Georgia
CONSERVANCY

Our Mission

To protect Georgia's natural resources for present and future generations by advocating sound environmental policies, advancing sustainable growth practices and facilitating common-ground solutions to environmental challenges.

School Siting

The Sustainable Growth program is funded by the EPA and the Kaiser Foundation to help educate and advance the use of the EPA's new, voluntary *School Siting Guidelines* document.

OLD SCHOOL, NEW SCHOOL THIS PLACE, THAT PLACE

AN INTRODUCTION TO UTILIZING THE EPA SCHOOL SITING GUIDELINES

Dr. Seuss Wisdom

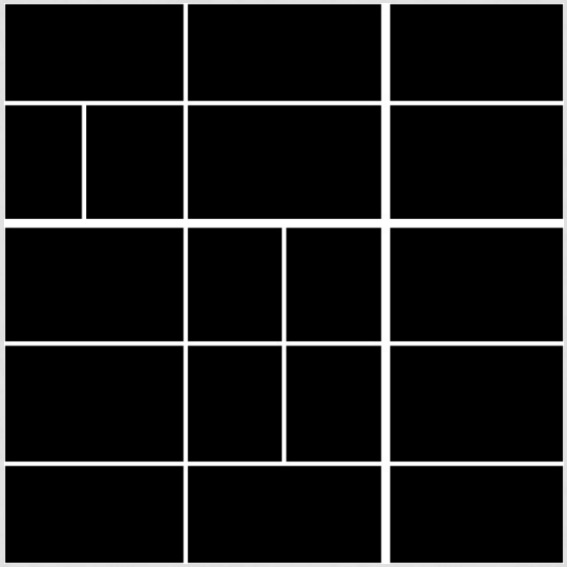
“Unless someone like you cares a whole awful lot, nothing is going to change.
It’s not.”

- The Lorax

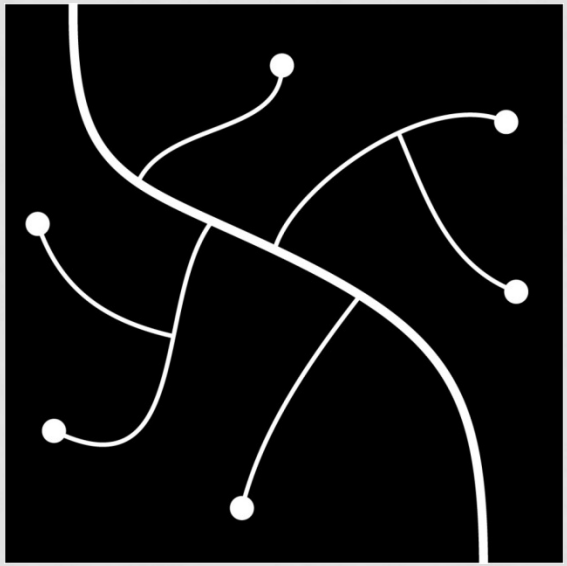
SUMMARY OF SPRAWL, ETC. STATS

VALUE OF COMMUNITY- CENTERED SCHOOLS

Development Patterns:
Implications for community competitiveness and sustainability



Before most planning regulations



After planning regulations

TRENDS IN THE US

1930: 262,000 schools

2011: <95,000 schools

# of Students

# of Schools

2030: Est. 60 million students in the US
2030: # of schools ???


Image source: Bing

CHILDREN ARE NOT LITTLE ADULTS

Greater intake/body weight ratio

Behavioral differences

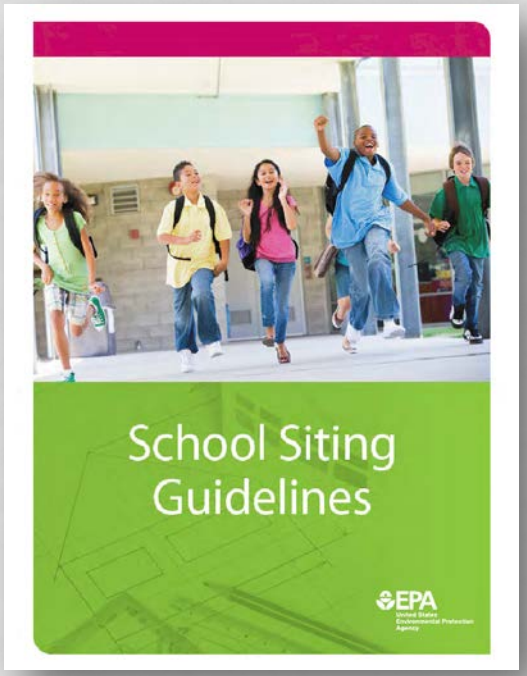
Rapid development

Vulnerabilities to toxins from chronic illnesses

Increased air intake during outdoor activity

GUIDELINES OVERVIEW

EPA SCHOOL SITING GUIDELINES

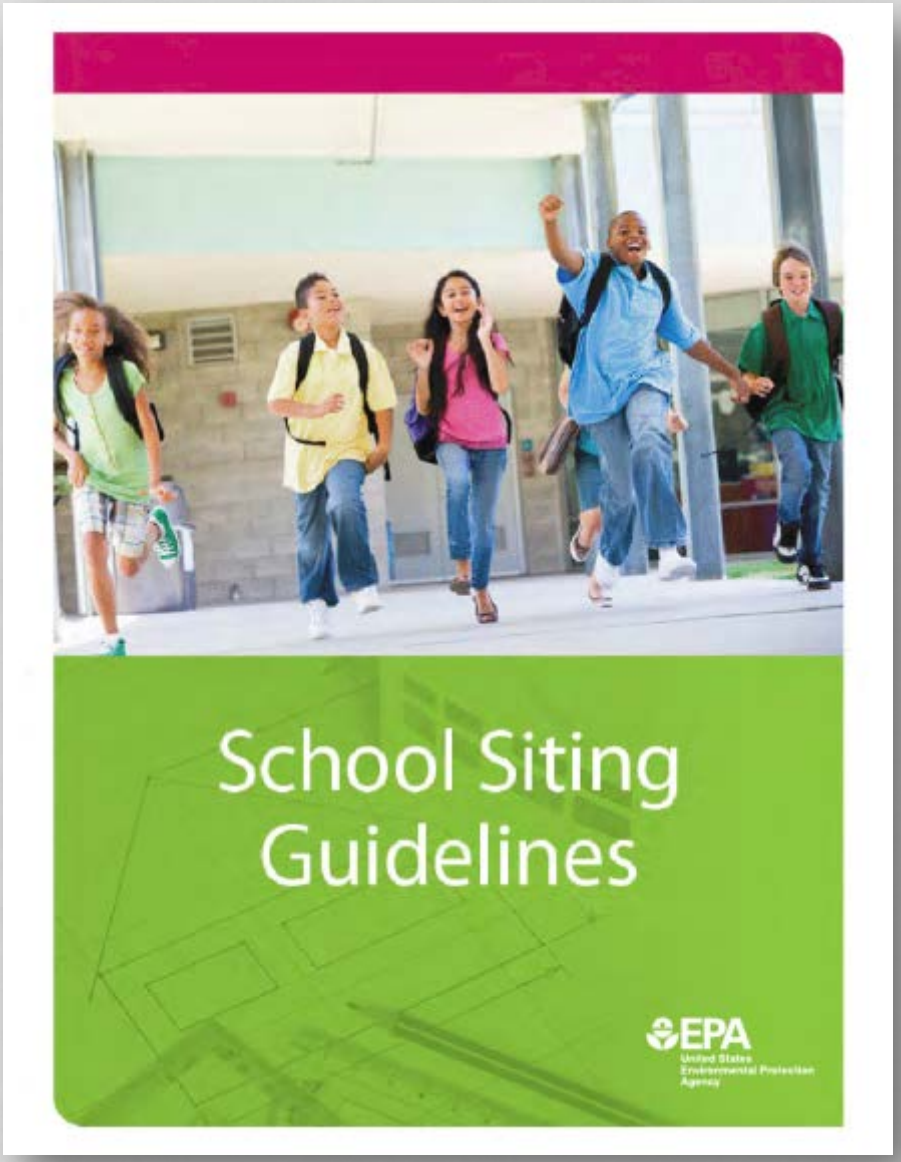


- **Voluntary**
- **Directive from Congress to create model guidelines accounting for:**
  - Special vulnerability of children to hazardous substances or pollution exposures
  - Modes of transportation available to students and staff
  - The efficient use of energy
  - The potential use of a school as an emergency shelter

THESE GUIDELINES:

WILL	WILL NOT
Provide a resource	Mandate school location choices
Emphasize the need for public involvement	Provide a detailed guide on how to engage the public
Provide guidance on locating school facilities	Apply retroactively to previous siting decisions
Encourage holistic thinking	Specify cleanup standards, etc. for sites


Contamination
Future of existing school?
Equity
Can students walk safely?
Operating costs
Student Population
Test scores
Coordinated planning
Learning environment
Acreage Requirements
Community Values
Access
impacts
Transportation costs
Adjacent land uses
Air pollution
Renovate or reuse instead of new?
Construction Costs
Politics
Attendance zones
High performance, healthy school



www.epa.gov/schools/siting

Meaningful Public Involvement*

Before the Siting Process Begins

- Develop a Long-range School Facilities Plan
- Consider Whether a New School Is Needed
- Consider Whether a New School Will Be a High Performance/ Green School

Environmental Siting Criteria Considerations

Identify Desirable School Location Attributes

- Select Locations that Do Not Increase Environmental Health or Safety Risks
- Locate Schools Near Populations and Infrastructure
- Consider Implications of the School Location on Transportation Options
- Plan For and Develop Safe Routes to Schools Programs that can Support Alternative Modes of Transportation
- Consider the Potential Use of the School as an Emergency Shelter

Consider Environmental Hazards

- Potential Onsite Hazards
- Potential Nearby Hazards
- Screening Locations for Potential Environmental Hazards

Environmental Review Process

Recommended Environmental Review Process

- **Stage 1:** Project Scoping/ Initial Screen of Candidate Sites
- **Stage 2:** Preliminary Environmental Assessment

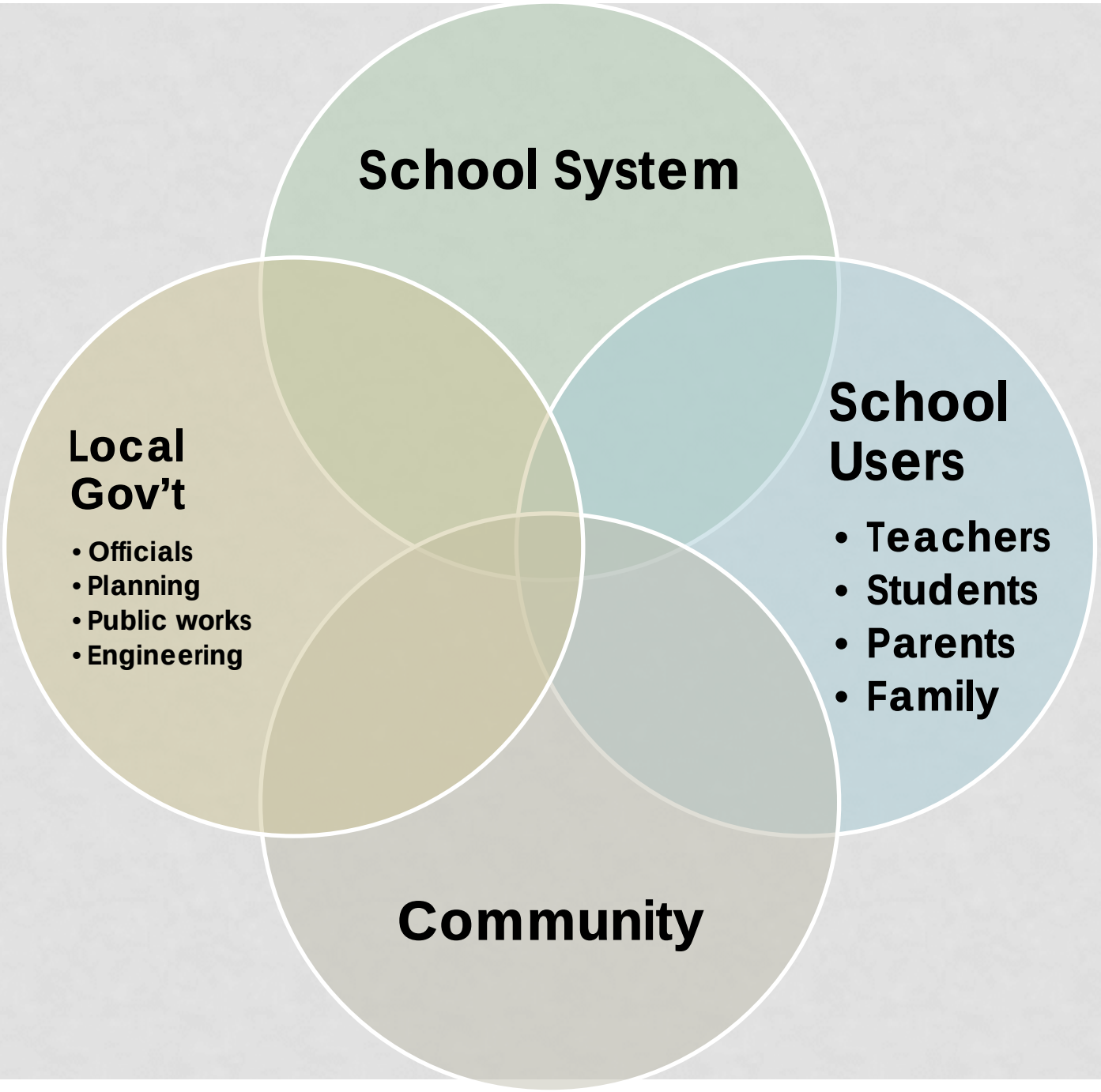
If potential concerns are identified in Stage 2, additional assessment may be warranted

- **Stage 3:** Comprehensive Environmental Review
- **Stage 4:** Develop Site-specific Mitigation/ Remediation Measures
- **Stage 5:** Implement Remedial/Mitigation Measures
- **Stage 6:** Long-term Stewardship

Evaluating Impacts of Nearby Sources of Air Pollution

- Initial Assessment of Area Air Quality
- Inventory of Air Pollutant Sources and Emissions
- Screening Evaluation of Potential Air Quality
- Development of an Environmental Assessment Report

