Webinar: EPA Smart School Siting Tool

A new tool to help communities site schools that promote healthy learning and community well-being

North Central Texas Council of Governments
July 26, 2016
Agenda

1) Introduction to School Siting in Texas
2) EPA Smart School Siting Tool
3) Questions & Answers

Today's Presenters

Kathryn Rush, Transportation Planner, North Central Texas Council of Governments
Regina Langton, Senior Policy Analyst, U.S. EPA Office of Sustainable Communities
Kate Marshall, Director, Land and Sustainability Programs, CSRA
Bill Michaud, Senior Technical Advisor, CSRA
Participating in Today’s Webinar

- **Please** mute your phone during the presentations
- **Questions and answers:**
  - Please hold your questions until after the presentations
  - Submit your question using the “Chat” feature

![Chat icon]

Send to: Everyone

What is the URL for the Smart School Siting Tool?
What is School Siting?

The process by which a decision is made on where to locate schools, either by:

1. Building a new school
2. Renovating an existing school
3. Closing/consolidating existing schools

...and the layout of the school site.
Texas is adding more students and building more schools than any other state in the nation.

Number of Students Added Per State, 1994-2013:
- U.S. Average: 124,141
- California: 881,640
- Texas: 1,288,049

Source: Filardo, M. 2016 State of Our Schools Report
Schools Have Long-Lasting Impacts on Communities

Student Achievement

“One of the keys to improving education is a sense of community where teacher, student and parent all feel a sense of ownership in their school.”

– South Carolina Governor Mark Sanford, 2003 State of the State Address

Source: Georgia Conservancy
Schools Have Long-Lasting Impacts on Communities

Transportation

School location affects how students and staff get to school.

Researchers from the EPA found a 30% increase in number of cars on the road between 7:15 and 8:15 am. during the school year.
Travel times/delay

Safety of pedestrians and cyclists

Traffic congestion

Air pollution

Student access to extracurricular activities
Schools Have Long-Lasting Impacts on Communities

Economic Development and Growth

Source: Georgia Conservancy
Lack of State-level Guidance

• No state-level guidance or regulation on how or where to locate schools

• School districts are encouraged but not required to develop long-range facility plans

• Lack of clear direction or discussion of the benefits for an ISD and municipality to have buy-in on locating practices and preferences
Large Budget Item / Limited Funding

- School facilities are second largest sector of public infrastructure spending, after highways.
- ISDs rely on voter-approved general obligation bonds to access capital funding.
  - To pass bonds, an ISD must balance its needs with what it believes the community will support.
  - Citizen concerns about large bonds and increasing debt are making it harder to pass bond elections.
- Flood of bond programs and competition from private sector driving up construction costs in North Texas.
- Educational changes also drive spending: expanded Pre-K, technology, career and technical education (CTE), magnet schools, etc.

Note: 1994 and 2004 adjusted to 2014 dollars to account for inflation.
Interagency Coordination

Obstacles:
- Autonomy
- Different geographic boundaries
- Tradition – often no history of working together
- Lack of state policy framework to collaborate
- Trust
- Time, cost
- Lack of understanding
- Lack of leadership
Opportunities/Benefits of Interagency Coordination

- Fewer costly delays in the renovation or construction of school facilities
- Siting decisions that advance educational and community goals
- Closer ties between development and school capacity
- Increased resource efficiency
- Greater community support for school bonds
- Better links between schools and adjacent neighborhoods
- Improved student access and safety by coordinating construction of new schools with road and sidewalk improvements
- Better alignment of local comprehensive plans and school facility plans
- May have lower infrastructure costs with infill school sites versus locations on the edges of communities with larger tracts of greenfield land
EPA Smart School Siting Tool
A new tool to help communities site schools that promote healthy learning and community well-being

Tool Overview
Assessment & Planning Workbook
Webinar: July 26, 2016
School Siting Guidelines

- Meaningful community involvement
- Health, safety and environmental evaluation
- Opportunities to promote environmental justice
- Renovation, upgrade, adaptation and expansion
- Possible sites in overburdened communities
- Multi-modal, active transportation options
- Schools as community hubs
- Comprehensive assessment of costs

www.epa.gov/schools/school-siting-guidelines
The tool is designed to...

