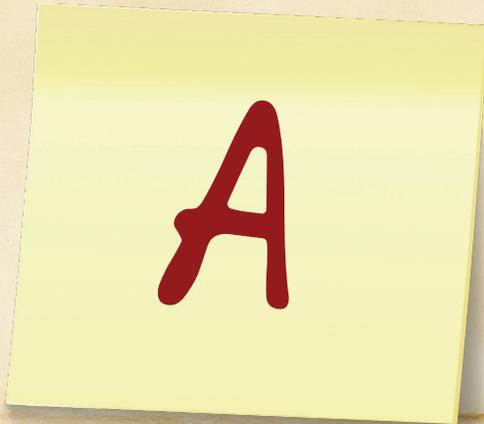




SMART GROWTH SCHOOLS REPORT CARD

Nathan Norris
PlaceMakers, LLC
January 23, 2009



SMART GROWTH SCHOOLS REPORT CARD



FULL COST ANALYSIS

Will old schools be restored rather than replaced so long as the cost is less than a new school?

Costs to citizens include much more than the expenses that are directly paid by the school system such as construction costs. The real costs also include busing expenses, long-term energy costs, expected road expansions, water utilities, sewerage, fiber optics, fire and rescue services, environmental costs (such as water or air pollution), and items that are generally hard to quantify, but might be relevant to a particular new school such as whether it generates a loss of agricultural lands, whether it increases the amount of time that the community must spend in morning rush hour, whether the materials of the school improve the health of the students through increased light or decreased mold in the air, or whether it is likely to generate increased health and property losses as a result of increased teenager driving.

| | |
|---|--|
| A | <p>Cost Analysis and 100%. A published analysis is required of the “real costs” of building a new school versus restoring an existing school, and there is a rule that requires an existing school to be restored so long as it costs less than the total cost of a new school.</p> |
| B | <p>Cost Analysis and No Rule. A published analysis is required of the “real costs” of building a new school versus restoring an existing school, but there is no rule pertaining to whether a new school must be restored.</p> |
| C | <p>Cost Analysis and 85%. A published analysis is required of the “real costs” of building a new school versus restoring an existing school, and there is a rule that requires an existing school to be restored so long as it costs less than 85% of the total cost of a new school.</p> |
| D | <p>No Cost Analysis and No Rule. No policy on the restoring of schools.</p> |
| F | <p>70%. An existing school may be restored only if it costs less than 70% of the cost of building a new school.</p> |



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2

HOLISTIC PLANNING

Is school planning done in conjunction with land planning and transportation planning or are these segregated?

| | |
|---|--|
| A | School, Land Use and Transportation Planning in Sync. School system planning is done in conjunction and is consistent with land use planning and transportation planning. |
| B | School and Transportation Planning in Sync. School system planning is done in conjunction and is consistent with transportation planning. |
| C | School and Land Use Planning in Sync. School system planning is done in conjunction and is consistent with land use planning. |
| D | School Master Plan. School system has a master plan for how it will grow or contract. |
| F | No School Master Plan. No master plan exists for school system. |



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3

COMMUNITY BUY-IN

Is the school planning process designed in a way to secure meaningful community input prior to key decisions being made?

| | |
|---|--|
| A | Multiple Scenarios, Full Impact Analysis, and Formal Input. Community given multiple school planning scenarios; given the economic/visual/environmental/social impact of those different scenarios; a meaningful formal process for the community to express their preference for one of the multiple planning scenarios. |
| B | Multiple Scenarios, Limited Impact Analysis, and Meetings. Community given multiple school planning scenarios; given the economic/visual impact of those different scenarios; meetings held to secure feedback from the community on school planning decisions. |
| C | Multiple Scenarios, No Impact Analysis, and Meetings. Community given multiple school planning scenarios; not given the economic/visual/environmental/social impact of those different scenarios; meetings held to secure feedback from the community on school planning decisions. |
| D | No Multiple Scenarios, No Impact Analysis, and Meetings. Community not given multiple school planning scenarios; not given the economic/visual/environmental/social impact of suggested school planning decisions; meetings held to secure feedback from the community on school planning decisions. |
| F | No Multiple Scenarios, No Impact Analysis, and No Meetings. Community not given multiple school planning scenarios; not given the economic/visual/environmental/social impact of suggested school planning decisions; no meaningful formal process for voicing a preference for school planning decisions. |

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4

ELIMINATION OF DESIGN CONSTRAINTS

Do you have the flexibility to design the school efficiently for the site and the community-----
or are there one-size-fits-all rules governing design such as:

- (1) minimum acreage requirements;
- (2) programmatic design requirements such as
 - (a) parking/stacking requirements;
 - (b) prohibition of multi-level schools;
 - (c) minimum square footage requirements for classrooms; or
- (3) maximum costs per square foot?

| | |
|---|---|
| A | No Acreage; No Design Program; No Max Costs. No minimum acreage requirements; no programmatic design requirements; no maximum construction cost per square foot. |
| B | No Acreage; Design Program; No Max Costs. No minimum acreage requirements; programmatic design requirements; no maximum construction cost per square foot. |
| C | No Acreage; Design Program; Max Costs. No minimum acreage requirements; programmatic design requirements; maximum construction cost per square foot. |
| D | Required Acreage; Design Program; No Max Costs. Mandated minimum acreage requirements; programmatic design requirements; no maximum construction cost per square foot. |
| F | Required Acreage; Design Program; Max Costs. Mandated minimum acreage requirements; programmatic design requirements; maximum construction cost per square foot. |



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5

NEIGHBORHOOD SCHOOL

Is the school embedded into a walkable neighborhood so that most students can reach it safely without the necessity of a car or bus?

| | |
|---|--|
| A | 60%. 60% of students regularly walk or bike to school. |
| B | 45%. 45% of students regularly walk or bike to school. |
| C | 30%. 30% of students regularly walk or bike to school. |
| D | 15%. 15% of students regularly walk or bike to school. |
| F | 0%. No students regularly walk or bike to school. |



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6

PROMINENT SITE

Is the school sited in a prominent location (e.g., terminated vista or on top of a hill) so that it communicates the importance the school has in the culture of the community?

| | |
|---|--|
| A | <p>Terminated Vista; Top of a Hill; Neighborhood Center. School terminates a vista, sits atop a hill, and is in a location that is in the heart of the neighborhood center (co-located with other important civic institutions or close to an important intersection).</p> |
| B | <p>Terminated Vista; Not Atop of a Hill; Neighborhood Center. School terminates a vista, does not sit atop a hill, and is in a location that is in the heart of the neighborhood center (co-located with other important civic institutions or close to an important intersection).</p> |
| C | <p>No Terminated Vista; Not Atop a Hill; Neighborhood Center. School does not terminate a vista; it does not sit atop a hill, but it is in the heart of the neighborhood center (co-located with other important civic institutions or close to an important intersection).</p> |
| D | <p>No Terminated Vista; Top of a Hill; Not Neighborhood Center. School does not terminate a vista; sits atop a hill, and it is not in the heart of the neighborhood center (co-located with other important civic institutions or close to an important intersection).</p> |
| F | <p>No Terminated Vista; Not Atop a Hill; Not Neighborhood Center. School does not terminate a vista, does not sit atop a hill, and is not in the heart of the neighborhood center (co-located with other important civic institutions or close to an important intersection).</p> |



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7

SHARED USE

Is the school sited or designed so that it can share uses with the community such as a gym (or YMCA), park, ballfields, community meeting space, daycare, library, performance theater, art studio, cafeteria/restaurant, community garden, health clinic, etc.?

| | |
|---|---|
| A | <p>Ballfields, Gym + 2 More Additional Shared Uses. Ballfields, gym, and two or more of the following shared with the community: community meeting space, daycare, library, performance theater, art studio, cafeteria/restaurant, community garden, or health clinic.</p> |
| B | <p>Ballfields, Gym, + 1 More Additional Shared Use. Ballfields, gym, and one of the following shared with the community: community meeting space, daycare, library, performance theater, art studio, cafeteria/restaurant, community garden, or health clinic.</p> |
| C | <p>Ballfields & Gym. Ballfields and the gym are shared with the community.</p> |
| D | <p>Ballfields. Ballfields are shared with the community.</p> |
| F | <p>No shared use.</p> |



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8

FLEXIBILITY

Is the school designed so that it can grow (independent additional wings, floors or structures) or contract in size and services (areas can be removed or adaptively reused if no longer used for school purposes) as the neighborhood grows or contracts so that it remains useful over a longer period of time?

| | |
|---|---|
| A | Grow or Contract. School is designed so that it can easily grow or contract. |
| B | Grow, not Contract. School is designed so that it can easily grow, but not contract. |
| C | Contract, not Grow. School is designed so that it can contract, but it is not designed so that it can easily grow. |
| D | |
| F | Neither Grow, nor Contract. School is not designed so that it can grow or contract. |



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9

CONNECTED LEARNING ENVIRONMENT

Does the school connect itself to effective distance learning opportunities; is the school connected to the local community through interaction with local businesses or through a community service program?