** Meaningful public involvement is critical throughout the school siting decision-making process. The public involvement section includes a table with examples of points in the process where meaningful public engagement should be considered, as well as strategies for engagement and the types of information that may be presented to, or requested from, the public.*


School System
Local Gov't
• Officials
• Planning
• Public works
• Engineering
School Users
• Teachers
• Students
• Parents
• Family
Community

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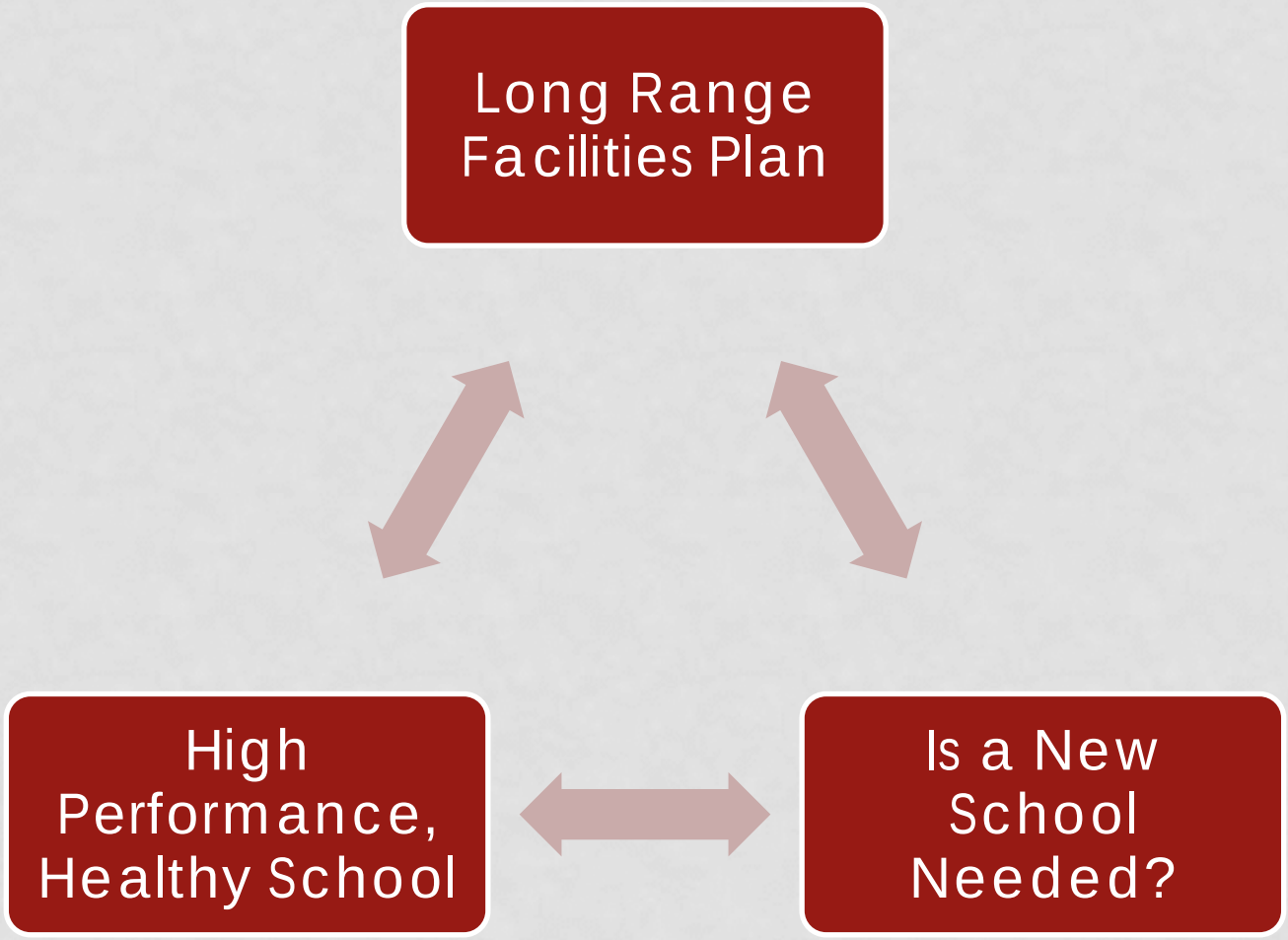
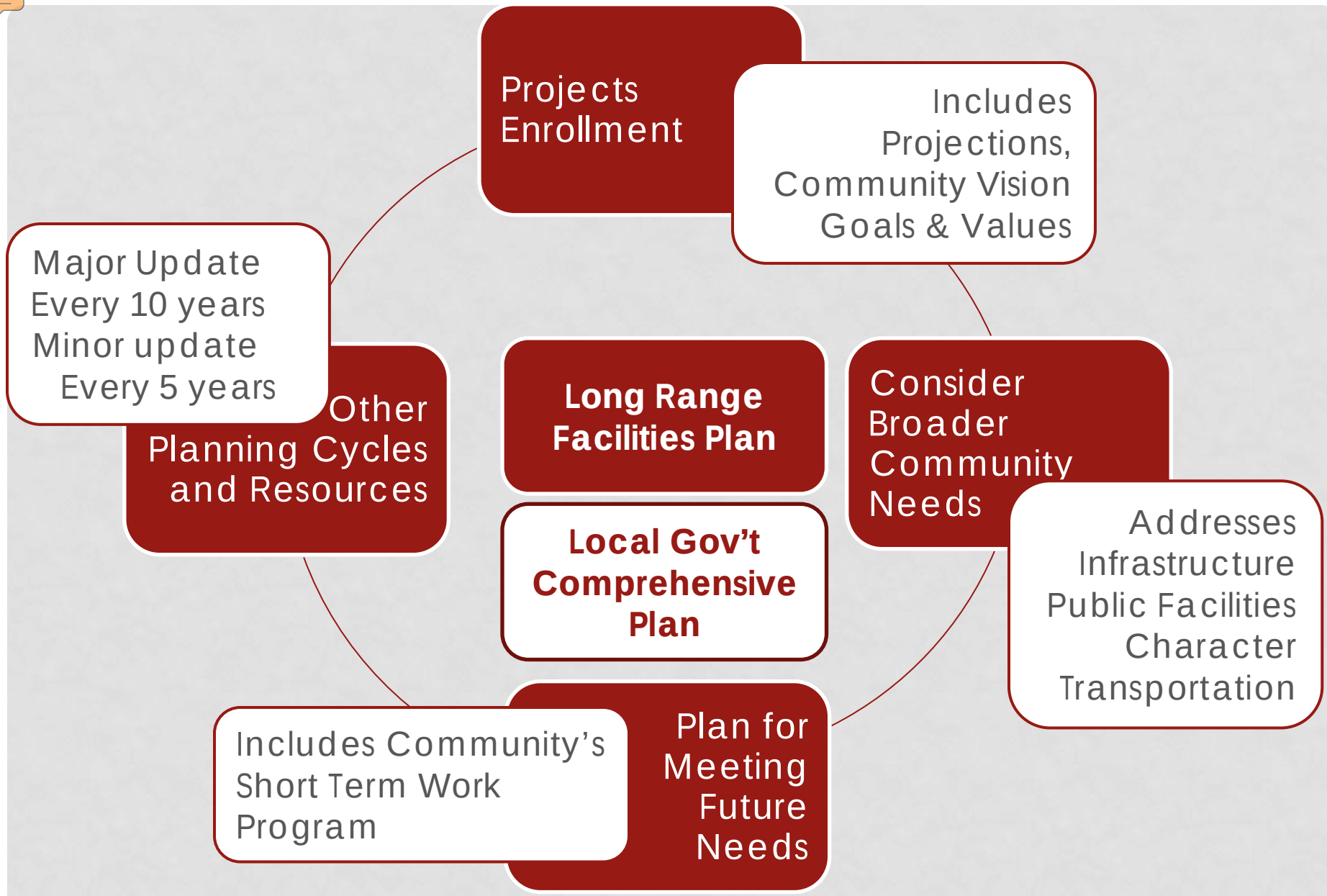
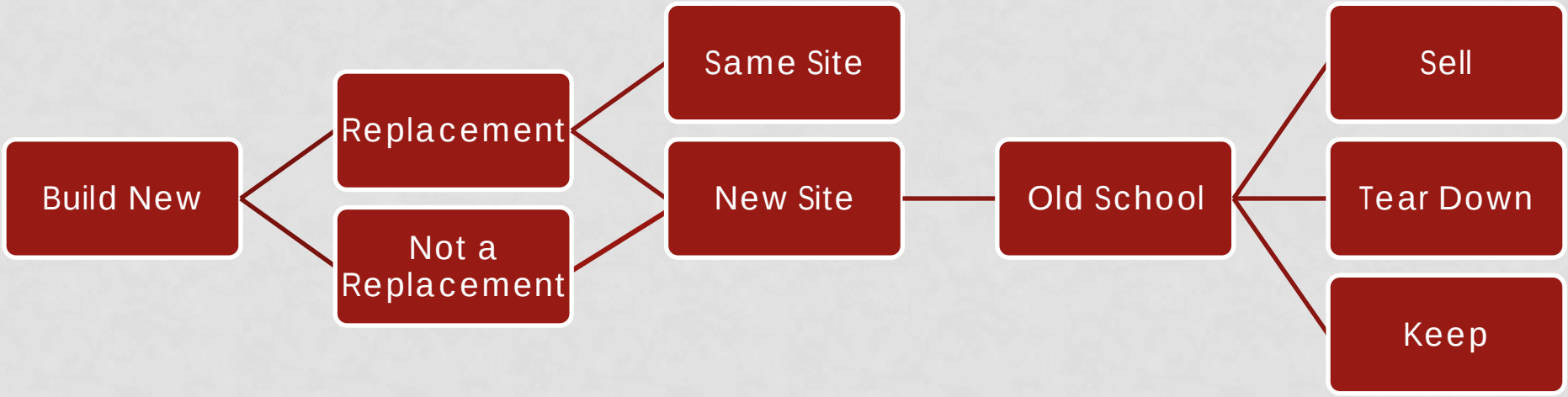

Long Range Facilities Plan
High Performance, Healthy School
Is a New School Needed?

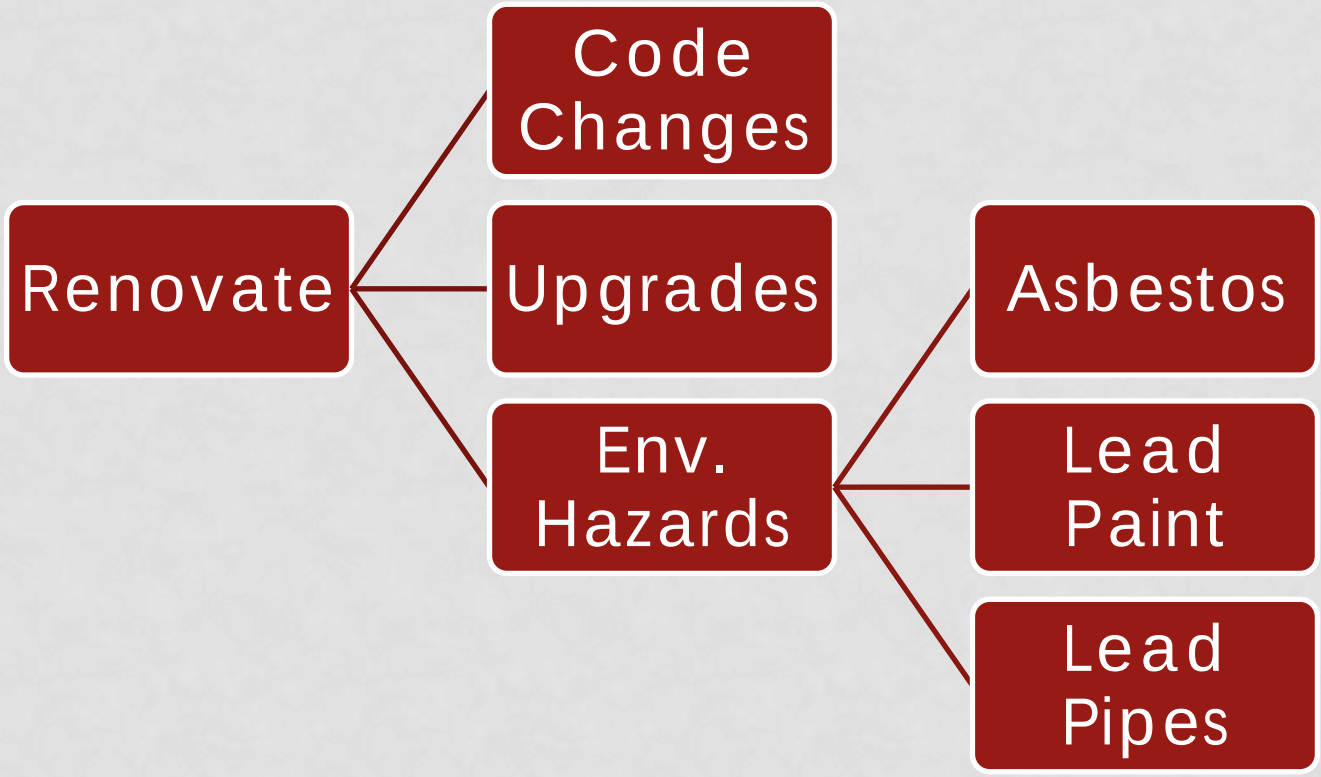

Projects Enrollment
Includes Projections, Community Vision Goals & Values
Major Update Every 10 years Minor update Every 5 years
Other Planning Cycles and Resources
Long Range Facilities Plan
Consider Broader Community Needs
Local Gov't Comprehensive Plan
Addresses Infrastructure Public Facilities Character Transportation
Includes Community's Short Term Work Program
Plan for Meeting Future Needs

BUILD NEW? RENOVATE?

BUILD NEW?


Build New
Replacement
Not a Replacement
Same Site
New Site
Old School
Sell
Tear Down
Keep

RENOVATE?