- Encourage collaboration and coordination in school siting
- Use data to enhance community decision-making transparency
- Provide structure to get started and keep going
- Support siting decisions that reinforce community goals
- Link community infrastructure and school agency investments

Available at:
http://www.epa.gov/smartgrowth/smart-school-siting-tool
Two Parts

School Siting Timeline

1. **Assessment & Planning Workbook**
   Helps communities prepare for siting decisions by assessing coordination between school siting and other planning processes

2. **Site Comparison Workbook**
   Helps communities compare and evaluate school siting alternatives, including renovation, expansion, and new construction
Smart School Siting Tool
Assessment & Planning
Workbook Overview

Design:
• User-friendly downloadable Excel file
• Three assessment sections with ~200 closed (“select one”) questions, with space for comments
• Summary, priority-setting, and action planning worksheets

Assessment areas:
• Coordination between school and community plans and codes
• Alignment of school siting criteria and community planning priorities
• Coordination between school siting and community planning processes
Design:
- User-friendly downloadable Excel file
- Site summary sheet, 5 worksheets with 25 multiple choice questions, and 2 cost planning worksheets
- High-level and detailed summary reports

Site comparison factors:
- Proximity to students and population centers
- Location in the community
- Beneficial site characteristics
- Connectivity with the neighborhood
- Bike and pedestrian accessibility
- One-time capital and recurring annual costs
1) A Deeper Look at the Assessment & Planning Workbook

2) Enhanced Facility Assessment & Planning: An Example
When school siting and community plans are coordinated, school locations...

- Reinforce community land use and transportation plans
- Tend to be connected to neighborhoods, fostering walking and biking, better air quality, healthy lifestyles...
- Leverage existing water, sewer, and roads
- Create opportunities for shared uses
- Use public funds efficiently

When the site selection process is collaborative...

- Community interests are reflected in the decision
- Decisions have buy-in and local champions
- Financing approach is vetted and approval is less uncertain
Assess Plans and Codes

- Long-range School Facilities Master Plan
- School Capital Improvement Plan
- Comprehensive Plan (or Growth Plan)
- Zoning and Building Codes
- Regional and City Transportation Plans
- Community Capital Improvement Plan

Assess School Siting Criteria

Assess School Site Selection Process
Assess Plans and Codes

- School facilities plans
- Local and regional plans

Baseline Planning and Coordination

- Has a long-range school facilities plan been developed to establish school needs?
- Has a school capital improvement plan been developed to establish projected funding requirements and priorities for school infrastructure?

Enhanced Planning and Coordination

- Was the long-range school facilities plan developed with local government participation and/or feedback?
- Does the school capital improvement plan consider aligning school renovation or expansion with community transportation and transit plans?
- Do regional or local transportation plans directly support development of safe and complete street networks around schools?
## Assess School Siting Criteria

### Baseline Planning and Coordination

- Has the local school agency **established siting criteria** for school facilities?
- If yes, do the criteria consider:
  - Proximity to student body
  - Transportation access
  - Parking requirements?

### Enhanced Planning and Coordination

- Do the siting criteria reflect your **community's overall priorities** as described by your community's comprehensive plan?
- For each candidate site, will you consider attributes that can contribute positively to **efficient development patterns**, such as:
  - Locations that align with **desired growth patterns**?
  - Total **transportation costs**?
  - Opportunities for **shared use**?
Assess School Site Selection Process

Baseline Planning and Coordination

- Has a school siting committee been established?

Enhanced Planning and Coordination

- Does the school siting committee include representatives from:
  - The local school agency, e.g.,...?
  - Local elected officials, e.g.,...?
  - Local government staff, e.g.,...?
  - Other community stakeholders, e.g.,...?
### Section 2: Review Assessment Results

#### Key to Symbols:
- **Green Circle**: All or a majority of actions have been completed
- **Orange Circle**: Some action has been taken, more is needed
- **Red Circle**: Actions have yet to be initiated or more action is needed
- **Unclear**: "Unclear" was answered for more than half of the questions in this area
- **X**: One or more questions in this area have yet to be answered (or have been skipped)
- **NA**: "NA" was answered for all of the questions in this area

