



COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

JEFFERSON COUNTY PUBLIC SCHOOLS

PROPOSAL TO PROVIDE STUDENT ASSIGNMENT PLAN CONSULTING SERVICES

OCTOBER 9, 2019

PREPARED FOR:
Jefferson County Public Schools
C.B. Young, Jr. Service Center
3001 Crittenden Drive
Bldg. 1, Room #164
Louisville, KY 40209
T 502.485.3167

PREPARED BY:
Cooperative Strategies
4675 Lakehurst Court
Suite 200
Dublin, OH 43016
T 614.798.8828

ORIGINAL

PROPOSAL FORM

**COMPETITIVE NEGOTIATION FOR
STUDENT ASSIGNMENT PLAN CONSULTING SERVICES**

TO: Wyatte Wynn
Director of Purchasing
Jefferson County Public Schools
C. B. Young, Jr., Service Center
3001 Crittenden Drive
Louisville, KY 40209-1104

Attached to this PROPOSAL FORM, offeror is to outline his proposal including (but not limited to) the information requested on the following pages.

NO COSTS ARE TO BE INCLUDED ON THE PROPOSAL FORMS. THE COSTS ARE TO BE LISTED ON THE COST SCHEDULE FORMS.

THE PROPOSAL FORMS ARE TO BE SUBMITTED IN THE LARGE ENVELOPE FURNISHED WITH THIS PROPOSAL.

THIS PROPOSAL SUBMITTED BY:



*(Signature of Proposer)

Scott Leopold

(Name of Proposer - Print Legibly)

sleopold@coopstrategies.com

(Email Address of Proposer)

4675 Lakehurst Ct., Suite 200

Dublin, OH 43016

(Address of Proposer)

Date 10/04/2019

Telephone 798.8828

Area Code 614

Cooperative Strategies, LLC

(Name of Company)

NOTE: A facsimile signature must be initialed in ink.

* If this form is not signed bid SHALL be rejected.

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INTRODUCTORY LETTER

Wyatte Wynn, Director of Purchasing
C.B. Young, Jr. Service Center
3001 Crittenden Drive
Bldg. 1, Room #164
Louisville, KY 40209

RE: Request for Proposal to provide Student Assignment Plan Consulting Services

Dear Mr. Wynn,

Cooperative Strategies, LLC is pleased to submit the enclosed proposal ("Proposal") to provide student assignment plan consulting services to Jefferson County Public Schools ("JCPS").

For more than 25 years, Cooperative Strategies has helped plan and finance school facilities for more than 2,000 Local Educational Agencies ("LEAs") across the nation. Our philosophy is to provide relationship-based consulting services. We work to thoroughly understand our clients' specific needs and believe in building long-lasting partnerships that help our them achieve their long-term goals and objectives.

We have assisted school districts across the country – including many large urban districts – with student assignment planning. In our work for JCPS, we will:

- Use our advanced Geographic Information Systems ("GIS") capabilities to create and modify assignment scenarios, which will enable the School District to make informed decisions efficiently and precisely.
- Use a transparent public engagement process to collaborate with district educators, administrators, policy makers, community members, and facility experts, ensuring the involvement of all interested parties.

We describe this process in more detail in Section III of our proposal, and Appendix A includes a project plan. We take no exception to any of the School District's requested services as outlined in this RFP and do not foresee any limitations in our ability to provide these services.

Should you have any questions, please do not hesitate to contact me, as I am the primary point of contact. We look forward to the possibility of working with JCPS!

Sincerely,



Scott Leopold, Partner

614.526.3062 | sleopold@coopstrategies.com

FIRM OVERVIEW

About Us

Cooperative Strategies was formed to offer premier consulting services to LEAs across the nation. We have been helping school districts provide quality facilities for their students for over 25 years – **and have been leading GIS-related projects for large urban school districts since our inception.**

Formerly Dolinka Group, LLC, Cooperative Strategies was renamed in 2016 as the result of newly defined company values, a transition from an individually owned company to a partner-owned organization, and expansion to provide services nationwide. On January 1, 2017, we welcomed DeJONG-RICHTER of Hilliard, OH to the team as the result of a merge to create one company focused on the planning and financing of schools nationwide.

Now a nationwide firm, we have professionals seated in 3 locations in California, Colorado, and Ohio. As we grow, we continually expand our resources and offer fresh approaches to our clients with improved scale and capabilities. This includes a commitment to embrace technological advances and build efficiencies so we can offer cost-effective consulting to school districts all over the country, regardless of their distance from our offices.

Our Services

We provide school districts with a unique level of service based on the best practices in the industry. We focus on building long-term relationships, which means our services are not concentrated on a one-time transaction, but rather on each school district's specific characteristics and future goals.

We offer a broad spectrum of services that enables us to understand and address the "full picture" of a school district's needs.



STATS:

25 +
YEARS
OF
EXPERIENCE

30 +
UNIQUE
SERVICE
LINES

2,000 +
SCHOOL
DISTRICTS
SERVED ACROSS 47
STATES AND
SEVERAL
COUNTRIES

15 +
BILLION
DOLLARS IN
BONDS

FACILITIES PLANNING/ DEMOGRAPHIC SERVICES

- Annual and Five-Year Reports
- Attendance Boundary Analyses
- Capacity Analyses
- Community Outreach
- Design Standards & Guidelines
- Developer Fee Justification Studies
- Developer Impact Analyses
- Developer Negotiations
- Educational Adequacy Analyses
- Educational Specifications
- Enrollment Projections
- Facilities Assessments
- Facilities Master Planning
- Facilities Usage Fee Justification Studies
- Geographic Information Systems Projects
- Housing Studies
- School Facilities & Funding Action Plans
- School Facilities Needs Analyses
- Trustee/Voting Areas

FINANCIAL ADVISORY SERVICES

- Bond Anticipation Notes
- Certificates of Participation
- Continuing Disclosure
- Debt Refunding/Restructuring
- Funding Programs
- General Obligation Bonds
- Lease Revenue Bonds
- OPEB Benefits
- Redevelopment/Urban Renewal
- Special Tax Bonds
- Tax and Revenue Anticipation Notes

PROGRAM IMPLEMENTATION SERVICES

- Clean Energy/Energy Efficiency
- Owner's Representation
- Project Management
- Site Acquisition/Disposition
- State Funding Assistance

SPECIAL TAX/ASSESSMENT SERVICES

- Assessment District Administration
- Assessment District Formation
- Community Facilities District Administration
- Community Facilities District Formation
- Delinquency/Foreclosure Assistance
- Parcel Taxes

BROWSER BASED SOFTWARE

- CerTracs™
- DisclosureCompliance™
- Facility101™
- myschoolLOCATION™

Our comprehensive services allow us to serve as the voice of a school district – from initial planning to final construction – while taking on a pivotal role in ensuring the overall educational vision is always understood and accounted for. We truly partner with our clients to become an extension of the school district itself, effectively freeing up time and effort to allow administration to focus on their core mission of educating and serving students.

Team Qualifications

- **Certified Geographic Information Systems Professional ("GISP")**
- **Over 4,000 Enrollment Projections**
- **Two (2) Recognized Educational Facility Planners ("REFP")** by the Association for Learning Environments (formerly Council of Educational Facility Planners International ("CEFPI"))
- **Nine (9) Series 50 Qualified Municipal Advisors**
- National recognition as **leaders in educational facility planning** and for effective consensus-building activities
- Backgrounds in **education, technology, facilitation, and management**
- Professional training through and numerous **presentations at state, national, and international organizations**
- Conducting and coordinating projects in **47 states and the District of Columbia, Canada, Kuwait, and Honduras**
- Involvement in developing **prototypical elementary, middle, and high school facilities**
- Over **280 Educational Specifications** for elementary, middle, high and other schools
- Over **300 Facility Plans** for urban, suburban, and rural communities
- One (1) **national** and two (2) **statewide facility assessments**
- Development of **planning standards** for state and local districts
- Approximately **1,000 fee justification studies/impact mitigation plans**

KEY PERSONNEL

The following Cooperative Strategies team members will lead our student plan assignment consulting services for JCPS.



SCOTT LEOPOLD
Partner, Main Point of Contact

Responsibilities: Facilitating
Community Meetings,
Participating in Conference
Calls

KAREN DANIEL-HAMBERG,
Associate Director, Project
Manager

Responsibilities: Meeting
Facilitation, GIS Analysis,
Programmatic Analysis, Map
Production

LEE HWANG
GIS Director

Responsibilities: Supervising
all Data Analyses, Facilitating
Community Meetings,
Participating in Conference
Calls

MATT SACHS
Associate Director

Responsibilities: Meeting
Facilitation, GIS Analysis,
Equity Analysis, Map
Production



SCOTT LEOPOLD
Partner

Scott Leopold has been with the firm since 2005 and coordinated and directed facility planning, capacity analysis, educational adequacy assessments, and GIS efforts for school districts of all sizes throughout the US. He is based out of our Dublin, OH office.

Scott provides school districts with the technology tools they need for successful planning. Not only does he produce report-quality maps for facility master planning, redistricting, and build-out scenarios, he also assists district officials with implementation of their own GIS programs.

Education:

- B.S., Geography, The Ohio State University

Areas of Expertise:

- Enrollment Projections
- Capacity Analyses
- Boundary Planning
- Facilities Master Plan
- Geographic Information Systems (GIS)
- Demographic Analyses
- Educational Adequacy Assessments

Notable Accomplishments:

- Developed unique space utilization methodology that displays room use, allocation, and enrollment by period for facilities based on master schedules
- Toured over 250 schools within last five years to determine programmatic capacity and adequacy

SAMPLE PLANNING EXPERIENCE:

Arlington Independent School District, TX

Boundary Planning; Facilities Master Plan

Bridgeport Public Schools, CT

Boundary Planning; Facilities Master Plan Update; GIS Training

Champaign Unit 4 School District, IL

High School Site Selection; Community Engagement

City Schools of Decatur, GA

Redistricting

Cleveland Heights – University Heights City Schools, OH

Capacity Analyses; Boundary Planning

Columbia Public Schools, MO

Enrollment Projections; Boundary Planning

District of Columbia

A Study of Enrollment Projections for D.C.'s Public Schools

Duval County Public Schools, FL

Facilities Master Plan; Community Engagement; Boundary Planning

Fort Bend Independent School District, TX

Boundary Planning; Facilities Master Plan; Feeder Alignment

Howard County Public School System, MD

Boundary Consulting Services

Huntsville City Schools, AL

Capacity Analyses, Unitary Status

Olentangy Local Schools, OH

Enrollment Projections; GIS Training and Implementation; Boundary Planning; Build-Out Study

Orange County Public Schools, FL

Unitary Status

Pittsburgh Public Schools, PA

Facilities Master Plan; Enrollment Projections

Teays Valley Local Schools, OH

Boundary Planning

Williamsburg-James City County Public Schools, VA

Redistricting



KAREN DANIEL-HAMBERG
Associate Director

Karen Daniel-Hamberg is involved in many of the facility planning and demographic services Cooperative Strategies provides to K-12 school districts. She analyzes capacity and utilization data to determine boundary opportunities to aide school districts in addressing facilities' needs. She is based out of our Dublin, OH office.

In addition, Karen develops student potential and subdivision yield studies to assist in analyzing a school district's enrollment. She creates maps, charts, and tables that clearly illustrate the needs of school districts in a concise and meaningful way.