Renovate
Code Changes
Upgrades
Env. Hazards
Asbestos
Lead Paint
Lead Pipes

\ grEn skül \ n.

green school

a school building or facility that creates a healthy environment that is conducive to learning while saving energy, resources and money

Health Benefits

25%
reduction in asthma

15%
reduction in colds & flu

Learning Benefits

3%
increase in learning, productivity & performance

3%
reduction in teacher turnover

Operational Benefits

Reduced teacher sick days
Insurance and risk related benefits

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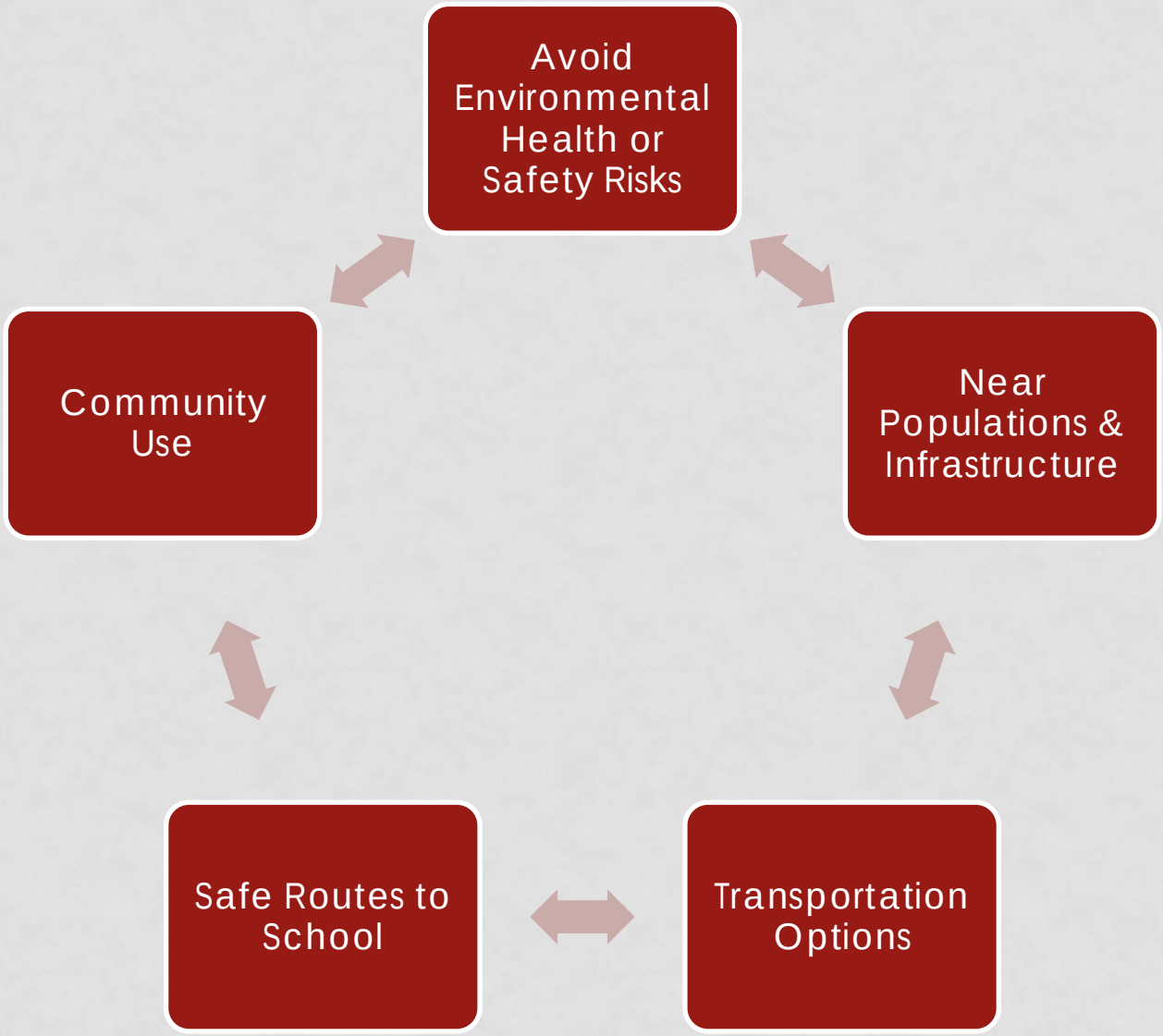
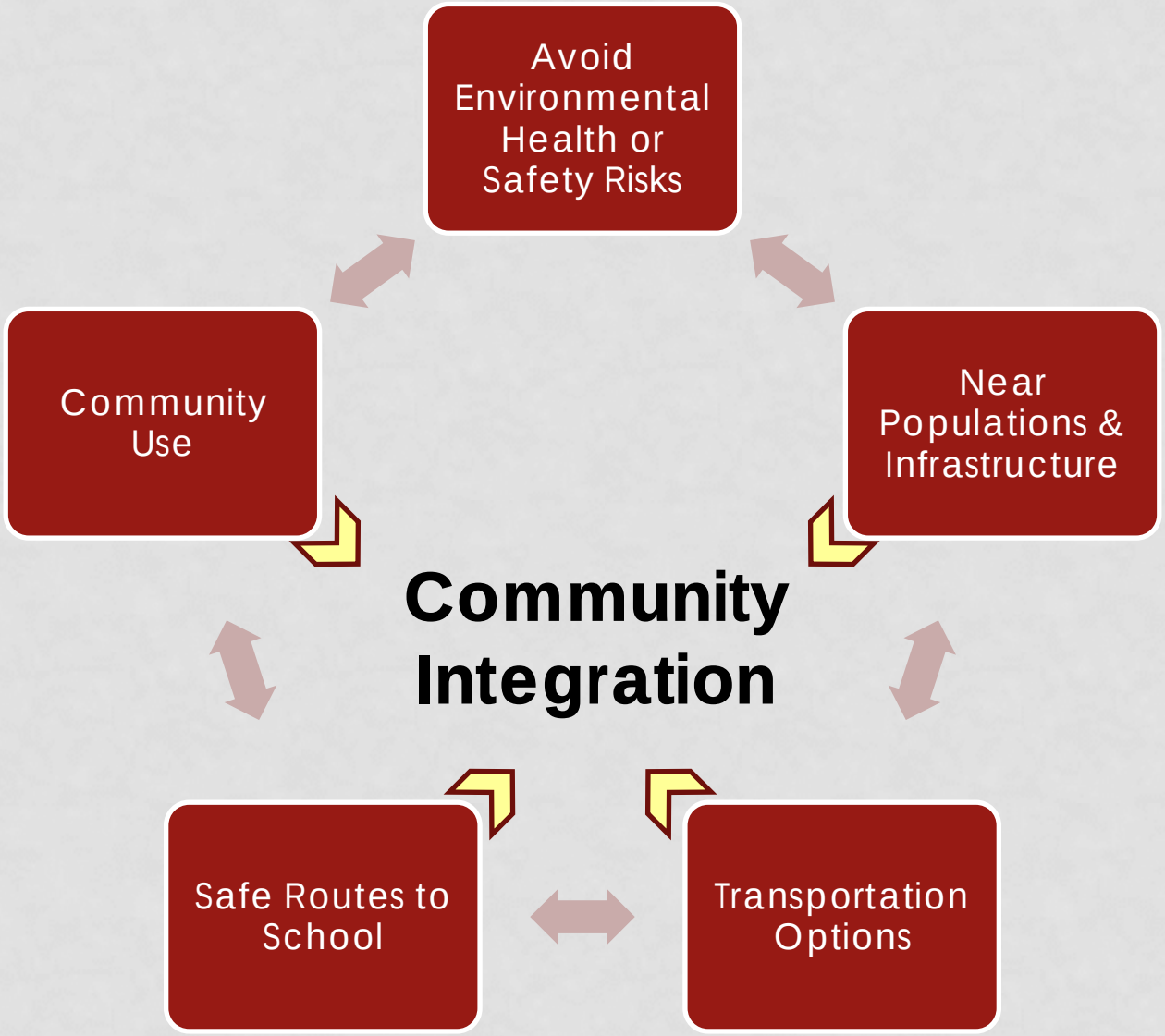
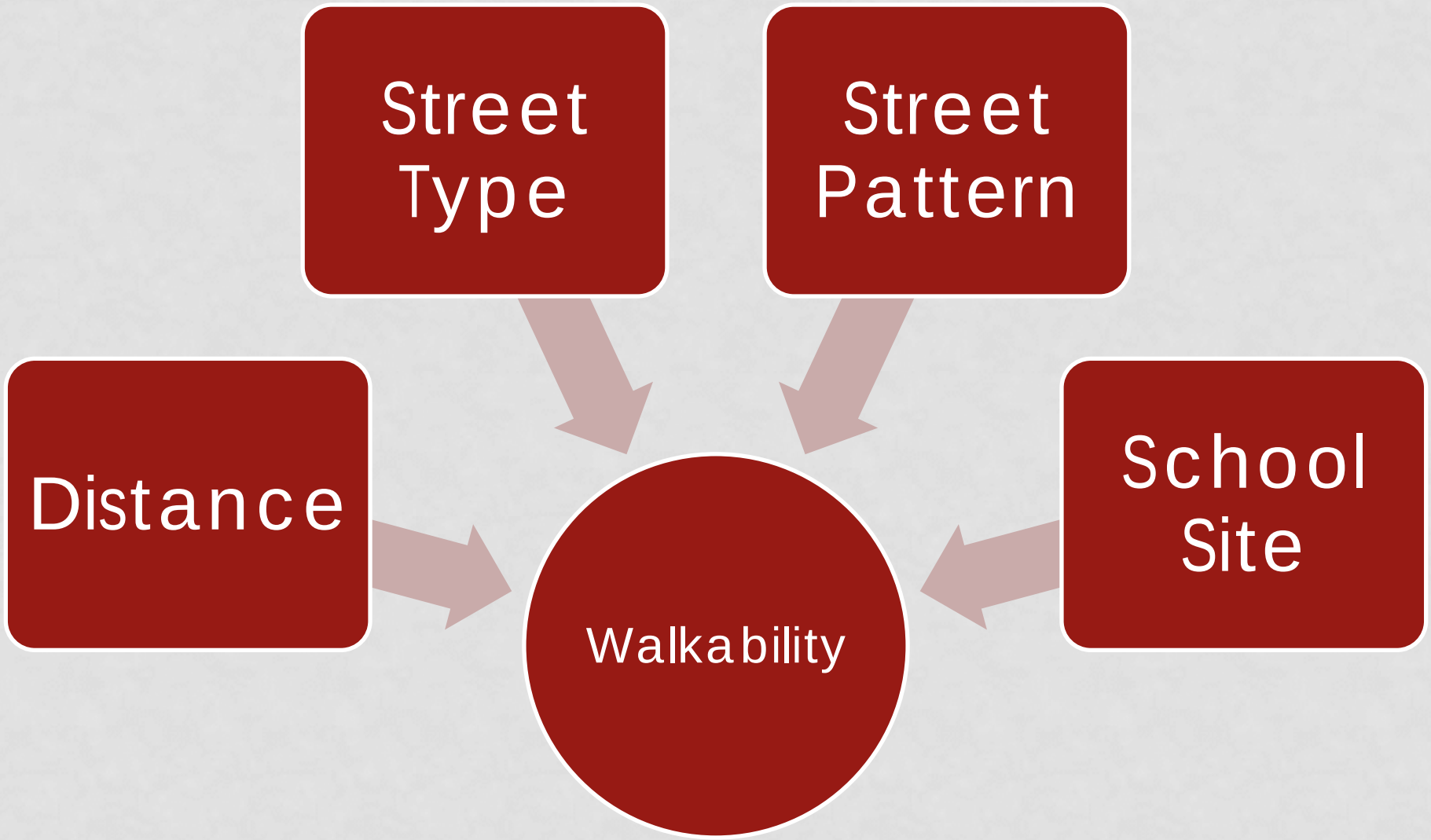

Avoid Environmental Health or Safety Risks
Near Populations & Infrastructure
Transportation Options
Safe Routes to School
Community Use


Avoid Environmental Health or Safety Risks
Near Populations & Infrastructure
Transportation Options
Safe Routes to School
Community Use
Community Integration


Street Type
Street Pattern
Distance
School Site
Walkability

EMERGENCY SHELTER

AVOID ENVIRONMENTAL HEALTH OR SAFETY RISKS

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POTENTIAL NEARBY HAZARDS

Exhibit 5: Factors Influencing Exposures and Potential Risks

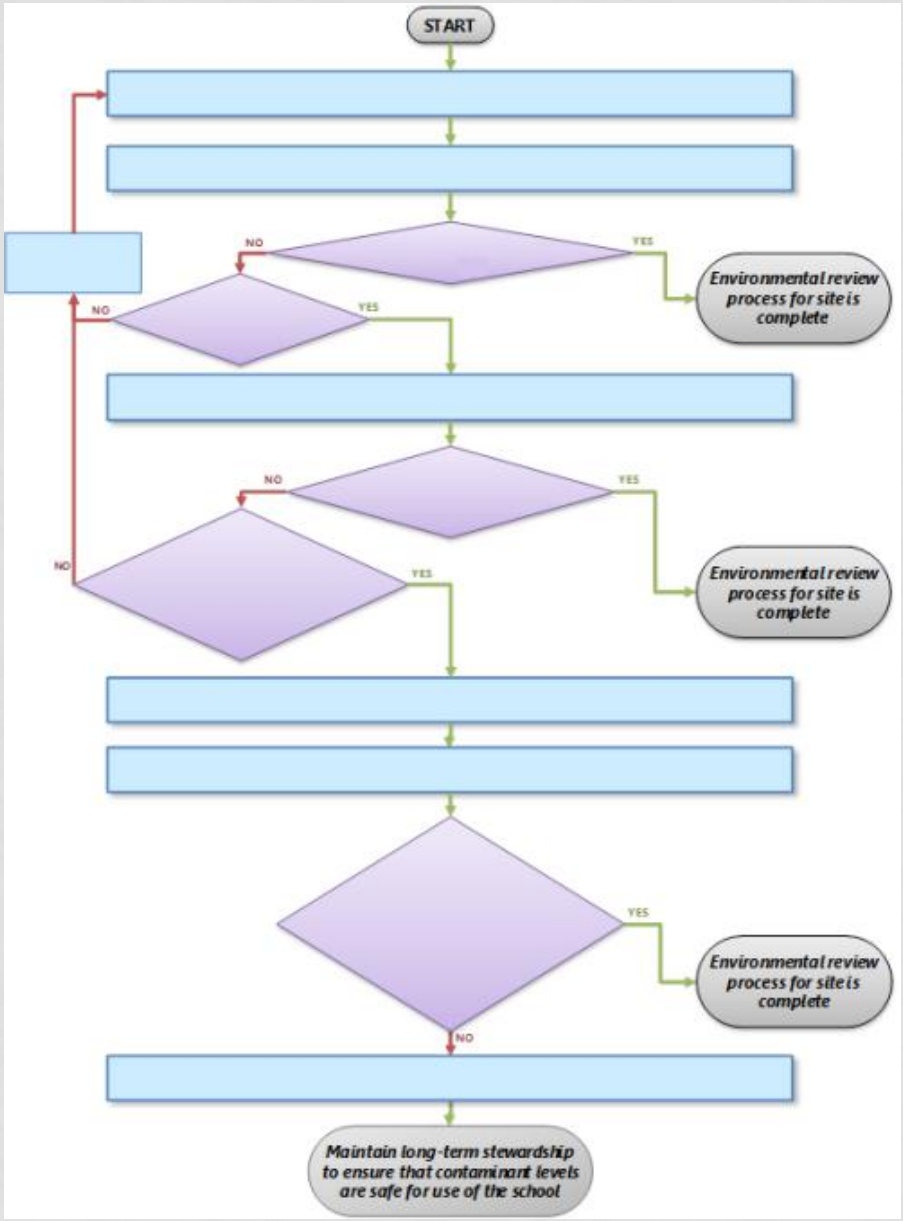
Potential Hazard	*Potential Variables*	*Potential Mitigation Options N=New schools E=Existing structure*
Air Pollution (see Section 8.1)	▪ Type and volume of contaminant released ▪ Distance from the source ▪ Nearby traffic type, fuel, volume and speed (mobile sources) ▪ Stack height, facility practices and type of pollution control employed (stationary/point sources) ▪ Timing of operations (stationary/point sources) ▪ Meteorological conditions (e.g., prevailing wind direction and wind speed) ▪ Atmospheric stability and mixing ▪ Regulatory compliance	▪ Adopt an area-wide approach to address air pollution issues (N/E) ▪ Maximize distance from transportation or other pollution sources (N) ▪ Vegetation buffers (N/E) ▪ Anti-idling policies (N/E) ▪ Limiting bus or personal car use on and near campus (N/E) ▪ Enhanced indoor filtration/air cleaning (N/E) ▪ Locating sensitive activities and outside air intakes away from sources (e.g., locate playgrounds