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Baseline planning and coordination</th>
<th>Enhanced planning and coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.i</td>
<td>Long-Range School Facilities Plan</td>
<td>![Green Circle](Green Circle)</td>
<td>![Green Circle](Green Circle)</td>
</tr>
<tr>
<td>1.a.ii</td>
<td>School Capital Improvement Plan</td>
<td>![Green Circle](Green Circle)</td>
<td>![Green Circle](Green Circle)</td>
</tr>
<tr>
<td>1.a.iii</td>
<td>Comprehensive Plan/Growth Plan/General Plan</td>
<td>![Orange Circle](Orange Circle)</td>
<td>![Orange Circle](Orange Circle)</td>
</tr>
<tr>
<td>1.a.iv</td>
<td>Zoning and Building Codes</td>
<td>![Orange Circle](Orange Circle)</td>
<td>![Orange Circle](Orange Circle)</td>
</tr>
<tr>
<td>1.a.v</td>
<td>Regional or City Transportation Plans</td>
<td>![Orange Circle](Orange Circle)</td>
<td>![Orange Circle](Orange Circle)</td>
</tr>
<tr>
<td>1.a.vi</td>
<td>Community Capital Improvement Plan</td>
<td>![Orange Circle](Orange Circle)</td>
<td>![Orange Circle](Orange Circle)</td>
</tr>
<tr>
<td>1.b</td>
<td>School Siting Criteria</td>
<td>![Green Circle](Green Circle)</td>
<td>![Green Circle](Green Circle)</td>
</tr>
<tr>
<td>1.c.i</td>
<td>School Siting Committee</td>
<td>![Green Circle](Green Circle)</td>
<td>![Green Circle](Green Circle)</td>
</tr>
<tr>
<td>1.c.ii</td>
<td>Coordination between the Local School Agency and Local Government</td>
<td>![Green Circle](Green Circle)</td>
<td>![Green Circle](Green Circle)</td>
</tr>
<tr>
<td>1.c.iii</td>
<td>Communication with Community Stakeholders and the Public</td>
<td>![Green Circle](Green Circle)</td>
<td>![Green Circle](Green Circle)</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>![Green Circle](Green Circle)</td>
<td>![Green Circle](Green Circle)</td>
</tr>
</tbody>
</table>
# Section 2: Review Assessment Results

## Key to Symbols:
- **Green Circle**: All or a majority of actions have been completed
- **Yellow Circle**: Some action has been taken, more is needed
- **Red Circle**: Actions have yet to be initiated or more action is needed
- **Red Square with Diagonal Line**: "Unclear" was answered for more than half of the questions in this area
- **Red X**: One or more questions in this area have yet to be answered (or have been skipped)
- **Red NA**: "NA" was answered for all of the questions in this area

## Section 1b
### 1.1 School Siting Criteria
- Baseline planning and coordination
- Enhanced planning and coordination

## Section 1c
### 1c.i School Siting Committee
- Baseline planning and coordination
- Enhanced planning and coordination

### 1c.ii Coordination between the Local School Agency and Local Government
- Baseline planning and coordination
- Enhanced planning and coordination

### 1c.iii Communication with Community Stakeholders and the Public
- Baseline planning and coordination
- Enhanced planning and coordination

## Overall Assessment
- Baseline planning and coordination
- Enhanced planning and coordination
### Section 2: Review Assessment Results

#### Key to Symbols:
- ** ○ **: All or a majority of actions have been completed
- ** □ **: Some action has been taken, more is needed
- ** △ **: Actions have yet to be initiated or more action is needed
- ** "Unclear" **: was answered for more than half of the questions in this area
- ** X **: One or more questions in this area have yet to be answered (or have been skipped)
- ** NA "NA" **: was answered for all of the questions in this area

