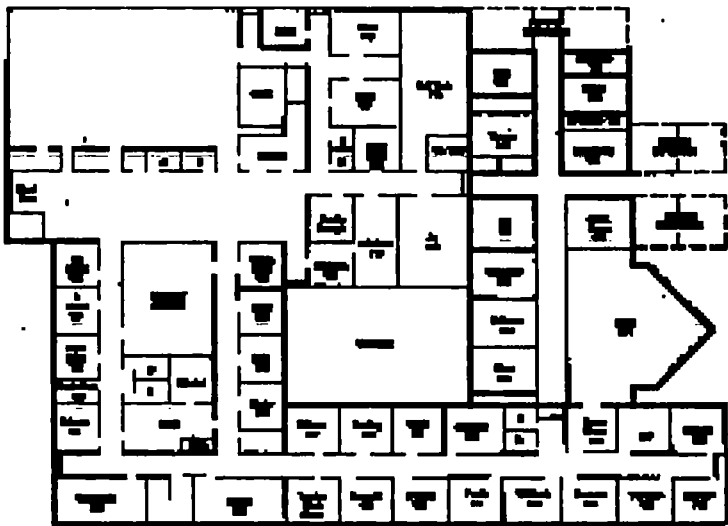


Located approximately 35 miles northwest of Minneapolis, the Big Lake Public School District has one elementary school, one middle school and one high school, all on a centrally located campus. In addition to attending to the learning of 2,000 K-12 students, the three schools also serve the educational needs of the entire community. For example, a state-of-the-art theater, a comprehensive, interactive resource center, and a multipurpose athletic facility in the high school center are used to nurture the artistic, physical and academic intelligence of everyone in the community.

Through the use of computer and phone networks, Big Lake School District personnel have enhanced the communication link between the school staff and the community. Direct access to data and personnel at any of the three school buildings is readily available to stakeholders throughout the community. In addition, the technology infrastructure provides students with opportunities to interact with people from different communities and cultures, conduct research using university resources, and follow current events as they happen.

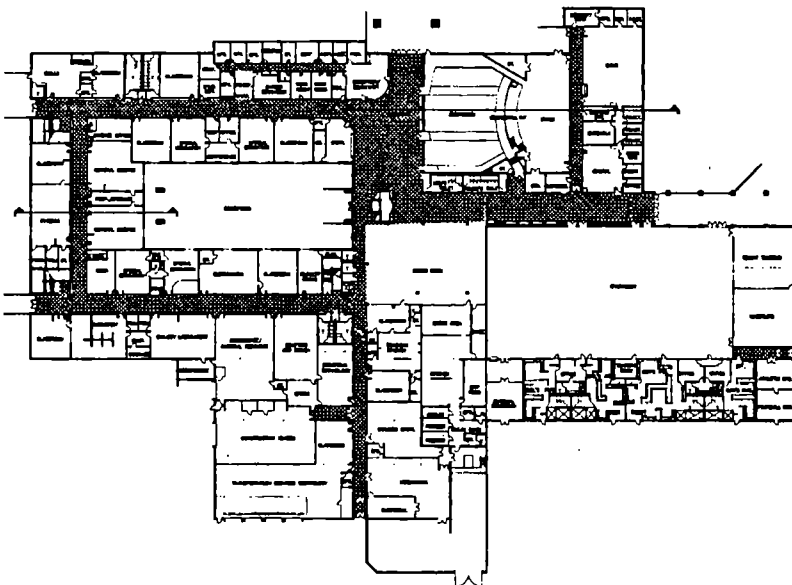
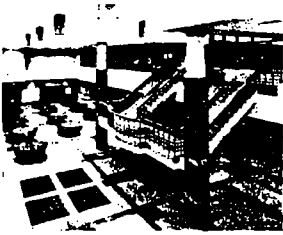
Used regularly by a high proportion of citizens for a variety of functions, the Big Lake schools are truly at the center of their community.

Contact: 501 Minnesota Avenue, Big Lake, Minnesota; 55309; 612-262-2523 (phone); 612-262-2539 (fax)



Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS



INNOVATIVE DESIGN #6

GAYLORD COMMUNITY SCHOOL GAYLORD, MICHIGAN

Built with the community in mind, Gaylord High School in Gaylord, Michigan, serves as a community center as well as a secondary education institution. The school houses senior activities, daycare, performing arts programs, community health care clinics, higher education classes and even weddings. All of this allows high school students the opportunity to interact regularly with other members of their community.

Prior to the construction of the new high school, the city of Gaylord lacked an auditorium for concerts, recitals and other functions. As part of the master planning process, a special auditorium committee composed of educators and community members evolved to identify school and community needs, consider cooperative use of a single facility, and address details related to theater design. The result is a performing arts center that well serves both school and community. Classrooms at Gaylord also were designed to accommodate community use as well as student learning. By creating departmental offices with private, secure spaces for school staff to store their materials, the design team was able to eliminate some of the traditional barriers to having classrooms open and accessible after regular school hours.

School officials believe the bond referendum to build the high school never would have passed without such a whole community focus. However, the positive results of this wider focus have extended far beyond the initial construction of the facility. The variety of activities housed at Gaylord High School has produced more interaction, more communication, more volunteerism, more funding, and more general support for students and their education. The entire Gaylord community has developed a strong vested interest in their school.

*Contact: 90 Livingston Blvd. Gaylord,
Michigan 49735; 517-732-6402 (phone);
517-732-6029 (fax)*

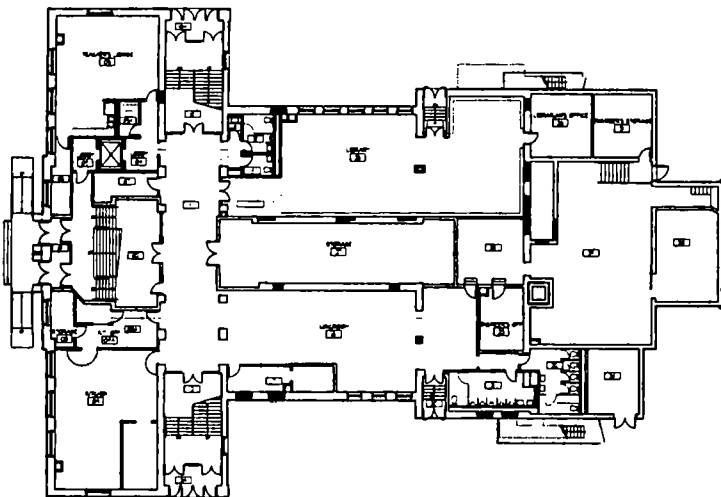
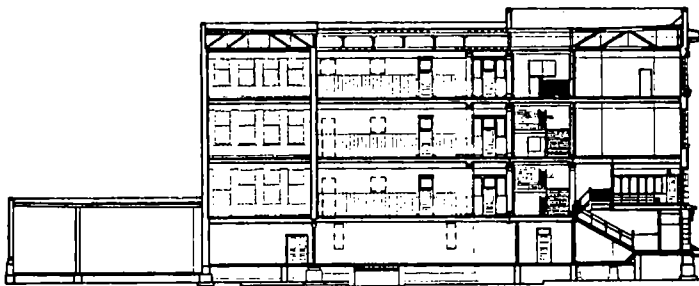
Part Three

EXAMPLES OF INNOVATIVE DESIGN

INNOVATIVE DESIGN #7

CHICAGO PUBLIC SCHOOLS AND DRAKE TRANSITION SCHOOL

CHICAGO, ILLINOIS



In January 1996, the Chicago Public Schools (CPS) embarked on a five-year capital improvement program to address overcrowding and facilities deterioration in 557 schools. This massive undertaking has become the single largest public school renovation program in the country. To date, all 557 Chicago schools have been assessed and their needs prioritized; 368 schools have undergone, or are currently undergoing, extensive renovations; and 137 additional schools are targeted for renovation in the year 2000.

During the second year of its improvement planning process, the Chicago School District focused on designing such specialty programs as career academies aimed at preparing students for post-high school training and the world of work. The planning process also encompassed a system-wide assessment of energy use aimed at lowering costs and increasing efficiency.

The John B. Drake School is one example of the fruits of Chicago's capital improvement program. Originally constructed in 1898, the Drake facility was decommissioned as a Chicago public school in 1978. From 1980 to 1988, the building was used by the Chicago Housing Authority. Then it remained vacant for a decade. As a result of the district's assessment process, the Drake School was identified as a valuable resource that could be redesigned to meet the needs of today's students and community. Rehabilitation began in April 1998, and the school reopened that September as a transition center, boasting modern, well-equipped science labs and the most up-to-date computer and Internet technology.

*Contact: 2641 South Calumet Avenue, Chicago, Illinois
773-534-9727 (phone) ; 773-534-9733 (fax).*

Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS



INNOVATIVE DESIGN #8

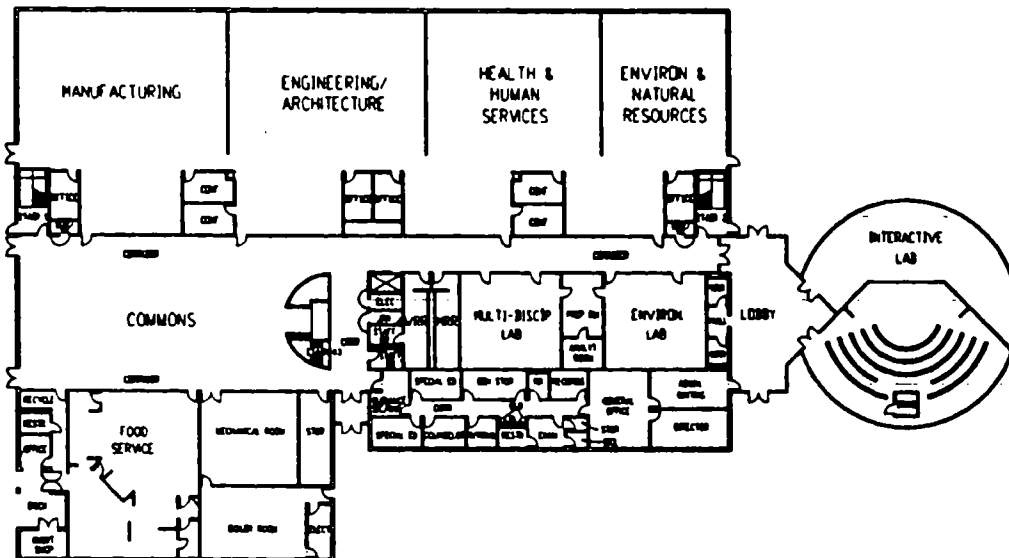
CENTER FOR APPLIED TECHNOLOGY AND CAREER EXPLORATION

ROCKY MOUNT, VIRGINIA

Located in Rocky Mount, Virginia, the Center for Applied Technology and Career Exploration exemplifies the positive results of a total community effort. Community leaders, business and industry representatives, personnel from local colleges and universities, and parents and teachers worked to develop both the curriculum and the center's facility. The program, which is supported by the building design, consists of eight modules representing the skills and career opportunities of the future. For example, one module focuses on environmental and natural resources, another on health and human services, another on media design, and another on engineering and architectural design.

