



ChiArts Transition & Incubation

Welcome

Community Meeting
Chicago High School for the Arts

Monday, April 20, 2026

Hybrid: ChiArts Auditorium or Zoom

6:30 – 7:30 p.m.

Dr. Casey Fuess, Transition Principal

Photo: Dance Senior Showcase (3/13/26)



Agenda

ChiArts Transition & Incubation

- **Welcome & Norms**
- **Mission Statement**
- **Principal Entry Plan Updates**
- **Assistant Principal Introduction**
- **Sustainable Community Schools & PRAA**
- **Logo, Name, and Branding**
- **Schedule Design Priority Survey Results**
- **Hiring & Funding Updates**
- **Q&A**



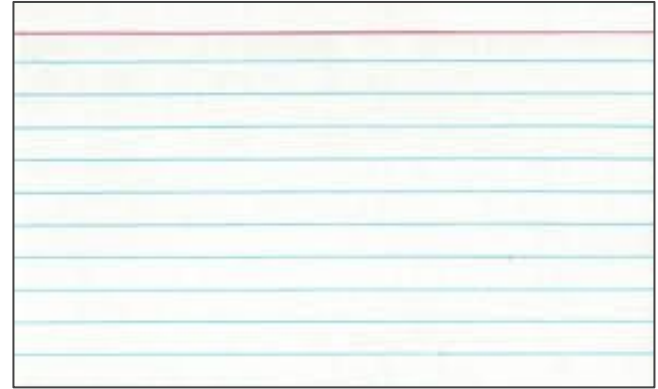
Curtain Call: Guitar

4/8/26

Welcome & Meeting Norms

ChiArts Transition & Incubation

- **Center ChiArts' Students and Mission**
- **Challenge Ideas, Be Kind to People**
- **Be Honest and Transparent**
- **Ensure Equity of Voice**
- **Be Solutions Oriented**
- **Submit Questions via Notecard or Zoom Q&A**



Please capture your questions on a notecard throughout the meeting

Mission Statement Survey Forthcoming

ChiArts Transition & Incubation

Current Mission

The Chicago High School for the Arts (ChiArts) develops the next generation of diverse, artistically promising scholar-artists through intensive pre-professional training in the arts, combined with a comprehensive college preparatory curriculum.

Current Theory of Change

ChiArts' diverse scholar-artists will thrive as creators, thinkers, and community members, and their participation in the arts and culture will deeply enrich their lives and society at large.

Updates to Consider

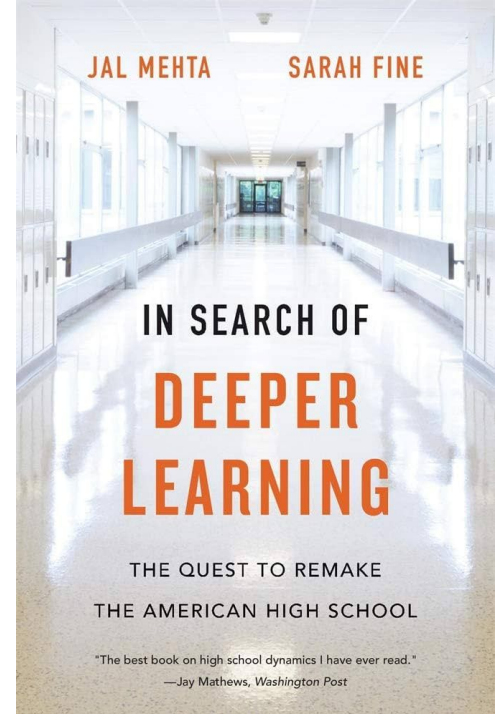
- As Chicago's flagship pre-professional arts high school, we set the standard for artistic and academic excellence
- We prepare the next generation of diverse scholar-artists to heal, uplift, and inspire our society
- A future that will need, more than ever, the human capacities that art cultivates (i.e., super capable AI and robotics)

***Please provide feedback in the
community survey that we will email***

Strategies for Achieving the Mission

ChiArts Transition & Incubation

- **Scholar-Artist as an integrated identity**
- **Pre-Professional Arts**
 - Robust relationships with the 63 CPS Fine & Performing Arts Elementary Schools
 - Partnering working professionals with certified teachers as well as early college arts courses
- **World-Class Academics**
 - By integrating dispositions from the arts (criticality, iteration, collaboration, creativity, craftsmanship) into academics, we can be a national model of equitable and excellent high school academics



Principal Entry Plan Updates from Dr. Fuess

ChiArts Transition & Incubation

Schedule Analysis and Design

- More information on later slides

Securing Funding and Building Partnerships

- CPS, City of Chicago, and Board of Education leaders
- Philanthropic organizations and leaders
- Arts partners and community partners

Establishing My Core Transition Team

- Assistant principal, two counselors, and a clerk



Principal Entry Plan Updates from Dr. Fuess

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Themes from 69 check-in conversations with staff

- **Students and the mission** are why staff come and stay at ChiArts
- **Top asks of new leadership:** communication, consistency, and follow-through
- **Study hall and advisory** need improvement
- It often feels like we have **two separate schools**
- **Extensive untapped capacity** in the building
- **Students' day is long:** exhaustion and hunger

