

# **School Facilities and Transportation**



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**Presented By:**



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# School Facilities Planning and Transportation

## AGENDA:

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- Background and Overview
- Coordination Opportunities
- Quality Growth Tool Kit
- Case Studies
- Questions & Answers

# WHY SO MUCH INTEREST IN SCHOOLS:

- Affects our children
- Large budget item / tax expense
- Affects property values, where people live, and quality / character of neighborhoods
- School overcrowding



# CONVERGENCE OF INTERESTS:

- Public Health
- Smart Growth
- Historic Preservation
- Community Development
- Transportation / Mobility

# CURRENT LITERATURE

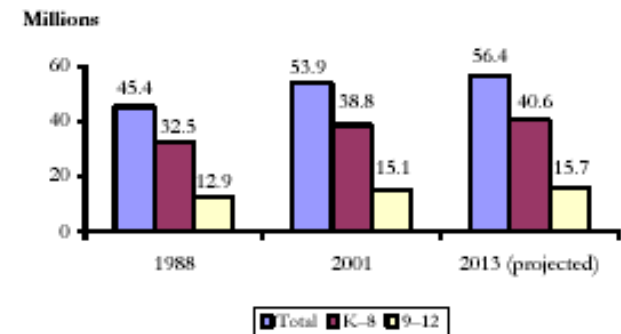
- Using Public Schools as Community Development Tools – Joint Center for Housing Studies of Harvard
- Why Johnny Can't Walk to School – National Trust for Historic Preservation
- Schools as Centers of Community – US Department of Education
- New Schools for Older Neighborhoods – Local Government Commission
- Billions for New Schools: How Well Spent? – article by Neal Pierce
- Travel and Environmental Implications of School Siting – US Environmental Protection Agency
- A Toolkit for Tomorrow's Schools – article in *Planning* by Steve Donnelly
- Good Schools – Good Neighborhoods – Center for Urban and Regional Studies at UNC-Chapel Hill



# CURRENT ISSUES:

- 53.9 million students nationwide in K-12 schools in 2001
- 19% increase from 1988 to 2001; 5% increase from 2001 to 2013 (source: US Department of Education)
- More than \$112 billion needed to repair/renovate existing national schools inventory (source: US General Accounting Office)

Figure A. Elementary and secondary enrollment, total and by grade group: Selected years



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Dept. of Education, NCES: Common Core of Data surveys, various years; Private School Universe Survey, various years; and National Elementary and Secondary School Enrollment Model. (See reference table 1.)

# NATIONAL TRENDS:

- 52.7 million students nationwide
- Pattern of disinvestments over last 30 years, aging buildings
- More than \$112 billion needed to repair/renovate existing national schools inventory (source: US General Accounting Office)

# LOCAL TRENDS:

- “Baby boom echo” – growth in Georgia expected to increase 7% by 2010
- 182 school districts in Georgia
- 1,969 schools in Georgia (K-12), approx. 75 new schools added annually
- Current school reform efforts: Governor’s Program (H.B. 656) – smaller classes, extended school days, greater focus on reading and math, more remedial programs, and nearly a billion dollars for new school construction
- Large scale construction programs - SPLOST

# STATISTICS:

- In 2000, less than 16% of students walked or biked to school
- In 1969, 48% of students walked or biked to school
- Since WWII, the number of schools have decreased by 70%
- Since WWII, the average school size grew from 127 to 653 students

Source: Travel and Environmental Implications of School Siting, US EPA

# FACTORS DRIVING SITING & SIZE TRENDS:

- Suburbanization – we're spread out more
- Economics – economies of scale, land cheaper on the fringe
- State Policies – minimum acreage requirements