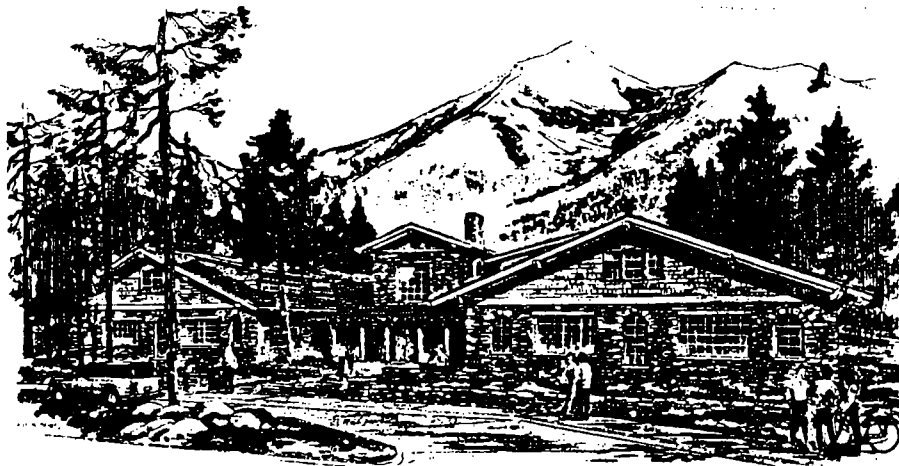
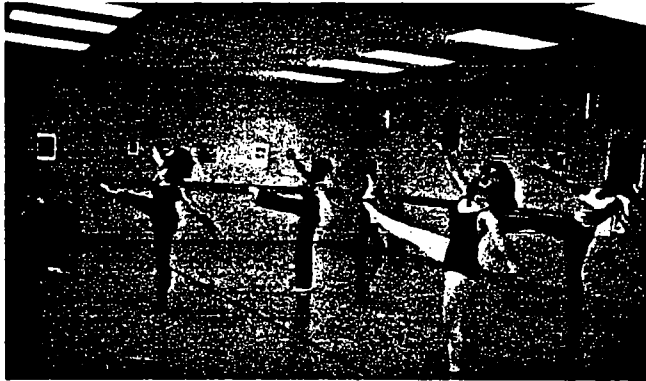


At the center, eighth and ninth graders are immersed in study units which encompass real problems and projects. Instructors act as facilitators who guide them toward practical solutions. Through these experiences, students learn to solve problems effectively in diverse, collaborative groups, apply problem-solving skills using appropriate technology; and develop strategies that will help them adapt to change. By design, the center prepares students for the American workforce of the 21st century.



Contact: 25 Bernard Road,
Rocky Mount, Virginia.
24151; 540-483-5138
(phone); 540-483-5806 (fax).

Part Three



INNOVATIVE DESIGN #9

FLAGSTAFF ARTS AND LEADERSHIP ACADEMY

FLAGSTAFF, ARIZONA

A public charter high school emphasizing the visual and performing arts, Flagstaff Arts and Leadership Academy (FALA) is located on the research grounds of the Museum of Northern Arizona (MNA). While school lessons are centered in six, 128 X 60 foot modular classrooms, the museum also shares its entire 400-acre campus with FALA's students and faculty. While the school and museum maintain their separate governance structures and autonomous functions, the two organizations collaborate to strengthen the missions of both.

To graduate, FALA students must do 15 hours of community service per semester, and many of them fulfill this requirement by volunteering at the museum. As part of their partnership with the school, the museum staff also has developed an apprenticeship program aimed at teaching students about all aspects of the museum operation: as a business, as a future workplace, and, as a service agent offering arts, research and science programs to the public. This close collaboration has produced exciting curriculum opportunities and a rich learning environment.

In addition to their work with one another, both the school and the museum understand that they are community-based and therefore must be community-focused too. To this end, FALA and MNA have worked hard to maintain strong relationships with the local public school district, Northern Arizona University, various arts agencies, professional artists, and community and civic leaders.

*Contact: 3100 North Fort Valley Road,
41, Flagstaff, Arizona 86001; 520-
779-7223 (phone); 520-779-7041 (fax).*

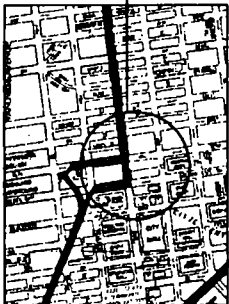
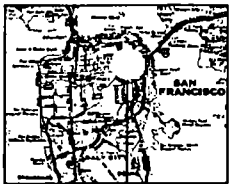
Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS

INNOVATIVE DESIGN #10

TENDERLOIN COMMUNITY SCHOOL

SAN FRANCISCO, CALIFORNIA

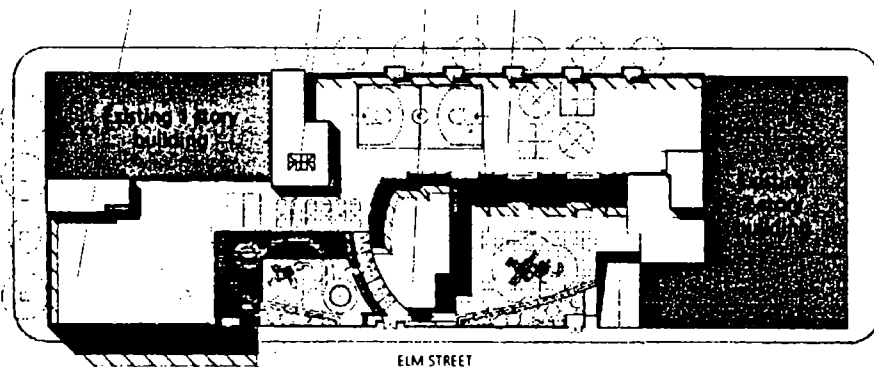


The Tenderloin Community School is a kindergarten through 5th grade school with a children's center for three and four year olds. Through the efforts of a local community group, the Bay Area Womens and Childrens Center, the public was made aware that more than 1000 elementary school children lived in the neighborhood. Because there was no school in the Tenderloin, the children were dispered to 47 different schools throughout the city.

The Tenderloin community is largely made up of recent immigrants from Southeast Asia. The school district wanted an efficient, secure K-5 elementary school. The community wanted a school, a child development center and on-site services for children and their families, including medical and dental facilities, counseling rooms, adult education facilities and a family resource center, a community garden and community kitchen. The design accommodates all of the above on a highly visible, and very compact site.

The Tenderloin has never had a neighborhood school. The Tenderloin Community School now affords parents the opportunity to participate in their children's education - a priviledge previously denied them because of the distance their children were bused to school. Challenging traditional notions of school as closed fortress, the school - in its diverse program, strong community influence and physical design - opens its doors to expose innovation and learning happening within.

Contact: 627 Turk St., San Francisco, California, 94102, 415-749-3567 (phone), 415-749-3643 (fax)



♦ ♦ ♦ ♦ ♦

Part Four

THE PLANNING PROCESS

The challenge of providing effective educational facilities to serve America's youth for the next century offers an incredible opportunity to enhance their learning as well. We know that the quality of the learning environment affects student achievement. Therefore, we must ensure that our school facilities are designed to facilitate the best possible education for all students. Major investments represented by school construction and renovation should be the impetus for carefully considered instructional improvements.

The learning environments we design and build today should be affirmations of a new vision for learning. They also should reflect a renewed vision of schools as centers of community. To consider them any less would be to waste a tremendous opportunity. Connie Rice, executive director of The Advancement Project and a member of the Los Angeles Unified School District's *Better Schools*Better Neighborhoods* advisory committee, expresses this important point eloquently:

"New schools are about more than just bricks and mortar; they are about Los Angeles' vision for its neighborhoods, communities and our region....Schools shouldn't be just schools; they should be centers that spawn the civic fabric and provide ideas and places for people to meet. They should become village centers. And the problems that everybody in a particular neighborhood sees will drive the design of that particular school."

Connie Rice

The Advancement Project
Los Angeles, California

Local school boards, working with superintendents, teachers and involved citizens, must make thoughtful decisions. *First* decisions should concern

what kind of education they want for their children and what kinds of services they want for their communities. The *second* should be ways in which school facilities can help them to achieve that vision. In designing new or renovated schools, they must consider carefully the educational goals, instructional strategies and community needs that impact school design. A systematic planning process involving a wide range of stakeholders is necessary for this to occur.

Some school districts are so overwhelmed by growing student enrollments that they seem to have little choice but to plant portable classrooms in every schoolyard or use a standard prototype for new construction to save time and costs. In other districts, available resources, political will and/or logistical factors make it most prudent to adapt existing school facilities to changing needs. Still other districts have the opportunity to build new schools designed from the foundation up to accommodate new educational strategies. Regardless of its financial situation, in the long run, every district will get a bigger bang for its dollars by engaging those who have a stake in its future in creating a vision and a comprehensive plan for its facilities.

Involving educators, parents and other stakeholders in the process of designing schools can help ensure that schools support student learning *and* address community needs in the best ways possible. Such involvement also can strengthen community support for education. Ownership comes from shared problem-solving and decision-making that leads to the creation of a common vision and purpose that binds divergent parts of the community together.

Part Four

THE PLANNING PROCESS

Time for planning is critical to forging a shared vision and collective commitment. However, when it comes to school facilities, communities too often wait until conditions have reached crisis proportions — until overcrowding has become unmanageable or major deterioration threatens safety — before they consider building or remodeling their schools. When such is the case, time for sufficient planning does not exist. It becomes practically impossible for all ideas and solutions to be considered carefully, or for the kind of meaningful dialogue to occur that can lead to respectful, informed consensus.

The best way to avoid crisis conditions, quick fixes, and other pitfalls of procrastination is to address planning systematically as a key part of the whole facilities equation. By initiating a thoughtful, inclusive facilities planning process, districts can incorporate diverse points of view, take advantage of the power and creativity of parent and business partnerships, enlist widespread support, and ultimately build the kinds of schools they need to serve both students and their communities.

To assist districts and communities with their facilities planning process, we offer the following guidelines: five steps for getting started and getting organized, some considerations for involving stakeholders, and seven steps for developing and implementing a facilities master plan. While we know that nothing as complex as designing the future can be reduced to a simple recipe, we hope this *Guide* will provide a general blueprint for those who choose to seize the opportunity that lies before us.

GETTING STARTED AND GETTING ORGANIZED

Setting up a process to plan schools *with* the community *for* the community that will ultimately become *centers of the community* involves five key steps and takes strong leadership and commitment. This leadership and commitment must come not only from school board members and district administration but also from civic groups, nonprofit organizations and many individual citizens.

