



COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

COLUMBIA PUBLIC SCHOOLS

BOUNDARY PLANNING

OCTOBER 8TH, 2018



Columbia
PUBLIC SCHOOLS

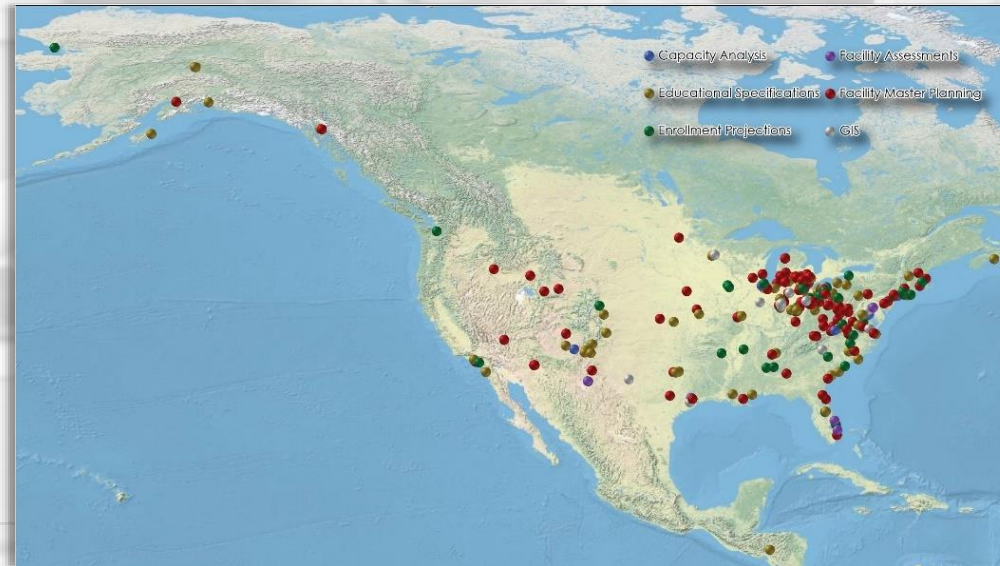


AGENDA

- 1 INTRODUCTION
- 2 - 13 BOUNDARY PLANNING
PROCESS OVERVIEW
- 14 GUIDING CRITERIA



- **Nearly 25 Years of Educational Planning**
- **4 Recognized Educational Facility Professionals by the Council of Educational Facility Planners International**
- **National recognition as leaders in educational facility planning and for effective consensus-building activities**
- **Backgrounds in education, technology, facilitation, management, and city planning**
- **Conducting & coordinating projects in 48 states and District of Columbia**
- **Involvement in developing Educational Standards for Prototypical School Designs**
- **Over 300 Educational Specifications for elementary, middle and high school facilities**
- **Over 200 Facility Plans for urban, suburban, and rural communities**
- **Over 2,500 Enrollment Projections**
- **Development of planning standards for States, DODEA and Local Districts**