Education:

- B.A., Geography, Wittenberg University

Areas of Expertise:

- Geographic Information Systems (GIS)
- Student Potential Analysis
- Subdivision Yield Analysis
- Facilities Master Planning
- Boundary Planning
- Facilities Assessments
- Capacity & Utilization Studies
- Educational Specifications

Notable Accomplishments:

- Member, Association for Learning Environments ("A4LE")

SAMPLE PLANNING EXPERIENCE:

Baltimore City Schools, MD
Rezoning Feasibility Study

Boise School District, ID
Facilities Master Plan

City Schools of Decatur, GA
Grade Configuration Planning; Boundary Planning; Subdivision Analysis

Columbia Public Schools, MO
Facilities Master Plan

Columbus City Schools, OH
Facilities Master Plan

Culpeper County Public Schools, VA
Boundary Planning; Capacity Study; Enrollment Projections

Dublin City Schools, OH
Student Potential Analysis

Duval County Public Schools, FL
Facilities Master Plan

Fort Bend Independent School District, TX
Boundary Planning; Facilities Master Plan; Feeder Alignment

Fort Wayne Community Schools, IN
Demographic Analyses; Enrollment Projections

Norfolk Public Schools, VA
Enrollment Projections

Olentangy Local School District, OH
Boundary Planning

Polk County Public Schools, FL
Boundary Planning

Rhode Island Department of Education, RI
Statewide Facilities Master Plan & Assessments

Teays Valley Local Schools, OH
Boundary Planning

Webster Groves School District, MO
Facilities Master Plan (In Progress)

Williamsburg-James City County Public Schools, VA
Boundary Planning

Worthington Schools, OH
Facilities Master Plan; Capacity Analyses



LEE HWANG, GISP, REFP
GIS Director

Lee Hwang's primary role as the GIS Director is to lead GIS projects and provide the knowledge and expertise needed to process and analyze large volumes of varying types of spatial data and present the data in an easily understandable report including tables and maps. He is based out of our Dublin, OH office.

Prior to joining the firm in 2003, Lee spent three years working with the U.S. Geological Survey as a GIS Specialist. While there, he learned national benchmarks for mapping and developed the vital skills required in the field of GIS. Most recently, he completed a Statewide Facilities Master Plan for Hawaii which included 500 stakeholders among 24 committees, 12,000 combined stakeholder hours, and over 1,200 school facility recommendations.

Education:

- B.S., Geography, The Ohio State University

Areas of Expertise:

- Geographic Information Systems (GIS)
- Facilities Master Plan
- Build-Out Scenarios
- GIS Training
- Demographic Analyses
- Boundary Planning

Notable Accomplishments:

- Recognized Educational Facility Planner ("REFP")
- Member, Association for Learning Environments ("ALE")
- Certified Geographic Information Systems Professional ("GISP")

SAMPLE PLANNING EXPERIENCE:

Anchorage School District, AK
Educational Adequacy Assessment

Arkansas, State of
Educational Adequacy Assessment

Auburn City Schools, AL
Build-Out Study

Austin Independent School District, TX
Facilities Master Plan

Fort Worth Independent School District, TX
Facilities Master Plan

Hamilton Southeastern Schools, IN
Build-Out Study

Hawaii Department of Education, HI
Statewide Facilities Master Plan

Huntsville City Schools, AL
Unitary Status Redistricting

Iowa City Community School District, IA
Student Potential Analysis

Jefferson County Public Schools, CO
Enrollment Projections; Facilities Master Plan

Metropolitan SD of Washington Township, IN
Student & Subdivision Analysis

Midland Independent School District, TX
Boundary Planning

Milwaukee Public Schools, WI
Facilities Master Plan

Montgomery County Public Schools, VA
Build-Out Scenario

New Orleans Public Schools, LA
Facilities Master Plan

Olentangy Local School District, OH
Demographic Analyses; Build-Out Scenario

School District of Philadelphia, PA
Facilities Master Plan

State of New Mexico Public Schools Authority
GIS Strategic Plan

Williamsburg-James City County Public Schools, VA
Boundary Planning



MATT SACHS
Associate Director

Matt Sachs has been assisting school districts across the country with facility and demographic planning since 2011. His role as the Geographic Information Systems Analyst is to assist in GIS projects by analyzing spatial data and producing report quality maps for facilities master planning, redistricting, and build-out scenarios. He is based out of our Dublin, OH office.

Prior to joining the Cooperative Strategies team, Matt interned at the Ohio Department of Natural Resources where he created and edited parcel data for the potential selling and leasing of property.

Education:

- B.A., Geography & History, Ohio University
- GIS Certificate, Columbus State Community College

Areas of Expertise:

- Geographic Information Systems (GIS)
- Facilities Master Planning
- Capacity Analyses
- Demographic Analyses
- Boundary Planning

Notable Accomplishments:

- Member, Association for Learning Environments ("A4LE")

SAMPLE PLANNING EXPERIENCE:

Arlington Independent School District, TX
Facilities Master Plan; Space Utilization Study

Auburn City Schools, AL
Capacity Analyses; Build-out Scenario

Baltimore City Public Schools, MD
District-wide GIS Mapping

Bridgeport Public Schools, CT
Facilities Master Plan Update

Decatur City Schools, AL
Land Use Analyses

Duval County Public Schools, FL
Space Utilization Study

Fort Bend Independent School District, TX
Facilities Master Plan

Fort Wayne Community Schools, IN
Demographic Analyses

Grants Cibola County Schools, NM
Capacity Analyses

Huntsville City Schools, AL
District-wide Capacity Analyses & Space Utilization Study; Unitary Status

Iowa City Community School District, IA
Build-out Scenario

Kingsport City Schools, TN
Facilities Mater Plan; Space Utilization Study

Midland Independent School District, TX
Demographic Analyses; Build-out Scenario; Boundary Planning

Norfolk Public Schools, VA
Capacity Analyses

Olentangy Local School District, OH
Space Utilization Study

Shenandoah County Public Schools, VA
Facilities Master Plan; Boundary Planning

PROJECT APPROACH

Cooperative Strategies positions school districts, states, and nations to develop quality learning environments through a systematic process that maximizes the use of data and community participation. Our goal is to empower organizations with the tools necessary to make smart, practical decisions for students.

Our enrollment projection methodologies and tools have given us a history of providing extremely accurate projections for our clients. Many of our studies have yielded 99% or higher accuracy rates when comparing projected to actual enrollment.

Below we describe our project approach. Appendix A includes a detailed project plan.

Student Assignment Planning:

Student assignment planning is a process used by school districts when it has become apparent that re-distribution of students among schools is necessary. This may be due to a variety of factors, including the opening of a new school, increasing or decreasing enrollment, housing trends, in and out migration, or balancing facility utilization.

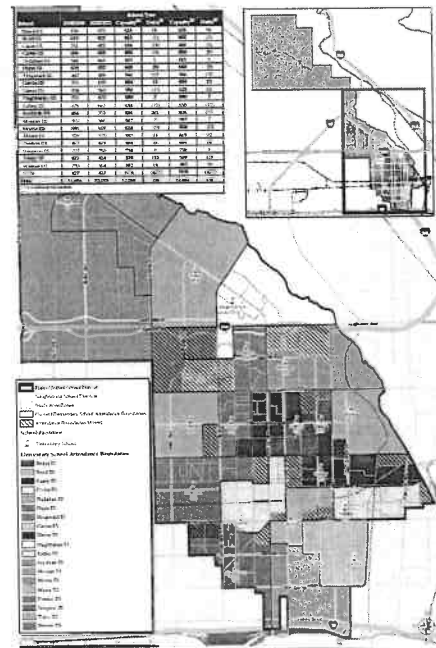
Our student assignment planning process is based on continual feedback and engagement with a school district's administration. In order to ensure consistency with a school district's goals and priorities, our staff communicates with administration early in the process to establish a set of criteria to base potential boundaries from. Such criteria may include, but not be limited to:

Boundary Criteria:

- Balanced utilization (enrollment vs. capacity)
- Enrollment trends and projected growth
- Clean feeder patterns
- Educational programs
- Socio-economic makeup of student bodies
- Transportation costs

Planning Parameters:

- Proximity to school
- Travel time
- Program continuity
- Facility utilization
- Diversity



Community Engagement:



Our team believes that boundary planning must be an inclusive process. It is a powerful opportunity for a school community to come together to determine how educational facilities can be an impetus for change and improvement for all parties. Development of a school district's redistricting plan requires the collaboration of educators, administrators, policy makers, community members, and facility experts.

When drawing new attendance boundaries, we recommend a community-based process to ease tension and build consensus about an issue that is often challenging. The process includes both quantitative information, such as enrollment figures and use of GIS, and qualitative information, such as community input and stakeholder opinions.

Technological Resources:

GIS

When redistricting attendance boundaries, we place a heavy emphasis on our technological capabilities that allow us to demonstrate options to our clients. By mapping students and attendance boundaries with GIS, we can display important information in an illustrative, meaningful way.

GIS allows us to capture, store, update, analyze, and display all forms of geographic and demographic data. We incorporate large amounts of data into our GIS including, but not limited to, the following:

- Student locations
- Grade level and school attending
- Demographics including race, gender and free & reduced lunch
- Programming such as ESL
- School locations
- Current and proposed attendance boundaries
- Housing developments

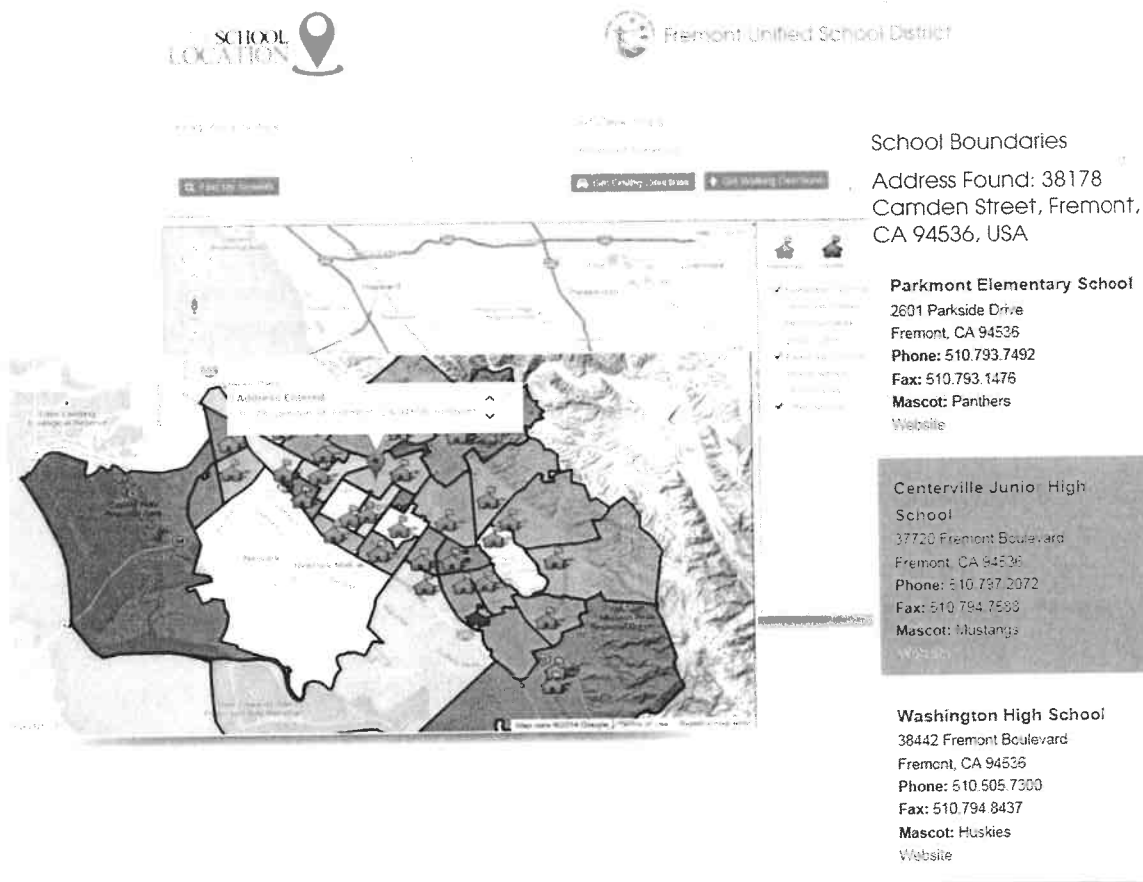
Using GIS, criteria such as natural geography, bus ride and walk times, and demographic make-up of a student population are easily incorporated into a boundary plan to develop boundary scenarios quickly and precisely.




School Locator

After options have been presented to the community, we will upload each scenario into our myschoolLOCATION™ platform. This software-as-a-service, accessible through a school district's website, allows a school district's community to use their addresses to identify which schools their students will attend. Once the final recommended boundaries have been determined, we will replace the options with the recommended boundaries. This software is included within our attendance boundary redistricting services and will be available to JCPS through January 1, 2021.