Principal Entry Plan Updates from Dr. Fuess

ChiArts Transition & Incubation



National Poetry Month Reading
4/6/26



Junior Jam Art Exhibition
4/3/26



Principal Entry Plan Updates from Dr. Fuess

ChiArts Transition & Incubation



Curtain Call: Piano
4/8/26



Curtain Call: Instrumental
4/8/26



Assistant Principal Introduction

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Ms. LaShawndra Pointer

- Over two decades of service within CPS
 - School counselor
 - Assistant principal & interim principal
- Formative experience with dance training

Leadership Style:

- Strong systems and a deeply supportive culture must work together for a school to truly thrive
- Success requires strong, trusting partnerships



Transforming Our School: The Sustainable Community Schools Model

Thank you to Ms. Megan Pietz (English teacher and CTU Council Chair) and our ADLC members for their leadership!

The Sustainable Community School model is an antiracist community response to disinvestment, rooted in the struggle for Dyett High School. It moves beyond traditional school models by focusing on community self-determination and shared leadership.

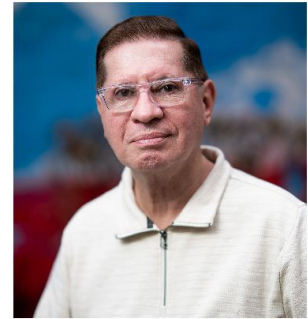
- **Core Principles:** Grounded in racial justice, equity, and the valuing of community wisdom.
- **A Whole-Child Approach:** Focuses on social-emotional learning, restorative justice, and a curriculum that is both challenging and culturally relevant
- **Wrap-Around Supports:** Provides community opportunities to engage with the school and extended hours
- **Empowered Leadership:** Decisions are made by a leadership team of parents, students, staff, and community partners.
- **Dedicated Resources:** Schools receive grant funding to support this vision. With ChiArts' size, we believe this will be close to \$400,000 if we are selected.

Our Path Forward: Application & Partnership

- **Lead Partner Agency: Puerto Rican Arts Alliance (PRAA)**
 - Brings 27 years of experience in our community
 - Provides conservatory-trained artists to work alongside our teaching artists
 - Focuses on student performances in their own communities
- **Next Steps and Important Dates**
 - April 24: Submission of Partner Road Map
 - May 8: Demonstration of Readiness - 75% of teaching staff and ADLC
 - Student voice component TBD, but necessary!
 - June 8: Final application deadline



Dr. Ignacio López, Ed.D
Executive Director



Jose Luis Illanes
Director of Education and Workforce Initiatives

Logo, Name, and Branding

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CPS will continue to meet with current ChiArts Board and Executive Leadership to work through the details of transferring the name, logos, trademarks.

We should also explore whether it makes sense either way to adopt new branding

- Honor ChiArts' legacy while signaling a new and exciting chapter
- Navigate state reporting logistics
- Established institutions periodically update their branding

Logo, Name, and Branding

ChiArts Transition & Incubation

CPS's Marketing Team has started to explore new branding concepts

- We want your feedback, especially from our VA students and teaching artists!
- We will share a form that requests feedback **AND logo/name submissions**
- Final decisions will be made in partnership with the ADLC & CPS leadership

Please welcome Design Director Kirk Miller and Project Manager Melissa Turner from the CPS Marketing Team

Current Brand Assets - Palette & Logo



THE
CHIARTS CHICAGO
HIGH SCHOOL
FOR THE
ARTS

OUR INSPIRATION

forma



DENVER
ART
MUSEUM

THE
MET

FIELD.
MUSEUM



Philadelphia
Museum of
Art



mfa
BOSTON



EWYW
Eli Whitney Museum & Workshop

FAMM
FITCHBURG
ART MUSEUM

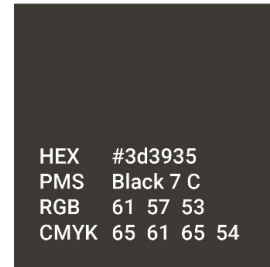
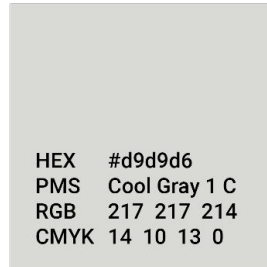
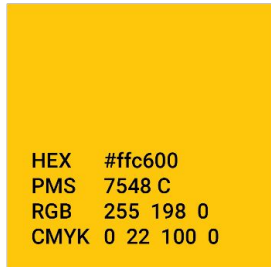
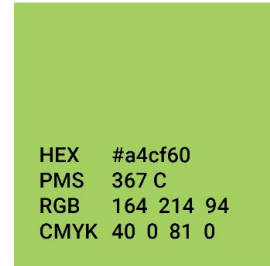
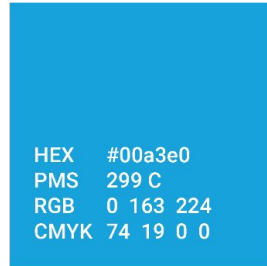
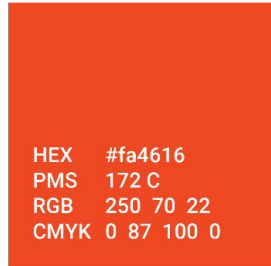