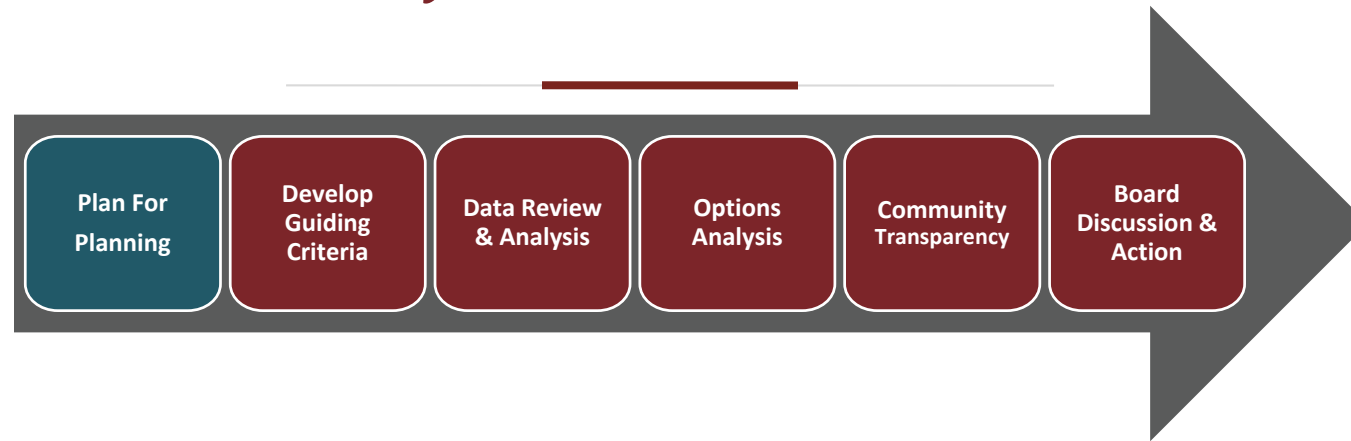


BOUNDARY PLANNING

THE PROCESS

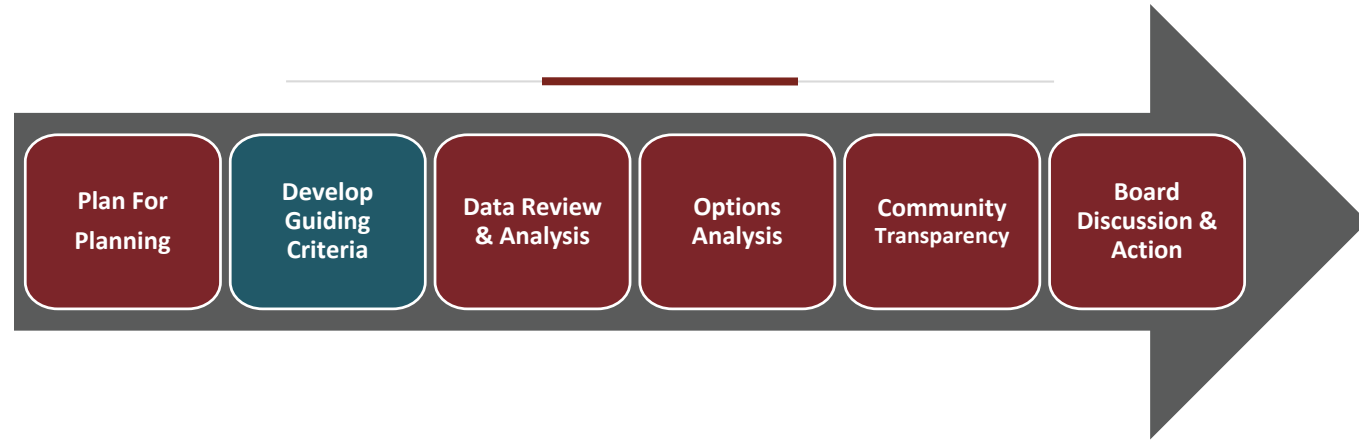


PROJECT TIMELINE



Meeting	September	October	November	December	January	February	March
BOE Meeting							
Official Enrollment							
BOE Meeting							
BOE Meeting							
Options Development							
Focus Group Meetings							
BOE Work Session							
Community Open-House							
Survey Available							
BOE Work Session							
BOE Meeting							
Implementation							

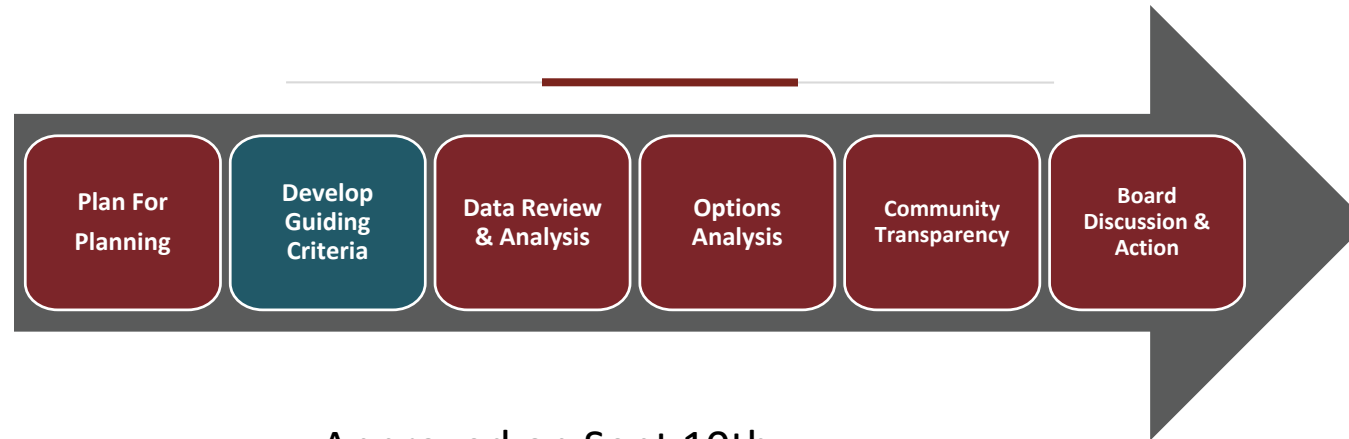
DEVELOP MEASURABLE CRITERIA



WHAT IS THE PURPOSE OF CREATING CRITERIA?

- Establish criteria and guiding principles for the development of boundary options
- Without guiding principles, there is no way to limit the number of options or the viability of those options
- Criteria and guidelines gives us clear direction to develop options that will be viable and acceptable to the School Board

