

Committee to...

Define neighborhood school, relationship with city planning/design, how schools impact or respond to growth. (The whole urban planning issue)

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Neighborhood schools have long been how families and “communities within communities” feel connected to their school. Community schools expand on the idea of a neighborhood school by creating a broader safety net for children and families.

Community schools are characterized by strong relationships among teachers, students, parents, administrators and the surrounding neighborhood. Community schools are responsive to the needs of children and families that make up that community and support relationships that are dependable and adaptable. **The school district should strive to create and maintain schools that embody such a community so that every school is a Community School.** To that end, the school district shall:

- 1) create and maintain schools where every individual associated with that school can discern their meaningful place within that community;
- 2) deploy resources in a differentiated manner such that all schools receive the services and programs they need to ensure that every child lives up to his or her full potential (i.e. some schools may need different class size ratios or specialized programs to be successful);
- 3) offer a mix of services for students and their families and support the growth of partnerships with internal and external stakeholders; and
- 4) implement enhanced educational opportunities within individual schools to create communities which support other district values such as economic efficiency (by leveling out enrollment) and enhancement of cross cultural experiences.

In relation to city planning, it is understood that geographic proximity as well as intentionality go into the creation of community schools. Intentionality and geographic proximity become key urban planning concepts in creating relationships that embody community schools. In defining its relationship with city planning, the district should adopt the following statements of intent:

The school district should to fully utilize elementary school locations before constructing any new facilities at new locations. To that end, the school district shall:

- 1) collaborate with the City of Lawrence to ensure that city zoning, planning, and public works decisions encourage full utilization of school facilities; and
- 2) construct new elementary school facilities at new locations only at such time as enrollment growth projections indicate that the capacity of all elementary facilities will be reached within 5 years.

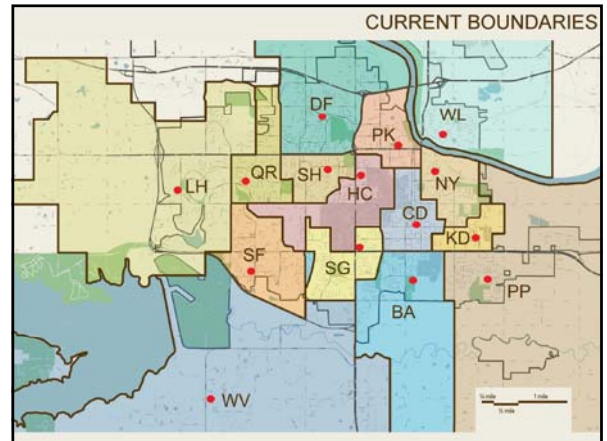
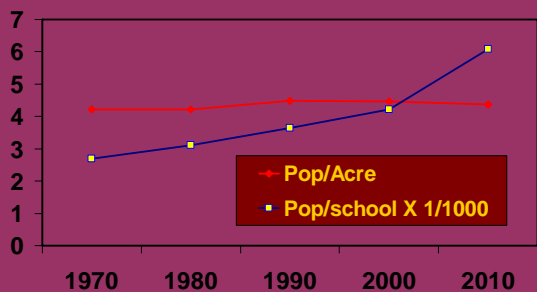
Overview

- I. What is the Situation
- II. Essential Questions
- III. Recommendations

What is the Situation?