The interactive software allows users to change views from district wide to school level boundaries. Users can also access driving and walking directions from their home to any school location. If community members are considering moving, they can also use this online tool to drag their home location into any area of the school district's boundaries and the resident schools will automatically populate.



SCHOOL LOCATION 

Fremont Unified School District

38178 Camden Street, Fremont, CA 94536, USA

School Boundaries

Address Found: 38178 Camden Street, Fremont, CA 94536, USA

- Parkmont Elementary School**
2601 Parkside Drive
Fremont, CA 94536
Phone: 510.793.7492
Fax: 510.793.1476
Mascot: Panthers
Website
- Centerville Junior High School**
37720 Fremont Boulevard
Fremont, CA 94536
Phone: 510.797.2072
Fax: 510.794.7593
Mascot: Mustangs
Website
- Washington High School**
38442 Fremont Boulevard
Fremont, CA 94536
Phone: 510.505.7300
Fax: 510.794.8437
Mascot: Huskies
Website

City and County Planning:

We have vast experience with the city and county planning functions that are pertinent to student assignment planning. The primary factors that may come into play in a process like this are planned housing development and changes in zoning (area transitioning to residential from a former use).

Our team is well versed in working productively with local planning staff members throughout the process to ensure that the most current city and county plans are considered.

Programmatic Student Assignment Strategies:

We are very familiar with programmatic student assignment strategies such as magnet schools and programs. For example, we worked with Duval County Public Schools to help them understand whether the lottery parameters used in their school choice program were in alignment with the original intent of the program. At the inception of the program, the intent was to attract students residing in the periphery of the county where the population was growing into the urban core where the population had declined and there was excess capacity. This was also intended to bring more racial and socio-economic diversity to the urban core schools as directed by the consent decree. (We provide additional details on Page 16 in the following section.)

Global impacts associated with magnet programs which can include such things as:

- Increased transportation costs
- Changes in perceptions of the neighborhood schools

It is important that the goals of the magnet programs be continuously evaluated to ensure that they are serving their initial intent.

PAST PROJECTS

We have provided student Boundary Planning, GIS, and Community Engagement services to school districts of all shapes and sizes. Below is a sample of projects somewhat similar in size and scope to that of JCPS.

Arkansas Division of Public School Academic Facilities

Arlington Independent School District, TX

Baltimore City Public Schools, MD

Charlotte Mecklenburg Public Schools, NC

Chicago Public Schools, IL

Duval County Public Schools, FL

Fort Bend Independent School District, TX

Fulton County Schools, GA

Guilford County, NC

Office of the D.C. Auditor (District of Columbia Public Schools)

Omaha Public Schools, NE

Orange County Public Schools, FL

Polk County Schools, FL

School District of Philadelphia, PA

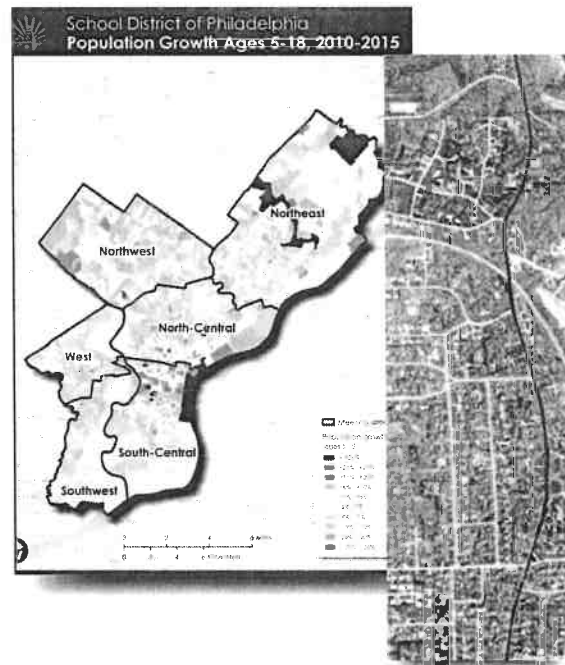
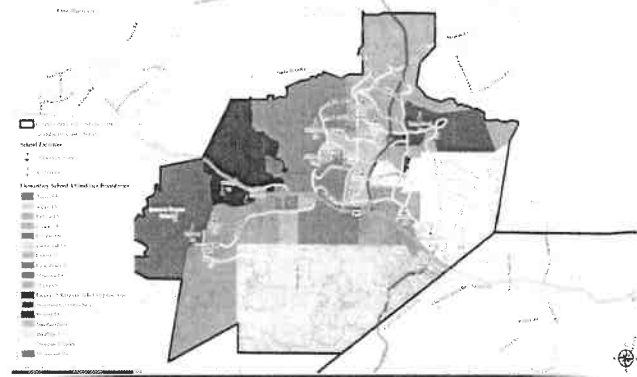
Seattle Public Schools, WA

Shelby County Schools, TN

State of Arkansas

Virginia Beach City Schools, VA

ATTENDANCE BOUNDARIES
ELEMENTARY SCHOOLS



SPOTLIGHT ON DUVAL COUNTY PUBLIC SCHOOLS

Duval County Public Schools (DCPS) serves over 120,000 students across 157 schools in Florida. It is the 6th largest school district in the state and among the 30 largest school districts in the nation. We began working with DCPS in 2003 as part of the facilities master planning process. Since this process, we have been the “Planner of Record” for the District.

SERVICES COMPLETED TO DATE

- Facility Master Plan 2003
- Exceptional Student Educational Master Plan 2005
- Facility Master Plan Update 2005
- Facility Master Plan 2008
 - Community Engagement around consolidations as a result of the FMP
 - Community Engagement around boundary changes as a result of the FMP
 - Community Engagement around Transportation Policy changes as a result of the FMP
 - Community Engagement around School Choice Policy as a result of the FMP
- Supported Community Engagement around consolidations 2010-2018
- Enrollment Projections by School 2014
- Enrollment Projections by School 2019
- Facility Master Plan 2019

RELEVANT PROJECTS

School Consolidations

One of the largest changes facing DCPS has been in the proliferation of charter schools within the district. Charter school enrollment:

- Has increased from 1,600 students to 16,000 students over the past 10
- Is projected to reach 26,000 students over the next 10 years

While overall K-12 population has been increasing in Duval County, enrollment in DCPS has declined due to charter schools, and any projected growth is anticipated to be absorbed by additional charter school growth. This has caused many DCPS schools to become under-utilized, resulting in the need for some consolidation.

SCHOOL CONSOLIDATIONS	
Wesconnet Elementary School	Was consolidated in the 2007-08 school year. We provided community engagement to collect feedback from the community.

SCHOOL CONSOLIDATIONS	
Paxon Middle School	Consolidated in 2012, and the students we redistributed to adjacent middle schools. The facility was then used as a new location for the James Weldon Johnson Middle School Magnet Program. We provided community engagement and boundary options development around this process.
Northwestern Middle School	Closed in the fall of 2019. We provided options development and implementation support.
Lake Forest Elementary School	Closed in the fall of 2019. We provided options development and implementation support.
2019 Master Plan	In 2019, DCPS tasked us with developing a master plan to “right size” the district. The final recommendations result in a reduction of more than 3,000 seats and a reduction in average age of the overall facility portfolio of 10 years. The plan also consolidates more than 15 facilities into either new or newly renovated schools. This plan is currently awaiting funding and is planned to rely on a sales tax referendum.

Boundary Change Processes

We have completed numerous boundary change processes as new schools have been opened or there has been a need to relieve overcrowding. We have also assisted with boundary changes associated with turning regular boundary schools into magnet schools without boundaries.

BOUNDARY CHANGE PROCESSES	
Bartram Springs Elementary School	2008. We provided community engagement, options development, and implementation.
Westview K-8	2008. We provided community engagement, options development, and implementation.
Waterleaf Elementary School	2009. We provided community engagement, options development, and implementation.
Atlantic Coast High School	2010. We provided community engagement, options development, and implementation.

BOUNDARY CHANGE PROCESSES	
Eugene Butler Middle School magnet creation	2015. We provided options development and implementation.
Joseph Stilwell Middle School magnet creation	2015. We provided options development and implementation.
Samuel Wolfson High School magnet creation	2016. We provided options development and implementation.

School Choice Experience

DCPS has a very robust school choice program, and more than 25,000 students (over 20% of the total enrollment) participate in a school choice program. They have both whole-school dedicated magnet programs and magnet programs within regular schools. They use a lottery system to assign students to first, second, and third choice schools. Factors in the lottery include:

- Students with active duty military parents
- Students residing within former attendance zone of a dedicated magnet
- Program continuity (from middle schools to high schools)
- Sibling preference

Annually, we help the School Choice department by geocoding all magnet applications and determining whether they qualify for the former attendance zone priority.

In 2010, we facilitated a community engagement process around the ranking of the parameters used in the lottery. Our goal was to determine if they were in alignment with the original intent of the choice program, which was to provide choice and attract students to facilities that were underutilized in the urban core. The overwhelming response from the community was to leave the lottery program as is, but there was acknowledgement that certain programs did not align with original intent.

Some findings based on the feedback include:

- The magnet programs tend to attract more affluent families than students who are economically disadvantaged.
- Magnet programs can act as a brain drain and reduce performance of non-magnet schools.
- Based on the former attendance zone priority, you can buy your way into the highest performing schools in the district.

SPOTLIGHT ON FORT BEND INDEPENDENT SCHOOL DISTRICT

Fort Bend Independent School District (FBISD) serves over 75,000 students across more than 70 schools in Texas. We began working with FBISD in 2012 as part of the facilities master planning process.

Shifting Demographics

Fort Bend ISD is one of the most racially and socio-economically diverse school districts both in Texas and in the nation. It is also a majority minority system – in 1992 the student population was 48% white, and 52% minority; today, the student population is 16% white and 82% minority.

Enrollment Growth

FBISD is also one of the fastest growing Districts in Texas and the nation, adding around 2,000 additional students per year. Since 2014, the district has issued over 1.5 billion dollars in bonds for capital construction projects to keep up with the increases in enrollment. New school construction has required frequent boundary adjustments as new schools have come online.

SERVICES COMPLETED TO DATE

- Facility Master Plan 2013-14
- Feeder Pattern Analysis 2014-15
- Boundary Changes 2015-16
- Facility Master Plan 2017-18
- Boundary Changes 2018-19

RELEVANT PROJECTS

Boundary Change Processes

We have completed numerous boundary change processes as new schools have been opened or there has been a need to relieve overcrowding. We have also facilitated a comprehensive feeder alignment process to ensure large cohorts of students transitions between grade levels.

BOUNDARY CHANGE PROCESSES	
Feeder Alignment Process 2013-14	This process was a recommendation that came out of the 2013-14 master plan. A feeder pattern split is defined as a boundary splitting between 2 or more schools at the next grade level. The district had moved more than 30 feeder pattern splits from elementary to middle school, and more than 20 from middle school to high school. This process engaged the community

BOUNDARY CHANGE PROCESSES	
	and resulted in recommendations that reduced the total number of feeder splits to less than 10. This process also developed boundaries for the new Madden and Sullivan Elementary schools which were facilities recommended for construction in the 2013-14 FMP.
Boundary Changes 2015-16	This process engaged the community and developed boundaries for Leonetti Elementary, School, Patterson Elementary School, Neill Elementary School, and Thornton Middle school, all of which were recommended as part of the 2013-14 FMP.
Boundary Changes 2018-19	This process engaged the community and developed boundaries for Malala Yousafzai Elementary School and attempted to balance high school enrollment at the high school level in the interim until High School #12 could be opened in 2024-25. There was strong resistance in the community to any high school boundary changes, and the opening of HS #12 was accelerated and is now planned for 2022-23.

School Choice Experience

FBISD does not have a comprehensive districtwide choice program that utilizes dedicated magnet schools, but several schools do have academy programs that draw students from all over the School District. Several of these programs came into play in the 2013-14 Feeder Alignment Process. Leading up to the process, the Board of Trustees developed a guiding policy to govern the process. The policy stated that all programs were considered "portable" and should be placed in facilities after attendance boundaries are established.