STEP ONE: INITIATING THE PLANNING PROCESS

"Mighty things from small beginnings grow."

John Dryden

Sometimes the seeds of a community-based planning process are sown in conversations between neighbors. Sometimes the spark that brings leadership together comes from a small group of concerned citizens or even from a single individual. In the case of the Putnam County School District in rural West Virginia, it was a museum director and active Rotarian who initially got the ball rolling.

Part Four

THE PLANNING PROCESS



"Our community simply wasn't making progress in upgrading our educational facilities. There was no money to move forward because voters had roundly defeated a construction bond to build new schools. I brought a handful of people together for a discussion. We decided to step up to the plate and get the whole

community involved in the process of improvement and change."

Bobbie Hill, Director
Museum in the Community
Hurricane, West Virginia

In Northern California's Western Placer Unified School District, an assistant superintendent and a local developer teamed up to initiate discussions with the school board. At the other end of the country, in Gulfport, Mississippi, the school board president started the conversation. Within a year, more than 450 local citizens had participated at some level in a master planning process for the school district. When the plan was finally presented to the voters, they overwhelmingly approved the largest bond allowable under Mississippi law to replace two inadequate facilities and renovate all of the remaining schools in the district.

"In any community, if a cross section of key leaders gets together and sees an issue that needs attention, especially one with economic implications, something's going to happen."

Cynthia Marshall
Cities in Schools

GUIDELINES FOR ACTION

Initiating a facilities master planning process...

- ☐ Identify a handful of key players in your community, probably four to six, for an initial meeting/conversation. When you make your list, consider commitment and leadership as well as formal position. A "soccer mom" might be the right person to help spread the word and mobilize a larger group. An influential business owner or a member of the clergy might be the most effective leader for getting the planning process started.
- ☐ Extend personal invitations to bring this small group together. When issuing your invitations, keep in mind that a face-to-face conversation is generally more effective than a phone call, and a phone call is generally more effective than a letter.
- ☐ Select a leader for the initial meeting/conversation. In making your choice, consider someone who is skillful at facilitating conversations, not dominating them.
- ☐ At the meeting, present the issues and problems, along with the idea of initiating a community-based process to develop a school facilities master plan. Trust the group to come up with solutions and directions.
- ☐ As a group, create an action plan which encompasses the next four steps of the planning process. Consider beginning your action plan with a short statement of purpose articulating clearly what is it you want to accomplish through a community-based facilities master planning process. This statement of purpose will be useful as you move through the next four steps.

Part Four

THE PLANNING PROCESS

STEP TWO: FUNDING THE PLANNING PROCESS

An extensive community-based planning process requires funding. Therefore, one of the first tasks of the initiating group will be to locate funding. Since the master planning process we are proposing is both philosophically and practically a collaborative and inclusive one, we believe it follows that a combination of public monies (from school board, city and/or state) and private monies (from businesses, associations and/or individuals) will provide the best foundation.

However, regardless of the funding source or sources they choose to pursue, members of the initiating group need to be able to tell potential funders why the money is needed. While specific expenditures and expenses for the planning process will undoubtedly vary from community to community, an effective process will likely require some financial allocation in each of the following categories:

- Training and support materials to facilitate the master planning process.
- Services of a professional planner/facilitator and/or some dedicated time from a district employee to oversee the process.
- Release time (with substitute teachers) or extended time (with overtime payments) to allow staff members to participate in planning sessions.
- Supplies and refreshments to accommodate comfortable, productive meetings.
- Paper, printing and postage to produce and disseminate the final report.
- Services of a communications specialist or media consultant.
- Clerical and/or technical assistance to provide necessary support throughout the process.

In a world of shrinking resources and growing demands for public accountability, getting the necessary funding for a facilities planning process can present a major obstacle. When citizens want hard data and measurable results, the whole notion of planning might very well be seen as an expendable frill. When teachers are underpaid and students have too few textbooks, let alone adequate access to computers, a community-based planning project might be viewed as a luxury the district can ill afford.

To address these issues and concerns, the members of the initiating group must be able to articulate the potential benefits of planning in the most concrete possible. By citing research and/or examples, they need to show how up front expenditures on planning can, in the long run, positively affect student achievement, community environment, citizen support, and fiscal management.

"One of the toughest challenges in the beginning was convincing the school board that we should spend more money on planning. These guys take a lot of heat from taxpayers, so they are careful about allocating public funds. In the end, the total cost of the facilities that were suggested in the master plan cost 19 percent less than if we had used a traditional model. Our planning costs represented only 5 percent of the projected savings. We felt like we had earned our keep."



Roger Yohe, Superintendent
Western Placer Unified School District
Lincoln, California

Part Four

THE PLANNING PROCESS

GUIDELINES FOR ACTION

Securing funding for a facilities master planning process...

- ☐ Create a list of potential funders. Consider both public and private sources.
- ☐ Based upon the kind of planning process you envision for your district and community, develop a proposed budget. Include categories for all of the various functions you foresee your process will encompass, along with a rational and projected dollar amount for each.
- ☐ Arm yourself with research and/or examples illustrating the positive benefits of planning, particularly in terms of improved student achievement, community environment, citizen support and/or financial investment.
- ☐ Create a presentation for potential funders. Include overall goals of the planning process, an overview of the steps involved in the process, expected outcomes/benefits and an itemized list of proposed expenditures.
- ☐ Decide who will approach whom to request financial support. Remember that school boards are key to the success of a widespread planning effort, and that they are often more receptive to sanctioning and allocating funds for such an endeavor when they are approached by community leaders and included in the conversation from the outset.
- ☐ After you have secured funding, tailor your plans to align them with your actual budget.

STEP THREE: IDENTIFYING A FACILITATOR TO OVERSEE THE PLANNING PROCESS

Once the school board has sanctioned a facilities planning process, and funding has been secured to support such a process, the next step is to identify a facilitator to organize and oversee it. Community-based facilities planning is both time-consuming and challenging. Leading a collaborative process requires considerable commitment and a great deal of skill. The best leader will be someone who has a strong background in planning, a solid working knowledge of current educational research and best practices, effective communication skills (as a listener as well as a speaker and writer), experience in facilitating large group meetings, and demonstrated ability to build consensus. He/she will also be a student of the research base on change and skilled in analyzing and using data. Finally, he/she will be committed to the idea of the facilitator as an enabler of solutions rather than the facilitator as the solution.

Because community consensus building is a complex process, it generally takes a full year of thoughtful, concentrated work to create a quality master plan. It takes time and a strong knowledge base to share the kinds of information and perspectives necessary to achieve a common understanding of the issues. It takes time and expert facilitation skills to allow a significant number of stakeholders to participate fully enough to ensure that all viewpoints are heard. It takes time and a good grasp of the planning process to develop recommendations that match goals, address needs, and have widespread buy-in.

Some districts will be able to tap into the reservoir of professional talent that already exists within their

Part Four

THE PLANNING PROCESS

system to select a facilitator. But many districts simply do not have the staff available and/or trained to manage such an undertaking. When the latter is the case, the district should engage the services of a professional planner/facilitator. Sometimes an outside coach is the best option even when there are skilled planners and facilitators on staff just because of the neutral image, external knowledge, and fresh eyes such an "outsider" can bring.

Each district will need to consider its context, assess its resources, and determine for itself who should facilitate its planning process. The bottom line, however, is this: there *must* be a clearly designated facilitator with a significant amount of dedicated time for the process to succeed.

GUIDELINES FOR ACTION

Identifying a facilitator for the planning process...

- ☐ Develop a facilitator "job description." Include tasks and time commitments. Also include preferred qualifications, such as:
 - A strong background in planning.
 - A solid working knowledge of current educational research and best practices.
 - Effective communication skills as a listener as well as a speaker and writer.
 - Experience in facilitating large group meetings including the skills necessary to set clear directions, remove barriers, and recognize when to get out of the way of the creativity and energy of group members.
 - Demonstrated ability to build consensus.
- ☐ Consider the needs of your district, assess your resources (personnel, time and money), and decide whether you will select an inside or outside facilitator.
- ☐ Determine a selection process. Consider the fact that widespread participation in the selection of a facilitator will likely assist in achieving future buy-in. In addition, such participation will model a key tenet of the whole facilities master planning process.
- ☐ Select a facilitator and brief him or her on your goals and directions and any work that has been done to date.

Part Four

THE PLANNING PROCESS

STEP FOUR: PUTTING TOGETHER A CORE PLANNING TEAM

Among the first tasks of the facilitator will be to assist the school district in pulling together and organizing a core planning team of about a dozen or so experienced and respected stakeholders. This group will serve as the leadership backbone for the project through its completion.

For the team to be successful, it should include credible community members who represent the full breadth of opinion in the school district. For the team to realize the full potential of their leadership, they should receive the kinds of training in facilitation and master planning which will prepare them to execute the overall work of the project and also to communicate that work to the community at large.

The primary responsibilities of the Core Planning Team will include:

- Naming steering committee members.
- Securing materials and resources for use during the planning process.
- Providing an orientation to the planning process for steering committee members (school staff, parents, students, community representatives and other stakeholders).
- Scheduling meetings and establishing a reasonable timeline for completion of the planning process.
- Naming members of subcommittees if such are needed throughout the process.
- Establishing a method and schedule for subcommittees to report to the steering committee as a whole.
- Coordinating the work of the planning process between meetings of the whole Steering Committee.
- Editing the final facilities master plan.

- Communicating with the larger community throughout the process and distributing the final facilities master plan when it is completed.

A dedicated group of leaders with diverse perspectives and common commitments can launch a community planning process that will make a major difference for students, educators, neighborhoods and communities. When such a group comes together as a core planning team, they can mobilize the kind of change process described by Reverend Phillip Lance, member of the Los Angeles Unified Schools District's *New Schools*Better Neighborhoods* Advisory Committee:

"L.A.'s best schools come in all shapes and sizes but they are led by people who aren't deceived about wherein lies the real power to create change. These leaders build a local alliance that empowers them to battle and break free from the status quo. This covenant with the community must begin in the planning stages for a new school; otherwise, the bulldozers will wipe out many of the seeds of innovation."

Reverend Phillip Lance, President
Pueblo Nuevo Development (L.A.)

Part Four

THE PLANNING PROCESS

GUIDELINES FOR ACTION

Organizing the Core Planning Team...

- ☐ Develop a "job description" for members of the core planning team. Include tasks and time commitments.
- ☐ Identify a dozen or so key players in the community. Solicit suggestions for membership from a variety of sources. Consider commitment and leadership as well as formal position. Make sure your list represents the full breath of opinion in the school district. (Those staff members or citizens who initiated the whole planning process may not choose to serve on the core planning team. However, they should be included among the members of this group if they are willing to continue with an active role.)
- ☐ Issue personal invitations to serve on the core planning team. (Remember, a face-to-face conversation is generally more effective than a phone call, and a phone call is generally more effective than a letter.) As part of your invitation, explain the purpose of the facilities master planning process and summarize the job description for members of the core planning team.
- ☐ Bring the members of the core planning team together with the facilitator. Provide them with background information and appropriate training in facilitation and master planning.