<table>
<thead>
<tr>
<th>Section 1a</th>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.i Long-Range School Facilities Plan</td>
<td>Baseline planning and coordination</td>
<td>○</td>
</tr>
<tr>
<td>1.a.ii School Capital Improvement Plan</td>
<td>Baseline planning and coordination</td>
<td>○</td>
</tr>
<tr>
<td>1.a.iii Comprehensive Plan/Growth Plan/General Plan</td>
<td>Enhanced planning and coordination</td>
<td>○</td>
</tr>
<tr>
<td>1.a.iv Zoning and Building Codes</td>
<td>Enhanced planning and coordination</td>
<td>○</td>
</tr>
<tr>
<td>1.a.v Regional or City Transportation Plans</td>
<td>Enhanced planning and coordination</td>
<td>○</td>
</tr>
<tr>
<td>1.a.vi Community Capital Improvement Plan</td>
<td>Enhanced planning and coordination</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 1b</th>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.b School Siting Criteria</td>
<td>Baseline planning and coordination</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 1c</th>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.c.i School Siting Committee</td>
<td>Baseline planning and coordination</td>
<td>○</td>
</tr>
<tr>
<td>1.c.ii Coordination between the Local School Agency and Local Government</td>
<td>Baseline planning and coordination</td>
<td>○</td>
</tr>
<tr>
<td>1.c.iii Communication with Community Stakeholders and the Public</td>
<td>Baseline planning and coordination</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Assessment</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline planning and coordination</td>
<td>○</td>
</tr>
<tr>
<td>Enhanced planning and coordination</td>
<td>○</td>
</tr>
</tbody>
</table>
### Section 1:

<table>
<thead>
<tr>
<th>1.a.i Long-Range School Facilities Plan</th>
<th>Baseline planning and coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.ii School Capital Improvement Plan</td>
<td>Baseline planning and coordination</td>
</tr>
<tr>
<td>1.a.iii Comprehensive Plan/Growth Plan/General Plan</td>
<td>Enhanced planning and coordination</td>
</tr>
<tr>
<td>1.a.iv Zoning and Building Codes</td>
<td>Enhanced planning and coordination</td>
</tr>
<tr>
<td>1.a.v Regional or City Transportation Plans</td>
<td>Enhanced planning and coordination</td>
</tr>
<tr>
<td>1.a.vi Community Capital Improvement Plan</td>
<td>Enhanced planning and coordination</td>
</tr>
</tbody>
</table>

**Overall Assessment:**

- Baseline planning and coordination
- Enhanced planning and coordination
### Section 3: Set Priorities

<table>
<thead>
<tr>
<th>Section</th>
<th>Type</th>
<th>Action</th>
<th>Response</th>
<th>Description</th>
<th>Next Steps</th>
<th>Priority</th>
<th>Action Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.i.</td>
<td>Long-Range School Facilities Plan</td>
<td>Consider in the long-range school facilities plan broader community infrastructure plans for roads and sewer, water, and other utilities</td>
<td>No</td>
<td>Coordinate planning with DPW</td>
<td>Initiate action</td>
<td>High</td>
<td>Staff to set up meeting first quarter 2016</td>
</tr>
<tr>
<td>1.a.i.</td>
<td>Long-Range School Facilities Plan</td>
<td>Factor into the long-range facilities plan other local and regional planning and project cycles, for example, associated with public investments in streets, parks, water and sewer, or other public infrastructure</td>
<td>No</td>
<td>Initiate action</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a.i.</td>
<td>Long-Range School Facilities Plan</td>
<td>To ensure community planning reflects projected school needs, incorporate the long-range school facilities plan as an element in the community comprehensive plan</td>
<td>No</td>
<td>Initiate action</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a.i.</td>
<td>Long-Range School Facilities Plan</td>
<td>Seek broad community input in the development of the long-range school facilities plan</td>
<td>No</td>
<td>Initiate action</td>
<td>Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a.i.</td>
<td>Long-Range School Facilities Plan</td>
<td>Align long-range school facilities plan with priorities of community economic development and neighborhood revitalization plans</td>
<td>Unclear</td>
<td>Gather more information</td>
<td>High</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section 4: Develop Action Plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Type</th>
<th>Priority</th>
<th>Action Comments/Notes</th>
<th>Responsible Party</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider in the long-range school facilities plan broader community infrastructure plans for roads and sewer, water, and other utilities</td>
<td>Initiate action</td>
<td>High</td>
<td>Staff to set up meeting first quarter 2016</td>
<td>Local school agency planning staff</td>
<td>Set meeting for first quarter establish milestones during meeting</td>
</tr>
<tr>
<td>Align long-range school facilities plan with priorities of community economic development and neighborhood revitalization plans</td>
<td>Gather more information</td>
<td>High</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek broad community input in the development of the long-range school facilities plan</td>
<td>Initiate action</td>
<td>Medium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor into the long-range facilities plan other local and regional planning and project cycles, for example, associated with public</td>
<td>Initiate action</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 3: Set Priorities