Because of the overall sprawling nature of the growth in Fort Bend County, facilities on the periphery of the School District were overutilized and facilities more centrally located were somewhat underutilized and enrollments were bolstered by academy programs. After analyzing the data, it was determined that these programs were not attracting students into the center of the district from the growing periphery. Rather, they were redistributing students among the under-utilized schools within the center of the School District, essentially creating alternative pathways for students to attend preferred schools without living in the boundary.

This process recommended boundary changes that organically increased enrollment in the centrally located high schools, displacing the academy programs. Per policy, programs were considered portable and were moved to other facilities after the boundary changes were approved.

PROJECTS IN PROGRESS

The following projects, which are currently in progress, provide additional differentiating credentials that distinguish our firm and make us uniquely qualified to serve JCPS.

HOWARD COUNTY PUBLIC SCHOOLS

Howard County Public Schools is located west of Baltimore, MD and serves around 57,000 students. In the spring of 2018, Howard County Public Schools contracted with us to assist with their Attendance Area Adjustment Process.

This process was clearly defined by policy from inception. Policy dictated that the School District staff develop a feasibility study to address imbalance in utilization. The next step in the process was to engage both the community and a superintendent-appointed Attendance Area Committee ("AAC") to both collect feedback around the feasibility study (community), and to discuss the study and the policy (AAC). We facilitated the community meeting process and the Attendance Area Committee.

Per policy, based on feedback from the community and the AAC, the superintendent then made a recommendation to the Board. The Board is in the process of soliciting feedback from the community via public hearing and written testimony.

This process is particularly relevant due to the current political climate in Howard County. Although the District has been declared unitary, the County Council has made a motion stating that the District needs to create more diversity in its boundaries, and the superintendent's recommendation moves in this direction.

There is currently significant opposition to this plan, but also some support as well, stating the importance of equity in schools. The Board is schedule to hold seven work sessions in October and November of 2019 and act on a plan on November 18, 2019.

HUNTSVILLE CITY SCHOOLS

Huntsville City Schools ("HCS"), located in north central Alabama, has been a client of Cooperative Strategies since 2012 on a variety of projects, including:

- Boundary Analysis
- Build Out Scenario
- Capacity Analysis
- Educational Specifications
- Enrollment Projections (Live-In & Attend) with regular updates

Although Huntsville City Schools only has a total enrollment of around 25,000 students, our work with them illustrates our ability to manage projects that involve Department of Justice interaction.

HCS began its unitary status process in 2012 in order to lift a decade-old lawsuit resulting in forced busing. We assisted on the student assignment plan which was needed to reach the same goals as the forced busing (minority to majority transfers) was accomplishing, but organically through boundaries.

This process involved community engagement and frequent interaction with Department of Justice ("DOJ") officials to come to an agreed-upon student assignment plan. The assignment plan was approved by the DOJ, and we continue to work with HCS on other demographic projects as the district continues to work toward unitary status in the other aspects of the requirement not related to student assignment.

SCHOOL DISTRICT OF PHILADELPHIA

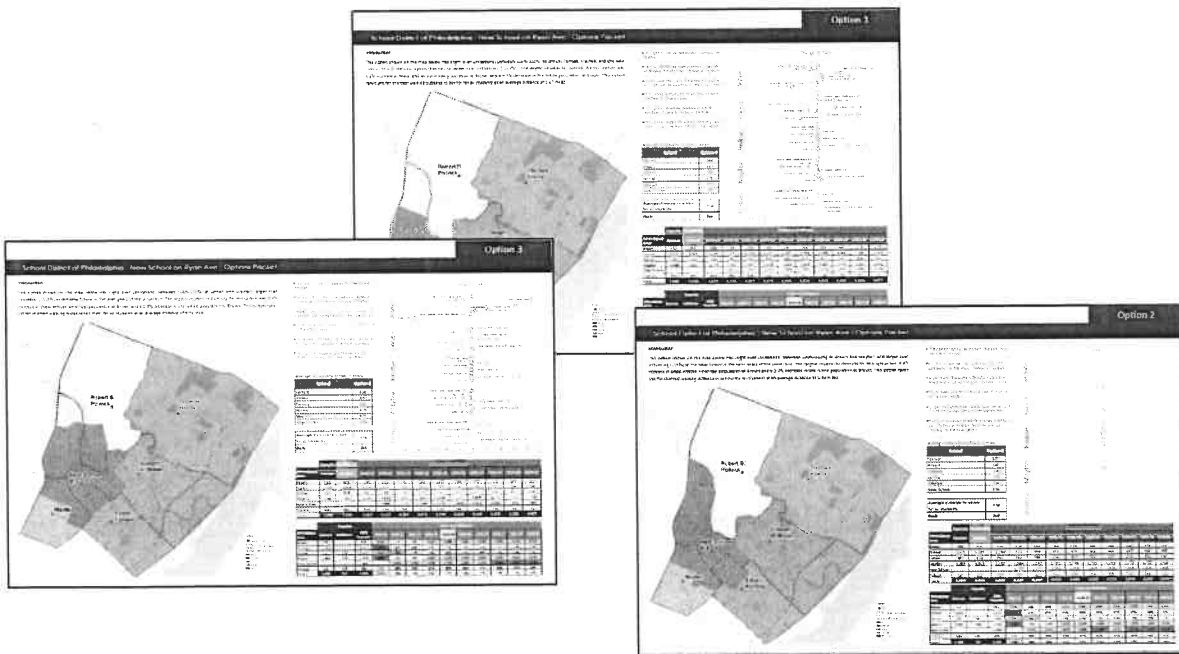
We began working with the School District of Philadelphia ("SDP") in 2018 to help facilitate an enrollment study and redistricting process that incorporates a new K-8 school in the northeast. The northeast area of SDP has grown by more than 2,000 students over the last eight years and is expected to continue a similar trajectory.

The process included engagement of various portions of the community to understand their core values and build a framework for the development of new attendance boundaries. That engagement produced three guiding principles that were most important to the community:

1. Balancing utilization
2. Walking distance
3. Safe routes

Working with a redistricting committee made up of various members of the community, we developed multiple sets of boundary options to fulfill the aforementioned guiding principles. Those options were vetted by the community in a series of community meetings held across northeast Philadelphia.

Due to the forethought by SDP to properly plan and engage the public, new boundaries will be implemented for the 2021-22 school year with enough lead time to inform the community of the changes with minimal impact.



REFERENCES

CLIENT	CONTACT INFORMATION	
Duval County Public Schools	Paul Soares Executive Director, Design & Construction 904.390.2124 soaresp@duvalschools.org	
Fort Bend Independent School District	Beth Martinez Chief of Staff & Strategic Planning 281.634.1000 beth.martinez@fortbendisd.com	
Omaha Public Schools	Matthew J. Ray Chief of Staff / Secretary to the Board of Education 531.299.9766 matthew.ray@ops.org	James Casey Hughes Staff Assistant, Research Division 531.299.9759 james.hughes@ops.org

PROJECT PLAN

Student Assignment Plan Consulting

Cooperative Strategies, LLC will provide Student Assignment Plan Consulting services to JCPS. This option is useful for budgeting and planning at the district-wide level. The table below details the specific activities and tasks we will perform under this Statement of Work and is inclusive of all labor, materials, supplies, and supervision.

ACTIVITY & TIMING	TASKS
<p>1. Plan for Planning Week 1</p>	<p>1.A. Facilitate Kick-Off Meeting We will hold a Kick-Off Meeting to ensure clear agreement on project objectives and expectations and gain consensus on the process we will be implementing. We will use this meeting with administration to fully familiarize ourselves with the School District’s mission and function and discuss approach. We will discuss roles, functions, and responsibilities, anticipate issues, and prepare for project roll-out.</p> <p>1.B. Compare Processes We will discuss processes that comparable school districts use to address the same kinds of issues. These could include:</p> <ul style="list-style-type: none"> • Criteria for benchmarking • Benefits of developing planning areas within the School District • Best practices on how to incorporate magnet and district-wide programs
<p>2. Collect & Review Data Weeks 2-3</p>	<p>2.A. Data Collection We will gather and review data pertinent to the redistricting process. The data may include such things as:</p> <ul style="list-style-type: none"> • Existing enrollment projections • District demographic profile • GIS • Capacity of facilities • District's program profile, financial, and budgetary information <p>2.B. Project Website We will create a project website and update it throughout the project to ensure public information is current with project schedules and status.</p>

ACTIVITY & TIMING	TASKS
<p>3. Utilize Redistricting Committee</p> <p>Weeks 2-4</p>	<p>3.A. Redistricting Committee</p> <p>We will work with the committee JCPS has already convened to facilitate the development and implementation of the redistricting plan process. The committee will meet approximately 5 times.</p>
<p>4. Develop Boundary Criteria</p> <p>Weeks 5-6</p>	<p>4.A. Establish School Boundary Criteria</p> <p>We will hold a work session with School District administration to help establish the criteria to be used as planning parameters for the new boundary adjustments. These criteria will help ensure equity and fairness across the District and will be reflective of your values and fiscal responsibilities.</p>
<p>5. Provide Interactive Mapping</p> <p>Weeks 6-7</p>	<p>5.A. School Locator Software</p> <p>We will provide myschoolLOCATION™, our Software as a Service (SaaS) product that enables your residents to identify which boundaries they reside in and the specific school sites their students can attend. The myschoolLOCATION™ will be linked to and accessible through the School District's website.</p> <p>There is no additional fee for this SaaS during the school year(s) in which attendance boundary redistricting services are being provided. Should you choose to continue using myschoolLOCATION™ after the initial project service period, a separate maintenance agreement can be negotiated.</p>
<p>6. Develop Scenarios</p> <p>Week 8</p>	<p>6.A. Boundary Scenario Work Session</p> <p>We will hold a work session with the School District to develop draft boundary options (or "scenarios"). These scenarios are created based on the criteria developed by:</p> <ul style="list-style-type: none"> • Stakeholders • Enrollment projections • Capacities • Geographic landmarks • School locations <p>We will develop an Options Packet that outlines each of the scenarios drafted during the work session. You can then use this packet at community meetings.</p>

ACTIVITY & TIMING	TASKS
<p>7. Perform Community Outreach</p> <p>Week 10</p>	<p>7.A. Community Presentation</p> <p>We will host meetings to share the options with the community. During these meetings, participants respond to individual questionnaires to rank and rate each boundary option. They then work in small groups where we encourage them to reach consensus/develop a collective response regarding which options they recommend.</p> <p>7.B. Web Questionnaire</p> <p>To ensure full participation from all interested stakeholders, we will provide a web-based questionnaire to community members who were unable to attend in-person meetings.</p>
<p>8. Hold Recommendations Development Work Session</p> <p>Week 12</p>	<p>8.A. Finalize Recommended Options</p> <p>We will hold a one-day work session with the School District to finalize the recommended options/scenarios. These options will incorporate input from the community meeting(s) and the Redistricting Committee.</p> <p>8.B. Final Report</p> <p>We will compile the preferred option into an official recommendation and submit it to the Board of Education (Board) for review.</p>
<p>9. Attend Board Meetings</p> <p>Week 14</p>	<p>9.A. Attend First Board Meeting (1 of 2)</p> <p>We will attend 1 Board of Education meeting to present the Redistricting Plan process and approach to the Board for final approval. During this meeting, we will ensure stakeholders understand project expectations as well as the process to be implemented.</p> <p>9.B. Attend Second Board Meeting (2 of 2)</p> <p>We will attend a second Board meeting to answer any questions or provide clarification regarding the recommended options.</p>

REQUIRED FORMS

This section includes the following forms as required by the RFP.