FAMM | FITCHBURG
ART MUSEUM
FAMM | MUSEO DE ARTE
DE FITCHBURG



MARKETING

Branding - Refreshed Palette - 1



Logo Concepts

Logo - Concept A

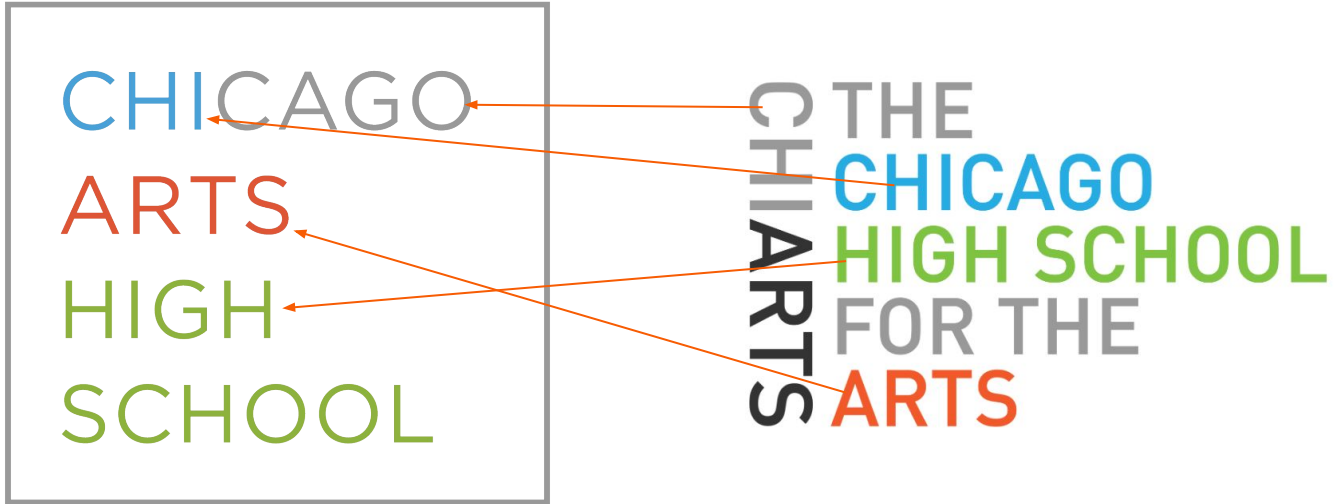


1



2

Logo - Concept A



Logo - Concept B

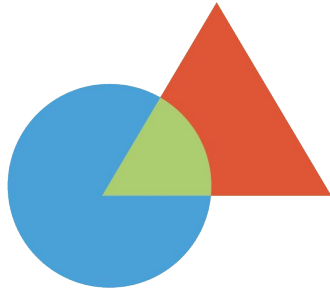


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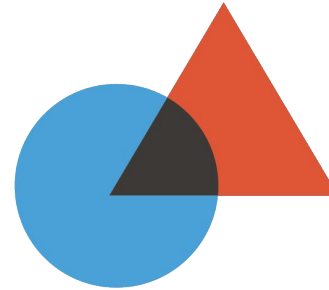
2

Logo - Concept C



CHICAGO ARTS
HIGH SCHOOL

1



CHICAGO ARTS
HIGH SCHOOL

2

Schedule Design Process

ChiArts Transition & Incubation

- **Schedule Design Priority Survey**
 - 239 responses from students, parents/guardians, and staff
- **Deep Analysis of Policy Parameters**
 - Outlined at our last community meeting: ISBE policy, CPS policy, collective bargaining agreements, budget
 - Advisory & Design Leadership Council (ADLC) Schedule Model Design Subcommittee
- **Path Forward**
 - Continued engagement with ADLC, CPS leadership, and Network 15 leadership
 - Staffing & scheduling key decision points in the next few weeks



Junior Jam Art Exhibition
4/3/26

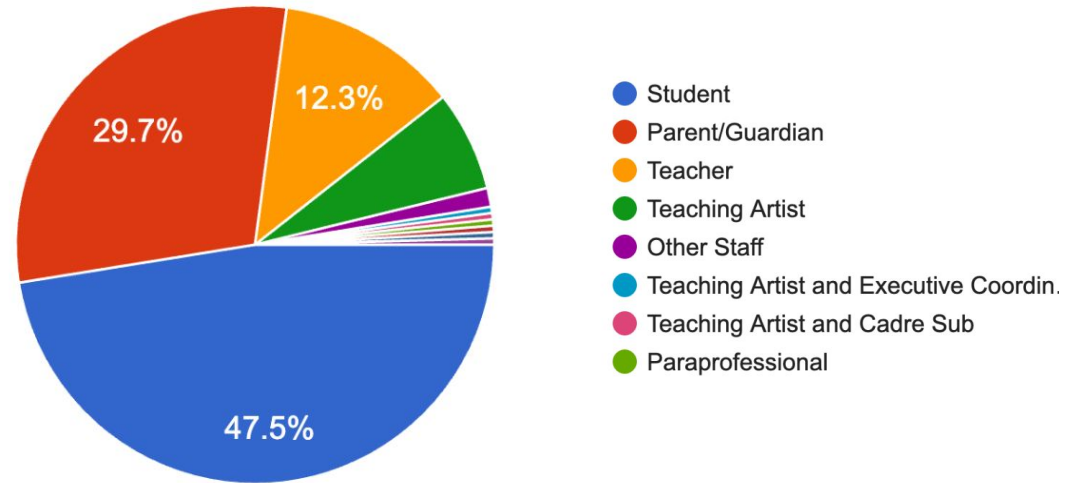
Schedule Design Priority Survey Results

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Themes:

- Protect the conservatory
- Preserve the longer day
- Arts courses need long blocks
- Don't reduce arts courses
- Differences in opinion surfaced too

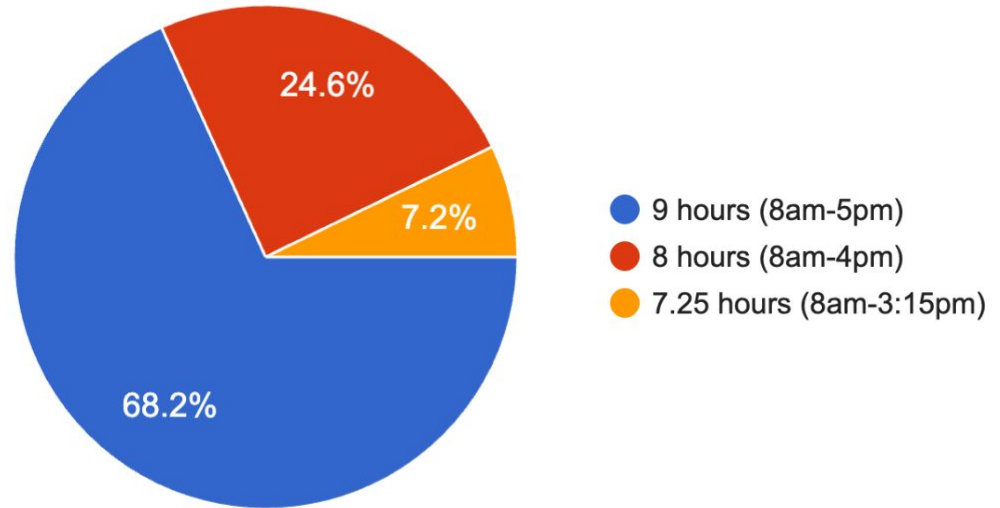
239 Responses



Schedule Design Priority Survey Results

ChiArts Transition & Incubation

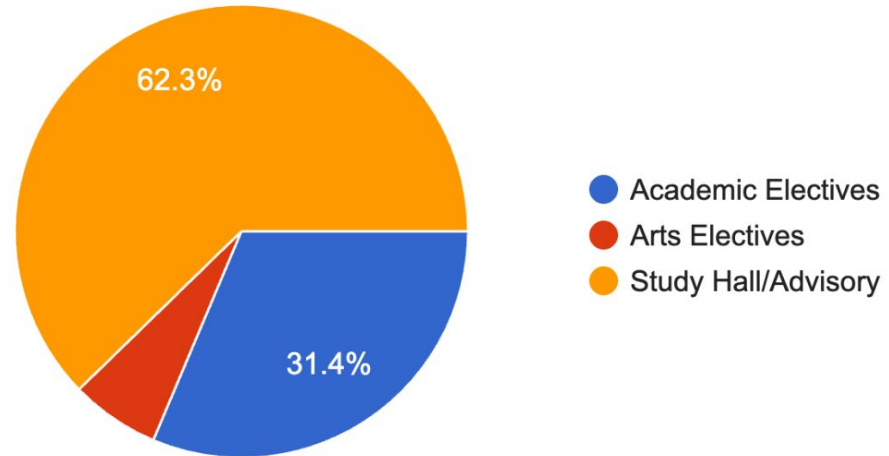
**What length of school day
do you believe is ideal for
ChiArts students?**



Schedule Design Priority Survey Results

ChiArts Transition & Incubation

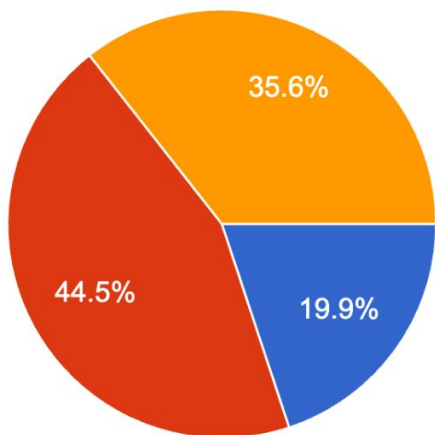
If we are forced to shorten the length of the regular school day due to policy or funding constraints, which portion of the school day should be reduced?



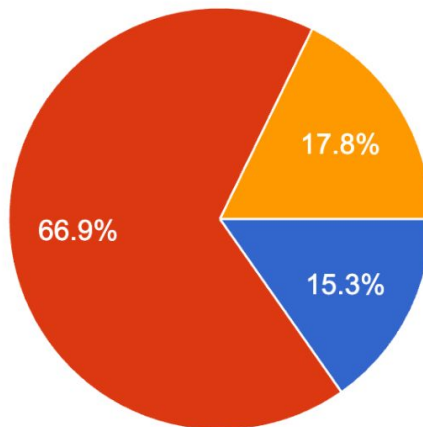
Schedule Design Priority Survey Results

ChiArts Transition & Incubation

For academic courses,
what do you prefer?