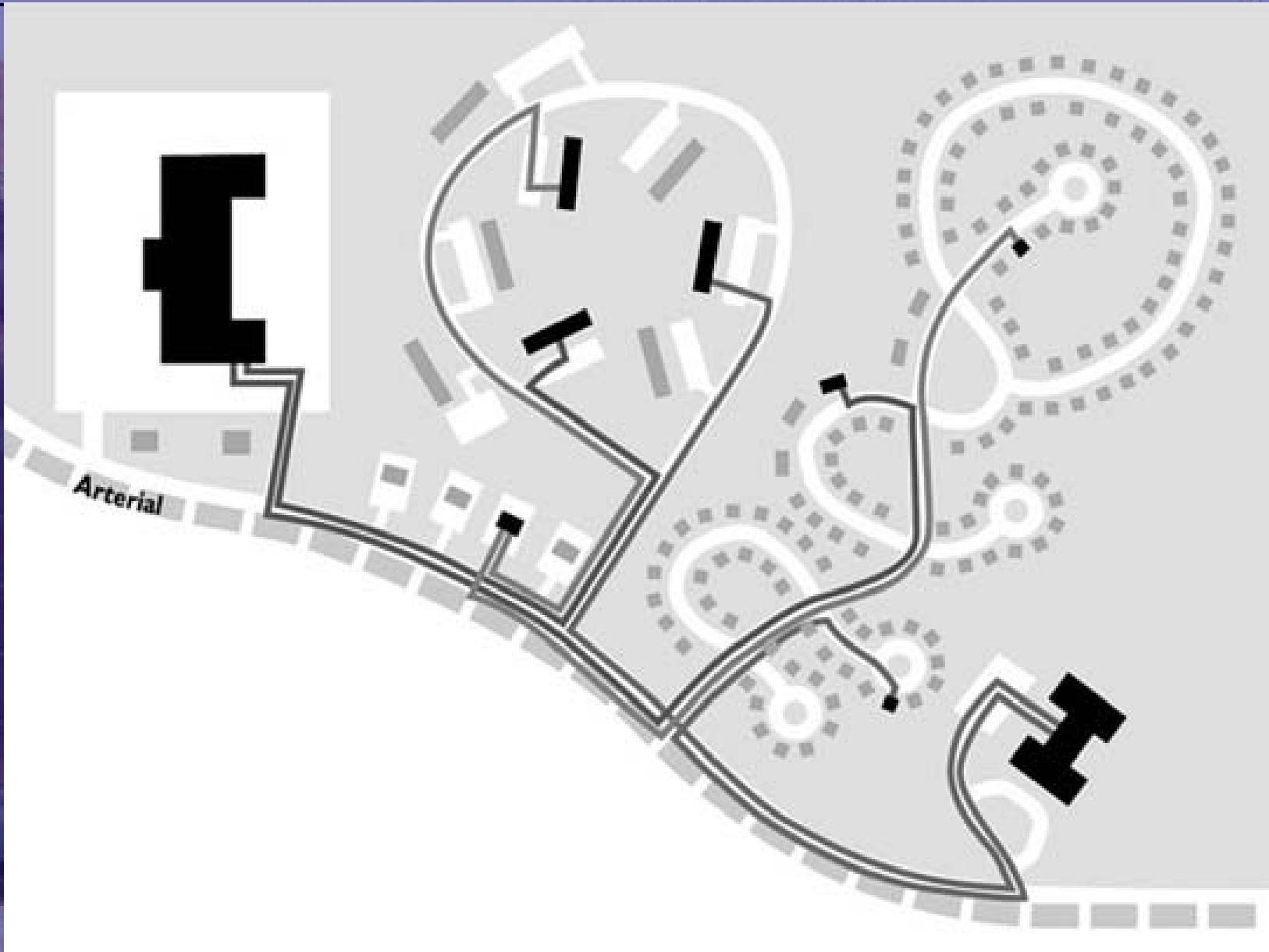




Photo: Frederick County, Md. Public Schools







Department of  
Community Affairs (DCA)



Regional Development  
Centers (RDC)



Local Governments



Local Plans

Georgia Dept. of  
Education (GDOE)



Regional Education  
Service Agencies (RESA)



School Boards



School Plans



# LOCAL COMPREHENSIVE PLANNING:

All local governments in Georgia will update their comprehensive plans by 2008:

- Clayton 10/31/2004
- Cherokee 10/31/2007
- Cobb 6/30/2006
- DeKalb 10/31/2005
- Douglas 10/31/2004
- Fayette 2/28/2007
- Fulton 10/31/2005
- Gwinnett 2/29/2008
- Henry 10/31/2008
- Rockdale 10/31/2008



# LOCAL COMPREHENSIVE PLANNING:

- Comprehensive Plans provide the blueprint for growth and development in a community
- 8 required elements:
  - Community Facilities and Services
  - Economic Development
  - Housing
  - Intergovernmental Coordination
  - Land use
  - Natural and Historic Resources
  - Population and Employment
  - Transportation



# COMPREHENSIVE PLANNING ELEMENTS RELEVANT TO SCHOOLS:

## Community Facilities:

- inventory facilities and equipment available for preschool, elementary, secondary, post secondary, adult education, and vocational training
- an assessment must be made to determine whether existing facilities and current levels of services are adequate to meet the current needs and future needs of the community

# COMPREHENSIVE PLANNING ELEMENTS RELEVANT TO SCHOOLS:

## Land Use:

- inventory existing land use patterns and trends; guide/direct future patterns of growth; develop goals, policies and strategies for future land use
- (D) Public/Institutional. This category includes certain state, federal or local government uses, and institutional land uses. Government uses include city halls and government building complexes, police and fire stations, libraries, prisons, post offices, schools, military installations, etc.