OUR GUIDING PRINCIPLES

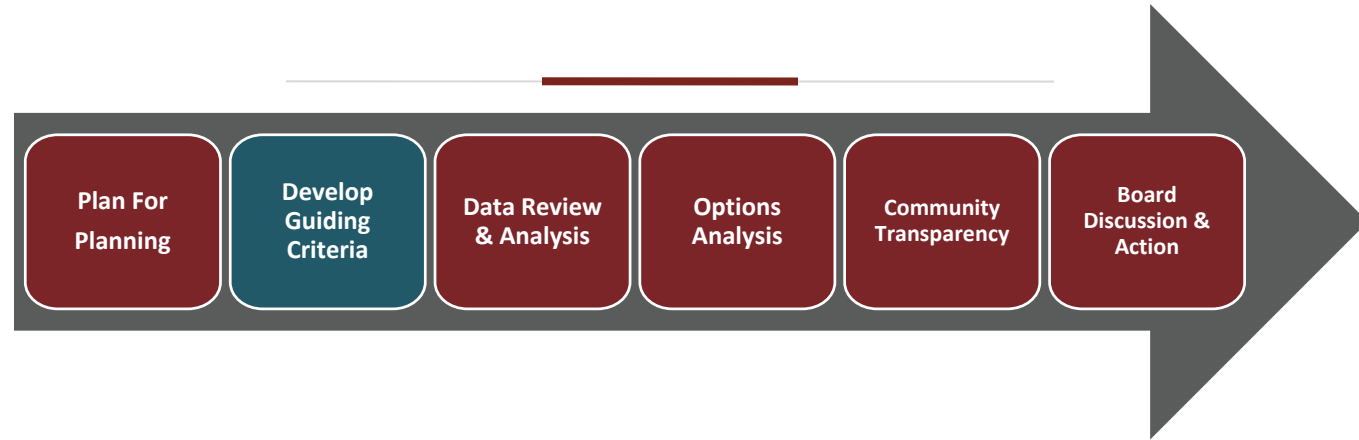


Approved on Sept 10th

Guiding Principles:

- Attendance areas do change and will continue to change. This work is part of a regular review of district enrollment patterns and the addition of SW Middle School
- The attendance area should anticipate future growth of neighborhoods. A walkable and bikeable school is important, but may not always be possible.
- The attendance area seeks to reflect the composition of the Columbia Public School community.

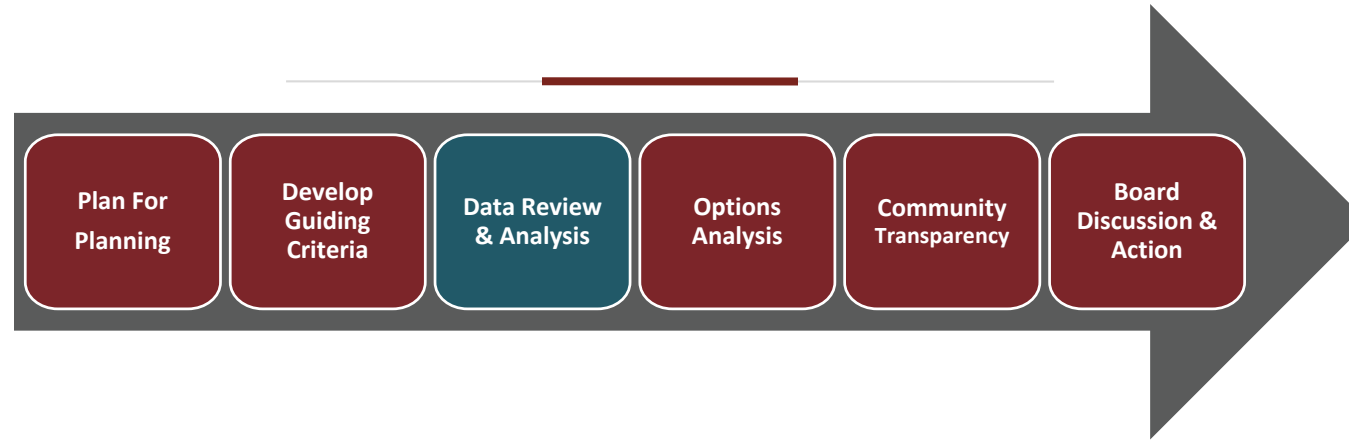
OUR GUIDING PRINCIPLES (CONT'D)



Guiding Principles:

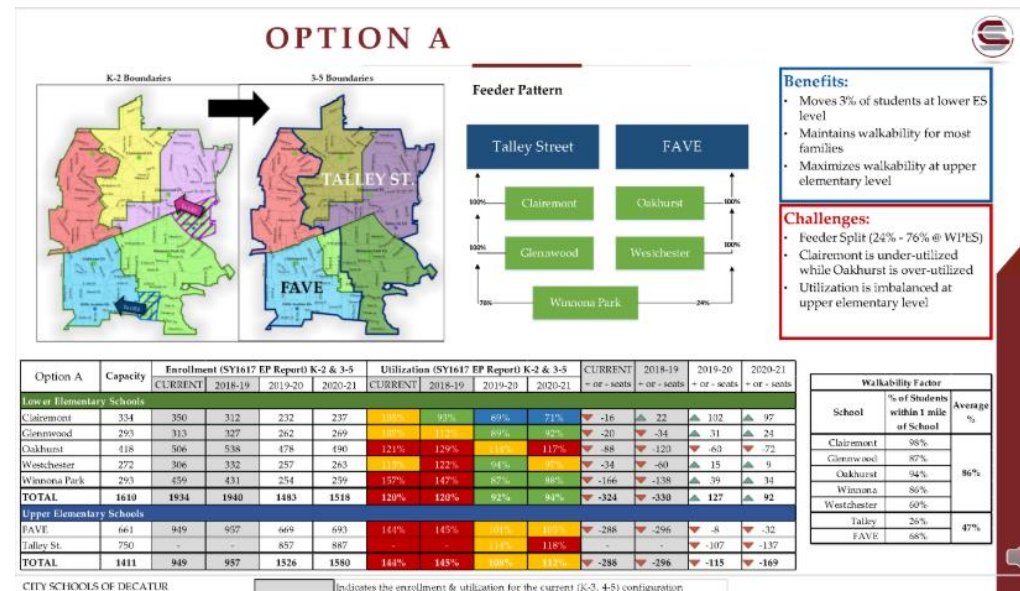
- The board recognizes the power of a school to create community. Accessibility for families is important (volunteering and attending school functions are easier when the school is near)
- Consider time students spend on a bus and distance traveled to and from school.
- Consider attendance areas boundary lines that follow natural/manmade boundaries.
- Consider a transfer policy that allows 8th graders to remain at their previous school and policies that allow siblings to remain.