For arts courses,
what do you prefer?



- A shorter block that meets every day (e.g., 50 minutes daily)
- A longer block that meets every other day (e.g., 100 minutes every other day)
- No preference - either works for me

Public Arts High School Landscape Analysis

ChiArts Transition & Incubation

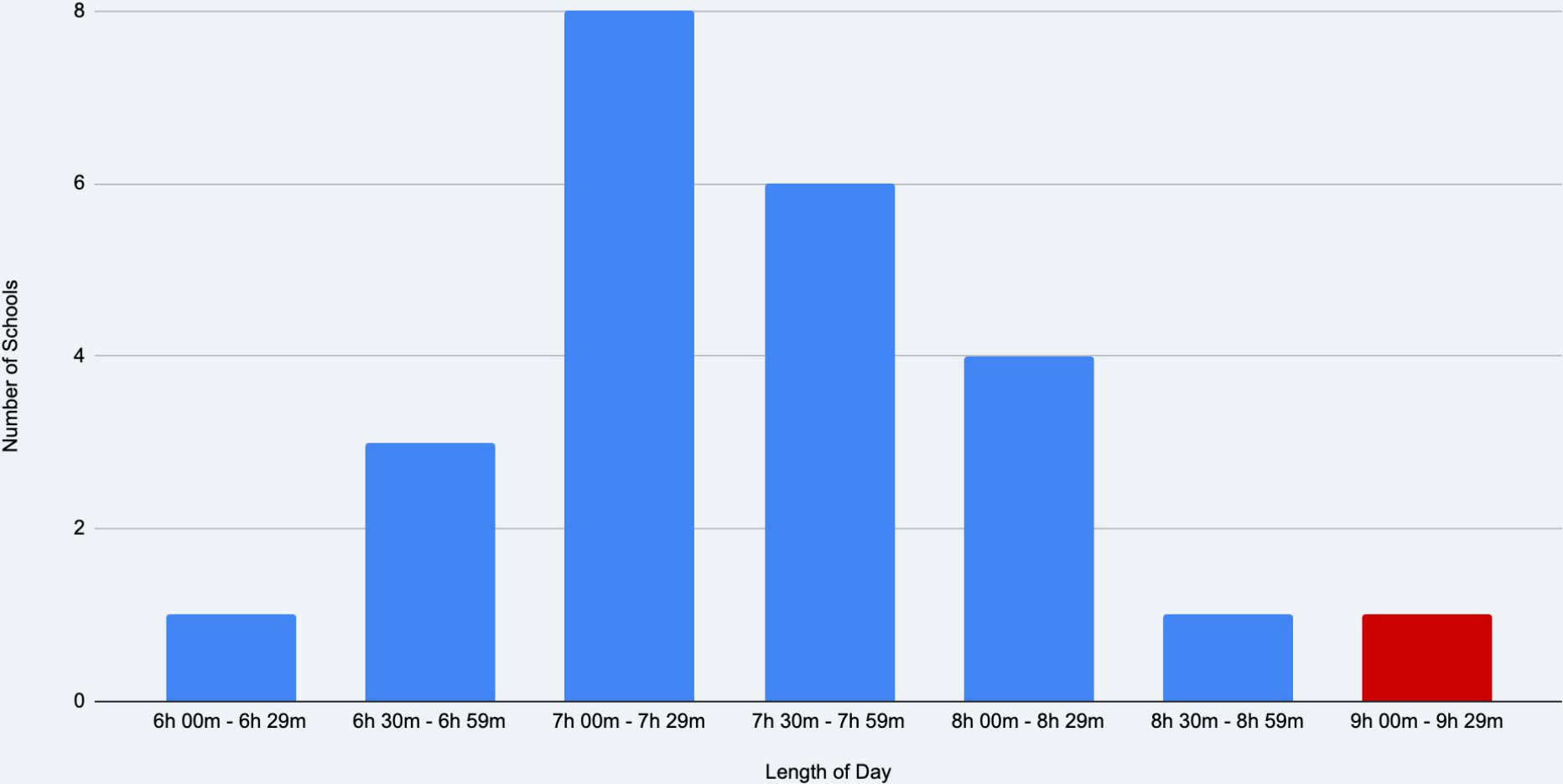
Length of Day

Landscape Analysis

- Used Google Gemini to identify the “top public arts high schools”
- Visited school websites to find bell schedules

