

2022

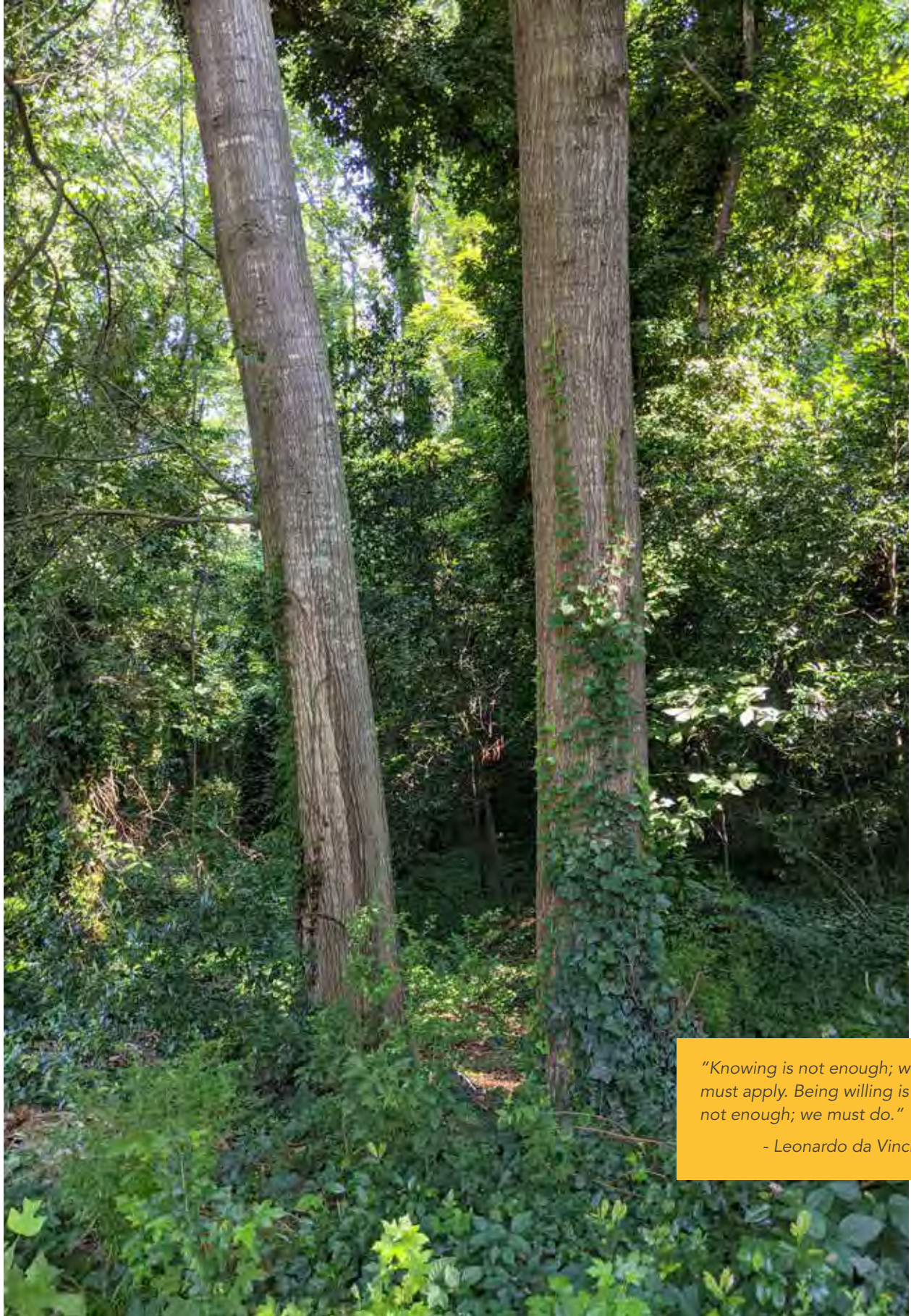
COLUMBIA ELEMENTARY

Community Schoolyard Vision Plan



FACILITATED AND PREPARED BY PARK PRIDE IN COLLABORATION WITH





"Knowing is not enough; we must apply. Being willing is not enough; we must do."

- Leonardo da Vinci

Acknowledgements

We often have the privilege of collaborating with passionate and hard-working community members during a visioning process like this one. However, it's rare that our collaborators are as indomitable as Gabbie Atsepoyi. Driven by personal experiences with nature built into her education during her childhood, and by her hope for her daughter Nse and other kids in DeKalb County to have similar experiences, Gabbie won over countless supporters to her cause of transforming the creek and forest on Columbia Elementary campus. Her leadership sparked this effort and continues to fuel it today.

During an academic year full of major logistical changes and the ever-present risk of COVID-19 transmission, Principal Raymond Stanley devoted valuable time and energy to connecting his students and staff to this visioning, as well as engaging in the work personally and directly. Teachers Tahirah Pennyman and Nia Williams contributed their considerable expertise to student engagement, helping facilitate student workshops and developing outdoor and schoolyard-themed lesson plans for even the very youngest Columbia kids. We loved seeing students of all ages create wacky and wonderful visions for the outdoor space under their guidance. From the Columbia front office, Ms. Deborah Manner-Dupree played a key logistical role in setting up community events and collecting surveys.

Steadfast visioning steering committee members Cristal Cleveland, Taffany Hyatt, Deborah Walton, Dr. Jennifer Kovacs, Mary Gude, Rupert Morgan, Amy Leonardi, Britaney Kemp, Val Hull, and Michela Williams all contributed their thoughts and

efforts in developing and distributing the surveys and in publicizing and carrying out the public meetings. Many of them also played unique roles in gathering materials for pre-kindergarten student activities and leading volunteer workdays on the school grounds. We found out the value of knowing great craft supply stores, and of always having a few adhesive options available in your car!

We also want to thank DeKalb County School District, DeKalb County's Department of Recreation, Parks, and Cultural Affairs, the Cities Connecting Children to Nature initiative, Trust for Public Land, Eco-Action, and Partners in Action for Healthy Living for their support. In particular, Charmaine Godley and Priya Cook from Children & Nature Network provided technical guidance to the group as well as funding that supported many of the educational offerings of this visioning. Jay Wozniak of Trust for Public Land also participated actively in the design charrettes held at the school, and Dr. Yomi Noibi of Eco-Action was instrumental in making vital early connections that got this initiative off the ground. Thanks to you all!

At the time of writing, the schoolyard trail is newly cleared and mulched, ready for student exploration and neighborhood walks. We look forward to seeing the rest of this shared vision come to life.