DATA REVIEW & ANALYSIS



Background Report Development

- Compilation of Data:
 - Capacity
 - Facilities & Programs
 - Demographics
 - Other Relevant Data

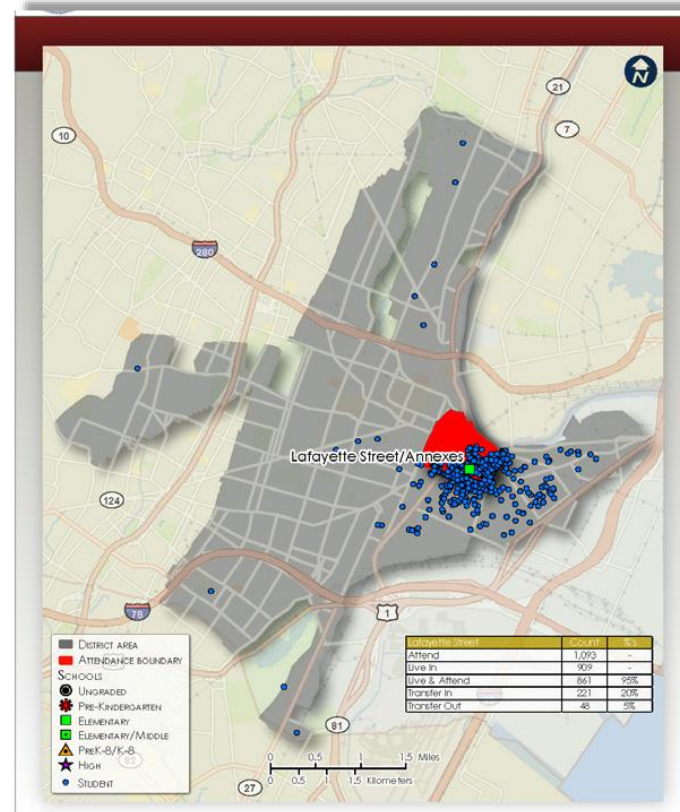


OPTIONS ANALYSIS

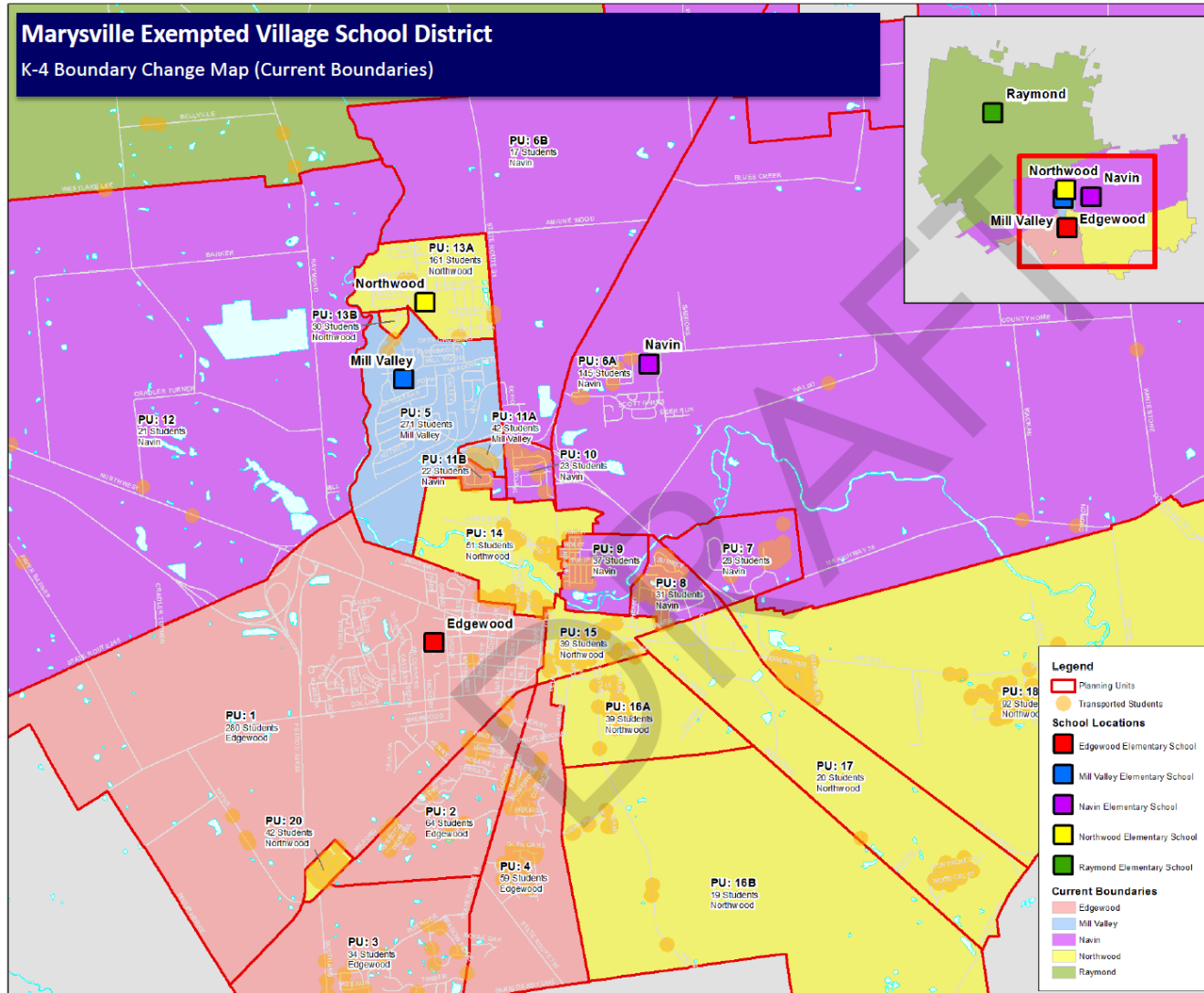


An internal working group will be used to develop preliminary working options to present to the community.

- This group will utilize GIS and other background information to develop options.
- Impacts to utilization and numbers of students impacted will be calculated during meetings.
- Strengths and challenges will be developed for each option as they compare to the guidelines.



OPTIONS DEVELOPMENT EXAMPLE



This map illustrates the Planning Units [PU] for the K-4 attendance areas in the Marysville School District. Please refer to the planning unit index below and the boundary change excel workbook to calculate and show enrollment totals for boundary changes. All enrollment figures are estimated for 2015-16 and assume an increase in kindergarten enrollment due to the implementation of full day kindergarten. All numbers reflect live-in population with the exception of students in dedicated special education programs.

Planning Unit Index

Planning Unit	Projected K-4	Current School
1	280	Edgewood
2	64	Edgewood
3	34	Edgewood
4	59	Edgewood
5	271	Mill Valley
6A	145	Navin
6B	17	Navin
6C	40	Navin
7	28	Navin
8	31	Navin
9	37	Navin
10	23	Navin
11A	42	Mill Valley
11B	22	Navin
12	21	Navin
13A	161	Northwood
13B	30	Northwood
14	51	Northwood
15	39	Northwood
16A	39	Northwood