<table>
<thead>
<tr>
<th>Section</th>
<th>Action Description</th>
<th>Next Steps</th>
<th>Priority</th>
<th>Action Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.i Long-Range School Facilities Plan</td>
<td>Consider in the long-range school facilities plan broader community infrastructure plans for roads and sewer, water, and other utilities</td>
<td>Coordinate planning with DPW</td>
<td>Initiate action</td>
<td>High</td>
</tr>
<tr>
<td>1.a.i Long-Range School Facilities Plan</td>
<td>Factor into the long-range facilities plan other local and regional planning and project cycles, for example, associated with public planning</td>
<td>Initiate action</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

### Section 4: Develop Action Plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Type</th>
<th>Priority</th>
<th>Action Comments/Notes</th>
<th>Responsible Party</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider in the long-range school facilities plan broader community infrastructure plans for roads and sewer, water, and other utilities</td>
<td>Initiate action</td>
<td>High</td>
<td>Staff to set up meeting first quarter 2016</td>
<td>Local school agency planning staff</td>
<td>Set meeting for first quarter, establish milestones during meeting</td>
</tr>
<tr>
<td>Align long-range school facilities plan with priorities of community economic development and neighborhood revitalization plans</td>
<td>Gather more information</td>
<td>High</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek broad community input in the development of the long-range school facilities plan</td>
<td>Initiate action</td>
<td>Medium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor into the long-range facilities plan other local and regional planning and project cycles, for example, associated with public planning</td>
<td>Initiate action</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 3: Set Priorities

<table>
<thead>
<tr>
<th>Section</th>
<th>Type</th>
<th>Action</th>
<th>Response</th>
<th>Description</th>
<th>Next Steps</th>
<th>Priority</th>
<th>Action Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.i.</td>
<td>Enhanced</td>
<td>Consider in the long-range school facilities plan broader community infrastructure plans for roads and sewer, water, and other utilities</td>
<td>No</td>
<td>Coordinate planning with DPW</td>
<td>Initiate action</td>
<td>High</td>
<td>Staff to set up meeting first quarter 2016</td>
</tr>
<tr>
<td>1.a.i.</td>
<td>Enhanced</td>
<td>Factor into the long-range facilities plan other local and regional planning and project cycles, for example, associated with public investments in streets, parks, water and sewer, or other public infrastructure</td>
<td>No</td>
<td>Initiate action</td>
<td></td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>1.a.i.</td>
<td>Enhanced</td>
<td>To ensure community planning reflects projected school needs, incorporate the long-range school facilities plan as an element in the community comprehensive plan</td>
<td>No</td>
<td>Initiate action</td>
<td></td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>1.a.i.</td>
<td>Enhanced</td>
<td>Seek broad community input in the development of the long-range school facilities plan</td>
<td>No</td>
<td>Initiate action</td>
<td></td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>1.a.i.</td>
<td>Enhanced</td>
<td>Align long-range school facilities plan with priorities of community economic development and neighborhood revitalization plans</td>
<td>Unclear</td>
<td>Gather more information</td>
<td></td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

### Section 4: Develop Action Plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Type</th>
<th>Priority</th>
<th>Action Comments/Notes</th>
<th>Responsible Party</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider in the long-range school facilities plan broader community infrastructure plans for roads and sewer, water, and other utilities</td>
<td>Initiate action</td>
<td>High</td>
<td>Staff to set up meeting first quarter 2016</td>
<td>Local school agency planning staff</td>
<td>Set meeting for first quarter establish milestones during meeting</td>
</tr>
<tr>
<td>Align long-range school facilities plan with priorities of community economic development and neighborhood revitalization plans</td>
<td>Initiate action</td>
<td>High</td>
<td>Gather more information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek broad community input in the development of the long-range school facilities plan</td>
<td>Initiate action</td>
<td>Medium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor into the long-range facilities plan other local and regional planning and project cycles, for example, associated with public</td>
<td>Initiate action</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 3: Set Priorities