Andrew White, Director Park Visioning
Teri Nye, Project Manager
Ruth Pimentel, Project Manager



Columbia students explore leaf shapes and record findings in their nature journals

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Students, teachers, and community partners observe the forest canopy over the creek

In summer of 2021, Columbia Elementary School was awarded a Park Pride Visioning grant to create a vision for a new community schoolyard. The DeKalb County Department of Recreation, Parks, and Cultural Affairs agreed that the park visioning process could be used for this public land even though it is not a park, and the DeKalb County School District wrote a letter of support. The four-month park visioning process began in August 2021, and was completed in December 2021. A Steering Committee of nine community members led the effort, facilitated by Park Pride. The process was completed via the following key steps.

Executive Summary

1 Ask the Community

The Visioning team studied the existing conditions of the schoolyard and its context via a **site analysis**, a review of historical records, and informal interviews.

An online **survey** was used to document the community's needs and desires for the schoolyard. Paper versions of the survey were distributed to households within the Toney Gardens Community.

To provide a central location for information, community input, announcements, survey results, and the public review of concepts and plans, Park Pride designed a **website** to support the park visioning process.

2 Review Feedback and Draft Concept

Five opportunities for community feedback were offered throughout the visioning process. The local Sun Market hosted Park Pride for three consecutive Saturdays in September to share information and request input. Columbia Elementary hosted a "Milk and Cookies" event on a Saturday in October, and a final public meeting in

School Name: Columbia Elementary

Acreage: 10.49

Year opened: 1961

Address: 3230 Columbia Woods Drive, unincorporated DeKalb County, GA 30032

Parcel number: 15 135 12 088

Property Owner: DeKalb Board of Education

Representatives: Deirdre Pierce (School District 3), Larry Johnson (County Commissioner District 3), Lorraine Cochran-Johnson (Super Commissioner District 7)

Ecological feature: Shoal Creek tributary

December was held virtually. Survey forms were deployed both during and after meetings to encourage participation and feedback.

After each meeting, ideas and/or plans were displayed on the website for a two-week **public comment** period.

3 Agree on a Final Vision Plan

Based on survey feedback, the preferred elements were incorporated into a **final plan**. This document is available online at <https://parkpride.org/we-can-help/park-visioning/> and will also be archived at the Atlanta History Center.



2022 Vision Plan Key Features and Cost Estimates

The vision plan emphasizes the following key features, listed below in descending order of estimated cost.

*Costs are based on 2022 pricing and are for guidance only, all projects are subject to DRPCA approval process

Features	Estimated cost (2022)*
Outdoor Learning Areas	\$111,780
Sidewalks & Signage	\$109,206
Mural	\$102,384
Nature Trail	\$78,108
Green Infrastructure	\$56,925
Community Garden	\$51,191
Total Investment	\$509,594



Above: Vision Plan detail, community garden. Photos by D. Olwen Dee and George Tan.

Opposite, top: Final Vision Plan for the Columbia schoolyard

Opposite, bottom: Vision Plan detail, stream study platform on the nature trail. Photo by Ruth Pimentel.



VISION PLAN

Facilitated by Park Pride





The central courtyard at Columbia Elementary has space for outdoor for dining, learning, and gathering by students and faculty.

Context & History

Why Visioning?

Park Pride is a local non-profit organization whose mission is to engage communities to activate the power of parks. Park Pride's visioning services are led by a licensed landscape architect and are offered through a competitive application process, with visioning awarded to only two parks in DeKalb County each year. Park Pride has contracted with the DeKalb County Department of Recreation, Parks, and Cultural Affairs (DRPCA) to offer visioning services to DeKalb's Friends of Park groups, along with our other suite of services.

Park vision plans are professionally produced long-term plans and reports that provide a fundraising and advocacy tool for the community. In some cases, vision plans go on to become legislated as master plans so that they can also be used as a guide for park planning and funding allocation by local government officials.

Columbia Elementary School is, of course, not a park, so some explanation as to how this project was selected for park visioning is warranted. In 2019, Park Pride entered into partnership with Trust for Public Land, Atlanta Public Schools, and Urban Land Institute-Atlanta to conduct a pilot program to construct ten park-like spaces on school campuses in neighborhoods that did not have easy walking access to a local park. Billed as part of the national 10-Minute Walk campaign, these "community schoolyards" were designed by students at each school, funded through philanthropy, and opened for shared community use after school hours.

Though limited to Atlanta Public Schools, interest in the program spread, which led

community member Gabbie Atsepoyi to contact staff at Park Pride and Trust for Public Land in 2021 to learn what services Columbia Elementary was eligible for as they worked to open a trail along the creek behind the school. The result of these conversations was the formation of a Friends of Park group for Columbia Elementary School and an application for visioning services. Upon receiving a letter of support for the effort from School Superintendent Cheryl Watson-Harris and Principal Raymond Stanley, DRPCA Director Chuck Ellis supported the deployment of Park Pride's visioning services (typically reserved for parks) at Columbia Elementary as a gesture of cooperation, goodwill, and partnership between DeKalb County parks, public schools, and the community.

It is worth emphasizing here that the intention to facilitate shared community use of the space does not and should not grant unlimited public access to school grounds. Signage clearly stating acceptable times when community use is sanctioned (outside of school hours, weekends, holiday breaks, etc) as well as standards of behavior should be posted at points of public entry and enforced.

Though this planning process was conducted under the auspices of DRPCA, it should be stated up front that this plan does not represent a commitment from DRPCA to construct or maintain any of the improvements recommended herein. Any such arrangement would need to be formalized through an intergovernmental agreement between DCSD and DRPCA.