16B	19	Northwood
17	20	Northwood
18	92	Northwood
19	245	Raymond
20	42	Northwood

Current Utilization

Current Live In Data (Assuming Full-Day K)

School	Capacity	Enrollment	Utilization
Edgewood	500	437	87%
Mill Valley	550	577	105%
Navin	600	514	86%
Raymond	325	245	75%
Total	2475	1900	77%

OPTIONS DEVELOPMENT EXAMPLE



Planning Unit	Option School	Projected K-4	Current School	Change
1	Edgewood	280	Edgewood	
2	Edgewood	64	Edgewood	
3	Edgewood	34	Edgewood	
4	Northwood	59	Edgewood	CHANGE
5	Edgewood Mill Valley Navin	271	Mill Valley	
6A	Northwood Raymond	145	Navin	
6B	Navin	17	Navin	
6C	Navin	40	Navin	
7	Navin	28	Navin	
8	Navin	31	Navin	
9	Mill Valley	37	Navin	CHANGE
10	Mill Valley	23	Navin	CHANGE
11A	Mill Valley	42	Mill Valley	
11B	Mill Valley	22	Navin	CHANGE
12	Raymond	21	Navin	CHANGE
13A	Northwood	161	Northwood	
13B	Northwood	30	Northwood	
14	Northwood	51	Northwood	
15	Northwood	39	Northwood	
16A	Northwood	39	Northwood	
16B	Northwood	19	Northwood	
17	Navin	20	Northwood	CHANGE
18	Mill Valley	92	Northwood	CHANGE
19	Raymond	245	Raymond	
20	Edgewood	42	Northwood	CHANGE

Special Education Centers			
Navin	13	Navin	
Mill Valley	14	Mill Valley	
Northwood	21	Northwood	

Marysville Exempted Village School District - K-4 Boundary Change Worksheet

Current Live In Data (Assuming Full-Day K)

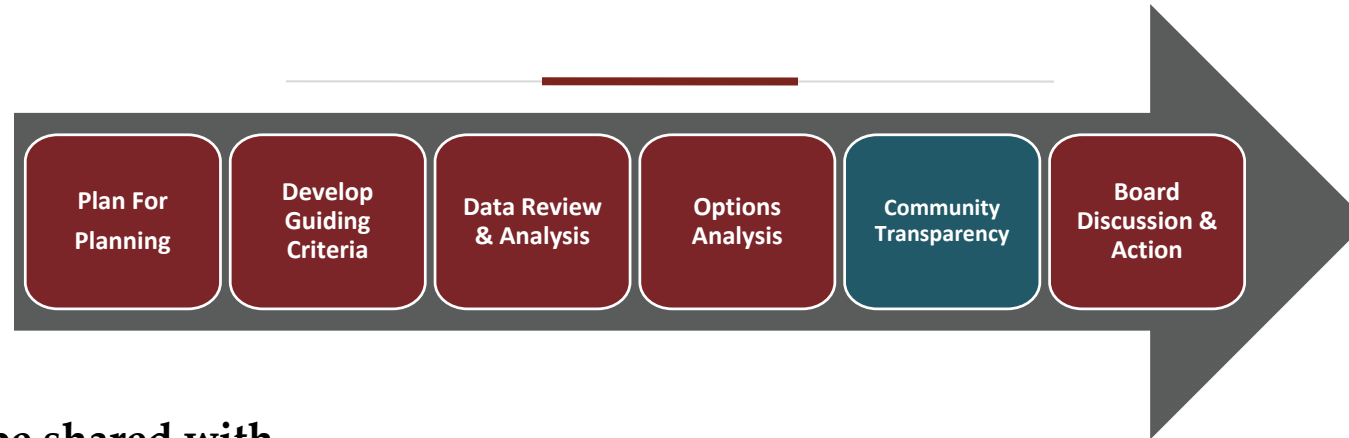
School	Capacity	Enrollment	Utilization	Economically Disadvantaged
Edgewood	500	437	87%	34%
Mill Valley	500	327	65%	19%
Navin	550	377	69%	40%
Northwood	600	514	86%	27%
Raymond	325	245	75%	25%
Total	2475	1900	77%	29%