# COMPREHENSIVE PLANNING ELEMENTS RELEVANT TO SCHOOLS:

## Intergovernmental Coordination:

- inventory existing coordination mechanisms relating to the following entities and state programs and activities: (B) School boards;
- address the nature of the entity's relationship to the local government comprehensive plan; existing coordination mechanisms; and the party(ies) within the local government with primary responsibility for coordination
- assessment to determine whether existing coordination mechanisms are adequate to serve the community's current and future needs, and, if not, what might be done to improve the situation during the planning period



# From “Linking School Siting” Tool (prepared by Urban Collage, Inc. and ARC)

- Communication
- Share Data
- Agree on School Location Goals
- Agree on School Design and Use Goals
- Formalize the Agreements

# LAND USE COORDINATION GOALS:

- Ensure cooperation and consistency in plans
- Encourage shared use of resources and data
- More efficient use of infrastructure
- Reduce consumption of land
- Encourage schools as community centers
- Strengthen neighborhoods
- Improve air quality and congestion
- Raise profile of public education
- Use schools to reinforce development and redevelopment goals



# SCHOOL LOCATION GOALS:

- Schools should be **located to minimize average home-to-school travel** distances based on both current and projected student enrollments.
- **Elementary** school sites should be **located on local streets** or on residential collector streets entirely within residential neighborhoods
- **Middle** schools should be located on **residential collectors** or on arterial roads within or as close as is practical to existing or planned residential neighborhoods.
- **High schools** should be located on **roadways with adequate capacity** to carry student and parent traffic and suitable for high volume traffic during evening and special events.

(Orange County, Florida: Ord. No. 96-31, § 2, 10-8-96)



# SCHOOL DESIGN GOALS:

- Locate schools within the urban or community fabric.
- Make use of existing infrastructure
- Design buildings that relate to the existing neighborhood fabric: as close to the street as adjacent buildings for friendliness/urban context.
- Use two or three-story where possible to promote density and compact development
- Develop facades/aesthetics that relate to its surroundings yet still say “school”
- Share/make use of other joint amenities

(Public Schools of North Carolina, 2000)



# FORMALIZE THE AGREEMENTS:

- School Siting Ordinance
- Interlocal Agreement
- Joint Use Agreements
- Consider Impact of New Development
- Consider Impact of New Schools
- Comprehensive Plan
- Joint School Board and County Worksessions



# FLORIDA CASE STUDY:

## 2002 Statutory Provisions

- School board representation on local planning agency (non-voting)
- School board representation on regional planning council (voting)
- Optional Public Educational Facilities Element
- Mandatory interlocal agreement

# FLORIDA CASE STUDY:

## Agreements Must Address

- Student enrollment and population projections
- Information-sharing on growth and planned school facilities
- School site selection
- School facility infrastructure
- Availability of school capacity for growth
- Co-location and joint use of school and civic facilities
- Resolution of disputes



# OTHER CASE STUDIES:

- Gwinnett County – Board of Education/Board of Commissions Coordination Committee and joint use agreements
- Atlanta – schools as cornerstone of new development at Centennial Place and East Lake Village
- Maine – Local school boards required to consult with State Planning Office; “ABCs of Site Selection”
- Maryland – State Public School Construction Program encourages schools to be location in locally identified growth areas; renovations to facilities in neighborhoods are encouraged
- New Jersey – Educations Facilities Construction and Financing Act requires 5 year facility plans and encourages the integration of school with community development efforts

# CASE STUDIES:

*BuildSmart Facilities Master Plan*  
Atlanta Public Schools (APS)