STEP FIVE: ORGANIZING THE STEERING COMMITTEE

One of the core planning team's initial tasks will be to organize a broad-based steering committee. While the exact size of the committee will vary according to the size and complexity of the community and the school district, it should be large enough to represent the interests and resources of the entire community. Many successful steering committees have been comprised of 100 or more educators, parents, students and representatives from local civic and business organizations.

The steering committee will ultimately be responsible to the community for the development of the facilities master plan. Among its members' most important roles will be to serve as key communicators with the larger community bringing to the table the perspectives of various stakeholder groups and then sharing back with them the work the committee does together. Specifically, the steering committee will take an active part in each of the seven steps involved in developing and implementing a facilities master plan:

- Building common understandings, shared beliefs and a collective vision about schools, schooling, and their roles within the community.
- Determining educational and community needs particularly as they relate to facilities.
- Identifying assets and resources.
- Developing specific facilities recommendations.
- Communicating with the larger community to solicit feedback and build consensus regarding recommendations.
- Creating the final facilities master plan.
- Supporting the implementation of the master plan.

Part Four

THE PLANNING PROCESS

In selecting members for the steering committee, the primary goals of the core planning team should be widespread representation and diversity. Membership should encompass as many different perspectives as possible. Together, the group should represent the social and ethnic makeup of the region. The members should also represent all of geographic areas of the district.

Diversity encompasses different issues in different communities. Consider, for example, the case of one Appalachian community:

"In West Virginia, where minority populations represent a very small component of the total population, divisions along racial or even ethnic lines are rare. Here, divisions occur along lines of



family or geography. Geographic divisions take place between folks who live in the hills and the valleys, or between folks who live on opposite sides of a river. In Putnam County, even though most of the population is on the south bank of the Kanawha River, it is always important to make sure that north bank

residents get their equitable share of the action. They represent a small but politically vocal and powerful minority."

*Dr. Sam Sentelle
Superintendent, Putnam County Schools
Putnam County, West Virginia*

When the objective is to achieve widespread diversity on a single committee, it is helpful to consider community leaders who can represent several issues or constituencies. It also is important to acknowledge that, whenever a group of people of varying cultures and perspectives come together, disputes and disagreements are inevitable.

Therefore, it is a good idea to select individuals for the steering committee who possess the ability to remain open to the views of others and a commitment to achieving community consensus and a shared vision. From the very outset of the process, these skills need to be modeled by the facilitator and the members of the core planning team, and they need to be consistently reinforced through training and vigilance.

GUIDELINES FOR ACTION **Organizing the Steering Committee...**

- ☐ Make a master list of potential steering committee members who meet the three criteria of clout, commitment and diversity. Keep in mind that membership needs to encompass educators, parents, students and representatives from local civic and business organizations within the community. Consider soliciting suggestions for potential members from groups like the PTA, the local ministerial association and the Chamber of Commerce.
- ☐ Create a database to keep track of membership and ensure broad-based representation at the outset. Such a database also will be useful for facilitating communications throughout the process.
- ☐ Schedule an initial meeting and contact potential members to issue invitations. Include with the invitation a brief statement of the committee's purpose and a summary of expectations for members.
- ☐ Send out materials in advance of the first meeting. Include such information as pertinent facts about the district and its facilities, an overview of the facilities master planning process, a schedule of future meetings, and literature about current research and best practices related to teaching and learning. The design principles and descriptions of actual innovative school designs contained in this *Citizens' Guide* can also provide useful advance reading.
- ☐ Plan the first meeting. Build into the agenda time for (1) developing a common knowledge base, (2) providing training and orientation for the planning process, (3) agreeing upon a list of operating norms to guide the Steering Committee's future work, and, (4) creating a shared mission statement focused on addressing the district's and community's facilities needs.

Part Four

THE PLANNING PROCESS

INVOLVING STAKEHOLDERS

"To enact change where it matters most – in the culture and instructional practices of schools – we need bold action. We must build a new coalition that includes teachers, students, administrators, support staff, care givers, businesses, service organizations, and members of local and regional communities. The times demand that we act in greater numbers with extraordinary vision, integrity, and caring for children we serve. We believe we are up to the task"

John L. Brown and Cerylle A. Moffet
The Hero's Journey (1999)

The process of creating a school facilities master plan should involve all stakeholders in developing a shared vision of the kind of education they want for the future of their community. All stakeholders also need to decide the kinds of learning environments that will best support that vision. By encouraging respectful and productive communication among diverse constituencies, a broad-based planning process can result in a much superior end result than one developed only by educators or architects or any other single group. Many heads and multiple perspectives really are better than just a few.

In addition, an inclusive planning process can forge renewed commitment to our schools. People tend to support what they help create.

"When you feel you have a stake in your school, whether you're a teacher or a student or a parent, you're willing to work harder, make sacrifices, and protect and build up your highly personal investment."

Seymour Fliegel and James Macguire
Miracle in East Harlem, Times Books (1993)

The amassed synergy of shared decision-making, problem solving and goal setting can build a strong foundation for collective responsibility and enduring support for schools. It can be a model on a small scale of how our society itself might become.

INVOLVING STUDENTS IN THE PLANNING PROCESS

"Students are extraordinary teachers. They speak. They constantly tell us how our expectations, objectives, curriculums and instructional strategies affect them. We need to look to our students to tell us why learning takes place – and why it doesn't. Our students are key sources for helping us identify what needs to be done...Often we forget to ask them, and we forget to listen to the important messages they bring."

Anthony Gregorc, as quoted in John L. Brown and Cerylle A. Moffet, *The Hero's Journey (1999)*

Ironically, the stakeholders who are most directly affected by the learning environment also are the ones who are most frequently excluded from decisions regarding its design. Leaving students out of the planning process is a mistake. Clearly, they have a vested interest in the outcome of the process, and therefore, they deserve a place at the table. In addition to being the right thing to do, however, including students also is the wise thing to do. Their participation can be extremely valuable for several reasons.

First, students have much to offer to the process. They represent a wealthy pool of creativity and enthusiasm. Young people definitely know about

Part Four

THE PLANNING PROCESS

schools — how they feel, how they work, how people feel and work when they are in a school. Yet they are often free from entrenched assumptions about why things are as they are or why they cannot be changed. Thus, they can be a source of refreshing ideas and innovative suggestions. With enough students to provide peer support, and with proper facilitation, they can, in fact, be a tremendously productive force in the planning process.

Second, students have much to learn from the process. The chance to interact with adult colleagues who are doing real work can provide them with a particularly rich learning context. Not only will they have the chance to watch adult professionals apply “school skills” in real-world situations, but they also will have the chance to practice those skills themselves. Serving on the steering committee can give them the opportunity to exercise skills in research, analysis, communication, problem-solving, and collaborative teaming, all of which are necessary for workplace survival in our complex, global community.

In a sense, the facilities master planning process itself can serve as a model of what we know about best practices in education. It can be an example of the very kind of education we are aiming for in our schools, where learning is integrated and applied, where teaming and collaborative problem-solving are the norms, and where the work that students do is important and worth doing. This was the case in Lincoln, California, where educators in the Western Placer Union School District incorporated their planning process into the curriculum. In conjunction with their work as part of the community-based *Project Build* committee, teachers taught their students how to design, draw and create some of

the actual models used to communicate with the architects designing Lincoln’s new schools.

Finally, the community has much to gain by involving students in the planning process. By collaborating with adults in advocacy efforts, students may develop an ethic of community service and the practice of caring for a greater society. Asking them to join in such a collaborative action is a critical strategy for fostering the spirit of community for the future.

“Surely it is an obligation of education in a democracy to empower the young to become members of the public, to participate, and to play articulate roles in the public space.”

Maxine Greene
The Role of Education in Democracy (1985)

INVOLVING PARENTS IN THE PLANNING PROCESS

Like students, parents also have historically been a greatly under represented constituency in conversations about school design. In fact, parents have perhaps been the most under utilized resource in American education. We know that three decades of research have established unequivocally that parent engagement has a significant positive influence on students’ academic achievement, behavior in school and attitudes about school and work. Yet we have too often failed to include them as essential partners in the education of their children. Clearly, parents have a vested interest in decisions about all aspects of schooling, not the least of which are decisions about where their sons and

Part Four

THE PLANNING PROCESS

daughters will spend their days. Therefore, they deserve a place at the table from the very outset of any school facilities planning process. Including them as active agents and full partners will be extremely valuable as well. Parent participation is important for several reasons.

First, parents, like students, can be important contributors to a facilities planning process. They have many ideas and opinions about how and where their children should be educated. They know their children better than anyone else, and they love them better. This special parent knowledge and parent love makes their perspectives uniquely valuable. It qualifies them as authorities when it comes to determining what supports they and their families need to raise sons and daughters who are educationally and emotionally successful.

Second, parent participation in the facilities planning process can lead to greater shared understandings about current educational theory and practice. For some parents, there have been too few opportunities to interact with schools in meaningful roles as adults. Therefore, their perspectives on education have been formulated primarily from their own school experiences. When parents are included as active participants in the planning process, teachers and administrators will have the chance to talk with them about current educational strategies. They can explain to them what they believe they need to do to facilitate their sons' and daughters' learning; they can answer their questions; and they can listen carefully to their feedback and suggestions. Perhaps more importantly, educators can become fellow researchers with parents, together discovering even better ways to teach students. This kind of respectful, productive communication is likely to

produce some very good ideas about school design. It also can create a collective will and vision about the purpose and direction of education in general. Parents will be empowered to become staunch allies as well as valuable contributors.

Finally, parent participation in the facilities planning process can increase the likelihood of parents' ongoing involvement in schools, which we know is a critical factor in student success. Historically, parents' needs have not been reflected in the design of school buildings. If we are serious about including them as essential collaborators and partners, we need, at a minimum, to incorporate places for them to park their cars and hang their coats, small group areas for tutoring, and work spaces for using computers or making phone calls. Some recent school designs have gone beyond these minimums to incorporate actual parent centers within the building complex, thereby signaling parents in a very concrete way that the schoolhouse is their house. They are not only welcome but also encouraged to take an active role in the work of educating students.

INVOLVING EDUCATORS IN THE PLANNING PROCESS

The participation of a large contingent of educators in the facilities planning process is critical to the success of any school design. Although the need for such participation may seem obvious, it has not always been the case. In the 1950s and 1960s, an entire generation of "open plan" schools was designed and constructed with limited input from the affected educators. While there may have been

Part Four

THE PLANNING PROCESS

significant educational benefit in these open designs, their potential was never realized because they were developed totally apart from their users. Changing the configuration of the learning environment without changing the practices of teachers and learners is like changing one half of an equation without touching the other. In either case, the result is a state of imbalance. In most instances, balance was restored at considerable expense in the "open plan" schools by modifying the facilities rather than changing instructional practices.