Proposed Live In Data (Assuming Full-Day K)

School	Capacity	Enrollment	Utilization	Economically Disadvantaged
Edgewood	500	420	84%	34%
Mill Valley	500	501	100%	24%
Navin	550	294	53%	39%
Northwood	600	419	70%	24%
Raymond	325	266	82%	26%
Total	2475	1900	77%	29%

Students Impacted (Existing K-3) 252

COMMUNITY TRANSPARENCY

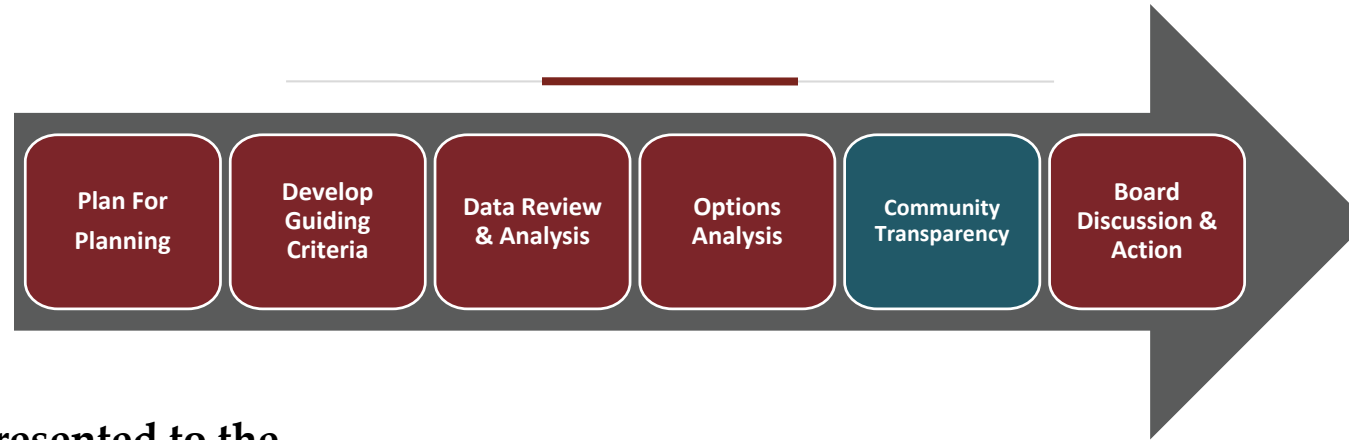


Preliminary options will be shared with several focus groups.

- Focus groups will provide feedback to help refine options.
- Focus groups may be composed of:
 - Parents
 - Non-Parents
 - Students
 - Faculty / Staff
 - Community Members
- Refined options will be shared with the community at large.



COMMUNITY TRANSPARENCY

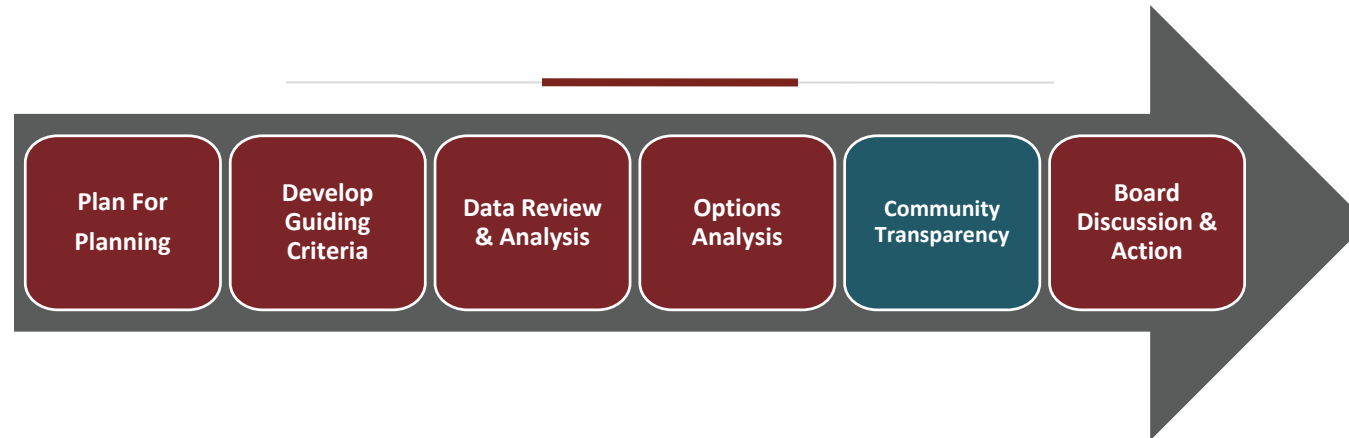


Refined options will be presented to the community at large for feedback.