Exhibit 6: Screening Potential Environmental, Public Health and Safety Hazards

IMPORTANT: This table is intended to assist with the initial screening of candidate locations but is NOT a substitute for case- and site-specific evaluation of potential risks and hazards. It is intended to be used in conjunction with the example Environmental Review Process (see Section 5) and Evaluating Impacts of Nearby Sources of Air Pollution (see Section 6). For more information on typical environmental hazards that may be encountered during the school siting process, see the Quick Guide to Environmental Issues in Section 8). Existing applicable federal, state, tribal or local statutes, ordinances, codes or regulations take precedence over the recommendations contained in this table. Users should check with state, tribal and local authorities for applicable requirements or other recommendations.

Feature/Land Use	*Description*	*Potential Hazard(s)*	*Recommendations*		*Additional Information*[51]
			Screening Perimeter	*Evaluation*	
Onsite buildings or structures (including all leased space)	▪ All onsite or adjacent buildings/structures slated for reuse, renovation or demolition.	▪ Legacy contaminants in existing structures including lead and other heavy metals, asbestos, PCBs, vapor intrusion/(VOCs), mold, radon, pesticides, pests ▪ For existing school buildings, chemicals from laboratory, art, shop, drama, maintenance, cleaning, grounds ▪ Structure may not meet current building codes (e.g., for seismic activity)	▪ All onsite structures slated for demolition, reuse or renovation	▪ Evaluate for the presence of hazardous materials or conditions. Age, location, condition and type of structure, and the history of use are critical factors to consider in assessing potential risks. Identify all potential hazards and remediate as appropriate.	▪ *Lead* ▪ *Heavy Metals* ▪ *Asbestos* ▪ PCBs ▪ *Vapor Intrusion/ (VOCs)* ▪ *Mold* ▪ *Radon* ▪ *Mercury* ▪ *Pesticides* ▪ *Air Pollution* ▪ *Risk Assessment*

[51] See the Resources page of the guidelines website for links related to the topics listed under the 'Additional Information.' (www.epa.gov/schools/siting/resources)


START
NO
YES
Environmental review process for site is complete
NO
YES
NO
YES
Environmental review process for site is complete
NO
YES
YES
Environmental review process for site is complete
NO
Maintain long-term stewardship to ensure that contaminant levels are safe for use of the school

AIR POLLUTION

- **Mobile Sources**
  - Cars, trucks, buses, etc.
- **Stationary Major Sources**
  - Factories, power plants, etc.
- **Local Area Sources**
  - Auto-body paint shops, dry cleaners, etc.

AIR POLLUTION

- **Types**
  - Criteria pollutants
  - Air toxics
    - www.epa.gov/air/criteria.html

Particulate Matter	Ground Level Ozone	CO
SO_2	NO_2	Lead

ASSESSING AIR POLLUTION RISKS

Layout & Study Area

Initial assessment

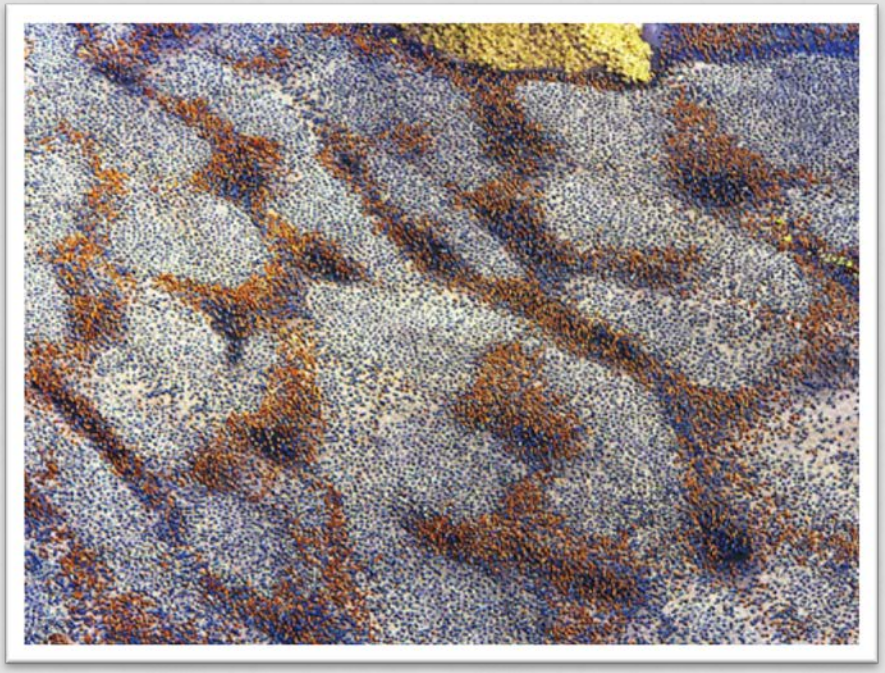
Inventory

Screening evaluation

- Local air quality monitoring
- Onsite air quality Monitoring

Environmental Assessment Report	Study area
	Pollutant Inventory process
	Modeling approach & modeled concentrations
	Monitoring approach and results
	Acute and chronic screening criteria
	Comparison of pollutants against the screening criteria
	Potential for multi-pollutant impacts
	ID and evaluation of potential contributing sources
	Conclusions & recommendations
	Uncertainty & limitations

MEANINGFUL PUBLIC INVOLVEMENT



Who is the public?

School System

- What are the state requirements?
- What size should the school be?
- How much property do we need?
- How much will it cost to buy the property and construct the school?
- How much will it cost to own and operate the school?

School Users

- What will the school and classrooms look like?
- What amenities will be provided?
- Will the surroundings stimulate learning?
- How will students get to school? Can they walk?
- Is the school safe?

Community

- Do we need a new school? Can the existing school be renovated?
- Will the current school close? What will happen to the building?
- How will students get to school? Can they walk?
- Will the school, playgrounds, etc. be accessible to the community?
- Are there environmental hazards?
- Can we have input about where new schools are located?

Local Government

- What are the water and sewer needs of the new school? Do we have adequate capacity?
- Will the surrounding roads support the anticipated traffic?
- Are the school locations coordinated with the future land use plan?
- How will the location impact the demand for local government services?

School Siting Committee

- School Board
  - Elected Officials
  - Admin
  - Facility Staff
- Stakeholders
  - Parents
  - Teachers & Staff
  - Students
  - Nonprofit Groups
- Local Govt.
  - Planners
  - Engineering
  - Parks & Rec.

GEORGIA CONSERVANCY

SCHOOL SITING TRAINING MODULES AND GUIDES

RESOURCES

Professional Training

- One-hour training and user's guide
- Three-hour training and user's guide with supplemental break-out exercises

Parent/Community Training

- Half hour/Hour training and user's guide (forthcoming)

Technical Services

www.georgiaconservancy.org/schoolsiting

ACKNOWLEDGEMENTS

This project was funded by a grant from the U.S. Environmental Protection Agency, Source Reduction Assistance Grant Program (Multi-Regions Projects)

Project Team

Georgia Conservancy

Mothers & Others for Clean Air

U.S. Green Building Council Chapter Georgia

Consultant

symbioscity

PEOPLE + PLACE + PLANET

The examples included in these presentations are intended for discussion purposes only. Nothing in this presentation imposes legally binding requirements on the U.S. Environmental Protection Agency (EPA), states, or school systems. Similarly this presentation does not confer legal rights or impose legal obligations upon any member of the public. The regulatory obligations of a school or school district are determined by statutes, regulations, or other legally binding requirements. In the event of a conflict between the discussion in this presentation and any statute or regulation, this presentation would not be controlling. The presentation and publications listed herein from entities other than EPA reflect the view of the entity in question and do not necessarily reflect the view of the EPA.

Steering Committee

Heather Alhadeff	Perkins + Will, Transportation Planning & Urban Design
Kara Belle	EPA, Public Liaison Specialist
Mayor Linda Blechinger	City of Auburn, Georgia Municipal Association
Margot Brown	EPA, Office of Children's Health Protection
Dr. Mike Campbell	Georgia Department of Education, Facilities Services
Dr. Lyndsey Darrow	Rollins School of Public Health, Emory
Daniel Drake	Planning and Forecasting, DeKalb County School System
Michael Dobbins	Georgia Tech, School of City and Regional Planning
Todd Edwards	Legislative Affairs, Association County Commissioners of Georgia
Sherry Everett Jones	Centers for Disease Control & Prevention
Wayne Garfinkel	EPA, Region IV, Children's Environmental Health
Dr. Robert Geller	Georgia Poison Center and Southeast Pediatric Environmental Health Specialty Unit
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Stephanie Holden	Georgia PTA
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Dr. Anne Mellinger-Birdsong	Georgia Chapter, American Academy of Pediatrics, Environmental Health Committee
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Pamela Swingle	EPA, Pollution Prevention and Innovation
Sabina Vyas	Centers for Disease Control and Prevention, Division of Nutrition, Physical Activity and Obesity
Harry West	Georgia Tech, Center for Quality Growth and Regional Development

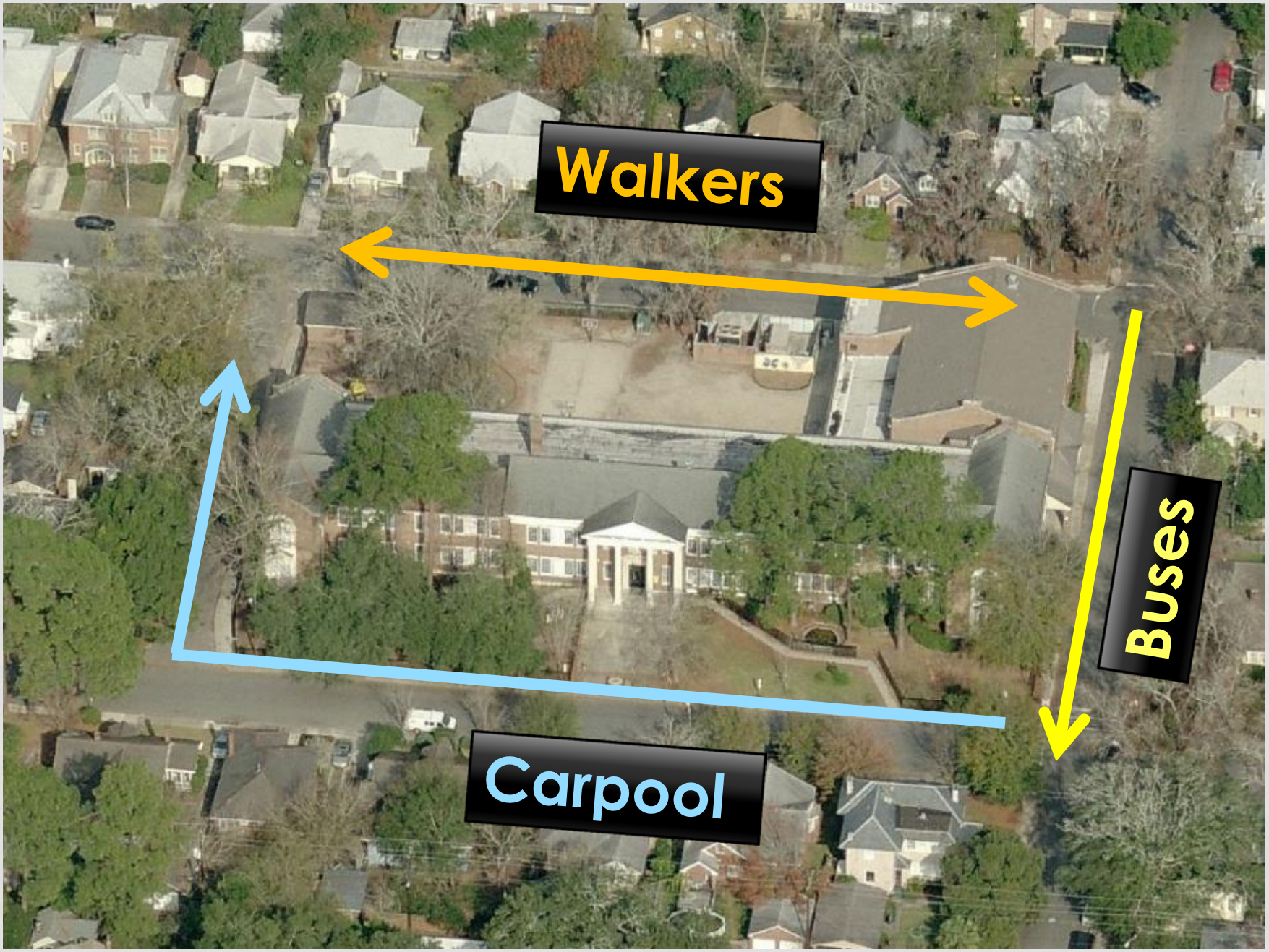
Border designates Georgia Conservancy training materials only – images not found in EPA School Siting Guidelines