In recent years, many high schools have been designed by architects who assumed that the way teachers taught for the last 30 years, and the way they had organized instruction by departments, would continue. The arrangement of spaces in the schools these architects crafted reflect their assumptions most often in some variation of the traditional self-contained classroom and the double-loaded corridor design. Meanwhile, many educators have been discovering the benefits of team teaching, interdisciplinary learning, and block scheduling. They have begun to explore ways that new and evolving technologies can enhance learning. They have abandoned the traditional lecture as the instructional method of choice in favor of more active, and more effective, learning strategies, that involve students in cooperative group work, collaborative problem solving, and projects requiring knowledge application and multimedia incorporation. These approaches significantly affect the kinds of spaces required in a school as well as the furniture and equipment that is needed. They cannot easily be accommodated by a traditional departmentalized, self-contained classroom, double-loaded corridor design.

This mismatch between design and use – between form and function – can only be avoided when educators play a key role in every stage of the process of planning learning environments. In these times of complexity and change, when educational practice involves a wider range of teaching and learning strategies than ever before, providing a place at the table for *teachers* in particular is more critical than ever before. As practitioner experts and primary users, teachers – not just school administrators — must take a leading role in the process of developing facilities master plans that support the best they know about learning.

"We can no longer ignore the leadership capability of teachers – the largest group of school employees and those closest to the students. Empowered teachers bring an enormous resource for continually improving schools."

John L. Brown and Cerylle A. Moffet
The Hero's Journey (1999)

PARTNERING WITH BUSINESS

The involvement of large corporations, small businesses and organizations representing businesses can both enhance and legitimize a school district's planning process. As primary "customers" for the "products" schools produce, businesses have particular needs and unique perspectives to add to the conversation. In addition, business representatives have effective practices and successful models to share, especially since the business sector has been going through a process of remodeling its own thinking about facilities design and the use of work spaces. Finally, their participation tells the community at large that supporting schools is good business.

Part Four

THE PLANNING PROCESS

During the past decade, many businesses have made substantial investments in restructuring the work environment for today's employees. The new designs, which reflect the new ways people need to work in an information society, can be instructive for thinking about school facilities in new ways as well. Alcoa Aluminum, for instance, has recently moved out of its gleaming tower on Pittsburgh's Golden Triangle to a complex that reflects a radically different approach to workplace design.

"At Alcoa, private offices and anonymous cubicles are a thing of the past. The emphasis now is on equality and ease of communication...Alcoa's design philosophy is emblematic of a new awareness that the physical nature of the workplace does affect the way we do business...The idea is that we're reducing the amount of space individuals receive and we're reallocating that space to a much wider variety of places where people can interact – break areas, meeting areas, team areas and so on. The individual work station, then, becomes little more than a place to hang your hat. As your tasks change during the course of the day, you move from place to place, gravitating naturally to the area where you can most comfortably perform the task at hand."

Dayton Fandray

"Tear Down the Walls: Good Ideas Thrive in Open Places," Continental Airlines Magazine (May 1999)

Such changes in the design of corporate America are widespread. Companies as diverse as Citibank, Hewlett-Packard and Boeing are all embracing an expanded view of space as it relates to the work people do. Business leaders can help leverage similar changes in the learning environment for children and youth by helping communities understand the work world for which schools are preparing students. It is a world which differs greatly from the factory model of the 1950s and 1960s. They

can explain why new demands require letting go of outdated notions about schooling, thereby helping to ensure that all students receive the kind of high-quality, world-class education they will need to prepare them for the workplace of the future. In short, business representatives have much to offer a school facilities planning process.

However, the involvement of businesses in the planning process, is not a one-way street. Students and schools are not the only beneficiaries. Businesses themselves have a great deal to gain from partnering with schools. By helping schools design the kind of educational programs and environments which will better prepare students to enter the modern workforce, corporations can save millions of dollars in future training costs. Businesses stand to realize more immediate benefits from their involvement in schools as well. A 1998 *Families and Work Institute* study found that employers who are family friendly – who support parent employees, their children and their schools — have employees who are more satisfied with their jobs, more committed to their employers, and more productive at work. In addition, the quality of local schools, according to *Money Magazine*, is one of the more important criteria that potential employees consider when deciding whether to accept a job offer in a different city.

With such a vested interest in the quality of education, corporate leaders are uniquely positioned to provide the catalyst for educational improvements. Taking their place at the table in a facilities master planning process is one way they can exercise this position.

Part Four

THE PLANNING PROCESS

PARTNERING WITH COMMUNITY ORGANIZATIONS AND GOVERNMENT AGENCIES

Cultural and civic institutions within the community also can be important partners in developing a master plan for school facilities. When museums, libraries, zoos, parks and/or hospitals join forces with schools, a community can extend the use of the resources such institutions represent by applying them directly to enhance student learning. At the same time, such partnerships can help to create the kinds of connections which build broader based support for the institutions themselves, ultimately resulting in a stronger sense of community.

The Henry Ford Academy in Dearborn, Michigan, is a good example of such a partnership. Created through a joint effort of the Wayne County School District and the Ford Motor Company, the academy has yielded wide-ranging benefits, not the least of which has been a significant savings in capital costs realized through the joint use of existing facilities. Minnesota's School for Environmental Studies illustrates another creative use of community resources. Built on zoo grounds through a partnership between Independent School District 196, the city of Apple Valley and the Minnesota Zoo, each of the 400 students at this alternative high school has his or her own computer station, works as part of a 10 person team, and conducts projects using the zoo as a living laboratory. In other communities across the country, school-to-work programs have extended the use of school facilities by providing students with opportunities to apply their learning in government, recreational, health care and other community settings. By shifting appropriate programs off-site, the school districts in

these communities have been able to increase their capacity by as much as 15 percent.

Such joint ventures can lead to more intelligent and efficient uses of dollars, space, personnel and expertise. By pulling together all of the community's resources into a common vision for the future – one in which schools play a central role — everyone stands to benefit, especially our young people. In Los Angeles, California, the citizens who have come together to form a *Better Schools*Better Neighborhoods* Advisory Committee have recognized the power of such an approach.

"All levels of government should work together to build the best schools in the best locations that we can – coordinating our efforts and leveraging our resources to make our school sites not only centers for education, but for reading and research as libraries, for health care as clinics, and as epicenters of civic life in their communities."

Zev Yaroslavsky.
Los Angeles County Board of Supervisors

"The schools should be centers of...neighborhoods and take advantage of library bonds, recreation and park bonds, and health dollars to serve kids in more efficient and productive ways for the 21st century."

David Abel, Metropolitan Forum Project and
Chair of the Better Schools*Better
Neighborhoods Advisory Committee, Los
Angeles Unified School District

Two other government agencies that need to be included in the school facilities design process from the outset are the law enforcement and fire departments. Too often in the past, local police and fire officials have been brought in for oversight and permitting after the design process was well

Part Four

THE PLANNING PROCESS

underway. Lessons from recent incidents of campus violence underscore not only the importance of the relationship between schools officials, law enforcement, and community safety personnel, but also the important relationship between facilities design and school security. At Columbine High School, mazes of corridors, obstructed sight lines, and fire alarms without appropriate shut-off mechanisms made it more difficult for law enforcement and health officials to provide aid and protection to students and staff during an emergency situation. The eyes and ears of professionals who have been specifically trained to notice such safety features can be invaluable to the process of designing school facilities. Even when planning and architectural firms employ their own safety and security experts, it makes sense to engage representatives of local agencies since they will be the ones charged with maintaining the safety of school facilities — and the welfare of their users — long after the planners and architects have finished their work.

THE ROLE OF THE SCHOOL BOARD AND DISTRICT ADMINISTRATION

The sanction of the school board is vital to the success of any school facilities planning process. Board members can use their power and influence to bring the right players to the table, create the best possible conditions for action, and leverage the necessary resources to support the whole process.

The extent to which the school board chooses to become involved in the actual planning process itself

will vary from one community to the next. In some cases, a representative from the board may become an active member of the core planning team and participate in all of the steering committee's sessions. In other cases, the board may elect a member to serve as a liaison to the steering committee. In still others, the board may choose only to hear periodic reports of progress and act upon recommendations from the committee.

Whatever level of involvement they elect, the school board's leadership is critical. In order to provide the most effective leadership, all board members must remain fully informed throughout the planning process. To this end, a series of school board workshops will be required at regular intervals to review the steering committee's work and consider policy and budget issues related to the committee's goals and recommendations.

Like the school board, the superintendent and other representatives from the district office have critical leadership functions to fulfill. Unlike the board, district officials do not have a choice about whether or not to be actively engaged in the facilities planning process. Their involvement is vital. An inclusive, broad-based approach to planning based upon participatory decision-making and shared governance — an approach like the one described in this *Guide* — does not free district officials from their leadership roles. Rather, it makes strong leadership more complicated, more complex and even more necessary. Leaders for this new paradigm must be skilled listeners as well as articulate communicators. They must be facilitators of understanding as well as disseminators of information. They must be effective consensus builders as well as good decision makers. They must be able to empower others as

Part Four

THE PLANNING PROCESS

well as use their own power wisely. Most importantly, they must be willing and able to serve as stewards of a collective vision as well as visionaries themselves.

DEVELOPING AND IMPLEMENTING THE MASTER PLAN

Once the planning process has been initiated and the core planning team and the steering committee have been organized, the real work of developing a school facilities master plan begins. Typically, the steering committee will meet once a month in a large, comfortable space where information and issues can be presented to the group as a whole and then discussed in smaller breakout sessions. As the meetings progress, participants will research, identify and study the district's educational needs and resources, particularly as they relate to facilities. They will develop a list of recommendations for using available resources to meet identified facilities needs. After they have received feedback on their recommendations, they will create a facilities master plan along with suggestions for implementing that plan.

While there is always the lure of presenting a neat step-by-step recipe in a guidebook such as this one, nothing in real life — nothing involving so many people with so many perspectives and opinions, anyway — is ever by-the-numbers neat and simple. A community-based planning process is challenging, time-consuming and often difficult. However, the end result is well worth the investment when partners discover the most effective way to knit their local needs, resources and dreams into a purposeful plan.

During the course of the planning process, the steering committee will engage in seven activities which generally follow a somewhat linear, if not neat and simple, order. Each of these seven activities, or steps, is discussed in the following pages.

STEP ONE: BUILDING COMMON UNDERSTANDINGS, SHARED BELIEFS, AND A COLLECTIVE VISION

To do their best work as a team, the steering committee must first develop a common knowledge base. Then they must come to some agreement regarding their beliefs. Finally, based upon these shared beliefs, they must create a collective vision of the kind of educational system they want for their community.