<table>
<thead>
<tr>
<th>Section</th>
<th>Type</th>
<th>Action</th>
<th>Response</th>
<th>Description</th>
<th>Next Steps</th>
<th>Priority</th>
<th>Action Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.i Long-Range School Facilities Plan</td>
<td>Enhanced</td>
<td>Consider in the long-range school facilities plan broader community infrastructure plans for roads and sewer, water, and other utilities</td>
<td>No</td>
<td>Coordinate planning with DPW</td>
<td>Initiate action</td>
<td>High</td>
<td>Staff to set up meeting first quarter 2016</td>
</tr>
<tr>
<td>1.a.i Long-Range School Facilities Plan</td>
<td>Enhanced</td>
<td>Factor into the long-range facilities plan other local and regional planning and project cycles, for example, associated with public investments in streets, parks, water and sewer, or other public infrastructure</td>
<td>No</td>
<td></td>
<td>Initiate action</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>1.a.i Long-Range School Facilities Plan</td>
<td>Enhanced</td>
<td>To ensure community planning reflects projected school needs, incorporate the long-range school facilities plan as an element in the community comprehensive plan</td>
<td>No</td>
<td></td>
<td>Initiate action</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>1.a.i Long-Range School Facilities Plan</td>
<td>Enhanced</td>
<td>Seek broad community input in the development of the long-range school facilities plan</td>
<td>No</td>
<td></td>
<td>Initiate action</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>1.a.i Long-Range School Facilities Plan</td>
<td>Enhanced</td>
<td>Align long-range school facilities plan with priorities of community economic development and neighborhood revitalization plans</td>
<td>Unclear</td>
<td></td>
<td></td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

### Section 4: Develop Action Plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Type</th>
<th>Priority</th>
<th>Action</th>
<th>Responsible</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider in the long-range school facilities plan broader community infrastructure plans for roads and sewer, water, and other utilities</td>
<td>Initiate action</td>
<td>High</td>
<td>Staff to set up meeting first quarter 2016</td>
<td>Local school agency planning staff</td>
<td>Set meeting for first quarter' establish milestones during meeting</td>
</tr>
</tbody>
</table>
Enhanced Facility Assessment & Planning  
Arlington, Virginia, Case Study

Snapshot

- Smallest and most densely populated county in the country
- 37% square owned by federal, state or regional bodies or transportation rights of way
- 55% privately owned
- 8% owned/managed by county and schools
- Crowded with heavily used community facilities and other public uses
- Expected population increase: up to 31% by 2040
- Schools and other community facilities compete for limited space, funds, and public support
- Facilities are aging and in many cases demand for services exceeds capacity
2015 Community Facilities Study

- One-year process, jointly run by Arlington’s County Board and School Board
- 23-member citizen community, 250+ resident member forum
- Addressed 5 challenges:
  1. Scarcity of land for public facilities
  2. Changing demographics – including short- and long-term projected capacity issues at county schools
  3. Threatened commercial tax base
  4. Strategic facility planning and priority setting
  5. Need to revamp community dialogue

Results...

- 21 recommendations to address 5 challenges: some are already being implemented
- Institutionalized:
  - Joint planning between county and schools, including demographic data analysis
  - Mindset to identify more inclusive, transparent, and collaborative planning approaches
- Won the 2016 American Planning Association Virginia Chapter Public Outreach and Engagement Award
Conclusion
Why Use the Smart School Siting Tool?

The tool...
- Encourages collaboration and coordination
- Provides structure to get started and keep going
- Fosters siting decisions that reinforce community goals
- Supports community-focused, and data-driven decision-making

To...
- Reinforce community goals
- Create/maintain school-neighborhood connections
- Efficiently leverage public investments
- Build support for decisions
- Foster stronger, healthier communities
- Improve decision-making transparency
EPA is looking for pilot communities interested in enhanced coordination of school siting and community planning to pilot the use of the tool. Pilots will receive one-on-one technical assistance from EPA to use the Smart School Siting Tool, and be on the leading edge of school planning.
Questions and Answers

Questions?

The Smart School Siting Tool is available at:
http://www.epa.gov/smartgrowth/smart-school-siting-tool

For more information, please contact:

Regina Langton  
EPA Office of Sustainable Communities  
Washington, DC  
(202) 566-2178  
langton.regina@epa.gov

Kathryn Rush  
North Central Texas Council of Governments  
Arlington, TX  
(817) 704-5601  
KRush@nctcog.org