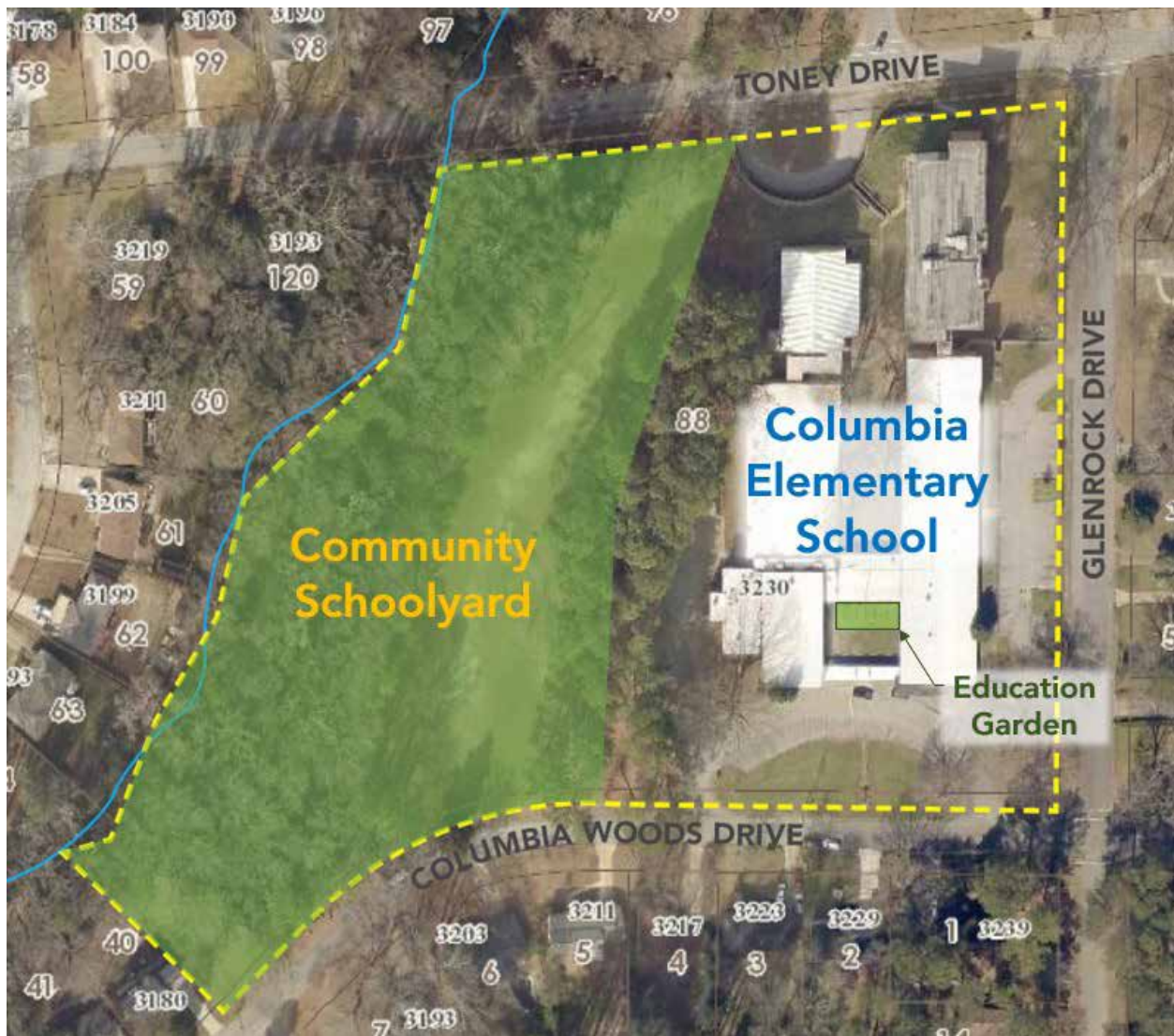
DeKalb County has a history of cooperation between parks and schools, including a joint-use agreement between the County and School District for shared use of some school facilities. Although this agreement had lapsed and had not been renewed at the time of this writing, this plan may serve as a conceptual starting point for renewed intergovernmental partnership should it be desired.

Site Context

Columbia Elementary School sits on 10.5 acres of land in the Toney Gardens community in unincorporated DeKalb County, Georgia. The property is seated within County Commission District 3 (Johnson), County Commission Super

District 7 (Cochran-Johnson), and DeKalb Board of Education District 3 (Pierce). The school property occupies an entire block bound by Toney Drive to the north, Glenrock Drive to the east, Columbia Woods Drive to the south, and an unnamed tributary of Shoal Creek on the west. The campus enjoys approximately 1,800 feet of street frontage and generally good visibility from the adjacent right-of-way. The school also shares a property line with six single-family parcels on the other side of the creek on its western side, and one single-family parcel at its southwestern edge along Columbia Woods Drive.

All three streets bordering the campus are two-lanes wide, unstriped, and classified as local streets with posted speed limits



of 25 mph. The nearest public transit to the site is the #114 MARTA bus line that runs along Columbia Drive between the Avondale MARTA train station and Georgia State University Perimeter College. The bus stops at the intersection of Columbia Drive and Columbia Woods Drive, approximately 0.3 miles from the school campus. The neighborhood enjoys close access to Interstate 20 just to the south and Interstate 285 a short distance to the east.

The character of the Toney Gardens neighborhood is suburban, consisting mostly of single-family homes constructed on lots between a quarter and a half-acre in size. Much of the housing is mid-20th century stock, reflecting the ranch and split-level styles popular at the time. The neighborhood presents as quiet and tidy with well-maintained homes. Like many other neighborhoods in the Atlanta area, Toney Gardens is experiencing price pressures as the population continues to grow. This trend is expected to continue for the foreseeable future.

The entire neighborhood is in the Shoal Creek watershed, which drains to the South River, eventually feeding into the Altamaha River, Georgia's largest freshwater system. This massive natural drainage system eventually flows to the Atlantic Ocean on Georgia's coast. In 2021, the South River was listed #4 on American Rivers' "Most Endangered Rivers" list due to sewage pollution from leaks and overflows.

In addition to Columbia Elementary, three other DeKalb County schools operate in and around the neighborhood: Columbia High School, Wadsworth Magnet School, and Toney Elementary School.

Columbia Elementary is in a part of the neighborhood where there is not easy walking access to a park for many community residents. The nearest parks are Exchange Park, which is a mile away on the other side of I-20; and Shoal Creek III

Park is about a mile and a half away along McAfee Road. According to an analysis by Trust for Public Land, a national non-profit organization, up to 1,500 additional people will be within a 10-minute walk to a public green space if Columbia Elementary's campus is open to the public during times when school is closed.



Columbia Elementary, marked with a blue pin, is in the Shoal Creek-South River watershed, shaded in pale blue. Each creek is shown in red to indicate that poor conditions are impairing aquatic life in this area. (Map via the Environmental Protection Agency's "How's My Waterway?" tool.)

History

Though an exhaustive study of the history of the neighborhood is beyond the scope of this vision plan, the information presented here is meant to provide some basic information on Columbia Elementary and its immediate surroundings. Thanks is due to the DeKalb History Center for allowing us to search through their archives for much of this information.

It should be stated first that all of the land in and around DeKalb County is the ancestral home of the Muscogee Nation, which was organized as a loose alliance of Muscogee-speaking people during the time when Europeans were colonizing Georgia.

"During the early 19th century, the United States Indian policy focused on the removal of the Muscogee and the other Southeastern tribes to areas beyond the Mississippi River. In the removal treaty of 1832, Muscogee leadership exchanged the last of the cherished Muscogee ancestral homelands for new lands in Indian Territory (Oklahoma)...For the majority of Muscogee people the process of severing ties to a land they felt so much a part of proved impossible. The U.S. Army enforced the removal of more than 20,000 Muscogee (Creeks) to Indian Territory in 1836 and 37." (Excerpt from Muscogee (Creek) Nation History, <https://www.muscogeenation.com/culturehistory/>)

Following the historic event that many know as the "Trail of Tears", the Muscogee people were displaced and required to settle in Oklahoma. Today, the Muscogee Nation is a self-governed sovereign tribe in Ocmulgee, OK and is the fourth largest tribe in the United States.