Estimated Rank (by Gemini)	School Name	Location	Standard Start	Standard End	Day Duration
1	Fiorello H. LaGuardia High School	New York, NY	8:05 AM	3:35 PM	7:30
2	Los Angeles County High School for the Arts (LACHSA)	Los Angeles, CA	8:30 AM	4:00 PM	7:30
3	Orange County School of the Arts (OCSA)	Santa Ana, CA	8:30 AM	4:45 PM	8:15
4	Kinder HSPVA	Houston, TX	7:50 AM	3:30 PM	7:40
5	Booker T. Washington HSPVA	Dallas, TX	9:10 AM	4:30 PM	7:20
6	Baltimore School for the Arts (BSA)	Baltimore, MD	8:00 AM	3:51 PM	7:51
7	Alexander W. Dreyfoos School of the Arts	West Palm Beach, FL	8:30 AM	3:40 PM	7:10
8	New World School of the Arts (NWSA)	Miami, FL	7:30 AM	3:45 PM	8:15
9	The Chicago High School for the Arts (ChiArts)	Chicago, IL	8:00 AM	5:00 PM	9:00
10	Duke Ellington School of the Arts	Washington, D.C.	8:30 AM	4:55 PM	8:25
11	Design and Architecture Senior High (DASH)	Miami, FL	7:10 AM	2:10 PM	7:00
12	Ruth Asawa San Francisco School of the Arts (SOTA)	San Francisco, CA	8:40 AM	3:35 PM	6:55
13	Douglas Anderson School of the Arts	Jacksonville, FL	8:25 AM	3:25 PM	7:00
14	School for Creative and Performing Arts (SCPA)	Cincinnati, OH	unable to locate		
15	Denver School of the Arts (DSA)	Denver, CO	8:20 AM	3:50 PM	7:30
16	Las Vegas Academy of the Arts (LVA)	Las Vegas, NV	7:00 AM	2:00 PM	7:00
17	California School of the Arts (CSArts-SGV)	Duarte, CA	8:30 AM	4:45 PM	8:15
18	Philadelphia HSPVA (CAPA)	Philadelphia, PA	8:00 AM	3:04 PM	7:04
19	San Diego SCPA	San Diego, CA	8:32 AM	3:25 PM	6:53
20	Alabama School of Fine Arts (ASFA)	Birmingham, AL	8:00 AM	4:40 PM	8:40
21	New Orleans Center for Creative Arts (NOCCA)	New Orleans, LA	n/a - half day program		
22	Cab Calloway School of the Arts	Wilmington, DE	7:25 AM	2:10 PM	6:45
23	New Mexico School for the Arts (NMSA)	Santa Fe, NM	9:10 AM	4:55 PM	7:45
24	Perpich Center for Arts Education	Golden Valley, MN	8:00 AM	3:30 PM	7:30
25	Toledo School for the Arts (TSA)	Toledo, OH	8:00 AM	3:02 PM	7:02
26	Miami Arts Charter School	Miami, FL	8:00 AM	2:25 PM	6:25

Distribution of School Day Length Among Top Arts High Schools in the U.S.



Current Bell Schedule Limitations

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Current Schedule Limitations

- Not providing 60 hours of instruction per semester
 - 62.5 minutes less instruction per course each week compared to a standard schedule
- 550 students with one 40-min lunch period
- 75 mins of study hall/advisory is excessive and not high-impact time
- Of 179 Arts Conservatory course sections, 101 have 15 or fewer students. 30 have less than 10 students. Financially challenging.

BLOCK	TIME	MINUTES
Block1/Block 4	8:00am -- 9:15am	75
<i>Transition Time</i>	<i>9:15am -- 9:20am</i>	<i>5</i>
Block 2/Block 5	9:20am -- 10:35am	75
<i>Transition Time</i>	<i>10:35am -- 10:40am</i>	<i>5</i>
Study Hall/Advisory	10:40am -- 11:55am	75
<i>Transition Time</i>	<i>11:55am -- 12:00pm</i>	<i>5</i>
Block 3/Block 6	12:00pm -- 1:15pm	75
<i>Lunch</i>	<i>1:15pm -- 1:55pm</i>	<i>40</i>
<i>Transition Time</i>	<i>1:55pm -- 2:00pm</i>	<i>5</i>
<i>Arts Instruction</i>	<i>2:00pm -- 5:00pm</i>	<i>180</i>

Ensuring Stability & Policy/CBA Compliance

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- **Creatively Use the CPS-CTU Contract Model HS Schedule**
 - Teachers split between 2 shifts to enable a 9-period day
 - Removes the risks of relying on waivers
 - Block together arts periods for extended conservatory time
- **Preserve Programming by Balancing Certified & Non-Certified Arts Instructors**
 - Full-time certified arts teachers
 - Part-time teaching artists
 - Dual credit and dual enrollment instructors (details TBD)
- **Strengthening Financial Sustainability**
 - More sustainable class sizes
 - Slightly shorter day