- Within USD 497 & City of Lawrence
- Relevant Trends

Residential Density & Population per School



Relevant Trends

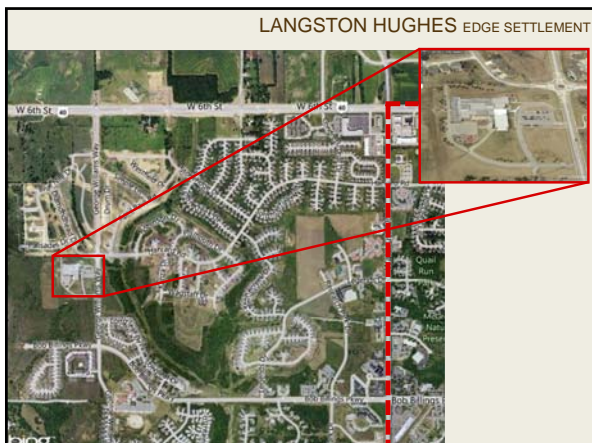
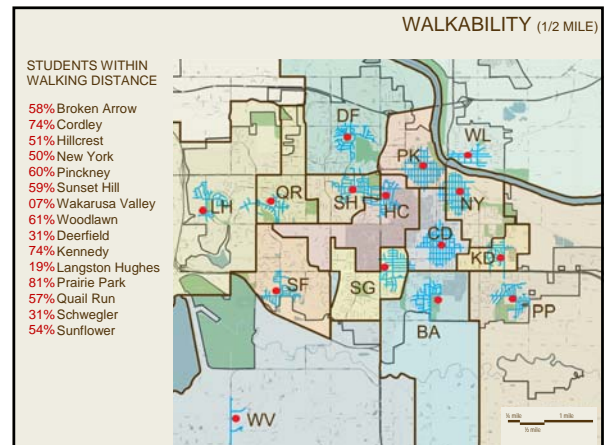
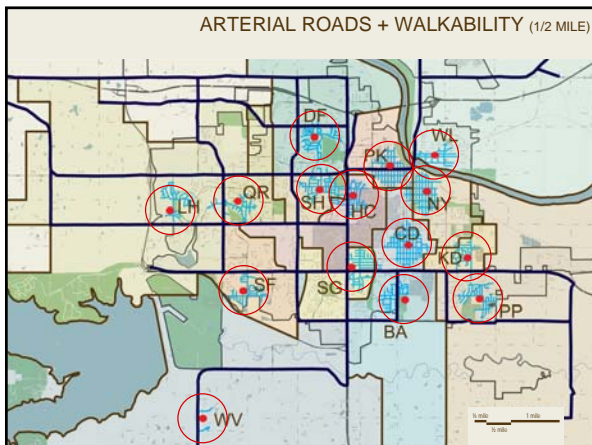
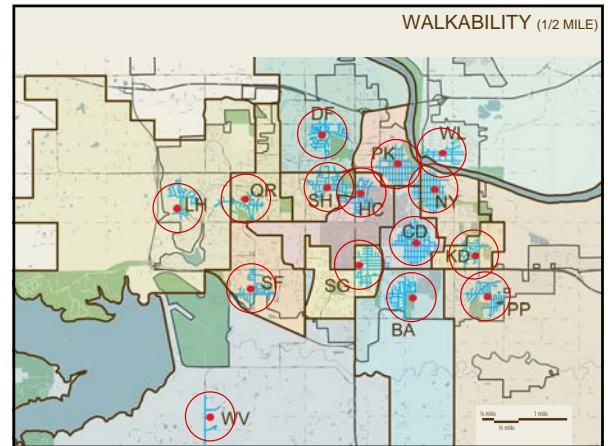
- Urban design trends
- Obesity Epidemic
- Home Ownership

Urban Design Trends

- Density, neighborhoods, pedestrian friendly
- Examples:
 - Smart Code
 - Neo-Traditional Design
 - Mixed use

Obesity epidemic

- Public Health approach to urban design
- Public education as public health partner



Home ownership in the future

- Homeownership:
 - Wealth generator in the future?
 - Labor force flexibility/economic opportunity?
 - Impact of opportunities/constraints on settlement patterns?

Essential Questions

- What are a Neighborhood School / Community School?
- How to integrate school into urban design and community development?
- How to manage change?
- How to manage school choice to enhance efficiency and effectiveness?

What are a Neighborhood School / Community School?

- Context: Relationships
- Neighborhood School
 - Values of relationships over geographic space
 - Large school / Small School
 - Value of preserving historic school buildings
- Community School
 - Mix of services
 - Not necessarily geographically bound

Community Schools*

- Community schools address both academic and nonacademic needs of children (pg. 8)
- Community schools recognize that “students who are physically, socially and emotionally competent tend to succeed academically (pg.8)
- Community schools are partnerships

* taken from Making the Difference Research and Practice in Community Schools

Conditions for Learning*

- Five conditions are listed as being necessary to creating an environment where “all children can learn at high levels” (pg. 15)
- Condition 1: The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.

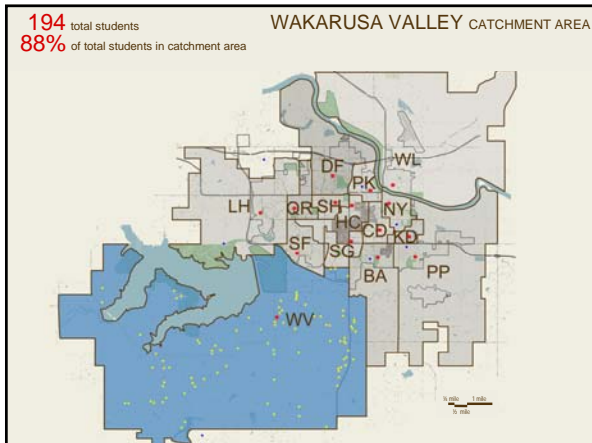
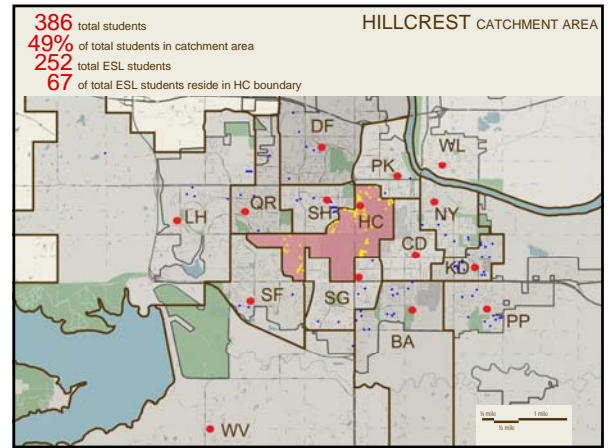
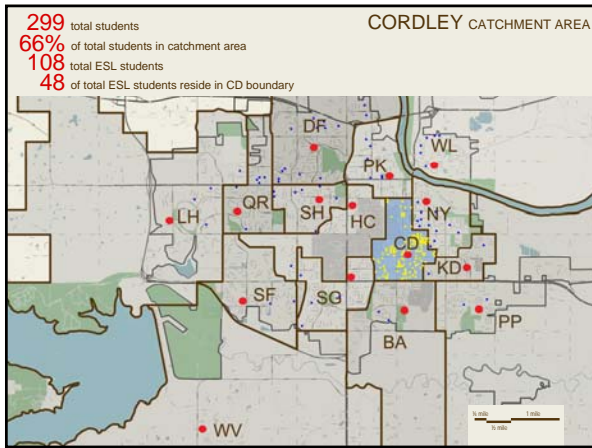
Conditions for Learning*