In the 1950s, the land where Columbia Elementary School would eventually be built was largely undeveloped. At the time, the area was still very rural with hardly any of the major landmarks, streets, or houses that exist today. Aerial photographs from that era show a dense tree canopy, and a water body at nearby Misty Waters Country Club, which no longer exists.

Just a decade or so later, there had been extraordinary changes to the area. In a short period of time, DeKalb County's population exploded, bringing the suburban form of housing and development to this part of the county, complete with the interstate highway system. By some estimates, up to

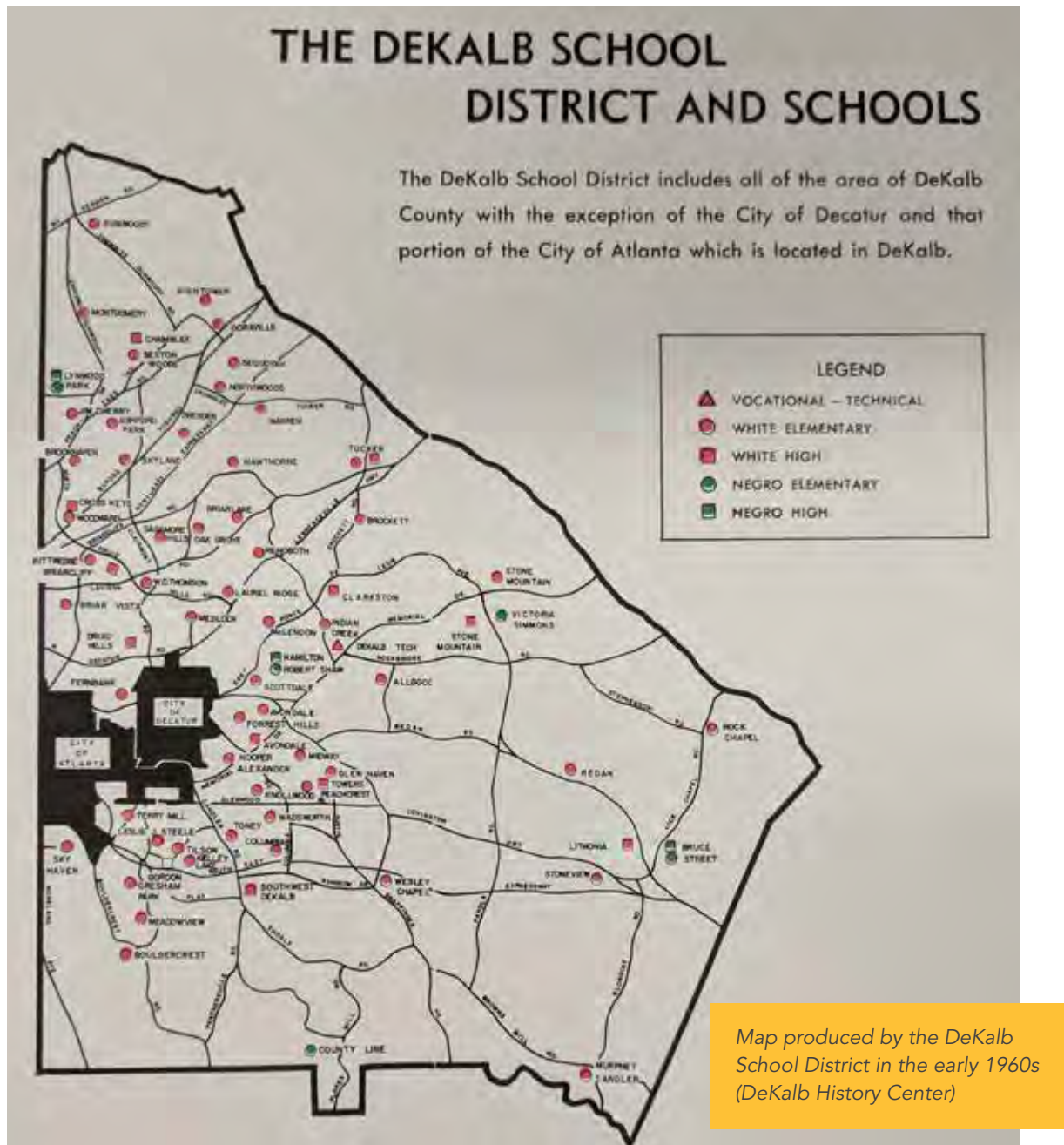
50 new homes were built in DeKalb every single week.

During the mid-20th Century, DeKalb County experienced incredible population growth, which necessitated the construction of nearly 100 new schools in a 20-year period. Much of this breakneck growth was overseen by DeKalb School Superintendent Jim Cherry, who served in the role from 1947-1972. Cherry led the school system through its period of initial integration; and was instrumental in the development of the Fernbank Science Center. His papers are collected and available for research at the Emory University Stuart A. Rose Manuscript, Archives, and Rare Book Library.

Columbia Elementary opened in April 1961 as an all-White school with an enrollment of 412 students in the 1961-1962 academic year. The school building was designed in the International style by Bodin and Lamberson Architects and cost \$442,750 to build. Mr. William G. Pemberton was the first school principal.

Many schools constructed during this period of growth, including Columbia Elementary, were purposefully constructed within newly planned neighborhoods in a way that embedded them into residential communities rather than along major roads. The intention was that attendance zones for these schools would be small enough that each student could walk to campus.

Legal and historical records show us that, for over 40 years after *Brown vs. Board of Education*, schools remained deeply segregated in DeKalb County. **This map (right)** produced by the school district in the early 1960s is illustrative: the red dots on the map, including the one for Columbia Elementary, represent White schools, while the green dots represent schools for Black children. Superintendent Cherry supported segregation of schools, and court supervision to ensure the integration of DeKalb County Schools lasted until 1997.



Due to the efforts of Columbia Elementary staff in the 1980s, the DeKalb History Center has a collection of newspaper clippings that document some of the events, teachers, and dignitaries who visited the school during the time period, including Representative John Lewis, Carl McNair, Representative Ben Jones (also an actor who starred in “Dukes of Hazzard”), and School Superintendent Dr. Robert Freeman.

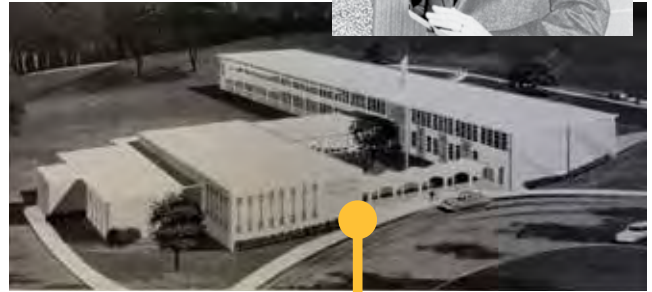
In 2010, Raymond Stanley became Principal of Columbia Elementary. Principal Stanley is a “Grady baby” and Atlanta native who started his DeKalb school career right out of high school, working as a custodian to put himself through school. Eventually he became a teacher and moved into his dream job as a school principal 20 years after graduating high school. Having been Principal for the past seven years, he is dedicated to his student’s education and strengthening his school’s ties to the surrounding community.