Proposed Student & Teacher Schedules

ChiArts Transition & Incubation

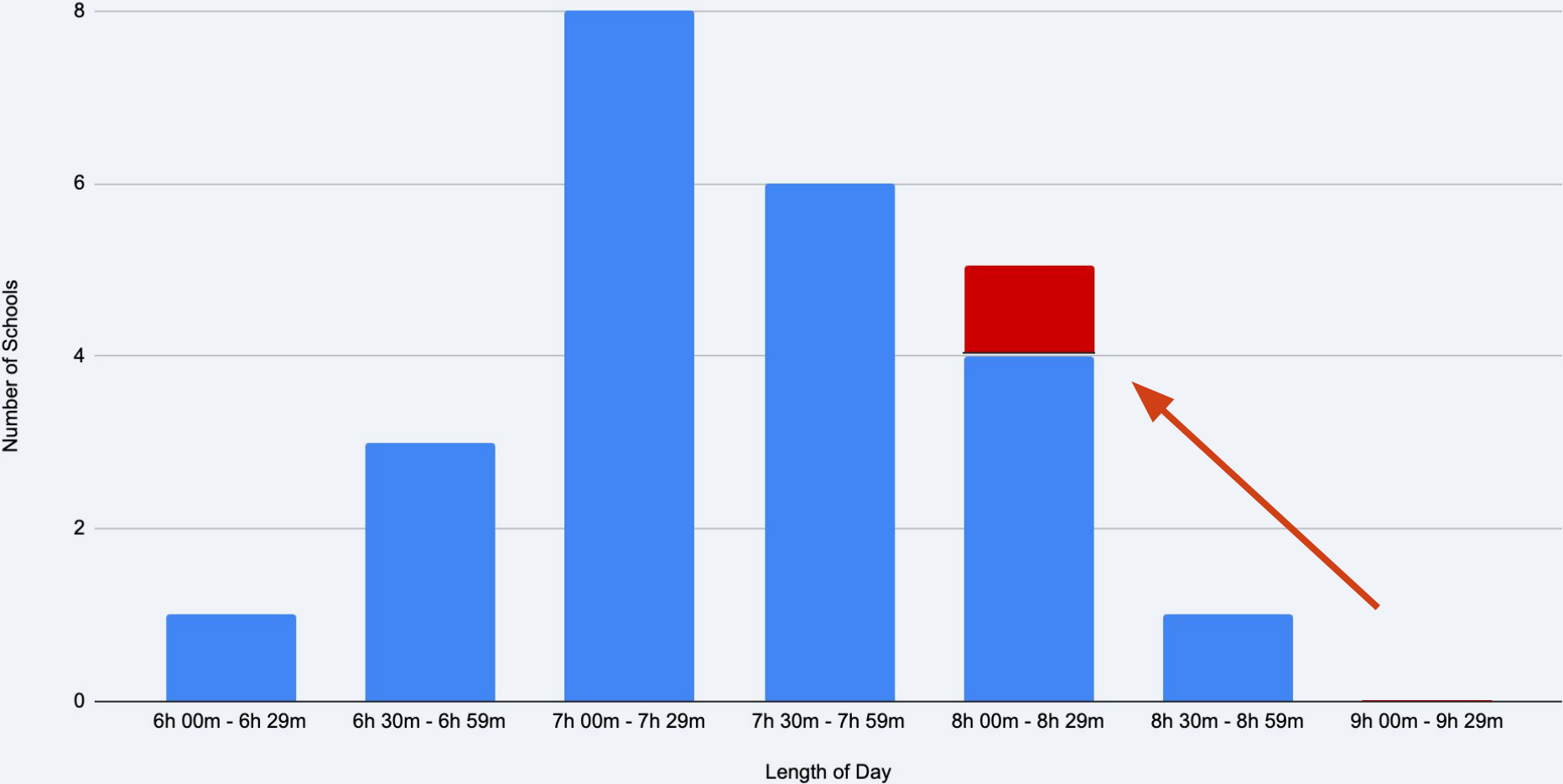
*Lunch occurs periods 3-6

Arts courses are taught by a mix of **certified arts teachers** (credit bearing), **non-certified teaching artists** (non-credit bearing), and **college faculty** (dual enrollment credit)

Most arts courses are offered periods 7-9. These courses can be blocked together with the same students and teacher for multiple periods in a row. **Some** arts courses would run earlier in the schedule, too.

Per.	Time	Sample Student A	Sample Student B	Shift A (P1-8) Sample Non-Arts Teacher	Shift B (P2-9) Sample Arts Teacher
1	8:10-9:00	Academics	Academics	Teach	Off shift
2	9:05-9:55	Academics	Music	Teach	Teach
3*	10:00-10:50	Academics	Music	Teach	Teach
4*	10:55-11:45	Academics	Lunch	Prep (cross-department collaboration)	Prep (cross-department collaboration)
5*	11:50-12:40	Lunch	Academics	Lunch	Prep (department meeting)
6*	12:45-1:35	Academics	Academics	Teach	Lunch
7	1:40-2:30	Dance	Academics	Prep (department meeting)	Teach
8	2:35-3:25	Dance	Academics	Teach	Teach
9	3:30-4:20	Dance	Music	Off shift	Teach
	4:30-	After-school programming (e.g., musical rehearsal, open studio)			

Distribution of School Day Length Among Top Arts High Schools in the U.S.