Example Training Materials


Image source: Denise Grabowski

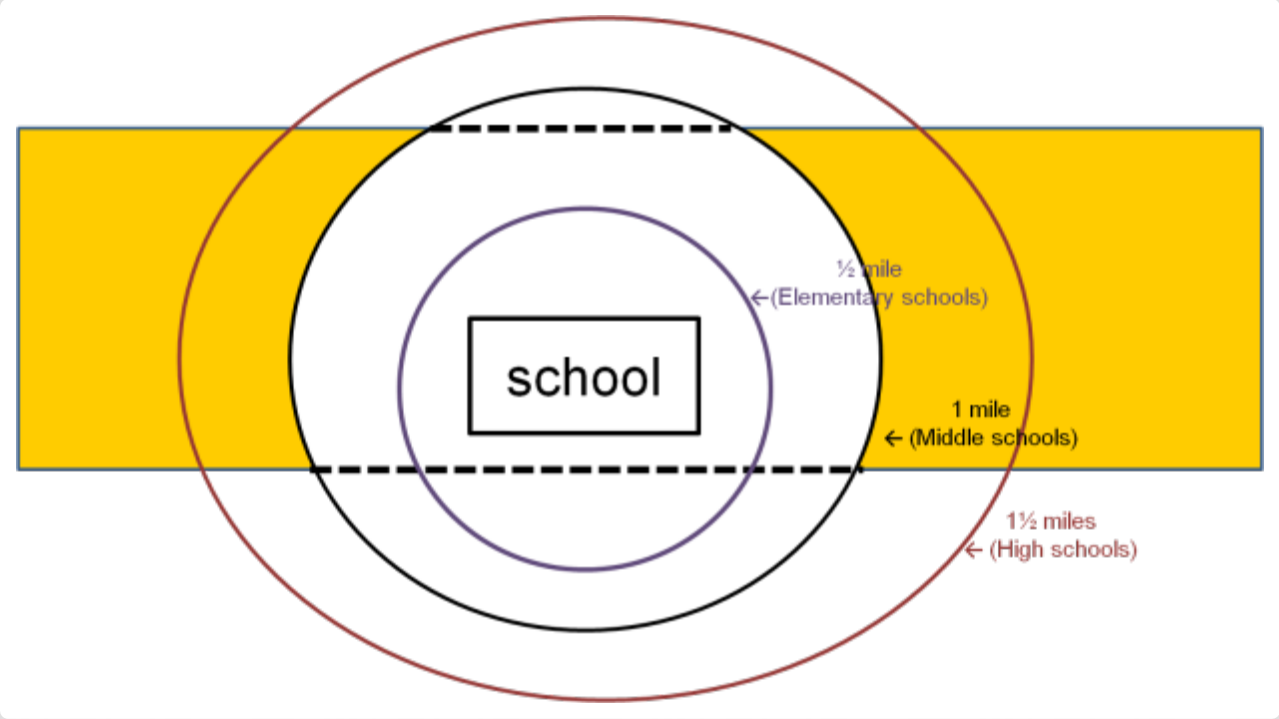

MONTESSORI
STOP

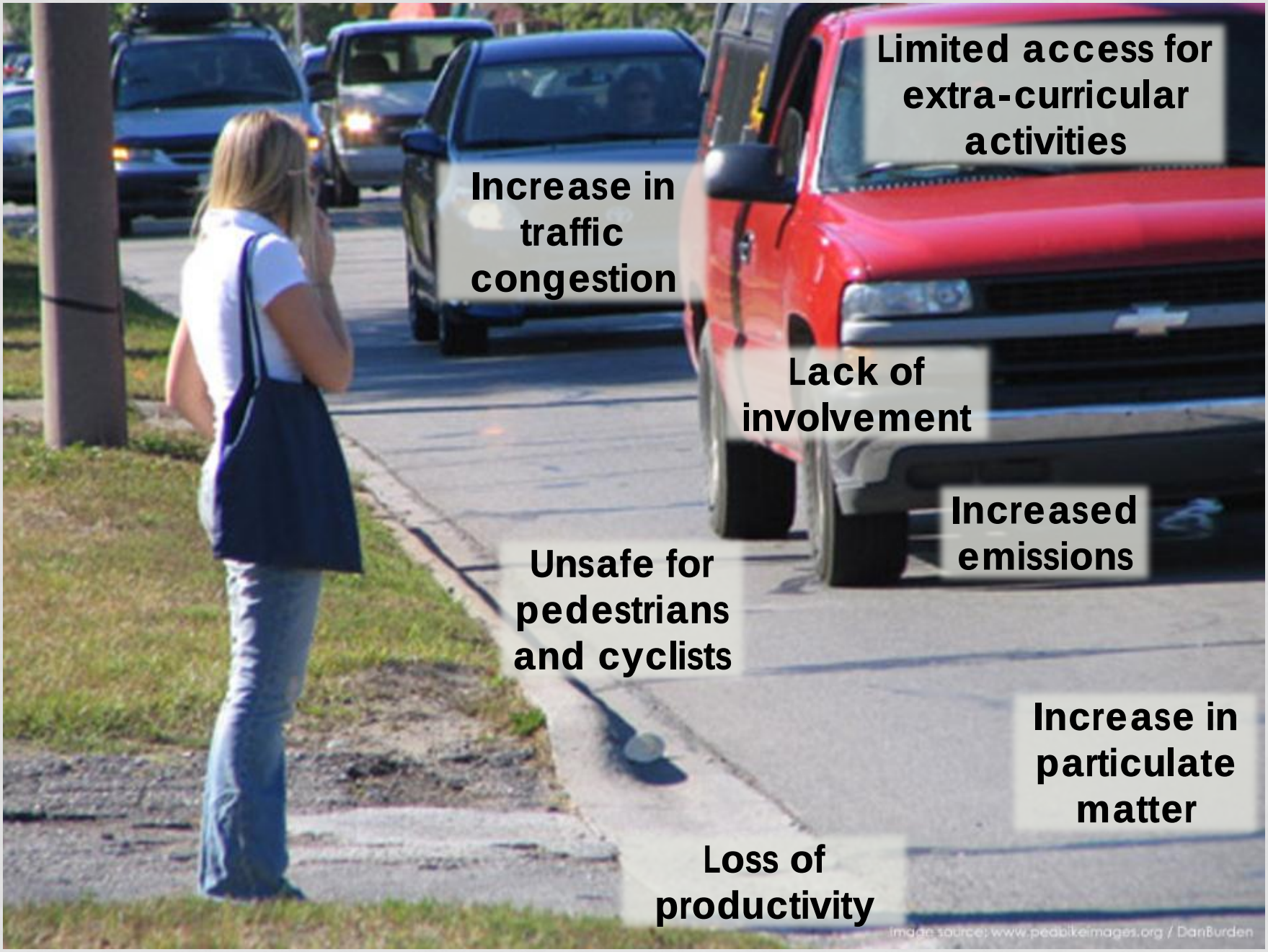
BUT WHAT ABOUT CIRCULATION AND PARKING?

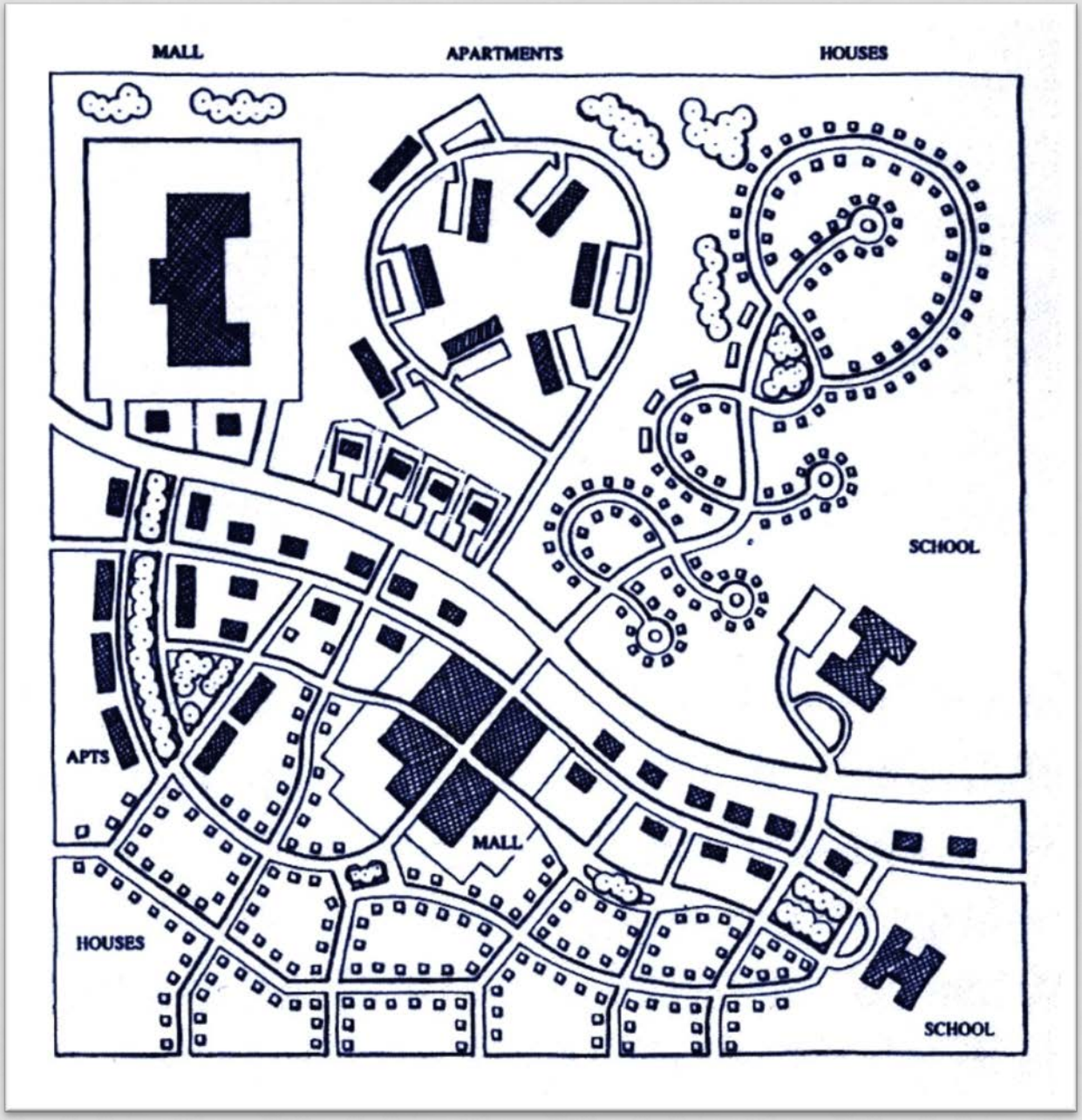

Walkers
Buses
Carpool

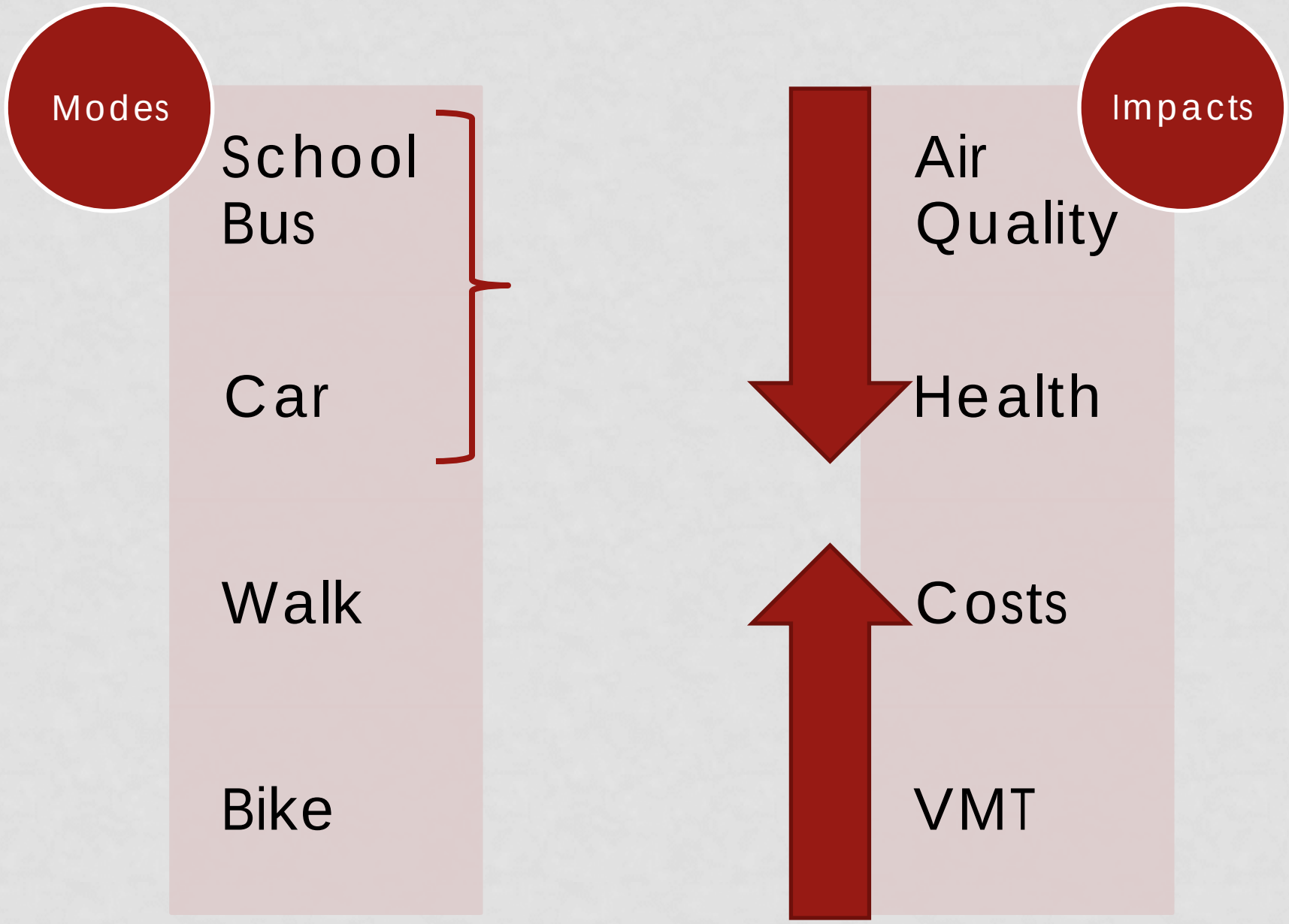
Commonly accepted maximum walking/biking distances