Research and archeological studies continue to reveal details about the magnitude and richness of pre-Columbian settlements in North America. It is known that what is now the southeastern U.S. was once inhabited by millions of people living in advanced communities, with established farms, networks of trade and travel routes, and thriving villages. Mound-building chiefdoms dominated the southeast, remnants of which are evident even today.

Disease introduced by early European explorers devastated these societies by the Colonial period. By the 1840s, most remaining people of the Muscogee (and Cherokee) Nations had been forcibly removed from Georgia by the United States government.

DeKalb School Superintendent Jim Cherry, served in the role from 1947-1972



Columbia Elementary opened in April 1961 as an all-white school with an enrollment of 412 students

Pre-modern day

1492

The symbolic date marking the beginning of the European exploration and colonization of North America

1600s

Period marked by rapid increase in white European settlement on the mid-Atlantic coast of North America, and with it, the enslavement of people for forced labor

1500s

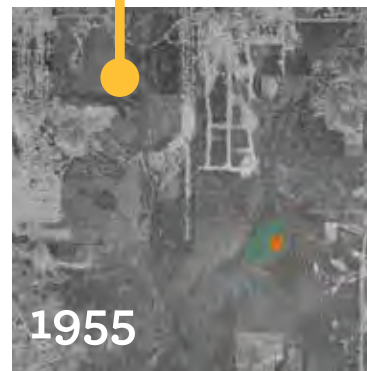
Hernando de Soto (c.1500 - 1542) was the first European to explore present day Georgia. He and his forces were instrumental in contributing to hostile relationships between many Native American tribes and Europeans.



The expedition also spread diseases such as measles, smallpox, mumps, chickenpox, cholera, and more.¹ By the time European colonization became widespread, newcomers found only remnants (approx. 10%) of the formerly thriving native populations. Competition to claim already inhabited land grew, forcing indigenous people further to the fringe.

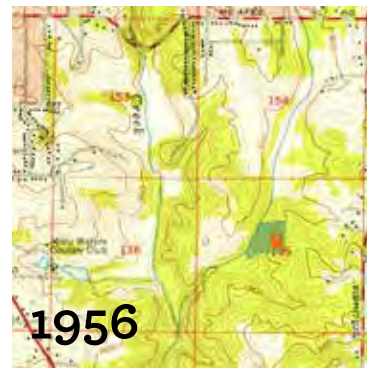
1. Martin DL, Goodman AH. Health conditions before Columbus: paleopathology of native North Americans. *West J Med.* 2002 Jan;176(1):65-8. doi: 10.1136/ewj.176.1.65. PMID: 11788545; PMCID: PMC1071659.

1950



The aerial photograph below was taken in 1955 and shows the area around Columbia Elementary School. At the time, the area was still very rural with hardly any of the major landmarks, streets, or houses that exist today. This image also pre-dates the construction of I-20.

1960



Columbia Drive runs along the right side of the photo, McAfee Road runs along the top, and you can see Candler Road crossing the lower left corner of the image.

The area highlighted in orange on green, is the present-day location of Columbia Elementary School and its school grounds.

This yellow topographical map shows the exact same area as the photograph above. Shoal Creek runs north-south through the center of the map, and the black squares are buildings.

1970



By 1968, DeKalb County's population had exploded, as depicted in this third map of the same area. Suburban development arrived, and many new residential streets and homes surrounded the newly-established Columbia Elementary. I-20 runs along the bottom edge of this image.



Astronaut's Father Speaks To Students

The DeKalb News-Sun 1/4/89
Carl McNair, father of Challenger astronaut Ronald McNair, was guest speaker at the Columbia Elementary School Honors Assembly for the Fall quarter. He is shown with lead teacher Barbara Barnes.

Through the 1980s Columbia Elementary hosted a number of luminaries, such as Congressman John Lewis, Congressman Ben Jones, Carl McNair and DeKalb School Superintendent Dr. Robert Freeman.



In 2010, Raymond Stanley became Principal of Columbia Elementary, and he is still Principal today

1980

1990

2000

2010

2020



All Interested In Schools

Education is what these five people have in common. Dr. Robert Freeman is shown with Columbia Elementary School teacher Jean Banks, left, who began her thirty-first year of teaching in August. Patty Griffing, right, a second grade teacher, is in her sixteenth year. Children with them are Jaletha Long, who has just started kindergarten at Briar Lake, left, and Jasmine Allen, a Columbia school first grader. Oct. 12, '88. *The DeKalb News-Sun*



Congressman Lewis Visits

Lillian Harris, fourth year teacher at DeKalb County's Columbia Elementary School, introduced Fifth District Congressman John Lewis to the student body at an Honors Assembly. Lewis was the guest speaker.