When belief systems differ, collaborative work — even productive conversation — can become difficult. When members of a group do not hold in their minds the same picture of a preferred future, they can end up working at opposing purposes with one another. In a world of complexity, change and challenge, only shared beliefs and a common vision can provide the necessary direction and purpose to a planning process such as the one we propose.

Since shared beliefs and vision grow out of common understandings about what is and about what could be, the steering committee's first task is to develop a clear picture of current conditions within the school district and the community. They can begin to develop such a picture by looking at information contained in community demographic studies, summaries of student achievement data and/or

Part Four

THE PLANNING PROCESS

district-wide strategic plans. They can review base documents that govern the education of their young people, including learning goals, graduation requirements and state and national standards. They might also consider surveying the attitudes and perspectives of various stakeholders. From the data they collect through this process of study and review, the steering committee will be able to create a school and community profile which includes general characteristics, strengths, limitations, and emerging issues of importance.

Next, the steering committee needs to turn its focus from the present to the future, from what is to what could be. To do this, they will need to examine current research and best practices related to effective schools and effective instructional practices, future trends and potential implications of these trends for the young people in their schools, and changing expectations in the work place. They also will benefit by taking time to look at examples from other school districts and communities where educators and citizens have reinvented themselves and their institutions to meet the changing needs of a changing society.

The time spent developing a future focus is essential. Otherwise, there will be a tendency to look at things through the review mirror of the past, and any analysis of existing conditions is likely to get bogged down in entrenched ideas about schools and schooling. When the assumption is that new or renovated spaces will be used in the same ways that school spaces have been used in the past, the focus of facilities planning tends to be more on structural requirements, code compliance, and mechanical systems than on the kinds of future learning needs that will result from emerging technologies, curricular changes, and new organizational patterns.

One of the most effective ways to facilitate this kind of collective learning among members of the steering committee is through a combination of large group presentations and small group discussions. The large group presentations offer an efficient means for exploring current research and best practices, and the small group breakouts offer an opportunity for each person's opinions and creative input to be heard and considered. At this stage in the process, the facilitator's careful planning and structuring of steering committee meetings will be critical. He or she will need to collect appropriate information for the committee to review, arrange presentations by professional advisors, and create conditions which encourage meaningful dialogue in addition to the sharing of information.

After steering committee members have analyzed all of the information presented to them and participated in their own process of discovery about the full range of educational options, their conversations will naturally begin to turn to some creative brainstorming. They may be eager at this point to begin making lists of facilities needs and recommendations. However, their purposes will be better served in the long run if they take time to articulate a set of shared beliefs and a written vision of education for their community. In fact, the importance of these tasks cannot be overemphasized. Agreeing upon shared beliefs and a common vision are milestones in building ownership. Their existence also will help ensure that the final facilities master plan is customized to address the specific goals and characteristics of the community rather than a one-size-fits-all blueprint. Most importantly, by starting with shared beliefs and a common vision, the steering committee will pave the road for the kind of respectful dialogue and collaborative problem-solving that will be necessary

Part Four

THE PLANNING PROCESS

to develop the best possible plan for meeting the *future* learning needs of its students and community.

STEP TWO: DETERMINING EDUCATIONAL NEEDS

GUIDELINES FOR ACTION

Developing common understandings, shared beliefs, and a collective vision...

- ☐ Develop a common understanding and clear picture of what is. To achieve a common knowledge based about current conditions, review such information as:
 - Community demographic studies.
 - A district-wide strategic plan.
 - Learning goals, student achievement data, and graduation requirements.
 - State and national standards.
 - Attitudes and perspectives of stakeholders.
- ☐ Consider what could be. To achieve a common “future focus,” review such information as:
 - Current research and best practices on effective schools and effective practices.
 - Future trends and potential implications for students, schools, and communities.
 - Changing workplace needs and expectations.
 - Innovative models from other districts and communities.
- ☐ Develop a list of shared beliefs about education, schools, and their role in the community. To initiate this phase of the process, consider that the six design principles in Part Two of this *Guide* are formalized, research-based, extended belief statements. Also consider showing examples of more concise belief statements such as the following:
 - Students need opportunities to apply their learning in meaningful contexts.
 - Positive relationships are key to good learning and strong communities.
 - All students/citizens need access to technological tools for learning.
 - The community is a critical educational partner in schools and school buildings.
 - To be successful in the workplace, students must be both self-directed workers and good team members.
 - Lifelong learning is a desired and necessary strategy for survival in today's world.
- ☐ Craft a collective vision reflecting shared beliefs. As a group, articulate an answer to this question: What will our educational system look when we get “there”?

After they have had a chance to analyze current conditions within the district and the community, study future trends and innovative models, and articulate their beliefs about schooling and a vision for their schools, steering committee members will be ready – and probably eager – to draft a wish list. For such a list to drive this planning process forward most effectively, it must be framed as a thoughtful, strategic, future-focused list of facilities *needs*.

Facilities needs, of course, can be wide-ranging. They can encompass issues as simple as air conditioning in every classroom and as ambitious as elementary schools with no more than 400 students. The critical factor in this phase of the planning process is to ensure that identified needs are clearly aligned with beliefs. If, for instance, the committee believes that students need opportunities to engage in project-based learning and work in teams, then spaces other than 900-square-foot lecture-type classrooms will be required. If the committee believes that the most effective schools embody a strong culture of personalization, then smaller, more intimate configurations will have to be designed. If the committee believes that parent involvement on school campuses is important, then spaces in schools for parents to park their cars, hang their coats, and do their work will be necessary. If the committee believes that schools should be centers of learning for the whole community — as it did in one Mississippi community — then other needs, and solutions, will come into view.

Part Four

THE PLANNING PROCESS

"We assumed at the beginning of our steering committee meetings that high schools were for high school students and teachers. But as we began to educate ourselves, we learned that our facility could be designed for the whole community, not just the students to use.



Before long, we were talking with a local group that was trying to raise money for a performing arts center but was far from reaching their goal. They loved the idea of joining forces with the high school to become a community center. Other members of the community were interested in trying to find a place to hold

community meetings. With the community and the high school collaborating in this new way, we were able to win state funds for a performing arts council. Eventually we built our school and our new "town square." It includes a performing arts center, and community meeting hall for weddings and meetings and — you name it. The kids say they like having more grownups around."

*Rilla Wiley, Steering Committee Member,
Tishomingo County, Mississippi*

When schools are viewed as centers for the whole community, a wide range of possibilities emerges and, along with these possibilities, a new set of needs. If, for instance, the school is to become a resource for lifelong learning — for retraining dislocated workers, teaching computer skills to seniors, connecting families to the information highway, or any number of other community learning endeavors — then provisions will be needed, among other things, for ensuring that school facilities can be accessible "after hours." In determining educational needs, the Steering Committee is encouraged to think globally about conditions within the community as well as specifically about conditions in classrooms and schools.

GUIDELINES FOR ACTION

Determining educational needs...

- ☐ Starting with shared beliefs and a collective vision, develop a list of facilities needs. To guide this process, consider the following questions: What will we *need* to do to enact our beliefs about schooling and our vision of schools? What kinds of facilities will we *need* to have to accomplish those activities? What kinds of learning environments will we *need* to:
 - Help students see links between school and the rest of their lives?
 - Increase parent and community dedication to schools?
 - Improve coordination among schools and other social service agencies?
 - Provide stimulating educational opportunities across the life span?
- ☐ When developing your list of needs, think both specifically and collectively. Consider the needs of specific groups, such as students or parents or the business sector. At the same time, consider the collective needs of the whole community.
- ☐ Frame your needs in language that directly links them to your shared beliefs.

Part Four

THE PLANNING PROCESS

STEP THREE: IDENTIFYING RESOURCES

While the steering committee is gathering data on the full spectrum of community functions and needs, it also should be identifying the resources available to meet those needs. Obviously, many such resources can be found at existing school sites. Others may be located within the larger community. The ability to identify and use both internal and external resources is critical to the process.

To identify resources at existing school sites, the steering committee can review the district's facilities evaluation report – if such a document is available. If it is not, they should consider conducting such an evaluation themselves (a time-consuming endeavor) or commissioning an analysis of facilities by experts trained to do this kind of work.

To identify resources within the larger community, the steering committee can consult a wide range of sources, everything from the Yellow Pages to real estate listings, from calendars of cultural activities to directories of local businesses. When teachers, students, parents, and business representatives all work together in this process of discovering and mapping assets, they will not only enlarge their own individual understandings but also help develop a public knowledge base about the diverse interests and interrelationships that make up the community. The results are likely to be broad-based and extremely valuable.

Throughout this whole process of resource identification, steering committee members should employ the full power of their creativity to think outside the box, beyond the usual and most obvious. When traditional methods of funding capital construction through local property taxes have

proven ineffective or insufficient, some school districts and communities have implemented innovative financing plans that include private-sector investments and/or public-private partnerships. They have learned how to take advantage of library bonds, recreation and park bonds, and health dollars to serve both communities and students in more efficient and productive ways for the 21st century. They have explored creative leasing, shared and/or multiple use agreements, interagency contracts, and revenue-generating projects.

In his exploration of the hidden assets of Los Angeles, UCLA Professor Richard Weinstein illustrates such out-of-the-box thinking about opportunities for joint use.

"Some of the biggest holes in the fabric of the city are supermarket and shopping mall parking lots which rank high on the mess list. The air rights over parking lots could be acquired for schools, community centers and additional parking. The commercial enterprises would be advantaged, day care and other services provided and the urban design of the area improved. Joint development of this sort should be encouraged from the start where thoughtful design can solve the additional density resulting from mixed commercial and educational uses."

*Professor Richard Weinstein
UCLA Architecture and Urban Design*

Part Four

THE PLANNING PROCESS

GUIDELINES FOR ACTION

Identifying resources...

- ☐ Consult or conduct a comprehensive district-wide facilities assessment to identify resources available at existing school sites.
- ☐ Identify other significant private or public resources. To guide the discovery process, use using the following questions: What kind of support for learning do students receive beyond the classroom and school level? What community resources are available that might be employed to support the school district and its students?
- ☐ Create a map of all of the community's assets, capacities, and abilities.
- ☐ Consider/explore innovative partnerships, creative financing, and/or interagency relationships.

STEP FOUR: DEVELOPING STEERING COMMITTEE RECOMMENDATIONS

After the steering committee has had a chance to identify all of the community's educational facilities needs and map its available resources, its next task is to prepare a concrete set of recommendations to use the available resources to meet the identified needs. Guiding questions for this phase of the work include: How can the school district and community work together most effectively to address limitations and areas of need in order to realize their collective vision for schools? In what ways can the school

district and community combine forces to build upon their strengths?