Pre-Professional Conservatory Training

ChiArts Transition & Incubation

Key Features of an Arts Conservatory

- **Purpose:** pre-professional training in an art form – students as apprentice artists, not hobbyists
- **Admission:** audition-based, grounded in artistic potential
- **Time:** intensive, extended blocks in the discipline
- **Depth:** students major in one form and build mastery, rather than sampling
- **Pedagogy:** studio and master-class – apprenticeship, critique, live performance
- **Faculty:** excellent teachers with active professional practice
- **Assessment:** juries, recitals, productions, exhibitions – performance *is* the curriculum
- **Progression:** sequential, leveled technique across all four years

Arts Intensive Pathway

14 Conservatory Credits

Maximizes pre-professional arts training while meeting all academic requirements

SUBJECT AREA	9TH	10TH	11TH	12TH	TOTAL	REQ'D	MET
English	1	1	1	1	4	4	✓
Mathematics	1	1	1		3	3	✓
Science	1	1	1		3	3	✓
Social Science (w/ Civics)	1	1	1		3	3	✓
PE / Health / Driver Ed	1	1			2	2	✓
Computer Science				1	1	1	✓
World Language			1	1	2	2	✓
Arts Credit Bearing (Certified Teachers)	2	2	1	1	6	2+1+3	✓
Arts Non-Credit (Teaching Artists)	1	1	2	4*	8		
TOTAL	8	8	8	8	24	24	✓

HOW REQUIREMENTS MAP

Fine Arts (2 req'd):

2 from Conservatory ✓

Career Ed (1 req'd):

1 from Conservatory ✓

Electives (3 req'd):

3 from Conservatory ✓

Arts courses begin with mostly certified arts teachers and **fade** to more teaching artists.

*This also opens opportunities for off campus dual enrollment, internships, etc.

Average of 175 minutes of arts/day

Balanced Pathway

12 Conservatory Classes + 2 Academic Electives

Strong arts training balanced with advanced academic courses

SUBJECT AREA	9TH	10TH	11TH	12TH	TOTAL	REQ'D	MET
English	1	1	1	1	4	4	✓
Mathematics	1	1	1	1	4	3	✓
Science	1	1	1	1	3	3	✓
Social Science (w/ Civics)	1	1	1		3	3	✓
PE / Health / Driver Ed	1	1			2	2	✓
Computer Science				1	1	1	✓
World Language			1	1	2	2	✓
Arts Credit Bearing (Certified Teachers)	2	2	1	1	6	2+1+3	✓
Arts Non-Credit (Teaching Artists)	1	1	2	2			
TOTAL	8	8	8	8	26	24	✓

Average of 150 minutes of arts/day

HOW REQUIREMENTS MAP

Fine Arts (2 req'd):

2 from Conservatory ✓

Career Ed (1 req'd):

1 from Conservatory ✓

Electives (3 req'd):

3 from Conservatory ✓

Acad. Elective:

2 extra credits beyond requirements

Arts courses begin with mostly certified arts teachers and **fade** to more teaching artists.

Academic Intensive Pathway

10 Conservatory Classes + 4 Academic Electives

College-prep focus with conservatory foundation

SUBJECT AREA	9TH	10TH	11TH	12TH	TOTAL	REQ'D	MET
English	1	1	1	1	4	4	✓
Mathematics	1	1	1	1	4	3	✓
Science	1	1	1	1	4	3	✓
Social Science (w/ Civics)	1	1	1	1	4	3	✓
PE / Health / Driver Ed	1		1		2	2	✓
Computer Science				1	1	1	✓
World Language		1	1	1	3	2	✓
Arts Credit Bearing (Certified Teachers)	2	2	1	1	6	2+1+3	✓
Arts Non-Credit (Teaching Artists)	1	1	1	1			
TOTAL	8	8	8	8	28	24	✓

Average of 125 mins of arts/day

HOW REQUIREMENTS MAP

Fine Arts (2 req'd):
2 from Conservatory ✓

Career Ed (1 req'd):
1 from Conservatory ✓

Electives (3 req'd):
3 from Conservatory ✓

Acad. Electives:
4 extra credits beyond requirements

Arts courses begin with mostly certified arts teachers and **fade** to more teaching artists.

Staffing & Funding Updates

ChiArts Transition & Incubation

Hiring

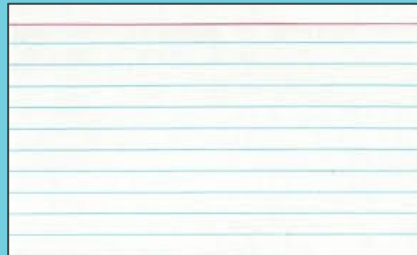
- 53 current staff applied for certified teacher roles. 1st round interviews complete. Class visits this week and next. Goal: early offers extended by 5/1.
- Over 2500 applications submitted on the CPS careers website.

Funding

- CPS school budgets anticipated mid-may. Discretionary and non-certified roles likely to be posted soon after.
- Optimistic about the potential for meaningful CPS funding for our arts programming.
- Carefully coordinating philanthropic strategy and relationships.

Q&A

ADLC Members, Please Collect Index Cards



Meeting Norms Reminder

ChiArts Transition & Incubation

- **Center ChiArts' Students and Mission**
- **Challenge Ideas, Be Kind to People**
- **Be Honest and Transparent**
- **Ensure Equity of Voice**
- **Be Solutions Oriented**
- **Submit Questions via Notecard or Zoom Q&A**



Please capture your questions on a notecard throughout the meeting

Thank You For Coming!

We hope to see you on May 20th for the next
ChiArts Community Incubation Meeting

Please chat with an ADLC member or Dr. Fuess on your
way out. Let us know what you're thinking!