- Process and options will be presented to the school board and will be immediately available online.
- Community members will be able to view online the online presentation and complete an online survey.
- In person community open-houses will also be provided to collect feedback around the options.
- All feedback will be collected and compiled into a results report



COMMUNITY TRANSPARENCY

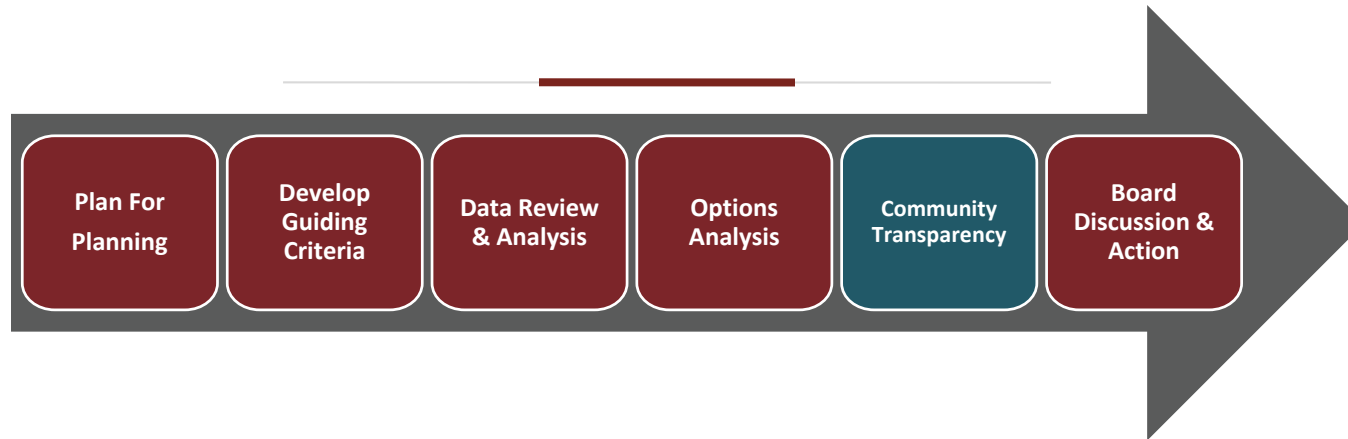


Project Website

- School Board Meeting agendas & presentations
- Background Report
- Community Meeting Documents & Summary of Results
- Timeline
- School locator for presented options (December 20)

The screenshot shows the Columbia Public Schools website interface. At the top, there is a navigation bar with the school district logo and links for Home, About Us, Departments, Families, Community, Board of Education, Employment, and Calendar. Below this is a search bar and utility icons for Lunch, Calendar, Contact, and Families Portal. The main content area is divided into several sections: 'Quick Links' with a list of resources like District Scorecard and CPS-TV; 'Hot Topics' with links to school-based flu vaccine and budget information; 'News You Can Use' featuring articles about a new middle school groundbreaking, CPS students earning perfect ACT scores, and a student named young entrepreneur of the year; and 'Upcoming Events' listing dates from October 8th to 19th, including Board of Education sessions and staff meetings. At the bottom, there are login options for CPS Families Portal and CPS Students & Faculty Portal.

COMMUNITY TRANSPARENCY



COMPILE RESULTS

The option development group will review the feedback from the community and compile into a presentation for the School Board discussion.

- Level of support for each option
- Written comments related to each option
- Aggregated background information of respondents (school, neighborhood, etc.)
- An excel workbook containing raw results which can be filtered will also be provided

Questionnaire Results
Option 1:

School	Current		Proposed	
	Enrollment	Utilization	Enrollment	Utilization
AES	426	74%	458	83%
SSES	427	74%	462	84%
SES	719	96%	537	72%
WES	412	75%	487	89%
EYS	477	81%	430	73%
WMS	429	69%	456	77%

Please indicate your level of support for Option 1 independent from all other options.