- Certificate of Insurance Requirement (RFP Page 25) with attached Certificate of Insurance
- Completed Vendor Checklist (RFP Page 28)
- Resident Vendor Affidavit (RFP Page 29)
- Required Vendor Information (RFP Page 30) with attached W-9 form
- Certification Regarding Lobbying (RFP Page 31)
- Vendor Representative Form (RFP Page 32)
- Verification of Business Status Form (RFP Page 33)

CERTIFICATE OF INSURANCE REQUIREMENT

Failure to submit the certificate of insurance with your response **MAY** subject your proposal to rejection. The contractor shall furnish a certificate of insurance in accordance with the requirements set forth below. The contractor agrees that required insurance shall not be cancelled or allowed to lapse during the term of any awarded contract without prior written notification to Jefferson County Public School. The certificate of insurance shall name the Board of Education of Jefferson County as additional insured in the Description of Operations section of the Certificate of Insurance which shall read:

Board of Education of Jefferson County
 Attn: Insurance/Real Estate Dept.
 3332 Newburg Road
 Louisville, Kentucky 40218

**INSURANCE REQUIREMENTS:
 CONTRACTOR’S LIABILITY INSURANCE:**

The insurance required shall be written for not less than the following limits or greater if required by law:

1. Workers Compensation:

a. State	Statutory
b. Applicable Federal (e.g. Longshoreman’s)	Statutory
c. Employer’s Liability	\$100,000.00

2. Comprehensive or Commercial General Liability (including Premises-Operations; Independent Contractor’s Protection; Product Liability and Completed Operations; Broad Form Property Damage):

a. General Aggregate (Except Products-Completed Operations)	\$2,000,000.00
b. Products-Completed Operations Aggregate	\$1,000,000.00
c. Personal/Advertising Injury (Per Person/Organization)	\$1,000,000.00
d. Each Occurrence (Bodily Injury and Property Damage)	\$1,000,000.00
e. Limit per Person Medical Expense	\$ 5,000.00
f. Exclusions of Property in Contractor’s Care, Custody or Control will be eliminated.	
g. Property Damage Liability Insurance will provide coverage for explosion, collapse and underground damage.	

3. Contractual Liability:

a. General Aggregate:	\$2,000,000.00
b. Each Occurrence (Bodily Injury and Property Damage)	\$1,000,000.00

4. Automobile Liability: (Commercial Vehicles)

a. Bodily Injury (Combined single limit)	\$ 20,000.00
b. Property Damage (Combined single limit)	\$1,000,000.00
c. Commercial Buses	\$10,000,000.00

5. Professional Liability (for architectural or construction management services)

Per occurrence	\$1,000,000.00
Annual aggregate	\$2,000,000.00

6. Cyber Insurance: (If contractual requirement exists.)

	\$5,000,000.00
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(Per 702 KAR 4:160. Capital construction, sections 4 & 5) Revised 1/4/16



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/3/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Commercial Lines - (305) 443-4886 USI Insurance Services LLC 2601 South Bayshore Drive, Suite 1600 Coconut Grove, FL 33133	CONTACT NAME: Risk Management Department PHONE (A/C, No, Ext): (866) 443-8489 FAX (A/C, No): (800) 889-0021 E-MAIL ADDRESS: Work.Comp@Trinet.com														
INSURED TriNet HR III-A, Inc. RE : Cooperative Strategies, LLC 9000 Town Center Parkway Bradenton, FL 34202	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:80%;">INSURER(S) AFFORDING COVERAGE</th> <th style="width:20%;">NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : ACE American Insurance Company</td> <td>22667</td> </tr> <tr> <td>INSURER B :</td> <td></td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : ACE American Insurance Company	22667	INSURER B :		INSURER C :		INSURER D :		INSURER E :		INSURER F :	
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INSURER B :															
INSURER C :															
INSURER D :															
INSURER E :															
INSURER F :															

COVERAGES **CERTIFICATE NUMBER: 14604247** **REVISION NUMBER: See below**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTIONS \$						EACH OCCURRENCE \$ AGGREGATE \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	N/A	WLR_C66102312	7/1/2019	7/1/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 2,000,000 E.L. DISEASE - EA EMPLOYEE \$ 2,000,000 E.L. DISEASE - POLICY LIMIT \$ 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Workers' Compensation coverage is limited to worksite employees of Cooperative Strategies, LLC a co-employment agreement with TriNet HR III, Inc.

CERTIFICATE HOLDER Board of Education of Jefferson County Attn: Insurance/Real Estate Dept. 3332 Newburg Road Louisville, Kentucky 40218	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
12/26/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).


PRODUCER Dealey Renton and Associates Lic. #0020739 600 Anton Blvd., #100 Costa Mesa CA 92626-7221	CONTACT NAME: PHONE (A/C, No, Ext): 714 427-6810 FAX (A/C, No): 714 427-6818 E-MAIL ADDRESS:																					
	<table border="1"> <tr> <th colspan="2">INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A :</td> <td>Travelers Property Casualty Co of Ameri</td> <td>25674</td> </tr> <tr> <td>INSURER B :</td> <td>Travelers Casualty Ins. Co. of America</td> <td>19046</td> </tr> <tr> <td>INSURER C :</td> <td>Ironshore Specialty Insurance Co.</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> <td></td> </tr> </table>		INSURER(S) AFFORDING COVERAGE		NAIC #	INSURER A :	Travelers Property Casualty Co of Ameri	25674	INSURER B :	Travelers Casualty Ins. Co. of America	19046	INSURER C :	Ironshore Specialty Insurance Co.		INSURER D :			INSURER E :			INSURER F :	
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INSURER E :																						
INSURER F :																						
INSURED CSHOLDING Cooperative Strategies, LLC 8955 Research Drive Irvine CA 92618																						

COVERAGES **CERTIFICATE NUMBER:** 1227643655 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:			6806G91099A	1/1/2019	1/1/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			BA6G922938	1/1/2019	1/1/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			CUP6G911893	1/1/2019	1/1/2020	EACH OCCURRENCE \$ 4,000,000 AGGREGATE \$ 4,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
C	Professional Liability Claims made			003037302	1/1/2019	1/1/2020	\$1,000,000 per claim \$2,000,000 anntl aggr.

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER	CANCELLATION 30 Day Notice of Cancellation
PROPOSAL	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

VENDOR CHECKLIST

Please ensure that you have submitted each of the following documents with your response.

SUBMIT IN ADVANCE:

- Pre-Proposal Questions (Page 5)

SUBMIT IN LARGE ENVELOPE (*do not include any pricing information*)

- Certificate of Insurance Requirement (Page 25)
- Proposal Form (Page 26)
- Responses (Page 27)
- Completed Vendor Checklist (Page 28)
- Resident Vendor Affidavit – if applicable (Page 29)
- Required Vendor Information (Page 30)
- Certification Regarding Lobbying (Page 31)
- Vendor Representative Form (Page 32)
- Verification of Business Status Form (Page 33)
- Bidder must submit a current W-9 form with response

SUBMIT IN SEALED SMALL ENVELOPE:

- Cost Schedule Cover Form (Page 34)
- Cost Schedule Form with Pricing (Page 35)

REQUIRED AFFIDAVIT FOR BIDDERS, OFFERORS AND CONTRACTORS
CLAIMING RESIDENT BIDDER STATUS

If claiming Kentucky residency status, this completed form must be NOTARIZED and submitted with your response.

Purchasing/Bid Department
C. B. Young, Jr., Service Center
3001 Crittenden Drive
Louisville, Kentucky 40209 Phone: (502)485-3167 Fax: (502)485-6446

FOR BIDS AND CONTRACTS IN GENERAL:

The bidder or offeror hereby swears and affirms under penalty of perjury that, in accordance with KRS 45A.494(2), the entity bidding is an individual, partnership, association, corporation, or other business entity that, on the date the contract is first advertised or announced as available for bidding:

1. Is authorized to transact business in the Commonwealth;
2. Has for one year prior to and through the date of advertisement
 - a. Filed Kentucky corporate income taxes;
 - b. Made payments to the Kentucky unemployment insurance fund established in KRS 341.49; and
 - c. Maintained a Kentucky workers' compensation policy in effect.

Jefferson County Public Schools reserves the right to request documentation supporting a bidder's claim of resident bidder status. Failure to provide such documentation upon request shall result in disqualification of the bidder or contract termination.

Signature	Printed Name
Title	Date
Company Name	
Address	

Subscribed and sworn to before me by _____
(Affiant) (Title)

of _____ this _____ day of _____, 20____.
(Company Name)

Notary Public
[seal of notary] My commission expires: _____

REQUIRED VENDOR INFORMATION

It is important that you supply the following information and submit this form with your response.

Purchasing/Bid Department
C. B. Young, Jr., Service Center
3001 Crittenden Drive
Louisville, Kentucky 40209
Phone: (502)485-3167
Fax: (502)485-6446

- 1. The Jefferson County Board of Education needs confirmation from your company of compliance and/or intent to comply with the Federal, State, Local and Board regulations for Non-Discrimination on any and all contracts awarded by the Board of Education. We need to know if your company is a minority owned business.

- (a) Is your company complying with Federal regulation relating to Non-Discrimination? Yes No
- (b) Is your company a minority owned business? Yes No

- 2. Provide your company's complete **PURCHASE ORDER MAILING ADDRESS** information including name of company, street and/or P.O. Box, city, state, zip code and phone number.

Cooperative Strategies, LLC, 4675 Lakehurst Court, Suite 200, Dublin, OH 43016
 Telephone: 614.798.8828

- 3. Provide your company's complete **PAYMENT REMIT ADDRESS** information including name of company, street and/or P.O. Box, city, state, zip code and phone number.

Cooperative Strategies, LLC, 4675 Lakehurst Court, Suite 200, Dublin, OH 43016
 Telephone: 614.798.8828

- 4. Provide a completed current W-9 Form with your response.

NOTES:

By submitting a response vendor confirms they have read, understand, and agree to all terms and conditions of this Request for Proposal.

Failure to provide all required information may subject your proposal to rejection.

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization: Cooperative Strategies, LLC _____

Street address: 4675 Lakehurst Court, Suite 200 _____

City, State, Zip: Dublin, OH 43016 _____

Scott Leopold
NAME OF AUTHORIZED REPRESENTATIVE: (PRINT) _____

Partner _____

TITLE:  _____

10/04/2019

(SIGNATURE)

(DATE)

*****NOTICE TO ALL BIDDERS*****

THIS FORM MUST BE COMPLETED, SIGNED BY AN AUTHORIZED REPRESENTATIVE AND RETURNED TO JCPS.

VENDOR REPRESENTATIVE FORM

Failure to submit the Vendor Representative Form with your response MAY subject your bid to rejection.

Purchasing/Bid Department
C. B. Young, Jr. Service Center
3001 Crittenden Drive
Louisville, Kentucky 40209

Phone: (502)485-3167
Fax: (502)485-6446

VENDOR/COMPANY NAME: Cooperative Strategies, LLC

PHONE NO.: 614.798.8828 FAX NO.: N/A

LOCAL REPRESENTATIVE (CONTACT PERSON) INFORMATION:

NAME: Scott Leopold

ADDRESS: 4675 Lakehurst Court, Suite 200
Dublin, OH 43016

PHONE NO.: 614.798.8828 FAX NO.: N/A

EMAIL: sleopold@coopstrategies.com

VERIFICATION OF BUSINESS STATUS FORM

The Jefferson County Public Schools is requesting your company supply the following information:

Is your company Minority-Owned (MBE)?*	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
Is your company Woman-Owned (WBE)?*	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
Is your company a Service-Disabled Veteran-Owned Business (SDVOB)?**	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
Is your company owned and operated by a person(s) with a disability (HBE)?**	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>

*To be recognized as an MBE or WBE a Contractor must be at least 51% owned, operated, and controlled by one or more minorities or females who are either U.S. citizens or lawful permanent residents.

**To be recognized as a SDVOB or HBE a Contractor must be at least 51% owned, operated, and controlled by one or more individuals with a disability or service disabled veterans who are either U.S. citizens or lawful permanent residents.

ATTENTION: This completed form must be submitted with your bid.

Name of Company: Cooperative Strategies, LLC

Street Address: 4675 Lakehurst Court, Suite 200

City: Dublin Zip Code: 43016

Signature: 

Printed Name: Scott Leopold

Official Title: Partner

Phone Number: 614.798.8828 e-mail: sleopold@coopstrategies.com

Revised 2/28/2019

WORK SAMPLES

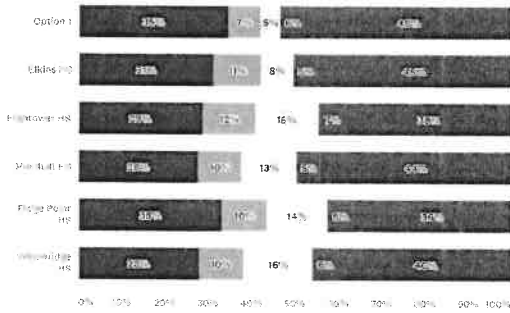
This section includes work samples we have created for similar projects with Fort Bend Independent School District and Duval County Public Schools.