- Condition 2: Students are motivated and engaged in learning – both in school and in community settings, during and after school.
- Condition 3: The basic physical, mental and emotional health needs of young people and their families are recognized and addressed.

Conditions for Learning*

- Condition 4: There is mutual respect and effective collaboration among parents, families and school staff.
- Condition 5: Community engagement, together with school efforts, promote a school climate that is safe, supportive and respectful and that connects students to a broader learning community.

* View the entire report at :<http://www.communityschools.org/assets/1/1/Page/CCSFullReport.pdf>



How to manage change?

- Rate of change calibrated so that relationships benefiting children and families are recognized, enhanced and preserved
- School communities brought into the planning process as full partners

How to manage school choice?

- Enhanced Opportunities in low enrollment schools
- To enhance efficiency and effectiveness
- Used in tandem with boundary changes
 - Leveling out enrollment
 - Avoiding unintended consequences
 - Disconnect from neighborhood
 - Segregation by SES or family level of involvement

Recommendations

- 1) Strive to create and maintain schools so that every school is a Community School.
- 2) Fully utilize elementary school locations before constructing any new facilities at new locations.
- 3) Collaborate with City in the planning and development process to ensure the most effective use of school district resources in the future.
- 4) Ensure that as many children as possible are able to walk or bike to school if they choose to do so.

- **Every school is a Community School**

- Each child has a meaningful place within school community;
- Resources deployed in a differentiated manner
- Mix of services
- Support growth of partnerships
- Enhanced educational opportunities

- **Fully utilize schools locations before constructing any new facilities at new locations.**

- Collaborate with the City of Lawrence
- New elementary school only at such time as capacity reached within 5 years

- **The school district and the City collaborate in planning & development to ensure effective use of district resources.**

- School centrally located
- Detailed Area Planning on at least one square mile
- Compact, walkable neighborhoods;
- Planning of neighborhoods
 - Mix of housing types, wider range of ages & family situations
 - Avoid neighborhoods empty of children over short time
- Developers donate land for future schools and/or consider land swaps to achieve optimal siting
- Share resources in providing parks, recreational facilities, public meeting spaces, library facilities.

- **As many children as possible able to walk or bike to school if they choose**

- As many students as practical are within a ½-mile walking distance
- as best as possible, students do not have to cross arterial streets unless there is a safe crossing alternative

The school district and the City of Lawrence should collaborate in the planning and development process to ensure the most effective use of school district resources in the future. To that end, the school district and the City should:

- 1) plan future school sites by undertaking detailed area planning in sectors of at least one square mile based on future school encatchment areas, with schools being centrally located within those areas;
- 2) encourage planning of more compact, walkable neighborhoods;
- 3) encourage planning of neighborhoods with a mix of housing types, to encourage neighborhoods with a wider range of ages and family situations to avoid situations where whole neighborhoods empty of children over a short time frame;
- 4) encourage developers to donate land for future schools and/or consider land swaps with developers to achieve optimal school siting; and
- 5) increase sharing of resources in providing parks, recreational facilities, public meeting spaces, and, in the future, possibly library facilities.

The school district should ensure that as many children as possible are able to walk or bike to school if they choose to do so. To that end, when locating new schools and drawing encatchment area boundaries, the district shall ensure that:

- 1) as many students as practical are within a ½-mile walking distance of the elementary school to which they are assigned; and
- 2) as best as possible, students do not have to cross arterial streets to reach the school to which they are assigned, unless there is a safe crossing alternative (such as a crossing guard, a specially-activated signal, or a tunnel under the street)