| | |
|---|---|
| A | Substantial Distance Learning, Substantial Interaction with Business Community, and Community Service Program. There is substantial distance learning, the school has substantial interaction with the local business community, and the school has a structured community service program. |
| B | Substantial Distance Learning, Some Interaction with Community through Business or Community Service Program. There is substantial distance learning, plus the school has some interaction with the local business community or the school has a structured community service program. |
| C | Substantial Distance Learning and No Interaction; or Some Distance Learning and Some Interaction. There is substantial distance learning and no interaction with the community through business or a community service program; OR there is some distance learning, and some interaction with the community through business or a community service program. |
| D | Some Distance Learning and No Interaction; or No Distance Learning and Some Interaction. There is some distance learning and no interaction with the community through business or a community service program; OR there is no distance learning and some interaction with the community through business or a community service program. |
| F | No Distance Learning and No Interaction with Community through Business or Community Service Program. There is no distance learning, there is no interaction with the local business community, and the school does not have a structured community service program. |

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10

COMMUNITY PRIDE IN THE DESIGN

Is the school designed so that it generates community pride as measured by a Visual Preference Survey (VPS)?

| | |
|---|---|
| A | 7 to 10. Proposed school receives a positive 7 or higher on a VPS which is scaled from negative 10 to positive 10. |
| B | 4 to 6. Proposed school receives a positive 4, 5 or 6 on a VPS which is scaled from negative 10 to positive 10. |
| C | 1 to 3. Proposed school receives a positive 1, 2 or 3 on a VPS which is scaled from negative 10 to positive 10. |
| D | 0. Proposed school receives a 0 on a VPS which is scaled from negative 10 to positive 10. |
| F | Negative. Proposed school receives a negative score on a VPS which is scaled from negative 10 to positive 10. |



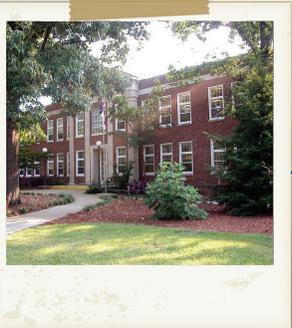
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11

GREEN BUILDING CERTIFICATION

Does the construction or renovation of the school follow best practices regarding energy efficiency, water efficiency, indoor air quality, daylighting, light pollution and earth-friendly construction techniques as set out in the LEED for Schools program?

| | |
|---|--|
| A | Platinum Certification. School building receives LEED for Schools Platinum certification. |
| B | Gold Certification. School building receives LEED for Schools Gold certification. |
| C | Silver Certification. School building receives LEED for Schools Silver certification. |
| D | Bronze Certification. School building receives LEED for Schools certification. |
| F | No Certification. School building does not receive LEED for Schools certification. |



August 17, 2009

Dear

On May 29, 2009, the City hosted a session called Smart Growth for Schools. We invited school board members, city representatives, district administrators and staff and city staff. Our goal is to develop a shared vision for how schools integrate with neighborhoods and how we can all work more closely to build great schools in great neighborhoods.

We had lots of participation from school board members, administrators and staff from all of the districts. It was a day long session. I really appreciate those who were able to make the time to come and participate. There were others who did not attend who expressed an interest and wanted to continue a discussion on the issues raised. Included in this packet is the "Smart Growth Schools Report Card" and the powerpoint presentations that were that were used throughout the workshop.

I also wanted to provide some thoughts on how we might move forward on this agenda. I would like to suggest that we convene formal working groups of elected officials from the City and all of the districts to develop some shared goals, using the Smart Growth Schools Report Card as a tool. The City has a Planning and Development Legislative Review Committee made up of four members of the City Council that could participate in these meetings. Perhaps each school district could pull together similar working groups of board members. The City could convene all of the respective groups to meet and talk about developing a shared agenda for school development in the City. After a consensus has been developed, each working group could go back to respective entities for adoption of the shared agenda.

Once we have agreed on our shared agenda, we would ask each entity to adopt these goals as policy. As we work to implement our goals, we pull together a policy board made up of elected officials from the city and the various school districts. This board could focus on the issues of long term planning, neighborhood development and school development. This group would serve as a vehicle for building better communication between the entities when it comes to the police issues of planning and development.

I think right now would be a great time to start this effort. The City is hiring a consultant to work with us on developing our Comprehensive Plan. For the first time, the City has asked that school placement and development be considered as part of that planning process. Additionally, there have been recent issues that have highlighted the need for more concerted policy discussions and frequent communication between the City elected officials and school board members.

I look forward to hearing from you. I will follow up by contacting each board president to see which board members would like to participate in the initial working group.

Thank you.

John Cook
Mayor