High School Boundary Options Feedback Summary

Members of the community were invited to provide feedback to the four FBISD attendance boundary options between December 10, 2018 and January 5, 2019. To promote collaboration and transparency, members of the community had multiple opportunities to learn more about the current boundary options. The table below displays a comparison of community survey feedback organized by option in addition to the comments in support and opposition of each option. **Overall, community feedback included a perception the bond promised High School #12 to the community with a request to expedite construction. Community feedback also called for addressing academic performance at Marshall HS and Willowridge HS.**

Option 1

Proposed Boundary for:



Comments in support of this option

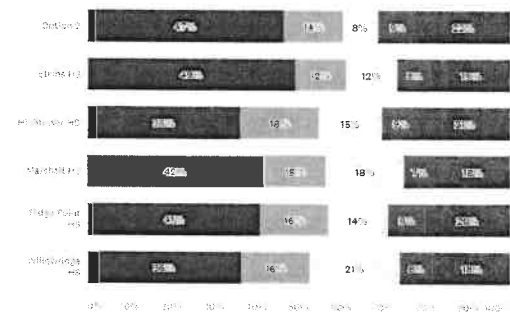
- Increased utilization of Willowridge HS and Marshall HS

Comments in opposition of this option

- “Legacy Communities” of Quail Valley MS and Lake Olympia MS rezoned out of Elkins HS
- Perceived by the community as disruptive to students
- Rezones a portion of Sienna Plantation away from RPHS. Sienna Plantation community perceives master planned community should include neighborhood schools.
- Rezones students to schools perceived as lower performing
- Community expressed property value concern

Option 2

Proposed Boundary for:



Comments in support of this option

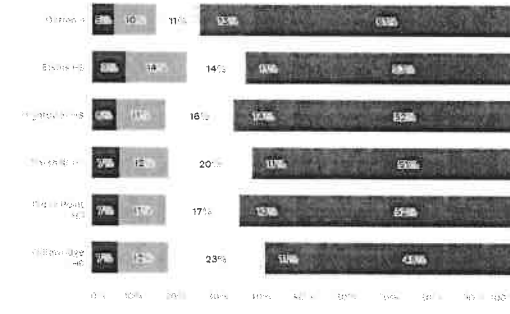
- Least impactful to students, including Sienna Plantation
- “Legacy Communities” of Quail Valley MS and Lake Olympia MS zoned to Elkins HS

Comments in opposition of this option

- Does not significantly increase utilization of Marshall and Willowridge
- Requires movement of Medical and Digital Media academies at Hightower
- Would require significant boundary changes again when High School 12 opens

Option 3

Proposed Boundary for:



Comments in support of this option

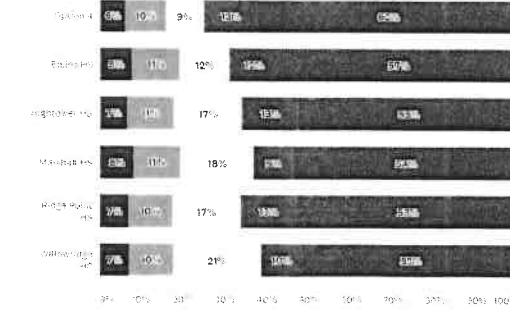
- Increases utilization at Marshall HS and Willowridge HS

Comments in opposition of this option

- “Legacy Communities” of Quail Valley MS and Lake Olympia MS rezoned out of Elkins
- Rezones northern portion of Sienna Plantation away from RPHS. Sienna Plantation community perceives master planned community should include neighborhood schools.
- Rezones students to schools perceived as lower performing
- Would likely require extensive changes when High School 12 opens
- Community expressed property value concerns

Option 4

Proposed Boundary for:



Comments in support of this option

- Increases utilization of Marshall HS and Willowridge HS

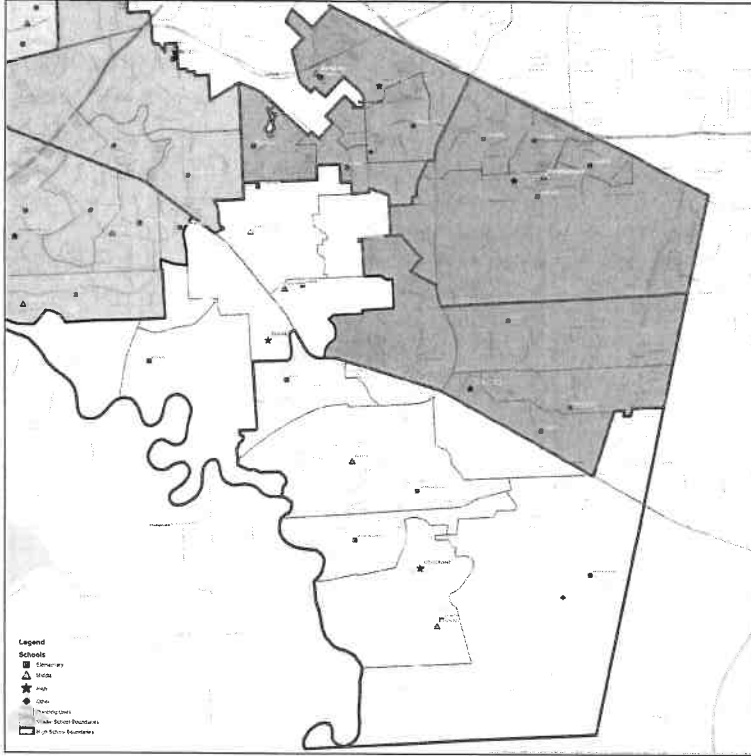
Comments in opposition of this option

- “Legacy Communities” of Quail Valley MS and Lake Olympia MS rezoned out of Elkins
- Rezones northern portion of Sienna Plantation away from RPHS. Sienna Plantation community perceives master planned community should include neighborhood schools.
- Creates feeder splits at elementary schools currently feeding to RPHS.
- Rezones students to schools perceived as lower performing
- Would likely require extensive changes when High School 12 opens
- Community expressed property value concerns

Fort Bend ISD: Southeast High Schools Boundary Rebalance

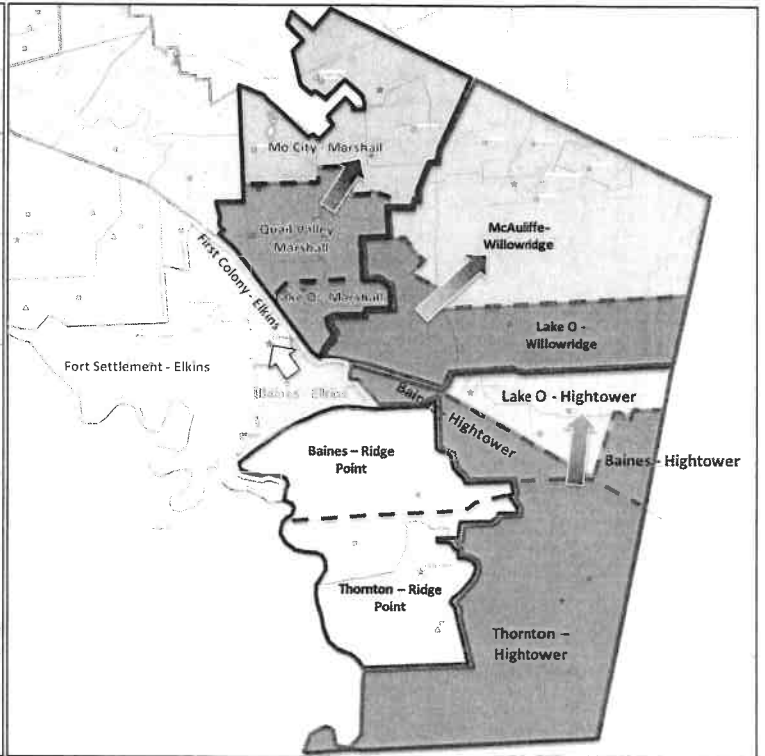
Current Boundaries

The map below illustrates the current boundaries for the southeast area of the district. The background shades of color denote the current high school boundaries. The thick purple lines also outline the high school boundaries. The medium orange lines outline the current middle school boundaries. The thin black lines outline current elementary boundaries.



Proposed Changes

The map below illustrates the proposed changes to the high school boundaries. The proposed boundaries are outlined in bold colors and the areas that change high schools are highlighted in transparent shades that correspond to the proposed school.



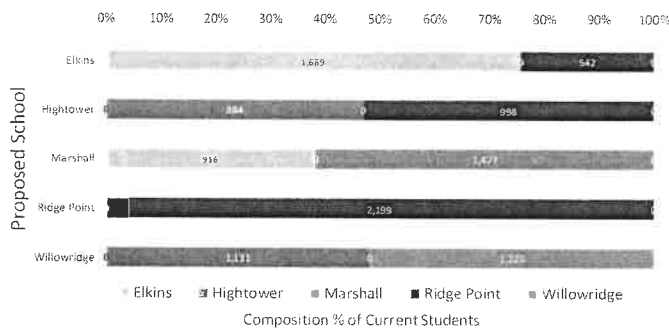
Resulting Enrollment and Utilization

The tables below illustrate the resulting enrollment, utilization, and percent of economically disadvantaged students relative to this option. Utilization values are color coded to show utilizations over 100% of design capacity in pink or red, and utilizations under 80% in blue.

School	Design Capacity	Temp. Capacity	Academy	Projected Enrollment									Projected Utilization									Economically Disadvantaged					
				2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	Current	Option					
Elkins	2,559	150	-121	2,329	2,266	2,211	2,132	2,110	2,197	2,267	2,344	2,393	2,372	2,369	91%	89%	86%	83%	82%	86%	89%	92%	94%	93%	93%	25%	12%
Hightower	2,746	250	310	2,143	2,090	2,134	2,138	2,192	2,286	2,356	2,466	2,517	2,626	2,753	78%	76%	78%	78%	80%	83%	86%	90%	92%	96%	100%	58%	61%
Marshall	2,570	-98	1,280	1,598	1,880	2,113	2,295	2,265	2,230	2,227	2,189	2,160	2,159	50%	62%	73%	82%	89%	88%	87%	87%	85%	84%	84%	75%	60%	
Ridge Point	2,587	600	84	2,799	2,650	2,471	2,318	2,115	2,240	2,334	2,380	2,475	2,540	2,627	100%	102%	96%	90%	82%	87%	90%	92%	96%	98%	102%	22%	8%
Willowridge	2,553	-67	1,331	1,511	1,712	1,956	2,284	2,292	2,284	2,324	2,316	2,290	2,291	52%	59%	67%	77%	89%	90%	89%	91%	91%	90%	90%	80%	70%	
HS Totals	13,015	1,000		9,882	10,113	10,408	10,656	10,996	11,280	11,471	11,741	11,890	11,988	12,199	76%	77%	80%	82%	84%	87%	88%	90%	91%	92%	94%	45%	45%

Composition of schools after boundary changes (2022-23)

The chart below illustrates the percentage of students by school in the proposed boundary based on where they currently reside. For example, in this option, in 2022-23, Elkins would have 1,698 students in its zone that are currently zoned to Elkins, 542 students in that potential boundary are in the Ridge Point boundary currently. This is a general idea of what the proposed composition of the student populations would be in this option.