- Elementary schools: ½-mile radius
- Middle schools: 1-mile radius
- High schools: 1½-mile radius



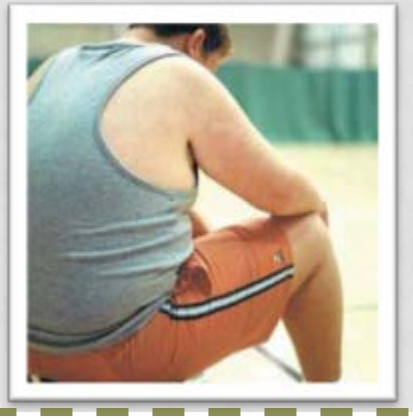

Limited access for extra-curricular activities
Increase in traffic congestion
Lack of involvement
Increased emissions
Unsafe for pedestrians and cyclists
Increase in particulate matter
Loss of productivity
Image source: www.pedbikeimages.org / DanBurden

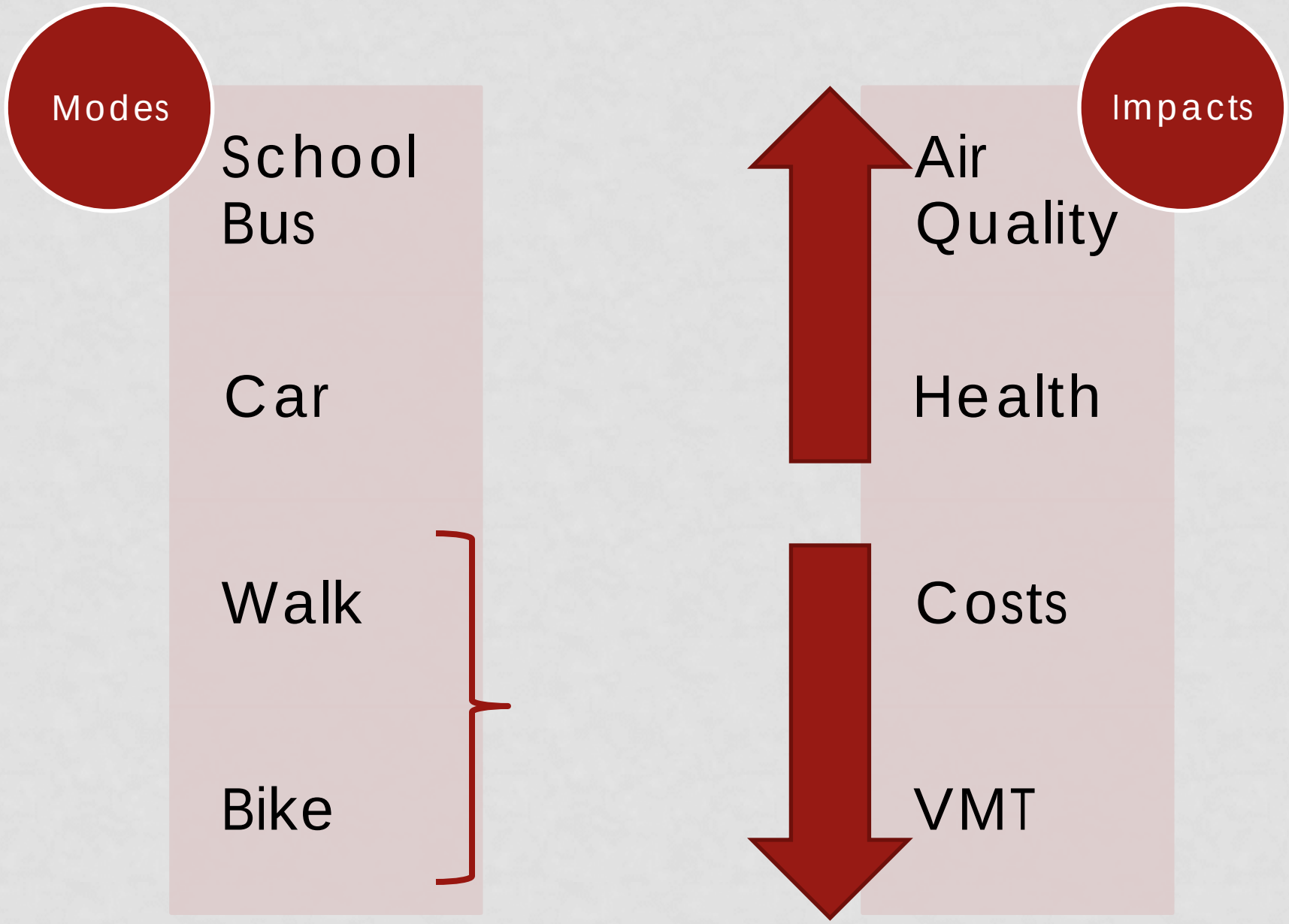

MALL
APARTMENTS
HOUSES
SCHOOL
APTS
MALL
HOUSES
SCHOOL


Modes
School Bus
Car
Walk
Bike
Impacts
Air Quality
Health
Costs
VMT

The prevalence of obesity among children and adolescents **more than tripled** from 1980 to 2008.

In 2008, **more than one third** of U.S. children and adolescents aged 6–19 were overweight or obese.




Modes
School Bus
Car
Walk
Bike
Impacts
Air Quality
Health
Costs
VMT


McDonald's
Restaurant
Checkers
Hardee's
GATE
Image source: Denise Grabowski


Image source: Denise Grabowski

Case Study 1


COLLECTOR ROAD
ARTERIAL ROAD
ARTERIAL ROAD
COLLECTOR ROAD
LEGEND
SINGLE FAMILY HOUSING
MULTI FAMILY HOUSING
SCHOOL
RETAIL
CHURCH
Graphic produced by The Georgia Conservancy

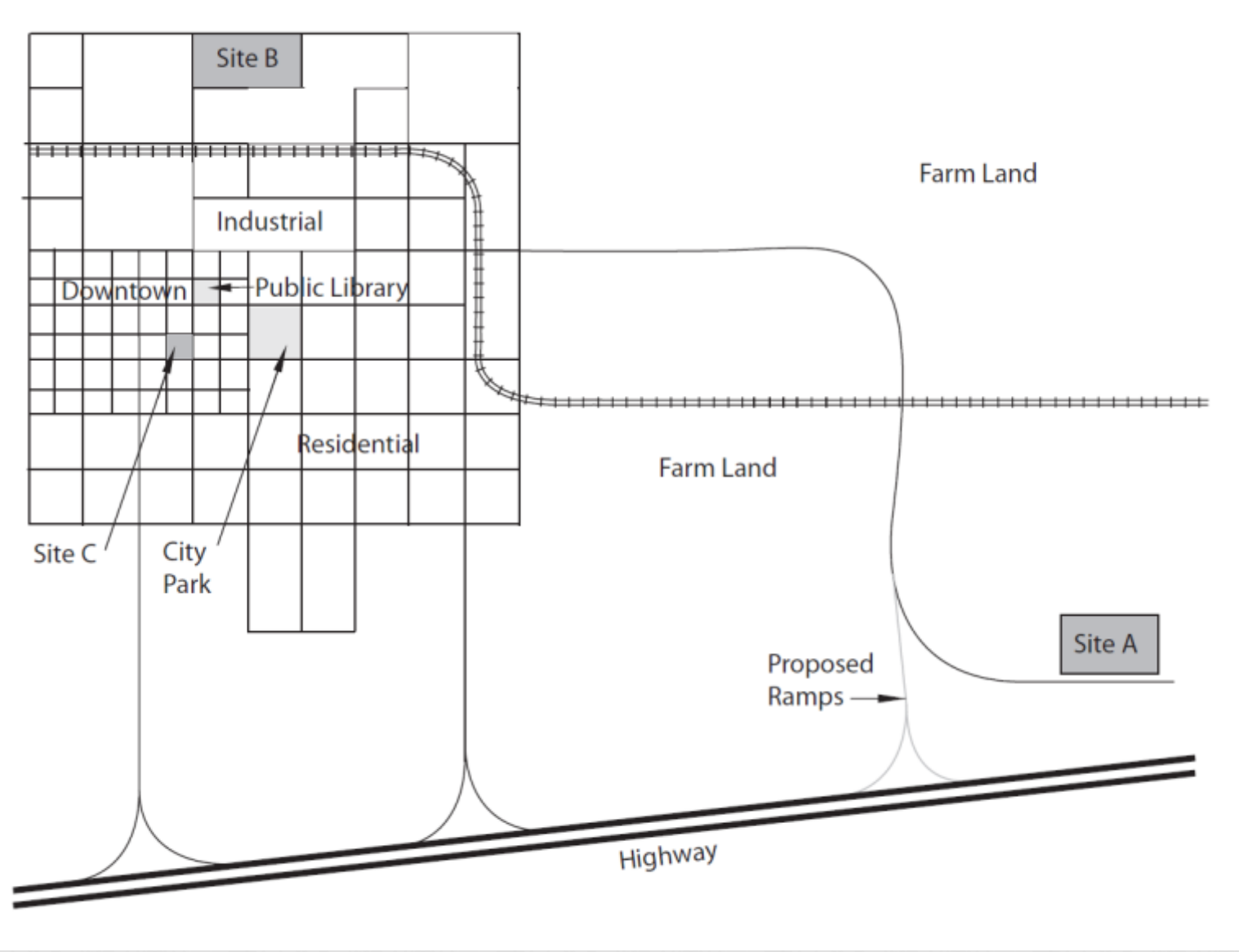
EDGEWATER ELEMENTARY

EXERCISE 2

The Brafferton school district is considering whether or not to replace the c. 1927 Edgewater Elementary School, with a anew facility to upgrade facilities and take advantage of a no-interest federal loan. The current school enrollment is 475 students, but is expected to increase to 600 students within the planning horizon. You are members of a site selection committee that has been asked to recommend the preferred option for a school site to the school board. Your group may want to decide to represent specific perspectives (city planner, parent, superintendent, equity advocate, environmental justice advocate, active transportation advocate, etc).

The State Guideline for Educational Facility Site Selection states the minimum useable acreage requirements for and Elementary School are five acres plus one acres for each 100 children. In developed areas, a variance of the minimum useable acreage requirements may be made by the State DOE Facilities Section Director when requested by the local board of education if the reduced acreage is considered appropriate and can accommodate all facility, parking, and outdoor areas as documented by an architectural plat locating all needed areas on the plat.

Site A is 50 acres. Site B is 10 acres. Site C is 5 acres.


Site B
Industrial
Downtown
Public Library
Residential
Site C
City
Park
Farm Land
Farm Land
Site A
Proposed
Ramps
Highway

GROUP EXERCISE 2

	Site A	Site B	Site C
General description	Facility would include a state-of-the-art theater that could be used for community productions.	One-story administrative building, located in a former industrial area. The current owner, a pesticide company, will donate it and the surrounding land.	The existing school (c. 1927) sits on a small lot downtown and is surrounded on three sides by houses and a former gas station & drycleaners on the fourth. Demolition of the original building is not an option.
Size	50 acres to be donated by a developer with an approved new housing development	The entire lot is 10 acres in size but sits across from Henley Park, a 15-acre recreational park owned by the city but rarely used.	To build a new wing and ball fields, the district would need to either acquire 8 neighboring houses that were also built in the 1920s or purchase and reuse the former brownfields site. Either option creates a 13 acre site.
Construction cost	$30 million	Renovation: $16 M Abatement of hazards: $10 M Total construction costs = $26 M	$35 million includes renovation of existing school, demo & abatement of hazards, plus construction of new wing and ball field
Roads/Parking	A road to the school would need to be constructed, along with a new highway exit. The city is reluctant to fund this construction and noted that the comprehensive plan does not support a school here.	The site could easily accommodate parking for teachers and 5 visitors.	Parking would remain limited and visitors would still have to park several blocks away.
Public water and sewer	None. The developer is waiting to finalize his subdivision plans until after extension of public water and sewer for the school.	Readily available	Readily available
Adjacent land uses	No zoning is in place to prohibit a concentrated animal feeding operation (CAFO) on the neighboring farm.	Renovation of this building could spur revitalization of the central business district which is within walking distance.	The directors of the downtown library and local YMCA are reluctant to share any space.
Walkability	Currently no students could walk or bike to the location. No sidewalks are planned (or required) for the housing development	Approximately 50 kids (within 1 mile) could walk or bike to this location on sidewalks that need to be repaired. Also more safe crossings are needed.	Approximately 75 kids (within 1 mile) walk or bike to this school along tree-lined sidewalks.
Annual bus transportation costs	Bus transportation costs for the district and for the state would increase by approximately 40%.	Bus transportation costs for the district would not vary greatly from current cost of $100,000.	Bus transportation costs would not change.
Demographics	While the ethnic make-up of the student population wouldn't change, the lowest income students would have to travel about 30 minutes more each way each day.	The nearest neighborhood is 5 blocks away and has the lowest income levels in the city.	Approximately 75% of the neighborhood population is Latino and African-American. Income levels are low and about 50% of the children receive Free & Reduced Lunch.