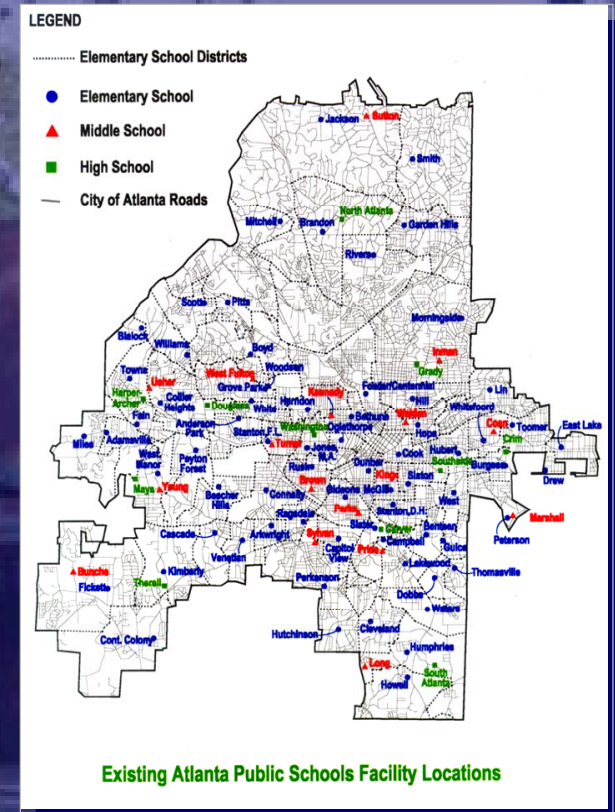
*Dougherty County School System Facilities Master Plan*  
Dougherty School System (DCSS)



# ATLANTA BUILDSMART CASE STUDY:

## Context:

- Instructional reform efforts
- Small schools on small sites
- Dramatic demographic change
- Long history of incremental decision making
- No comprehensive student database
- Large financial commitment to SPLOST
- Diverse constituency



# ATLANTA BUILDSMART CASE STUDY:

## THE PROCESS:

Community Participation



- Planning Assumptions
- Physical Assessments
- Demographic Projections
- Alternatives
- School Recommendations
- Property Analysis
- Implementation Plan



# ATLANTA BUILDSMART CASE STUDY:

## ***THE RESULTS:***

- Internal & external collaboration
- 2 additional non-traditional schools
- 8 fewer instructional facilities
- 13 new schools, 76 renovation/reconstructions
- \$100 million in capital savings
- Athletics Plan
- Early Childhood Centers
- 6 fewer administration buildings
- Central Office Building Feasibility Study
- Property Management Plan

# ATLANTA BUILDSMART CASE STUDY:

## THE RESULTS:

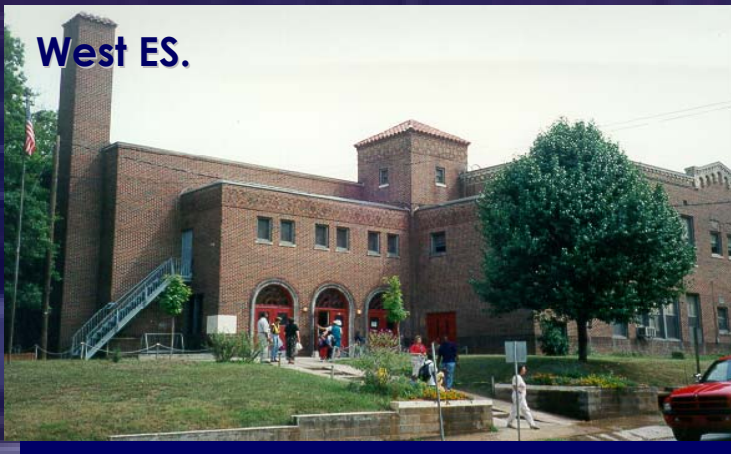
Parkside ES.



Crogman School Apartments



West ES.



Center for Leadership & Learning



# DOUGHERTY COUNTY SCHOOL SYSTEM CASE STUDY:

## Context:

- Smaller district
- Declining student population
- State mandated class size reductions
- Complete change in district administration
- Flood Recovery Program
- 30 Years of deferred maintenance
- Perceived inequities across district
- Attendance Zones based on Desegregation Court Order

# DOUGHERTY COUNTY SCHOOL SYSTEM CASE STUDY:

Community Participation

## THE PROCESS:

- Process Methodology
- System Profile & Physical Assessments
- Recommendations
- Implementation & Phasing Plan



# DOUGHERTY COUNTY SCHOOL SYSTEM CASE STUDY:

## **THE RESULTS:**

- Construct (2) new elementary schools
- Rebuild (1) elementary school on an existing site
- Renovate/ expand (4) elementary schools
- Close (1) elementary school
- Renovate/ expand all (4) high schools
- “Centers of Excellence” at high schools
- Redraw attendance zone boundaries to balance enrollment and institute feeder pattern



# LESSONS LEARNED:

- Planning assumptions are a critical first step
- Rational data objectifies decision-making
- Community involvement is important
- Planning raises the profile of public education and the involvement of affected parents, students and communities
- Planning facilitates partnerships for community use, joint facilities
- School district plans can set the framework that allows site-specific planning and modification
- School facility planning can help shape development patterns
- Plans must be updated and monitored

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