Change Detail

- Quail Valley MS -> Marshall
- Palmer ES (Currently EHS) -> Lake Olympia -> Marshall
- Palmer ES (Currently HHS) -> Lake Olympia -> Willowridge
- Parks ES -> Lake Olympia -> Willowridge
- Schiff ES -> Baines -> Elkins
- Heritage Rose -> Baines / Thornton -> Hightower

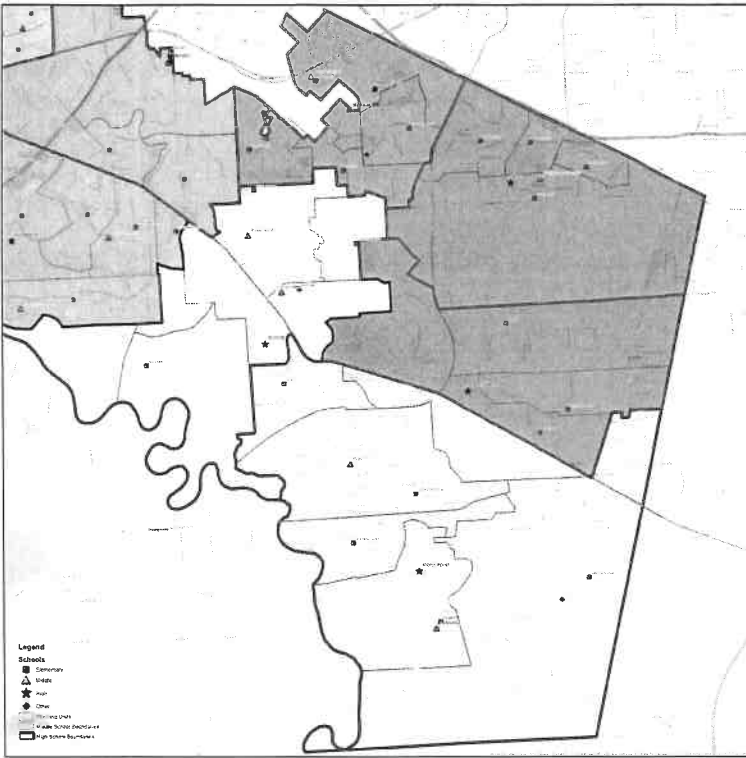
What does this Option do?

- Balances Utilization and Enrollment among the five schools over the next 9 years without any school exceeding 100% of utilization of design capacity.
- Moves large groups of students to avoid small, isolated cohorts.
- Highest utilization of Marshall and Willowridge throughout all options.
- Positions the boundaries such that most of the future growth is pointed to Hightower.

Fort Bend ISD: Southeast High Schools Boundary Rebalance

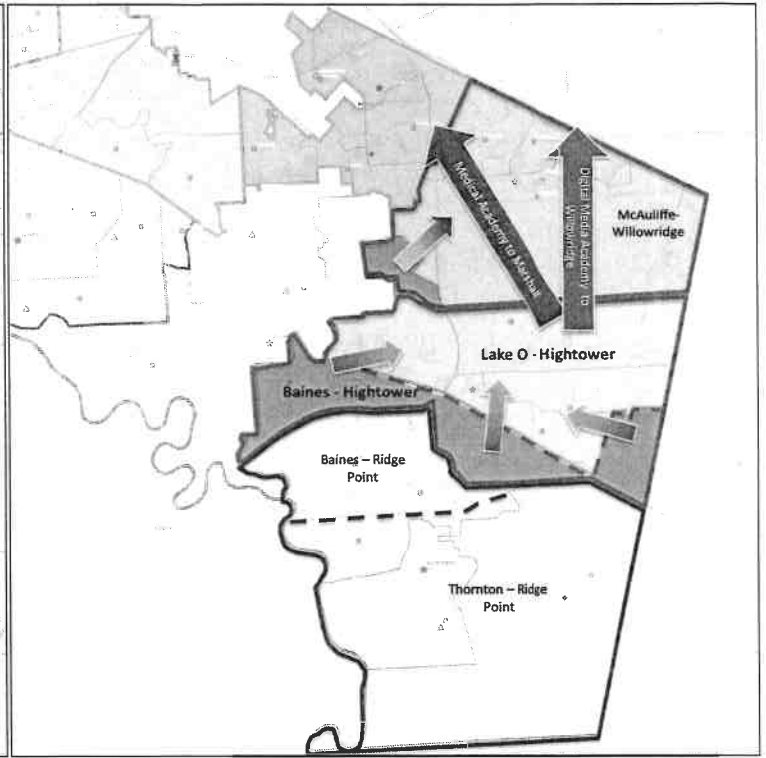
Current Boundaries

The map below illustrates the current boundaries for the southeast area of the district. The background shades of color denote the current high school boundaries. The thick purple lines also outline the high school boundaries. The medium orange lines outline the current middle school boundaries. The thin black lines outline current elementary boundaries.



Proposed Changes

The map below illustrates the proposed changes to the high school boundaries. The proposed boundaries are outlined in bold colors and the areas that change high schools are highlighted in transparent shades that correspond to the proposed school.



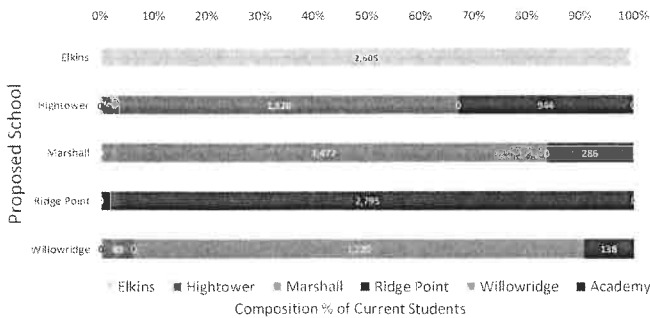
Resulting Enrollment and Utilization

The tables below illustrate the resulting enrollment, utilization, and percent of economically disadvantaged students relative to this option. Utilization values are color coded to show utilizations over 100% of design capacity in pink or red, and utilizations under 80% in blue.

Design Capacity	Temp. Capacity	Academy	Proposed Enrollment															Economically Disadvantaged		HS Totals							
			2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2037-38	2038-39		2039-40	Current	Option				
2,379	150	-121	2,379	2,427	2,486	2,439	2,484	2,523	2,518	2,623	2,610	2,576	2,568	91%	95%	97%	95%	97%	99%	98%	101%	102%	101%	100%	25%	26%	Elkins
2,746	250	114	2,143	1,924	2,235	2,493	2,756	2,785	2,766	2,805	2,793	2,767	2,765	78%	79%	81%	91%	100%	101%	101%	102%	102%	101%	101%	58%	51%	Hightower
2,570		188	1,280	1,597	1,634	1,691	1,665	1,680	1,660	1,643	1,544	1,636	1,643	50%	62%	64%	66%	65%	65%	66%	64%	64%	64%	64%	75%	75%	Marshall
2,587	600	84	2,799	2,752	2,709	2,720	2,711	2,897	3,080	3,215	3,413	3,589	3,736	104%	105%	105%	105%	105%	112%	110%	108%	107%	107%	107%	22%	16%	Ridge Point
2,553		71	1,331	1,413	1,344	1,303	1,380	1,395	1,417	1,455	1,430	1,420	1,427	52%	55%	53%	51%	54%	55%	56%	57%	56%	56%	56%	80%	80%	Willowridge
HS Totals	13,015	1,000	9,882	10,113	10,408	10,656	10,996	11,280	11,471	11,741	11,890	11,958	12,199	76%	78%	80%	82%	84%	87%	88%	90%	91%	92%	94%	45%	45%	HS Totals

Composition of schools after boundary changes (2022-23)

The chart below illustrates the percentage of students by school in the proposed boundary based on where they currently reside. For example, in this option, in 2022-23, Hightower would have 1,926 students in its zone that are currently zoned to Hightower, 944 students in that potential boundary are in the Ridge Point boundary currently. This a general idea of what the proposed composition of the student populations would be in this option.



Change Detail

- Palmer (New Development) -> McAuliffe -> Willowridge
- Schiff ES -> Baines MS -> Hightower
- Heritage Rose (On or north of 6) -> Baines MS -> Hightower
- Medical Academy -> Marshall
- Digital Media Academy -> Willowridge

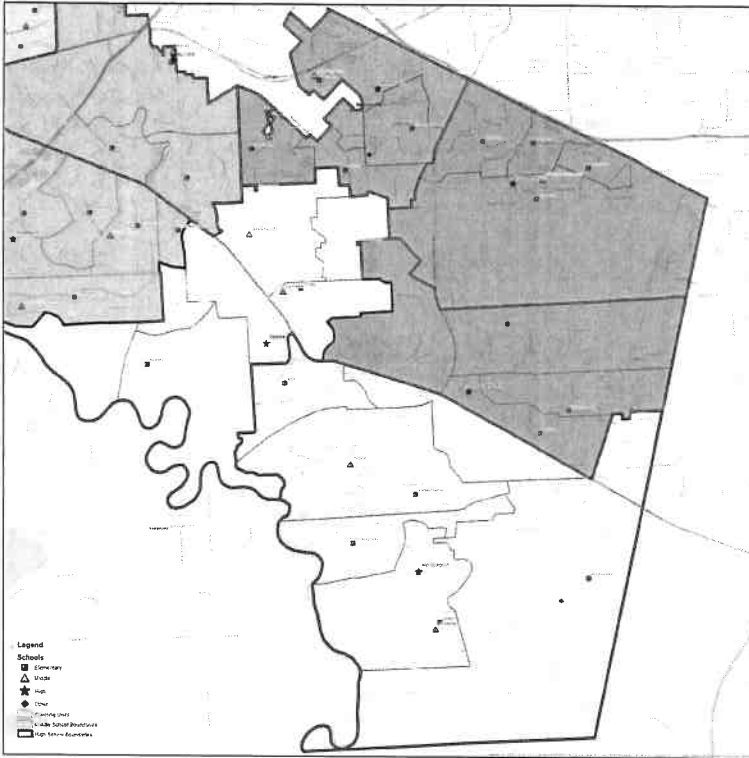
What does this Option do?

- Impacts a minimal amount of students to keep Ridge Point HS at current levels until 2024-25.
- Would require the movement of both Medical and Digital Media academies at Hightower.
- Does not significantly increase utilization at Marshall and Willowridge.
- Would require significant boundary changes again when High School 12 opens.

Fort Bend ISD: Southeast High Schools Boundary Rebalance

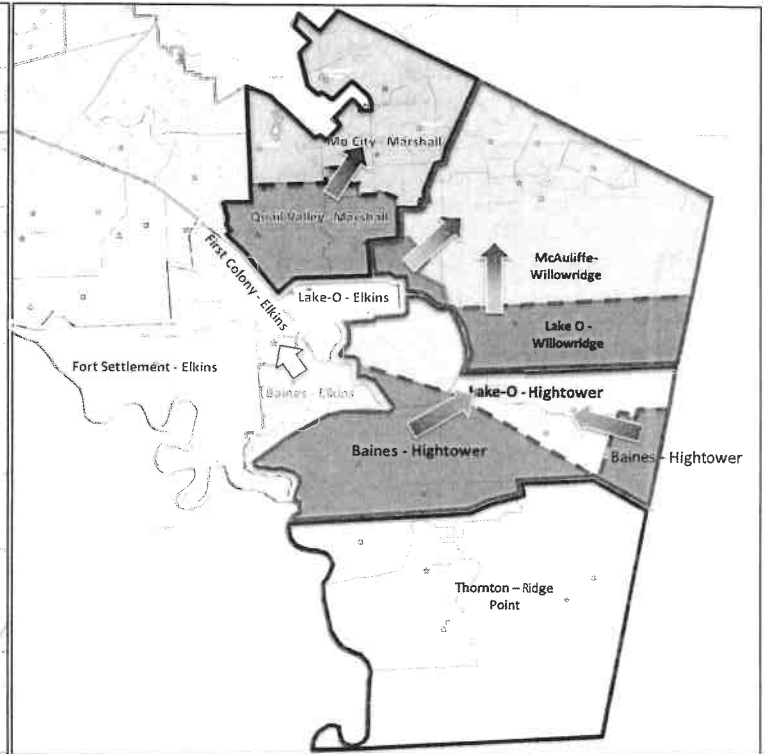
Current Boundaries

The map below illustrates the current boundaries for the southeast area of the district. The background shades of color denote the current high school boundaries. The thick purple lines also outline the high school boundaries. The medium orange lines outline the current middle school boundaries. The thin black lines outline current elementary boundaries.



Proposed Changes

The map below illustrates the proposed changes to the high school boundaries. The proposed boundaries are outlined in bold colors and the areas that change high schools are highlighted in transparent shades that correspond to the proposed school.