In developing recommendations, the steering committee's goal should be to match them as closely as possible with local conditions, beliefs, resources, and needs. For instance, if the committee believes there must be a shift in educational delivery from the classic lecture approach to project-based learning, and that consequently their existing schools need different kinds of spaces than the traditional classrooms they currently contain, they might recommend remodeling such classrooms to include additional square footage, more storage, and appropriate utilities. If the committee has identified a community need for a performing arts center and a resource within the school district that could, with some modifications, meet this need, they might recommend remodeling the school's performing arts facility to provide direct street access, appropriate security, and adequate parking.

The best recommendations will be concrete, specific and creative. They will include a rationale that references one or more of the Steering Committee's shared beliefs. They might also include a priority ranking and/or a general plan of action.

Part Four

THE PLANNING PROCESS

GUIDELINES FOR ACTION

Developing Steering Committee recommendations...

- ☐ Based upon identified conditions, beliefs, needs and resources, develop a list of facilities recommendations.
- ☐ In developing recommendations, consider these questions: How can the school district and community work together most effectively to address limitations and areas of need in order to realize their collective vision for schools? In what ways can the school district and community combine forces to build upon their strengths?
- ☐ Check recommendations to make sure they are concrete, specific, and aligned with the community's beliefs and conditions. Assess whether they represent the best and/or most creative uses of the community's resources to meet its needs.
- ☐ Summarize all facilities recommendations in a report that can be easily understood and readily shared.

STEP FIVE: COMMUNICATING WITH THE LARGER COMMUNITY

Communication needs to occur throughout the entire facilities planning process, from the initial decision to begin the journey to the implementation of the final plan. Once steering committee members have developed specific recommendations, they need to undertake a much more deliberate and strategic outreach program aimed at ensuring widespread awareness of both the content and the rationale for proposed changes.

Recommendations should be communicated to the larger community in formats that are readily accessible and easily understood. News releases, newspaper articles, radio spots and television features can be used for getting the word out. The committee also should be encouraged to think creatively when it comes to sharing their work. In Puyallup, Washington, for example, the school facilities steering committee decided to publish its own quarterly newsletter for this purpose, which they call *Building Traditions*.

To facilitate communication with the community, the steering committee might be well-served to take the time to develop a specific plan for working with the local media. Such a plan should acknowledge that the ability to capture the interest of the media rests largely on the ability to select compelling data and package it in easy-to-understand and easy-to-remember formats. Research and recommendations can be brought to life with examples, and data can be given meaning through stories. At this point in the process, securing the services of a trained communications consultant who can translate information into engaging media messages, compelling examples, and captivating stories could prove very valuable.

While they are getting the word out, steering committee members should also keep in mind that their communication strategies at this point in the process *particularly* need to be two-way. They have to be able to collect information as well as disseminating it. They need to become strategic listeners soliciting the kinds of feedback that will help them refine and improve their work.

Part Four

THE PLANNING PROCESS

To facilitate such two-way communication, the committee can employ a variety of strategies. They can hold workshops with the school board and/or individual school site councils, host coffee hours and/or town meetings, conduct surveys at shopping malls, implement phone trees and/or create speakers bureaus. Many schools and communities also are increasing their use of the Internet and the World Wide Web as vehicles for two-way communication with stakeholders.

Whatever outreach strategies they decide to employ, steering committee members should strive for the kind of respectful, productive communication that comes from articulating and grappling with problems openly and honestly. A guidebook published by the U.S. Department of Education and the Regional Educational Laboratory Network recommends four proactive efforts for ensuring such productive communication and, ultimately, for helping to build productive partnerships:

"Reach out to your critics by inviting them to see a new program, listening to their concerns, and providing opportunities for them to contribute.

Develop good written communication, such as a low-cost newsletter widely distributed throughout the community.

Keep participants and local leaders well informed by hosting an open house or site visits.

Share the bottom line to show that collaborative programs are cost effective and get results."

Putting the Pieces Together
U.S. Department of Education

GUIDELINES FOR ACTION

Communicating with the larger community...

- ☐ Establish a comprehensive communication plan for both disseminating and collecting information.
- ☐ Consider creating a special steering committee newsletter and/or publishing regular updates in existing district and community newsletters.
- ☐ Decide how to involve the local media (newspaper, radio, community web sites, and television).
- ☐ Make sure outreach efforts are inclusive enough to encompass a broad spectrum of stakeholders. Use such strategies as putting on workshops, hosting coffee hours, convening town meetings, conducting surveys in public places, implementing phone trees, and/or creating speakers bureaus.
- ☐ Develop a system for listening, recording, and responding to people's feedback.
- ☐ Consider engaging the services of a media consultant to manage this whole communications aspect of the planning process.
- ☐ Keep in mind that the three primary purposes of any communications plan should be (1) to create common understanding; (2) to gather feedback to help identify further improvement opportunities; and (3) to build community consensus.

Part Four

THE PLANNING PROCESS

STEP SIX: CREATING THE MASTER PLAN

Each of the five preceding steps of the planning process is intended to assist in developing the best possible facilities master plan. The results of the work of the steering committee to clarify beliefs and create a shared vision (step one), identify needs (step two), map resources (step three), develop recommendations (step four), and communicate them to members of the larger community to get their feedback (step five) can now be combined in the development of a final facilities master plan.

To begin the process of developing the final plan, committee members should review all of the feedback they received during step five and “tune” their recommendations accordingly. Next they should identify action steps and determine timelines and assignment of responsibilities for achieving those recommendations. They then should prioritize the recommendations. Finally, they should incorporate all of this information into a final facilities master plan document.

Once it has been completed, the final facilities master plan document should be submitted to the appropriate agencies for completing any necessary feasibility and cost analysis studies and ultimately for securing formal approval.

The steering committee should celebrate its accomplishment!

GUIDELINES FOR ACTION

Creating the master plan...

- ☐ Based upon feedback received during the communication phase, make necessary modifications in recommendations.
- ☐ Identify action steps and determine timelines, resources, and assignment of responsibilities for achieving recommendations.
- ☐ Prioritize recommendations.
- ☐ Draft the final facilities master plan document.
- ☐ Submit the plan to appropriate agencies for feasibility and/or cost analysis studies.
- ☐ Present the plan to the school board for final approval.
- ☐ Celebrate the completion of a major milestone in the planning process.

Part Four

THE PLANNING PROCESS

STEP SEVEN: IMPLEMENTING THE MASTER PLAN

Completion of the master plan is definitely cause for celebration because the steering committee has accomplished its primary mission. But implementation of the plan, moving from vision to action, will be the true test. Exciting designs are not enough. All of the careful study, thoughtful planning, and hard work invested in the development of the master plan will not yield any significant benefits to the school district or community unless the plan is actually carried out.

Everyone involved in the planning process must understand that implementation requires time, commitment, and oversight.

Recognizing that it will take careful monitoring and many months, or even years, of detailed educational specifications, architectural design, and construction for their vision to be completely realized, many steering committees stay in place long enough to see their plans launched. When such groups continue to meet after they have completed the master planning process, their focus will naturally shift to the new and equally critical tasks of tracking progress and assisting the school board with implementation of their recommendations. This is what happened in Lincoln, California.

"We knew it would take years to implement every recommendation on the master plan and we were all fired up to see the changes through. We decided to incorporate as a 501.c.3 not-for-profit organization. Before long, a local developer gave us a parcel of 179 acres of land worth about \$1.8 million dollars. Next week we will hold a ground

breaking ceremony for an Outdoor Learning Environment (OLE) on that land, which includes a Native American archeological site. We also have plans to expand arts in the schools and childcare before and after school. We have set up a sub committee to focus on grant writing to support these new ideas. Our job is to serve as community support group for the school board. Through our "Project Build" master planning process, we have developed a deeper level of trust and empowered each other to make things happen. We haven't abandoned our existing schools just yet, but our plan is to keep the planning process alive and continue to search for opportunities to integrate our learning with the world around us."

Joanne Neft, President
Western Placer Education Foundation
Western Placer School District
Lincoln, California

In Los Angeles, California, the evolution of a school facilities planning team to an implementation monitoring group followed an even more deliberate course. With the passage of Proposition BB in April 1997, the largest school bond in the history of this country, the mayor of Los Angeles commissioned the Proposition BB Blue Ribbon Citizens' Oversight Committee. This committee is formally charged with meeting at least quarterly to (1) review expenditures of bond proceeds and the district's processes and procedures related to bond projects; (2) recommend improvements in those processes and procedures; and (3) report to the school board and the public on progress as well as on any substantial expenditure of bond proceeds in conflict with their original intent. In its November 1998 quarterly report to the school board and the public,

Part Four

THE PLANNING PROCESS

the committee addressed the importance of carefully monitored implementation plans.

"The theme of this Quarterly Report revolves around one word: IMPLEMENTATION. Hundreds of millions of dollars may be saved by implementing our previous recommendations for insurance savings, proper real estate acquisition, and proper oversight of the contracting process. A better school system will emerge as we IMPLEMENT the Greening, Air Conditioning and Mural Painting programs that have already begun. Most importantly, the promises to repair and improve conditions at 901 LAUSD school sites must be kept, even as new initiatives are considered. Our work is public. Our meetings are known to be punctual, efficient and convenient...and we encourage public participation and input."

Steven Soboroff, Chairman
Proposition BB Oversight Committee
Los Angeles Unified School District

One final aspect of the implementation phase should be to develop some mechanism for assessing the impact of the planning process and the resulting new designs on desired outcomes such as student achievement, community satisfaction, and effective use of resources. The education enterprise in general has too often failed to evaluate and report on the kind of bottom line that answers the question: What quantifiable gains were realized from the actions that were taken and the dollars that were spent? This has been particularly true when it comes to assessing the impact of both planning efforts and facilities designs.

By developing action research projects for collecting and analyzing data which links the facilities master planning process and resulting school designs to the strength of the community and the specific learning

of students, steering committee members will achieve several purposes. First, they will stand to validate their own efforts. Second, they will add to a small but very important body of knowledge about the connection between the physical conditions of the learning environment and the achievement of desired student outcomes. Finally, by demonstrating accountability in terms of concrete results, they will pave the way for future projects.

GUIDELINES FOR ACTION

Implementing the Master Plan...

- ☐ Consider ways to maintain an on going community constituency in order to sustain commitment and provide support for quality implementation of the master plan.
- ☐ Initiate a specific conversation among steering committee members regarding the role they will play in the implementation phase. Explore such possible functions as supporting a bond campaign, developing partnership agreements, chartering implementation teams, designing a mechanism for on-going monitoring, and/or creating an oversight committee.
- ☐ Decide whether to schedule one or more follow-up meetings of the original Steering Committee to check progress.
- ☐ Develop action research methodology to assess the effect of the facilities planning process and/or the new school designs on such desired outcomes as responsible fiscal management, improved student achievement, and increased community satisfaction.
- ☐ Give the plan time. Remember that implementation will not happen overnight.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

Part Five

SOME FINAL WORDS

U.S. Secretary of Education Richard Riley has stated that 6,000 new schools will be needed in the next 10 years to accommodate a projected enrollment of 54.3 million students. In addition, many existing schools will need to be repaired and renovated. As Daniel Duke of the University of Virginia pointed out in a 1998 paper presented at the National Symposium on School Design, the need to rebuild and expand America's educational infrastructure is not in dispute.

