Abstract
As a public equipment, the school building substantiates its importance due to its impact on the urban consolidation and its community. The school space carries a social responsibility that not only affects its users (students, professors, technicians, assistants), but also contributes to the context and its population. After 2007, the strategy implemented by Parque Escolar has particularly strengthened the school’s role in society, due to the new participative model which amplifies the interactions between school communities and populations. In this sense, this work aims to determine the effects generated by the recent reaffirmation of school building in the social and urban contexts.

Methodology
The important information for the present work, on which the analysis is based, is constituted by several documents that detail the transformation process of the buildings. Project materials are particularly relevant in this scope. The confrontation and comparison between the initial state of the buildings, before being intervened, and their final state, creates the background of the analysis, which is mainly supported and informed by the drawings that include the surveys of the existing buildings and the design proposals for their transformation.

The contact with each of the modernized schools was also a process that allowed the reading of the project objectives and also the formal and imaginary relationship established with the values of the processes. In this sense, the work started with the collection, analysis and systematization of the information drawn and written from each of the schools, which were developed complementarily with the visits made to each of them.

At the same time, the elements related to the construction of the modernization strategy were analysed, from its origin to its implementation, comprising the various actors, objectives and methodologies that have been developed.

The Parque Escolar program was studied, as well as the influences of foreign programs that focus on the same theme, and also the most recent trends in the evolution of educational thinking which are related to spatial design.

Introduction
Refocusing schools in their urban and social context positively influences the revaluation of knowledge, territory and society. The articulation of each school with community members allowed a new participatory mode, defined by the involvement of society in the moment of redefining school. Therefore, it is important to understand how (and which) strategies made it possible to restore the school’s primary role.

Results
In addition to the sports areas, the multifunctional spaces and, most importantly, the symbolic space of knowledge — the library — are a major factor in the relationship with the outside community.

This emphasis was also extended to spaces dedicated to science, art, technology, laboratory research and workshops. It works as a strategy that stimulates both spaces and activities in the interest of the general population.

Furthermore, this attitude pursues the recognition of school by the community, seeking the reassertion among its social context and the redefinition of its role in the urban environment.

Acknowledgments
The management performance is fostered when the pedagogic autonomy of the school building is prompted, and at the same time, school communities are more involved in the school’s didactic commitment.

These factors are extremely important to assure the efficiency of the educational project: by adapting to the socioeconomic reality of their context, it allows each of them to acquire a decisive role in the construction of the functional program.