Two Speakers At Columbia

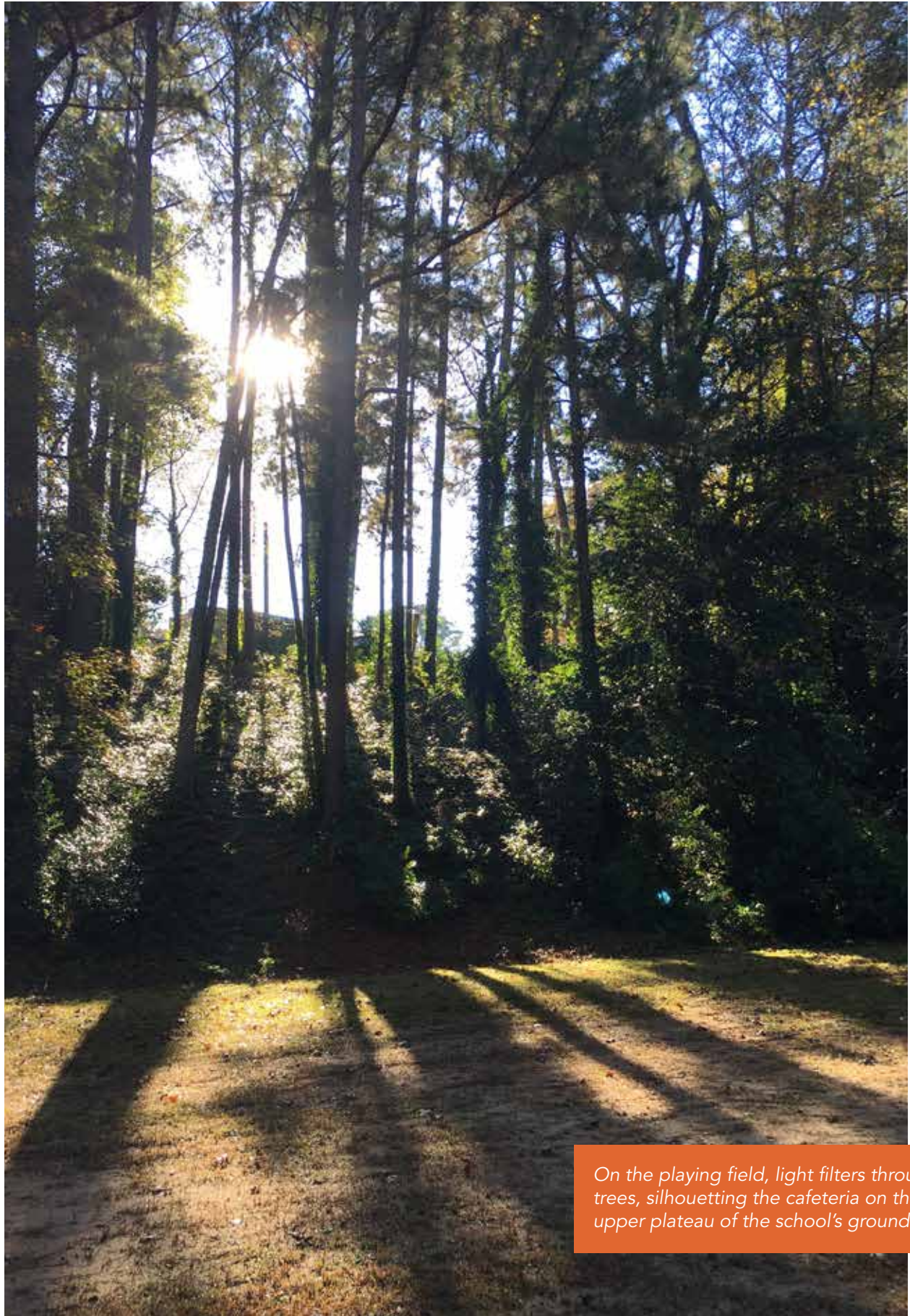
Rep. Ben Jones and third grader LaKendria Richmond were both speakers at the winter quarter honors assembly at Columbia Elementary School. LaKendria is an honor student there.

In 1997, the U.S. District Court for the Northern District of Georgia declared DeKalb County Schools integrated and ended judicial supervision of the school board.

In 2021, community advocate Gabbie Atsepoi began gathering funding and institutional support to protect and improve the creek and surrounding forest on Columbia's campus. Her efforts led to this visioning process.

COLUMBIA ELEMENTARY





On the playing field, light filters through trees, silhouetting the cafeteria on the upper plateau of the school's grounds

Existing Conditions

Site Layout

Columbia Elementary School property comprises a 10-acre site bound by Toney Drive to the north, Glenrock Drive to the east, Columbia Woods Drive to the south, and an unnamed creek to the west. The site is graded into three plateaus, which divide the site roughly into thirds with the highest plateau on the eastern edge descending toward the creek on the western edge. There are steep wooded slopes between each plateau. The highest plateau is the most developed of the three, containing the main school building and associated parking and outdoor areas. The middle plateau consists of open field space and contains the school's playground. The lowest plateau is densely wooded and runs parallel to the creek on its western edge.

Upper Plateau: School Building

The school building is constructed in the International style, the dominant style used in DeKalb County Schools through the middle of the 20th-century. It features a characteristic "zig-zag" canopy along its southern front façade next to the bus drop-off zone. The building is U-shaped in plan view, with two wings (east and west) that extend northward from the south façade, creating an interior courtyard with large windows running along all three sides. The courtyard is open to the north, where a grade-separated fire access drive provides emergency access to the building from a

circular driveway off Toney Drive. A concrete retaining wall, approximately 22-feet tall at its highest point, separates the fire access drive from the back of the school. Emergency access is provided via a narrow, gated stairway that penetrates the wall and terminates at-grade with the school building.



Above, top: fire truck access off Toney Drive

Above, bottom: vegetable garden near school entrance, maintained by PAHL

Middle Plateau: Playing Field

The middle plateau is reached from the school via either a stairway on the north end or an ADA ramp on the south end. It is approximately two acres in size and is arguably the most “park-like” part of the campus, consisting of a large expanse of grassy open field and a playground. The field is fenced on the northern boundary with Toney Drive, but is open on the south adjacent to Columbia Woods Drive, offering a community-facing point of entry away from the school building itself. The playground is in good condition and appears to be relatively new. It is contained in a fenced enclosure with bench seating spaced along the perimeter to aid in supervising play. A fence also runs along the field’s western edge, excluding intrusion onto the very steep slope descending toward the creek.

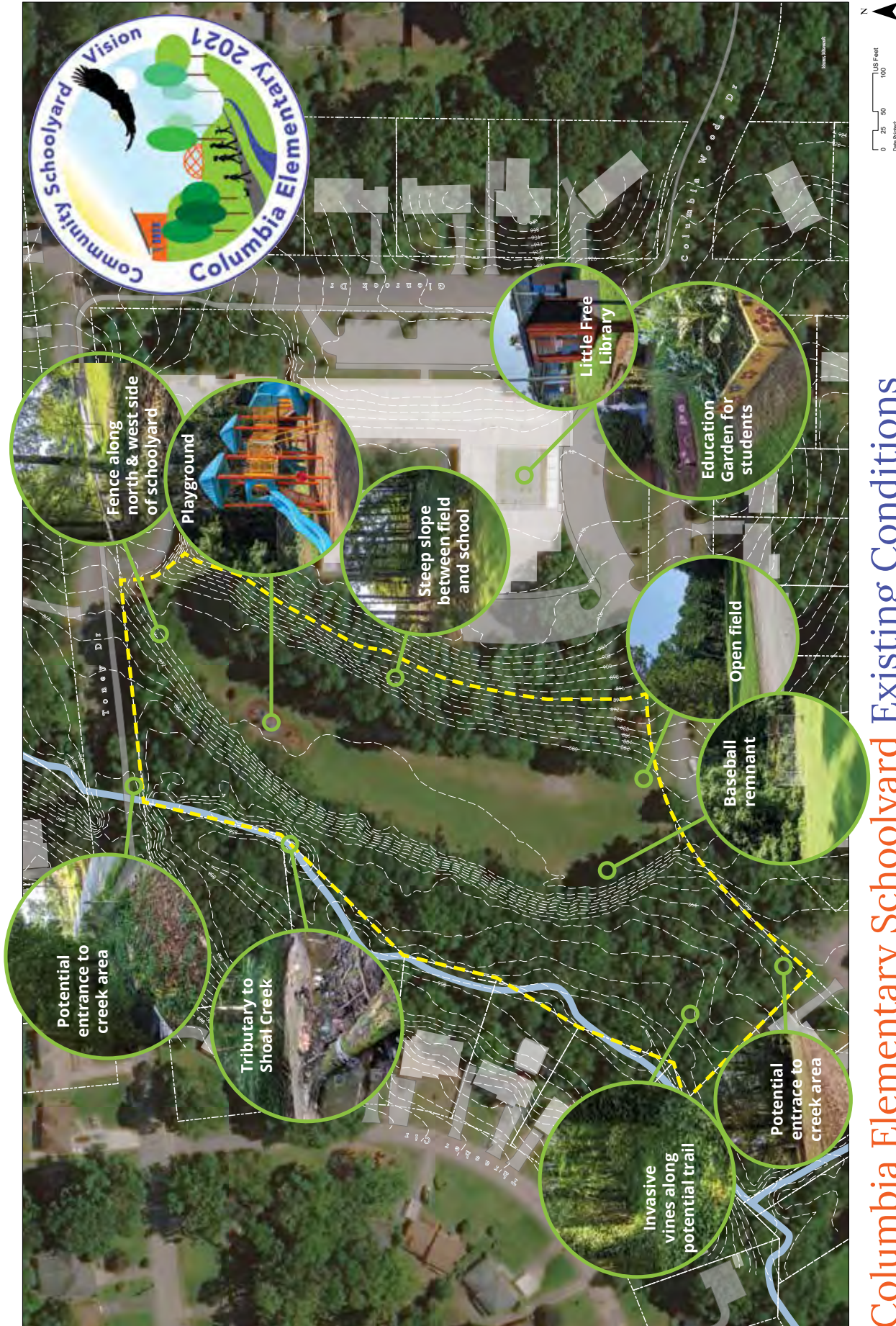
Clockwise from top right:

A ramp with handrails descends in several switchbacks from the school building to the playing field.

The grassy open field is surrounded by mature trees.

Play equipment in school colors of orange and blue.





Columbia Elementary Schoolyard Existing Conditions

EXISTING CONDITIONS

Lower Plateau: Creekside Trail

The lowest plateau is the most distant from the school building and feels a world away. It is lush, cool, shaded, and heavily wooded, though also impacted by invasive species especially English ivy and privet. An unnamed tributary to Shoal Creek runs along the western edge, forming the property boundary between the campus and adjacent single-family homes. A mulched trail runs through this area, connecting Toney Drive with Columbia Woods Drive, having been formalized by the DeKalb County School District in December of 2021. There is no access to this area internally from the campus, due in large part to the challenging topography of the site. The creek is impacted by the usual burdens of urban waterways, namely erosion and litter, and a sanitary sewer line runs parallel to the creek on the campus side of the waterway, with elevated manholes spaced along the trail. The DeKalb County Department of Watershed Management retains an access easement through this area to service the line as needed.

The separation of the site into three distinct plateaus, each with its own character, presents a variety of experiences for students to learn outdoors, as well as unique opportunities for shared community use.

The school and community both have a tremendous asset in the size and diversity of the landscape at Columbia Elementary School.

Right, top: Before mulching, the creekside trail was covered by invasive overgrowth

Right, bottom: The creek passes through a box culvert under Toney Drive

Opposite: Despite some waste dumping in the area, the creek's water appears clear







Students hard at work on design plans and budget calculations for the schoolyard improvements

Community Engagement

Park Pride facilitated a process of community engagement coupled with a project-based curriculum for students at Columbia Elementary to gather input on appropriate program and design for this community schoolyard. The visioning process was led by a volunteer steering committee of nearby residents, school staff, and allied nonprofits assembled by the applicant. Between July and December 2021 the steering committee met monthly, reviewing community and student input, developing curriculum materials, and vetting results. Each of them were charged with representing their neighbors and the voices of the broader community surrounding the school.

Website and Vision Branding

As the central and primary source of information, Park Pride created a website and branding for the visioning process. A logo, based on the Columbia Elementary eagle mascot and colors (orange and blue), provided identification for activities associated with the schoolyard visioning effort. The logo depicts a family trekking along a trail within a simplified representation of the Columbia Elementary landscape beneath the sharp eyes of an eagle flying overhead.

The website, created on a free website platform, contained pages about the

visioning process, context, history, existing conditions, engagement opportunities, and the final plan. Recordings of public meetings and survey results were also made available.



The community schoolyard visioning process logo reflects the school colors and the three plateaus of the school campus.

Community & Student Surveys

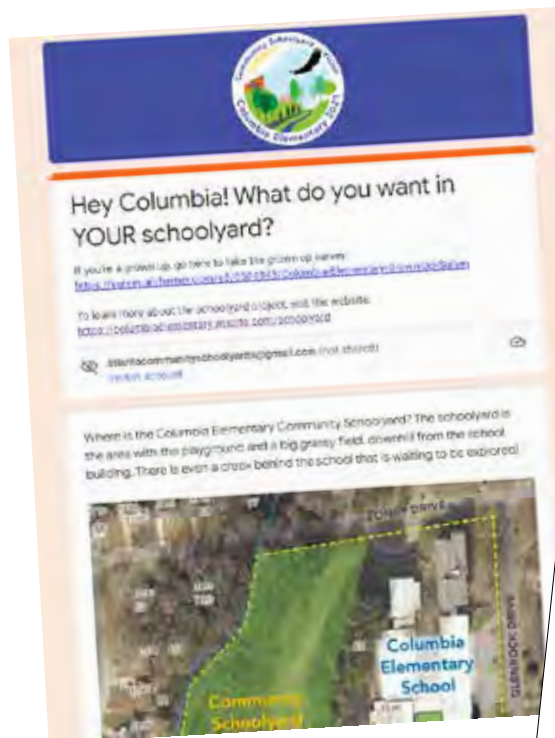
A survey, produced in paper and digital format was used to capture public input. Paper surveys were distributed at the weekly local farmers market in September, and door-to-door to every house within a 10-minute walk of the school on Saturday,

October 23. Postcard mailers were also sent to households in the vicinity with a QR code linked to the website, where participants could fill out the electronic version of the survey. A survey drop box was positioned near the front entrance of the school to collect paper surveys from the neighborhood and was monitored by school staff who delivered completed surveys to the project team. Links to the electronic survey were also shared with school faculty, staff, and parents through regular school communication channels. In all, there were 47 responses to the survey, which was open from September 11 – November 1, 2021.

An online survey for students was also deployed from September 28 – October 25, 2021. Columbia students in pre-K and

up through grade 3 completed a simple, picture-based version of the survey, but most respondents were students in grades 4 and 5, who used a more detailed version of the survey with the option to write in unique responses. Teachers encouraged their whole class to participate during school hours, and the visioning steering committee offered candy as an incentive. 81 students responded, with many opting to share their own ideas for what new feature would improve the schoolyard most.

Results from both surveys (a total of 128 surveys) are shown on the following pages. Complete responses and comments are in the appendices.