"Legislatures and local education authorities across the country are taking initiatives to address deteriorating schools and demands for new facilities in high-growth areas. In Florida, for example, a special legislative session recently approved the expenditure of 2.7 billion dollars over the next five years for school construction. A poll of U.S. school board members in 1997 found that the need for school facilities was their second greatest concern, just behind school finance (*American School Board Journal*, December 1997)... Alarmed by a 1996 report by the General Accounting Office, President Clinton has committed to providing federal funds to assist localities, particularly in urban areas, in improving the conditions of their schools."

"Does It Matter Where Our Children Learn?"

Daniel Duke, Professor
University of Virginia

All Americans have a vital stake in the healthy development of today's students who will become tomorrow's parents, workers, and citizens. As we prepare to meet the space needs of these students, we must make it a priority to create *quality* learning environments. We *cannot* accomplish our educational goals for the 21st century inside the box of our current system. We *can* seize the moment and take advantage of the current situation to build schools that will help rather than hinder student learning in the information age. By thinking

systemically, acting strategically, and joining with others, we can do a great deal to ensure good education supported by effective, appropriate learning environments.

The purpose of this *Guide* is to stimulate and facilitate the kind of community-based planning process that will help members of a community work together to define their needs and to discover what assets and resources are available to meet those needs. The *Guide* is built upon the belief that, given good information and time to collaborate, citizens can and will make good decisions about facilities design. It is inspired by the belief that productive partnerships are essential to this journey. Or, as Michael Fullan says in *Change Forces*, "there is a ceiling on how much we can learn if we keep to ourselves." Its ultimate goal is to enable school districts and communities to arrive at a facilities master plan that is defined by future possibilities and opportunities.

Such a collaborative facilities planning process can model the very qualities John Dewey's classic *Democracy and Education* (New York: Macmillan, 1916) says should characterize education itself in a democratic society: common interests, freedom in interaction, participation, and social relationships. When new partnerships and alliances are formed and old boundaries between school, family, jobs and community are blurred, the results can serve everyone's best interest. This has definitely been the case in one New Jersey community where a group of citizens discovered new answers to old questions,

"Are we bound by bricks and mortar? No. Can we discover new possibilities in old spaces? Yes. But we must be prepared to support change...we must empower community members, teachers and students to shape the future of education by acting

Part Five

SOME FINAL WORDS

as facilitators who support risk taking and encourage continuous learning. Thirty years ago, when I first began teaching, I took great pride in having my own classroom. Today, I take even greater pride in being part of a community of learners that extends beyond my classroom walls."

Linda Batz, Principal
Hunterdon Central Regional High School,
New Jersey
The High School Magazine (May/June 1998)

This *Guide* is a call to action. Building schools for the 21st century is a monumental task that is going to take cooperative efforts from civic, district, and community leaders. When there is purpose and structure to such collaboration, creative and effective solutions to problems can be attained. In addition to a quality facilities master plan, a stronger sense of community, shared responsibility, and unity of purpose can be among the many positive results.

This *Guide* is a call to creation. Its intent is to inspire the courage to take unprecedented action, to use our collective imagination and skills to design schools that represent a deep caring for young people and for the communities in which they live. Our lives are woven into a fabric of shared destiny. The amassed synergy of shared decision making, planning, and problem solving can help to create a destiny characterized by possibility and hopefulness.

"The whole difference between construction and creation is exactly this: That the thing constructed can only be loved after it is constructed; but the thing created is loved before it exists."

Gilbert Keith Chesterton (1874-1936)
Preface to Dicken's *Pickwick Papers*

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

Part Six

APPENDIX

RESOURCE AGENCIES AND ORGANIZATIONS

- ❖ Council for Educational Facilities Planners
- ❖ American Institute of Architects: Committee on Architecture for Education
- ❖ Design Share
- ❖ Jefferson Center
- ❖ Architecture and Children
- ❖ University of Washington
- ❖ Mississippi State University
- ❖ University of New Mexico
- ❖ National Wildlife Federation: National Registry of Certified Schoolyard Habitats
- ❖ University of Wisconsin: Earth Partnership Project
- ❖ School Nature Area Project: Minnesota

REFERENCES FOR INNOVATIVE SCHOOL DESIGNS

(This section will include more detailed descriptions of each model project.)

- ❖ Discovery Middle School (Vancouver, Washington)
- ❖ Crow Island School (Winnetka, Illinois)
- ❖ Western Placer Unified School District (Lincoln, California)
- ❖ Henry Ford Academy (Dearborn, Michigan)
- ❖ Big Lake School District (Big Lake, Minnesota)
- ❖ Gaylord Community School (Gaylord, Michigan)
- ❖ Chicago Public Schools and Drake Transition School (Chicago, Illinois)
- ❖ Center for Applied Technology and Career Exploration (Rocky Mount, Virginia)
- ❖ Flagstaff Arts and Leadership Academy (Flagstaff, Arizona)

SOURCES OF ADDITIONAL INFORMATION

❖ Web Site

For more detailed information on Schools as Centers of Community and an updated list of examples, contact the National Clearinghouse for Educational Facilities: www.edfacilities.org.

❖ Address and Phone

Or for more information, write or call:

NCEFR at National Institute of Building Sciences
1090 Vermont Avenue, N.W., #700
Washington, D.C. 20005-4905
Phone: (202) 289-7800 or (888) 552-0624
Fax: (202) 289-1092

Part Six

APPENDIX

RESOURCE AGENCIES AND ORGANIZATIONS

Council of Educational Facility Planners International (CEFPI)

9180 E. Desert Cove, Suite 104

Scottsdale, AZ 85260

Phone 480/391-0840

Fax 480/391-0940

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

cefpi@cefpi.org

American Institute of Architects

Committee on Architecture for Education

1735 New York Ave., NW

Washington DC 20006

Phone: 202/626-7453

Fax: 202/626-7399

<http://www.e-architect.com/pia/cae/>

pia@aia.org

Design Share

4937 Morgan Ave. South, Minneapolis, MN 55409-2251

Phone: 612/925-6897

Fax: 612/922-6631

<http://www.designshare.com/>

Randall Fielding, Editor

fielding@designshare.com

Thomas Jefferson Center for Educational Design

Curry School of Education

University of Virginia

Charlottesville, VA 22903-2495

Phone: 804/924-3979

Fax: 804-924-3866

[http://curry.edschool.Virginia.EDU/curry/centers/](http://curry.edschool.Virginia.EDU/curry/centers/jefferson/)

[jefferson/](mailto:tjced@virginia.edu)

tjced@virginia.edu

Architecture in Education Program

The Foundation For Architecture

1737 Chestnut Street, 2nd Floor

Philadelphia, PA 19103

Phone: 215-569-3187

Fax: 215-569-4688

http://members.dca.net/ffa/new-stuff/NEA_1.html

aie@dca.net

Center for Environment, Education, and Design Studies (CEEDS)

Gould Hall

University of Washington

Seattle, WA 98195-5726

Phone: 206/685-3361

Fax: 206/616-4992

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

Sharon E. Sutton, Director

sesut@u.washington.edu

Educational Design Institute

College of Education, Box 5365

Mississippi State University

Mississippi State, MS 39762

Phone: 662/325-1850

<http://www.edi.msstate.edu/>

Dr. Jeffery A. Lackney, Director

jlackney@colled.msstate.edu

Architecture and Children, Research Methods

University of New Mexico

School of Architecture and Planning

2414 Central Southeast

Albuquerque, New Mexico 87131

Phone: 505/277-5058

Anne Taylor, Ph.D., IEE Director

aetaylor@unm.edu

Schoolyard Habitats

National Wildlife Federation

8925 Leesburg Pike

Vienna, VA 22184

Phone: 703/ 790-4000

<http://www.nwf.org/habitats/schoolyard/basics.cfm>

Heather Carskaddan, Manager, Backyard Wildlife

Habitat Program

carskaddan@nwf.org

Earth Partnership Program

University of Wisconsin-Madison Arboretum

1207 Seminole Hwy.

Madison, WI 53711

Phone: 608/ 262-9925

[http://spingree.cals.wisc.edu/class/steph/arbsite/](http://spingree.cals.wisc.edu/class/steph/arbsite/his.htm)

[his.htm](http://spingree.cals.wisc.edu/class/steph/arbsite/his.htm)

epp@macc.wisc.edu

Part Six

APPENDIX

School Nature Area Project
1520 St. Olaf Avenue
Northfield, MN 55057
Phone: 651/ 296-3417 or 800/ 657-3843
fast@moea.state.mn.us
<http://www.moea.state.mn.us/grants/EE99017.CFM>

REFERENCES FOR INNOVATIVE SCHOOL DESIGNS

(email addresses for most schools where not obtainable)

Discovery Middle School
800 East 40th Street
Vancouver, WA 98663
Phone: (360) 696-7101
<http://www.vannet.k12.wa.us/disweb/>
Susan Cone, Principal

Crow Island School
1112 Willow Road
Winnetka, IL 60093
Phone: (847) 446-0353
<http://www.winnetka.k12.il.us/Crow%20Island/crow.htm>

Western Placer Unified School District
1400 First Street
Lincoln, CA 95648
Phone: (916) 645-6350
Fax (916) 645-6356
<http://www.wpusd.k12.ca.us/>
Roger R. Yohe, Superintendent
ryohe@wpusd.k12.ca.us

Henry Ford Academy
131 Pilgrim Ave
Highland Park, Michigan 48203
Phone: (313) 252-2060
Fax: (313) 868-0481

Big Lake School District
501 Minnesota Ave
PO Box 410
Big Lake, MN 55309
Phone: (612) 262-2536
Fax: (612) 262-2539
Laverne (Bob) Lageson, Superintendent

Gaylord Community Schools
615 S. Elm
Gaylord, Michigan 49735
Phone: (517) 732.6402

Chicago Public School Region #4
4071 S Lake Park
Chicago, Illinois 60636
Phone: (312) 535-1070

Drake Elementary School
2722 S M L King Dr
Chicago, Illinois 60616
Phone: (773) 534-9130
Fax: (773) 534.9127

Center for Applied Technology and Career Exploration
Franklin County Public Schools
150 Technology Drive
Rocky Mount, VA 24151
Phone: 540-483-5289
Fax: 540-483-8755
<http://www.frco.k12.va.us/CATCE/catcemain.html>

Flagstaff Arts and Leadership Academy
3100 N. Fort Valley Road #41
Flagstaff, AZ 86001
Phone: (520) 779-7223
Fax: (520) 779-7041
<http://www.frco.k12.va.us/CATCE/catcemain.html>
Dr. Karen Butterfield, Executive Director
fala@apsc.k12.az.us