Adapted from an exercise developed by the National Trust for Historic Preservation

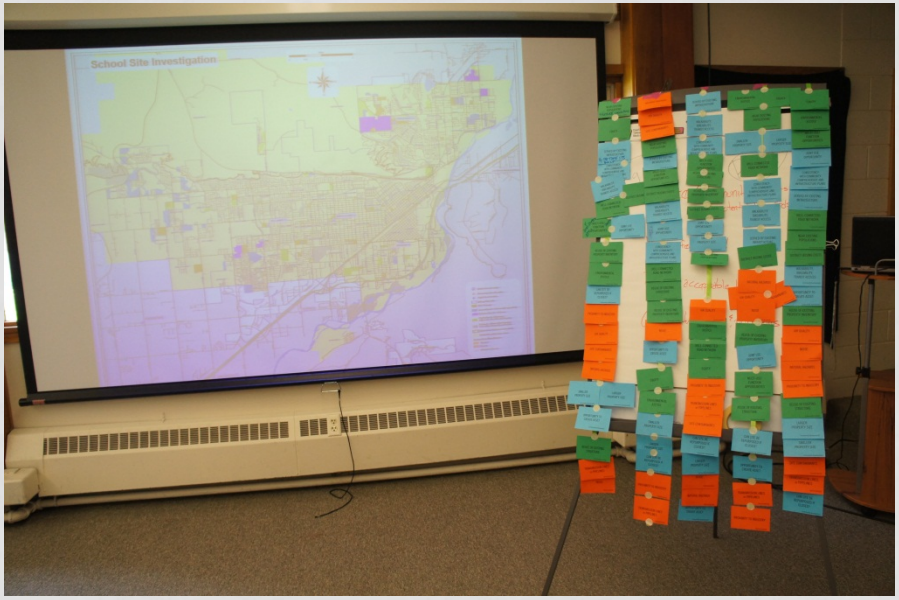
USING THE GUIDELINES

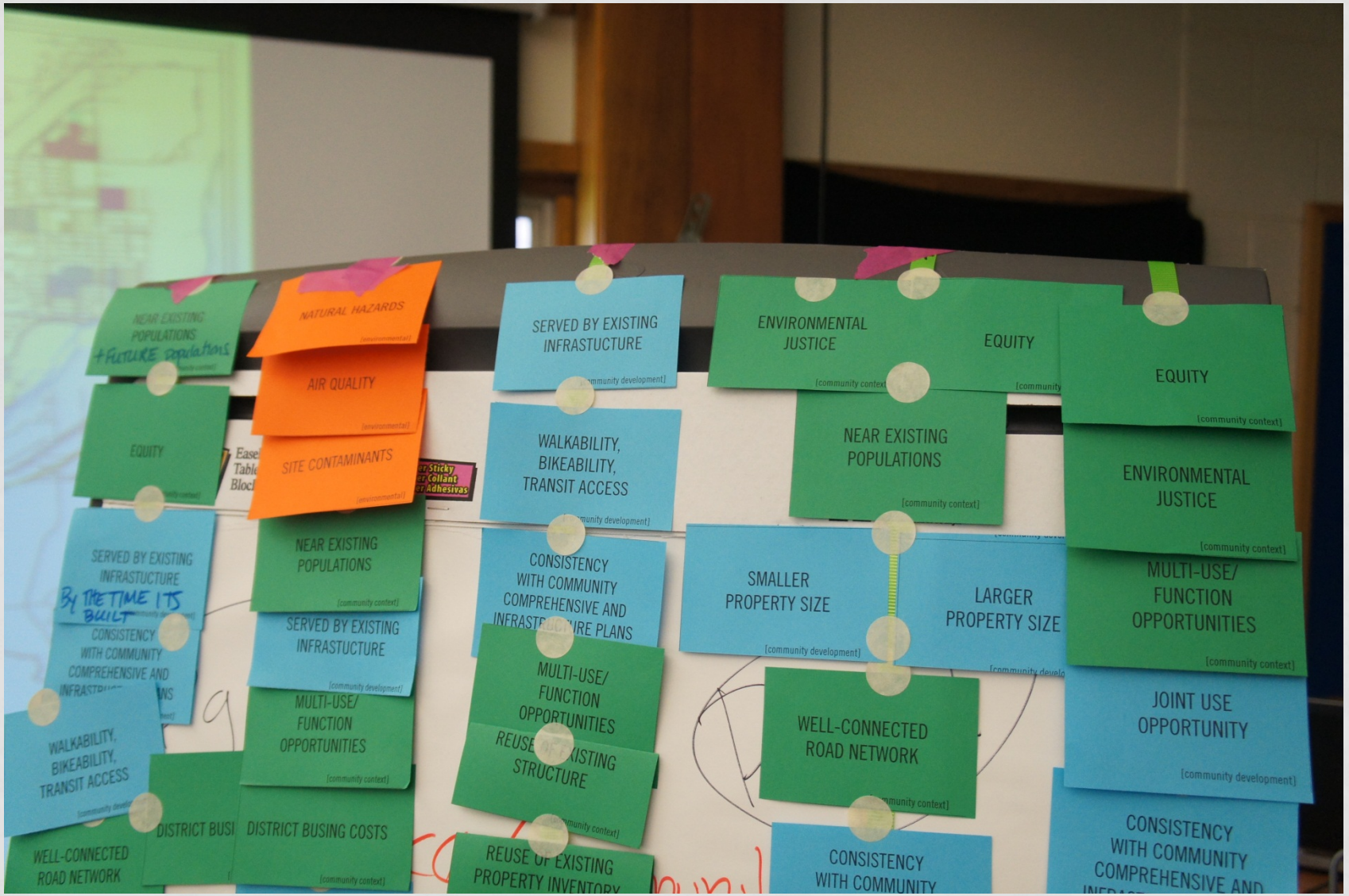
IDEAS FROM GEORGIA CONSERVANCY WORKSHOPS

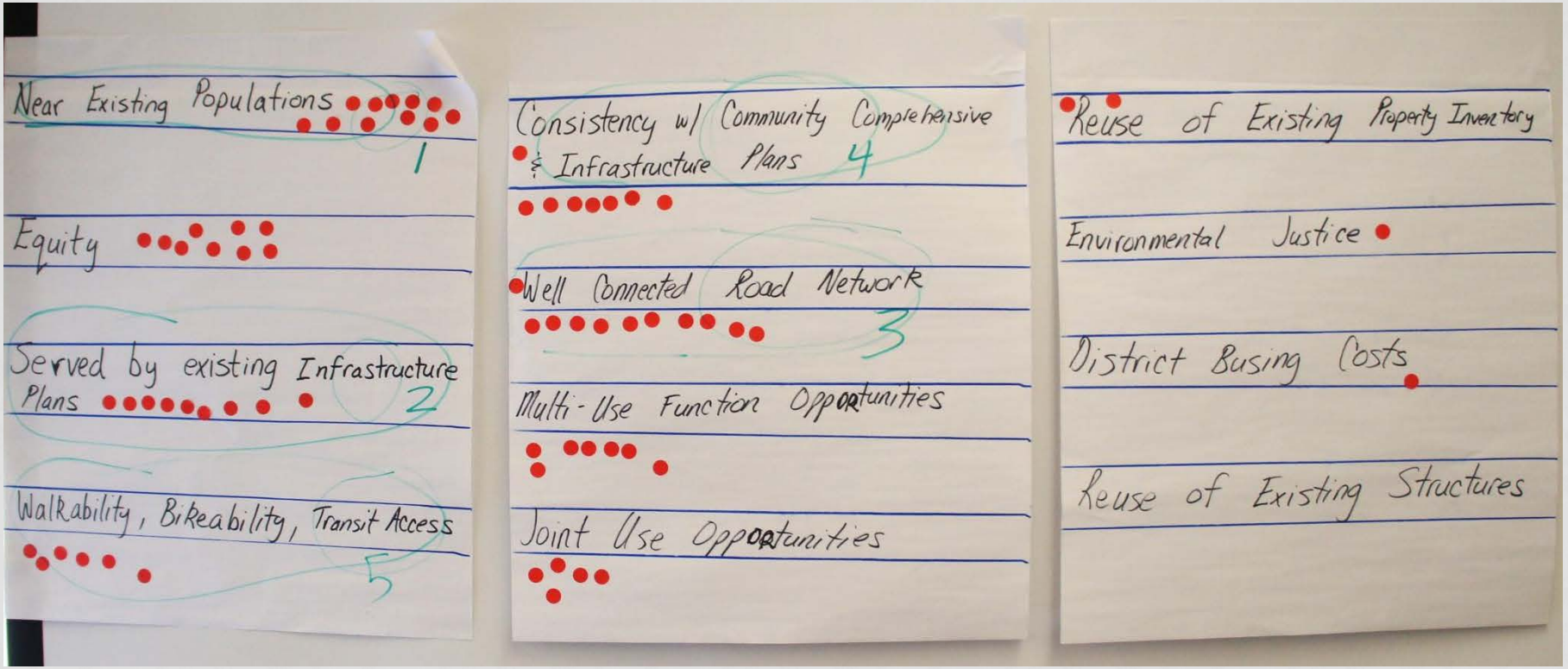
Billings, Montana

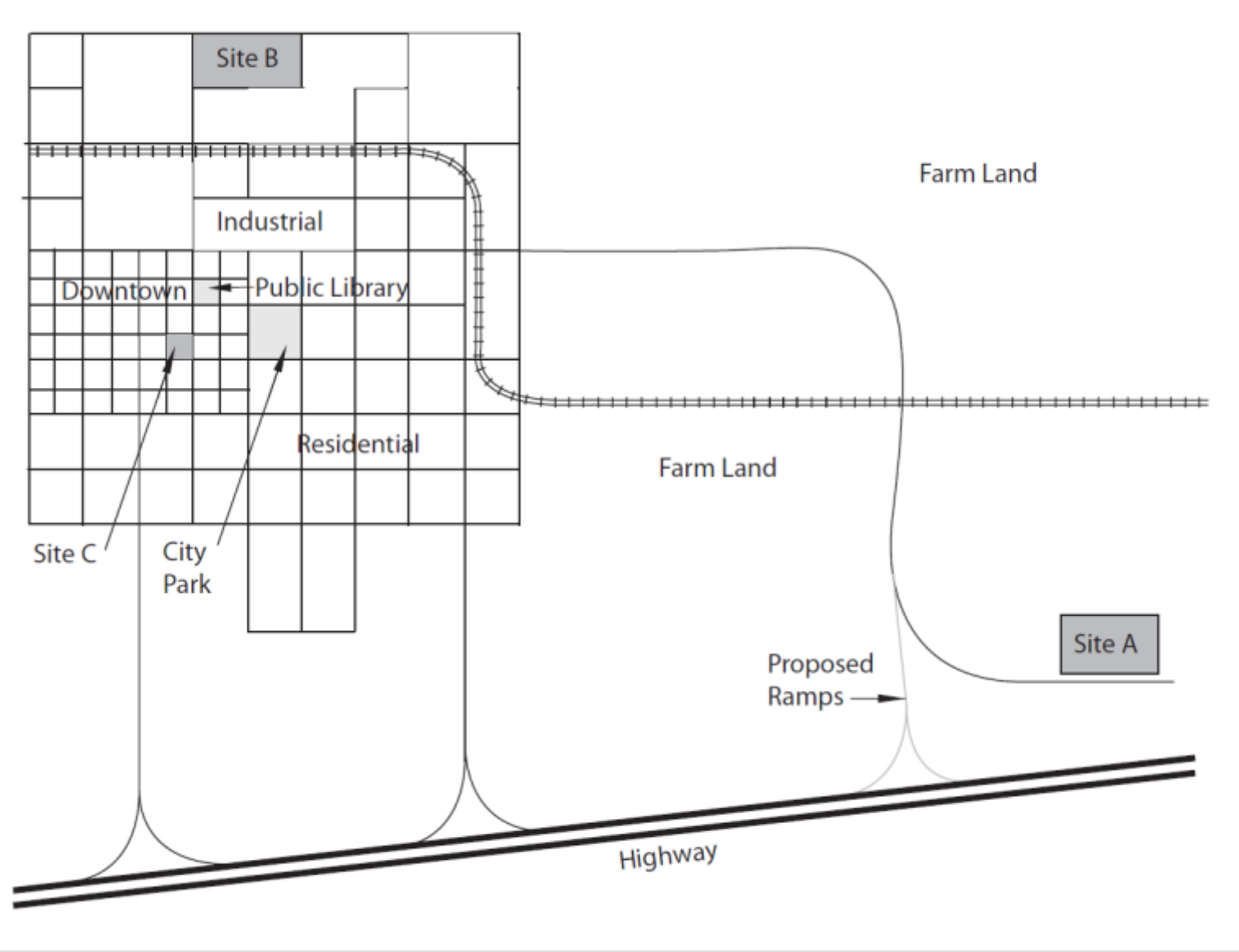
One four-hour workshop held to address:

- Value of community-centered schools
- School Siting Guidelines, contents and tools
- Prioritize site evaluation categories
- Address post-decision considerations
- Considerations for the next siting process


School Site Investigation


NEAR EXISTING POPULATIONS + FUTURE POPULATIONS
NATURAL HAZARDS
AIR QUALITY
SITE CONTAMINANTS
SERVED BY EXISTING INFRASTUCTURE
ENVIRONMENTAL JUSTICE
EQUITY
EQUITY
WALKABILITY, BIKEABILITY, TRANSIT ACCESS
NEAR EXISTING POPULATIONS
ENVIRONMENTAL JUSTICE
SERVED BY EXISTING INFRASTUCTURE
BY THE TIME IT'S BUILT
NEAR EXISTING POPULATIONS
CONSISTENCY WITH COMMUNITY COMPREHENSIVE AND
SMALLER PROPERTY SIZE
LARGER PROPERTY SIZE
MULTI-USE/ FUNCTION OPPORTUNITIES
SERVED BY EXISTING INFRASTUCTURE
MULTI-USE/ FUNCTION OPPORTUNITIES
WELL-CONNECTED ROAD NETWORK
JOINT USE OPPORTUNITY
WALKABILITY, BIKEABILITY, TRANSIT ACCESS
MULTI-USE/ FUNCTION OPPORTUNITIES
REUSE OF EXISTING STRUCTURE
DISTRICT BUSING COSTS
WELL-CONNECTED ROAD NETWORK
REUSE OF EXISTING PROPERTY INVENTORY
CONSISTENCY WITH COMMUNITY
CONSISTENCY WITH COMMUNITY COMPREHENSIVE AND