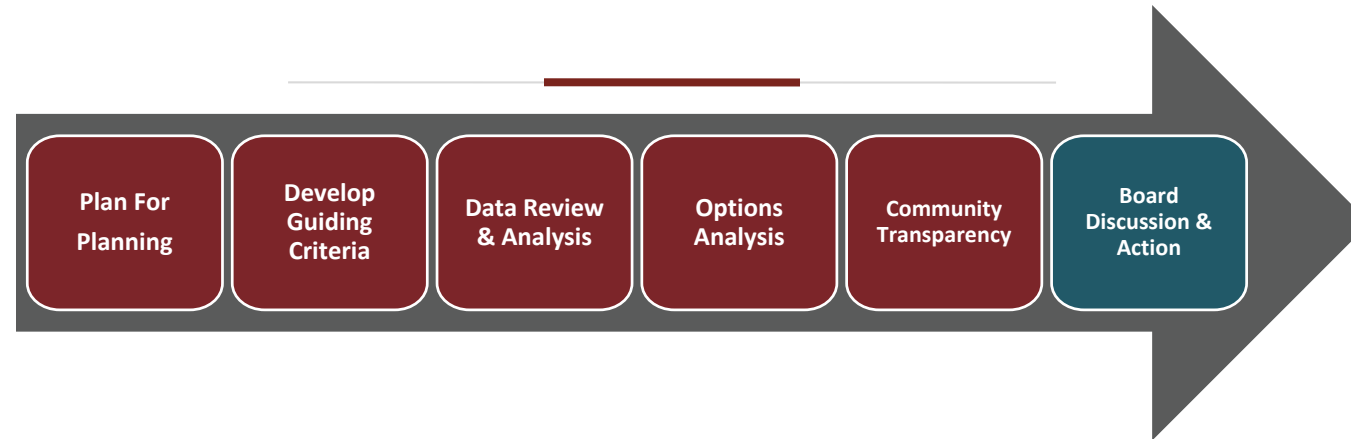
	Monday		Tuesday		Online
	Individual	Group	Individual	Group	
Very Supportive	35	19	13	8	26
Supportive	4	2	6	5	3
Neutral	46	24	7	6	11
Unsupportive	8	4	4	3	0
Very Unsupportive	12	32	32	32	121
No Consensus	0	0	0	0	0

Community Meeting Results Report

Option 1

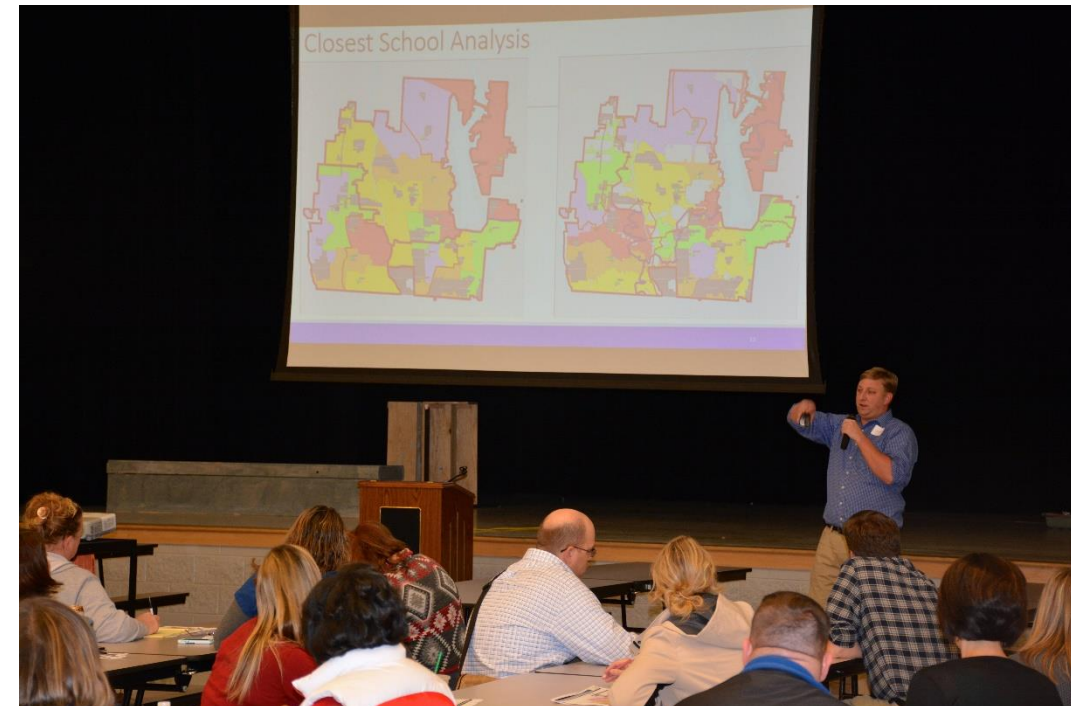
- Future growth of Chestnut Commons, Solato and Walnut centrally located.
- Gives a lot of room for growth. Keeps surrounding areas close to the school they have walking paths to. Busing costs down.
- Good numbers, but it has most number of students moving.
- Higher utilization of Walnut, increased students at Walnut, moves the most # of students. Solato Transportation issues-long bus ride for students.
- I am in favor of the low utilization of Solato. Both Walnut and Chestnut Estates show continued growth. Solato, in most options, will be the greatest room for growth within the school.
- I like that the MS are 100% full. This option also allows growth for Solato, which will be needed. How many houses are being built in the Chestnut Estates development in the new phase? Are there areas in Solato field that are being developed?
- I like the idea of the ES moving into some MS for most part.
- Initial goal is to reduce overcrowding at Solato ES, takes it down 180 from 99% to 72%, it utilized Walnut to capacity, no growth potential in that area. Keeps community together with Commercial Point growth potential or 200% allows for growth. Walnut can be used for additional overflow growth should Asthills grow.
- It has longevily plans.
- It is so much movement for students and teachers, and would change the climate of all Elementary schools.

SCHOOL BOARD DISCUSSION & ACTION



The School Board will discuss results and:

- Based on feedback, a recommendation will be presented to the Board at a subsequent meeting
- Take action on a recommendation





QUESTIONS