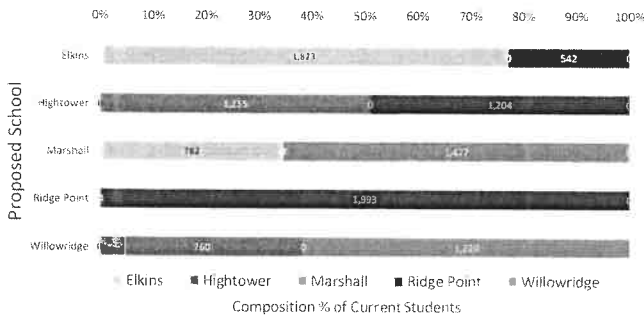
Resulting Enrollment and Utilization

The tables below illustrate the resulting enrollment, utilization, and percent of economically disadvantaged students relative to this option. Utilization values are color coded to show utilizations over 100% of design capacity in pink or red, and utilizations under 80% in blue.

Design Capacity	Temp. Capacity	Academy	Enrollment										Utilization										Economically Disadvantaged					
			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	Current	Option								
Elkins	2,558	150	121	2,329	2,320	2,301	2,246	2,244	2,328	2,359	2,498	2,536	2,512	2,510	91%	91%	90%	88%	88%	91%	94%	98%	99%	98%	95%	26%	14%	Elkins
Hightower	2,746	250	110	2,143	2,248	2,433	2,577	2,769	2,821	2,826	2,836	2,823	2,505	2,508	78%	82%	89%	94%	101%	103%	103%	103%	103%	102%	107%	55%	42%	Hightower
Marshall	2,570	98	1,280	1,543	1,791	1,959	2,161	2,134	2,098	2,073	2,046	2,020	2,018	50%	60%	70%	76%	84%	83%	82%	81%	80%	79%	79%	75%	64%	54%	Marshall
Ridge Point	2,587	600	84	2,799	2,572	2,345	2,150	1,909	1,077	2,245	2,399	2,585	2,772	2,982	100%	99%	91%	83%	74%	80%	87%	93%	100%	107%	111%	22%	20%	Ridge Point
Willowridge	2,553	67	1,331	1,431	1,540	1,684	1,913	1,920	1,903	1,935	1,900	1,879	1,881	52%	58%	60%	66%	75%	75%	75%	76%	74%	74%	74%	80%	75%	75%	Willowridge
HS Totals	13,015	1,000		9,842	10,113	10,408	10,656	10,996	11,280	11,471	11,741	11,890	11,988	12,199	76%	78%	80%	82%	84%	87%	88%	90%	91%	92%	94%	45%	45%	HS Totals

Composition of schools after boundary changes (2022-23)

The chart below illustrates the percentage of students by school in the proposed boundary based on where they currently reside. For example, in this option, in 2022-23, Elkins would have 1,823 students in its zone that are currently zoned to Elkins, 542 students in that potential boundary are in the Ridge Point boundary currently. This is a general idea of what the proposed composition of the student populations would be in this option.



Change Detail

- Quail Valley MS -> Marshall
- Parks ES -> Lake Olympia MS -> Willowridge
- Palmer (New Development) -> McAuliffe -> Willowridge
- Schiff ES -> Baines MS -> Elkins
- Sienna Crossing ES -> Baines MS -> Hightower
- Heritage Rose (On or north of 6) -> Baines MS -> Hightower

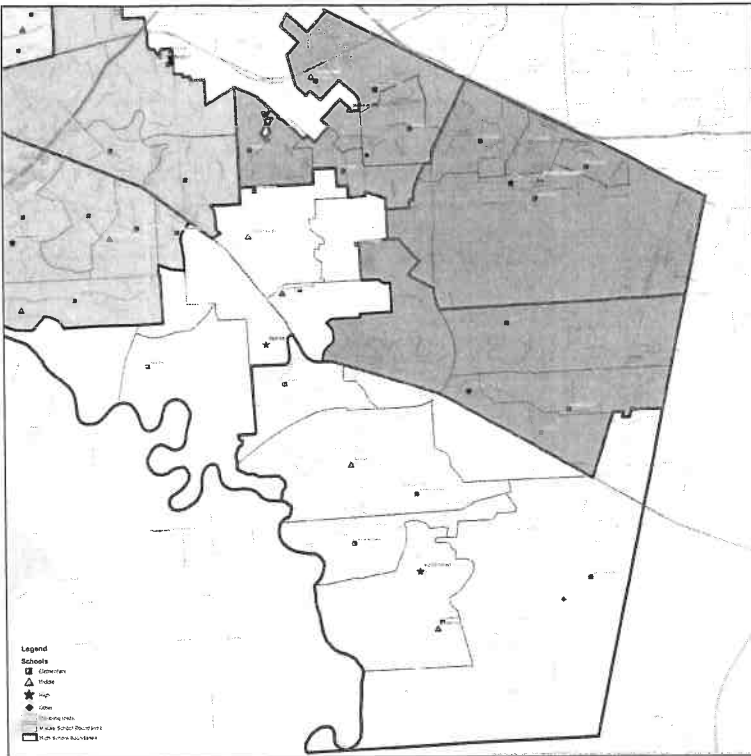
What does this Option do?

- Moves the northern portion of the current Ridge Point HS to either Elkins or Hightower. The less developed southern portion would remain at Ridge Point.
- Increases utilization at Marshall and Willowridge
- Would likely require extensive changes when High School 12 opens.

Fort Bend ISD: Southeast High Schools Boundary Rebalance

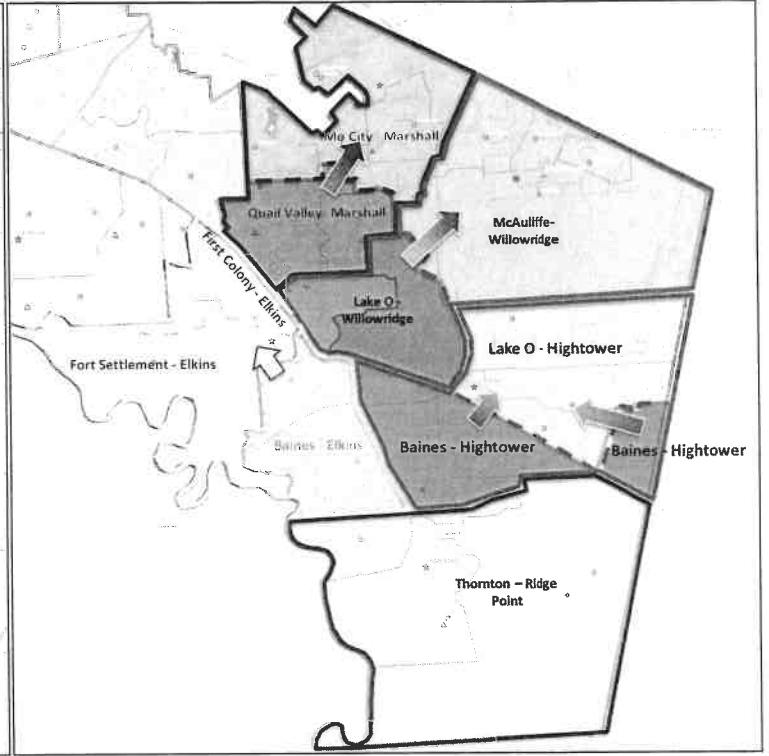
Current Boundaries

The map below illustrates the current boundaries for the southeast area of the district. The background shades of color denote the current high school boundaries. The thick purple lines also outline the high school boundaries. The medium orange lines outline the current middle school boundaries. The thin black lines outline current elementary boundaries.



Proposed Changes

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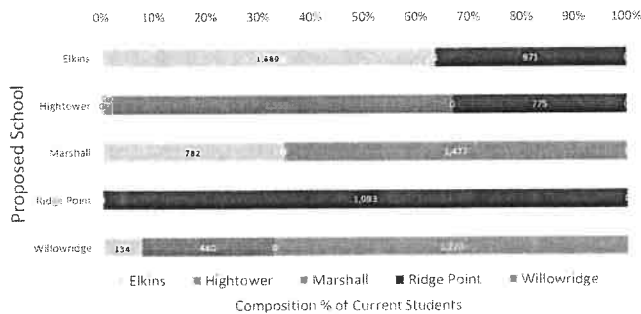
Resulting Enrollment and Utilization

The tables below illustrate the resulting enrollment, utilization, and percent of economically disadvantaged students relative to this option. Utilization values are color coded to show utilizations over 100% of design capacity in pink or red, and utilizations under 80% in blue.

School	Design Capacity	Temp. Capacity	Academy	Proposed Enrollment										Proposed Utilization										Economically Disadvantaged			
				2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2037-38	Current	Option						
Elkins	2,559	150	121	2,329	2,358	2,400	2,432	2,539	2,637	2,712	2,795	2,850	2,823	2,818	91%	92%	94%	95%	99%	103%	105%	107%	111%	114%	116%	26%	10%
Hightower	2,746	250	310	2,143	2,231	2,405	2,525	2,640	2,672	2,524	2,614	2,558	2,540	2,541	78%	81%	84%	92%	96%	97%	96%	95%	93%	92%	93%	58%	55%
Marshall	2,570	98	1,280	1,543	1,791	1,999	2,161	2,134	2,098	2,073	2,046	2,020	2,018	50%	60%	70%	78%	84%	83%	82%	81%	80%	79%	79%	75%	64%	
Ridge Point	2,537	600	84	2,799	2,572	2,345	2,150	1,909	2,077	2,245	2,399	2,585	2,772	2,982	100%	99%	91%	83%	74%	80%	87%	93%	100%	107%	114%	22%	20%
Willowridge	2,553	67	1,331	1,410	1,468	1,551	1,747	1,760	1,792	1,860	1,851	1,833	1,840	52%	55%	58%	61%	68%	69%	70%	73%	73%	72%	72%	80%	67%	
HS Totals	13,015	1,000		9,882	10,113	10,408	10,656	10,996	11,280	11,471	11,741	11,890	11,988	12,199	76%	78%	80%	82%	84%	87%	88%	90%	91%	92%	94%	45%	45%

Composition of schools after boundary changes (2022-23)

The chart below illustrates the percentage of students by school in the proposed boundary based on where they currently reside. For example, in this option, in 2022-23, Elkins would have 1,689 students in its zone that are currently zoned to Elkins, 971 students in that potential boundary are in the Ridge Point boundary currently. This is a general idea of what the proposed composition of the student populations would be in this option.



Change Detail

- Quail Valley MS -> Marshall
- Palmer -> Lake Olympia -> Willowridge
- Schiff ES -> Baines MS -> Elkins / Schiff ES -> Baines -> Hightower
- Sienna Crossing ES -> Baines MS -> Elkins / Sienna Crossing -> Baines MS -> Hightower
- Heritage Rose (On or north of 6) -> Baines MS -> Hightower

What does this Option do?

- Moves the northern portion of the current Ridge Point HS to either Elkins or Hightower. The less developed southern portion would remain at Ridge Point.
- Utilizes the natural boundary of Sienna Parkway to divide students between Elkins and Hightower, this creates some feeder splits at the elementary level.
- Elkins would reach 100% in 2023-24, but moving the Engineering Academy would create additional capacity at Elkins.
- Increases utilization at Marshall and Willowridge
- Would likely require extensive changes when High School 12 opens

Duval County Public Schools: Elementary Attendance Boundary Analysis

This map illustrates the current elementary attendance boundaries for the attendance of the students who attend within each boundary. School facilities are indicated by type, each with its name. Regular elementary facilities are indicated in green. Chartered facilities in both non-dedicated magnet and dedicated magnet schools are shown in red. DCPS facilities are shown in black and chartered facilities are shown with a white border. The student attendance contribution within each attendance boundary, at percentages corresponding to the bar chart and to the Elementary Live Aboard Analysis when taken composite student counts by elementary boundary.

Pie and Bar Chart Index
 Live in Aboard in Percentage of students residing within each attendance boundary that are following their school
 Live in Aboard Other Regular School Percentage of students residing within each attendance boundary attending private non-dedicated magnet DCPS school. This would include students who are on public transportation.
 Live in Aboard Other Regular School Percentage of students residing within each attendance boundary attending a charter school located within DCPS.
 Live in Aboard Dedicated Magnet Percentage of students residing within each attendance boundary attending a DCPS dedicated magnet school.
 Live in Aboard Dedicated Magnet Percentage of students residing within each attendance boundary attending a DCPS alternative program. This would include home education students.