Near Existing Populations
1
Equity
Served by existing Infrastructure Plans
2
Walkability, Bikeability, Transit Access
5
Consistency w/ Community Comprehensive & Infrastructure Plans
4
Well Connected Road Network
3
Multi-Use Function Opportunities
Joint Use Opportunities
Reuse of Existing Property Inventory
Environmental Justice
District Busing Costs
Reuse of Existing Structures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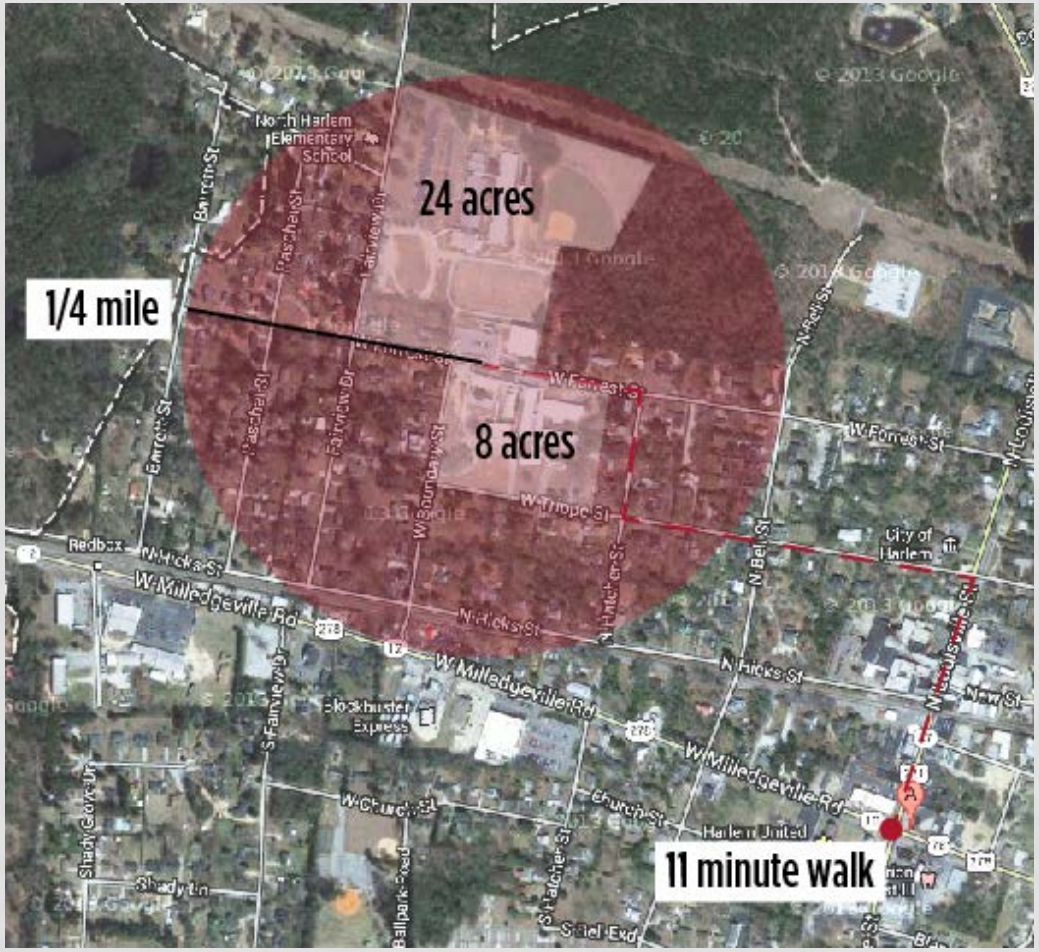
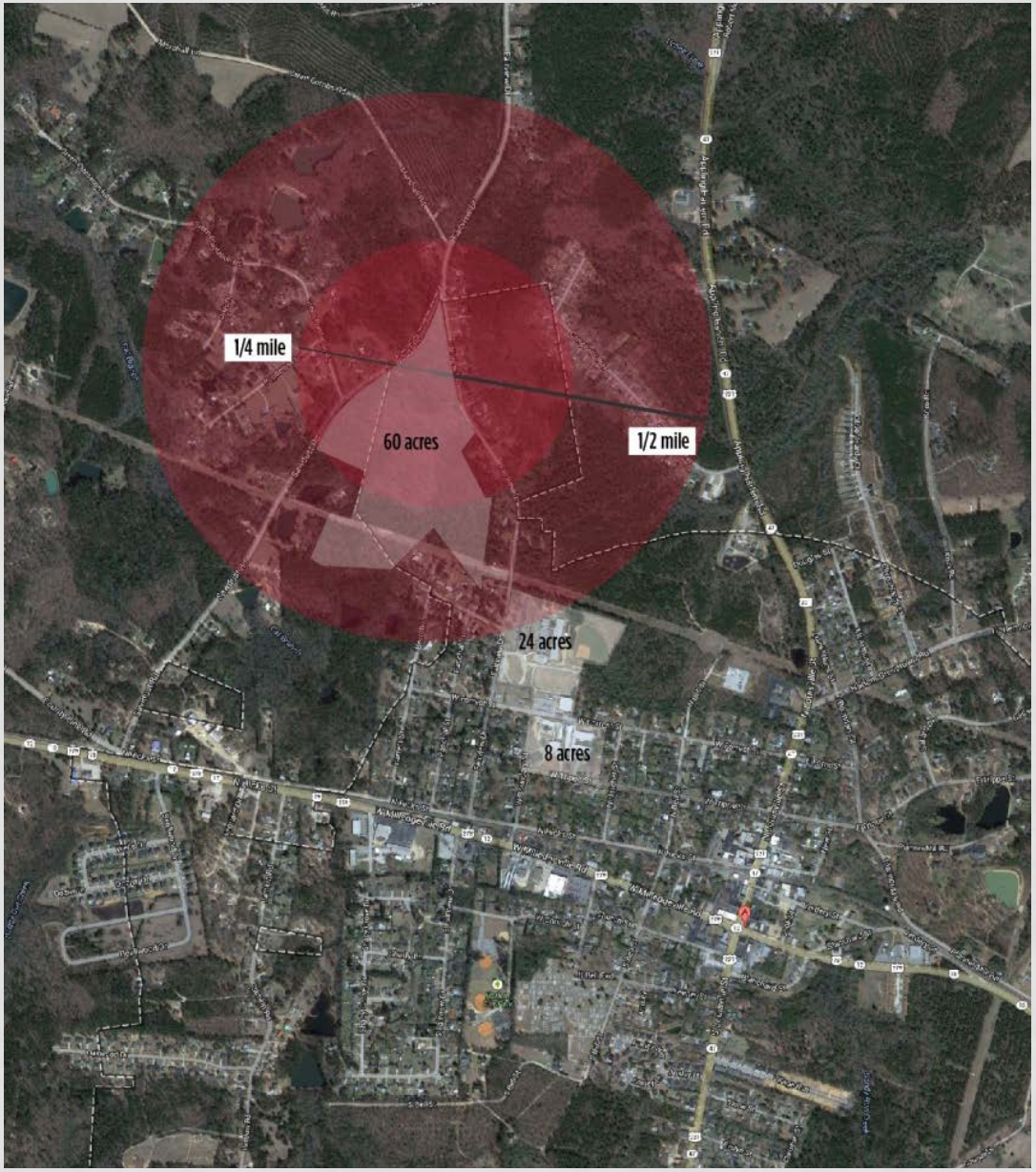
Harlem, Georgia

Introduction to School Siting workshop with Mayor, Regional Commission, other stakeholders

Two-hour workshop during DCA retreat




1/4 mile
1/2 mile
60 acres
24 acres
8 acres

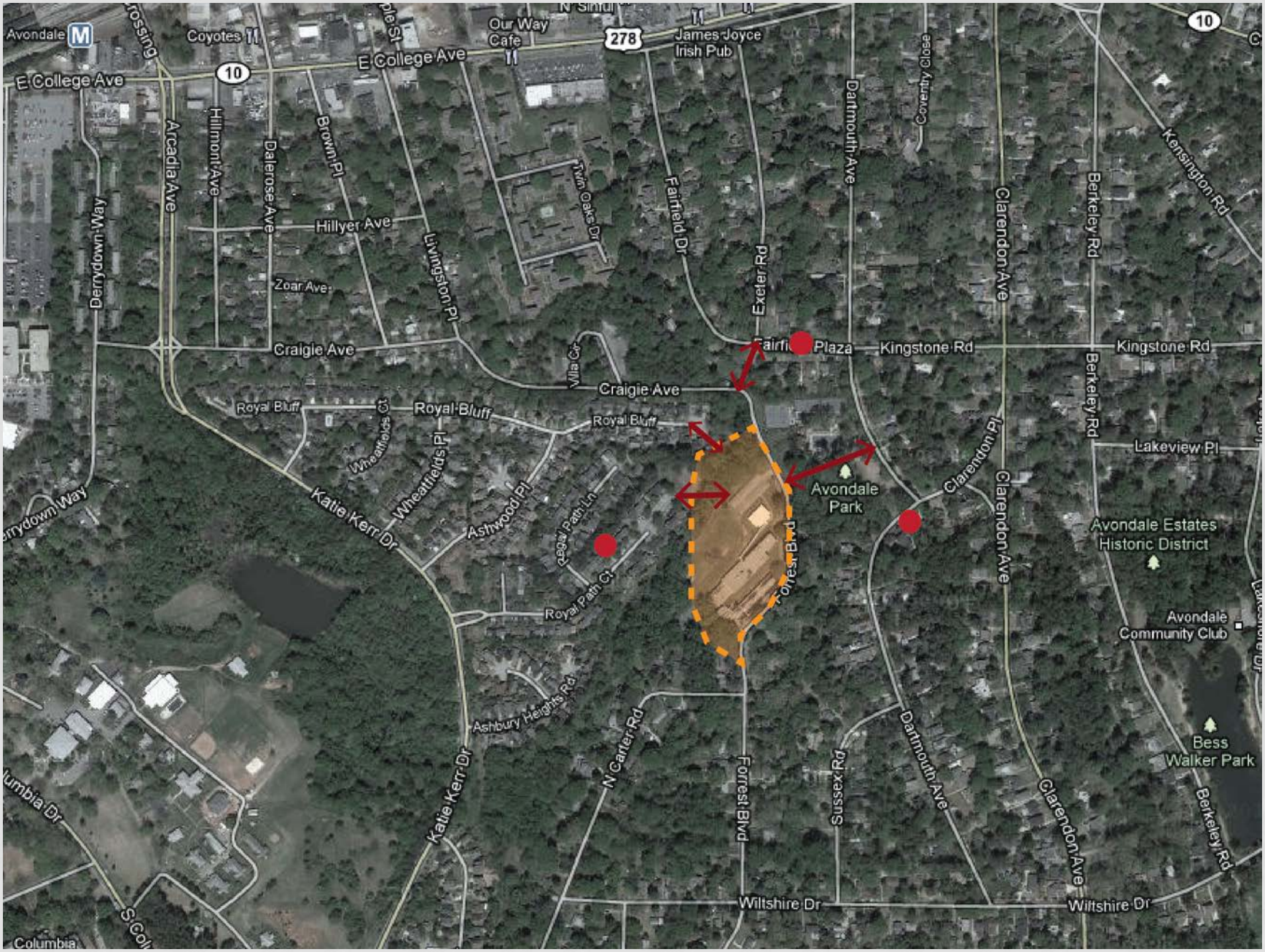

120,000 sf
30,000 sf
120,000 sf

Museum School of Avondale Estates, Atlanta

One workshop held to address:

- Site conditions and connections
- Transportation and traffic considerations
- Facility evaluation and possibilities
- Air quality concerns
- Community engagement
- Partnerships


Avondale
E College Ave
Coyotes
Our Way Cafe
James Joyce Irish Pub
278
10
Arcadia Ave
Hillmont Ave
Dalerose Ave
Brown Pl
Hillyer Ave
Zoar Ave
Twin Oaks Dr
Fairfield Dr
Exeter Rd
Derrydown Way
Craigie Ave
Royal Bluff
Wheatfields Ct
Wheatfields Pl
Ashwood Pl
Regal Path Ln
Katie Kerr Dr
Fairfield Plaza
Kingstone Rd
Berkeley Rd
Lakeview Pl
Clarendon Pl
Clarendon Ave
Avondale Park
Forest Blvd
Avondale Estates Historic District
Avondale Community Club
Bess Walker Park
Ashbury Heights Rd
N Carter Rd
Sussex Rd
Dartmouth Ave
Wiltshire Dr
Columbia
DEAD END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Kensington Rd
Clarendon Ave
Berkeley Rd
Derrydown Way
Hillyer Ave
Zoar Ave
Craigie Ave
Villa Cir
Fairfi
Plaza
Kingstone Rd
Royal Bluff
Wheatfields Ct
Wheatfields Pl
Ashwood Pl
Regal Path Ln
Royal Path Ct
Katie Kerr Dr
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Lakeview Pl
Clarendon Pl
Avondale Estates Historic District
Avondale Community Club
Bess Walker Park
Ashbury Heights Rd
N Carter Rd
Sussex Rd
Wiltshire Dr
Columbia


Re-establish Exeter Road: multiuse trail or vehicular
Multiuse trail to road or campus
Foot trail through park
Multiuse trail
©2011 Google
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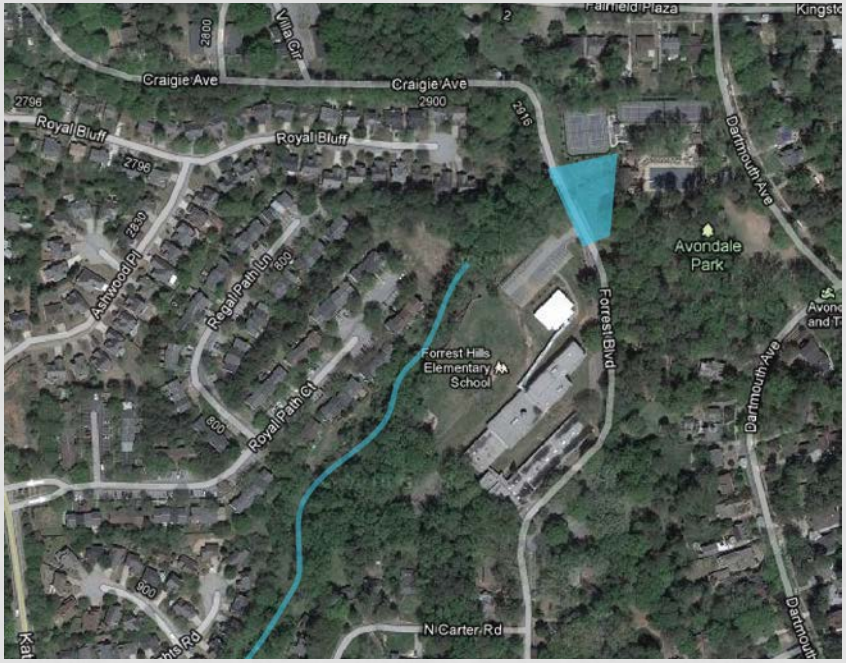
Imagery Date: 4/8/2010
1993
33°46'13.01" N 84°16'14.57" W elev 993 ft
Eye alt 2368 ft


Craigie Ave
Craigie Ave
2900
Royal Bluff
Royal Bluff
Avondale Park
Forrest Hills Elementary School
Forrest Blvd
Dartmouth Ave
Dartmouth Ave
Regal Path Un
Royal Path Ct
Ashwood Pl
Villa Cir
N Carter Rd

QUESTIONS?

ADDENDUM