SURVEY

Park Pride, Columbia Elementary School, DeKalb County School District, and DeKalb County Dept of Recreation, Parks, and Cultural Affairs are working together on a community project to "vision" improvements at the Columbia Elementary Schoolyard so it can be shared as a neighborhood green space when school is closed — including on weekends and during the summer.

The Columbia Elementary School building occupies only a portion of the 10.5-acre site. Much of the land the section next to the creek as a nature trail connecting Toney Drive and Columbia Woods Drive. Additionally, a large open field and small playground can be accessed from Columbia Woods Drive.

What's your connection to Columbia Elementary School? (check all that apply)

- ☐ Columbia Elementary teacher
- ☐ Columbia Elementary non-teaching staff member
- ☐ DeKalb County School District employee (other than Columbia Elementary)
- ☐ Parent of student currently enrolled at Columbia Elementary School
- ☐ Neighborhood resident
- ☐ Former student at Columbia Elementary
- ☐ Other (please describe) _____

In your view, what would improve the schoolyard most? (select up to five responses)

<input type="checkbox"/> Outdoor classroom	<input type="checkbox"/> Paved trail
<input type="checkbox"/> Garden plots for community use	<input type="checkbox"/> Unpaved trail
<input type="checkbox"/> Shade structure	<input type="checkbox"/> Places to sit
<input type="checkbox"/> Educational signs on local ecosystem	<input type="checkbox"/> Trash cans
<input type="checkbox"/> Rules sign	<input type="checkbox"/> Bicycle rack
<input type="checkbox"/> Bird watching/wildlife habitat	<input type="checkbox"/> Art
<input type="checkbox"/> Soccer goals	<input type="checkbox"/> A place to eat lunch
<input type="checkbox"/> Clear/well-marked schoolyard entrance	<input type="checkbox"/> Other -write in _____

Answer only if you're a Columbia Elementary teacher:

If there were a place to hold some of your classes outside, how often do you think you would use it?

- ☐ Frequently
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Answer only if you're a Columbia Elementary teacher:

If applicable, what would you need to be able to teach outside?

What concerns, if any, do you have with the community schoolyard?

If you would like to receive e-mail reminders and updates about the Columbia Elementary Schoolyard visioning process, please include your contact information below. We will not share your information with anyone else, and you will only hear from us about this specific project. Please print clearly!

First & Last Name: _____

E-mail address: _____

Visit our website at: bit.ly/Greenspace4u

Above: online student survey (left) and community survey (right)

Opposite top: distribution instructions for volunteers

Opposite bottom: postcard with a QR code linking to the online version of the survey were mailed to households within a 10-minute walkshed of Columbia Elementary

SURVEY DISTRIBUTION AREAS



Please leave surveys in mailboxes.
You can also hand it to folks who are in their front yards or on a stroll and engage them in conversation.

Help us create a community schoolyard that
SOARS ABOVE AVERAGE!



In partnership
with Columbia
Elementary School



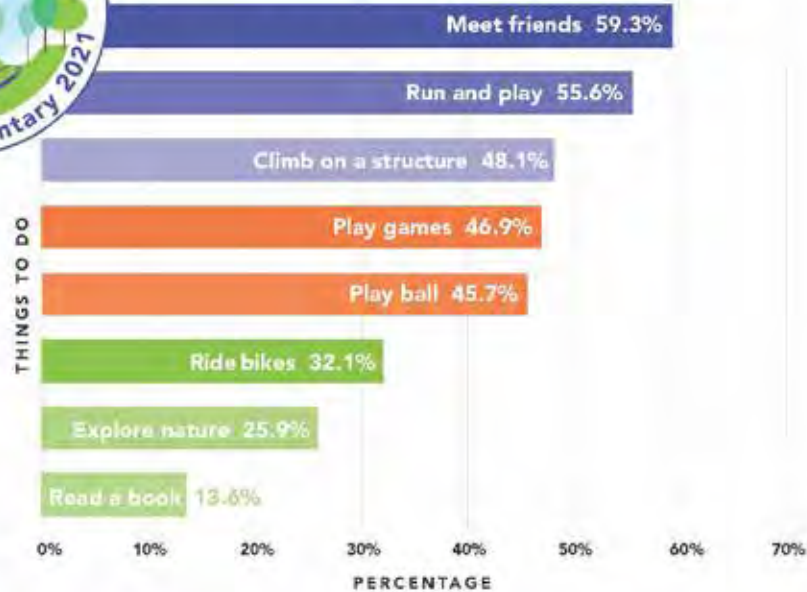
SURVEY RESULTS

Student Opinion Survey

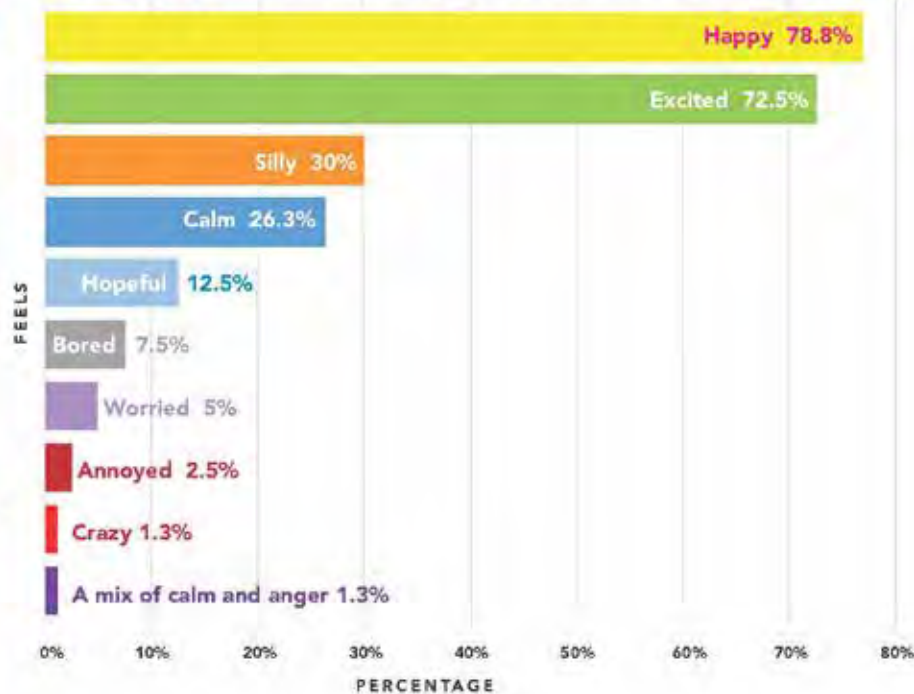
For a complete list of responses, see Appendix A



What are your favorite things to do in a community schoolyard?



How do you feel when you're outdoors at school?



81
participants
took the survey
57% were
5th-grade
students
40% were
4th-grade
students

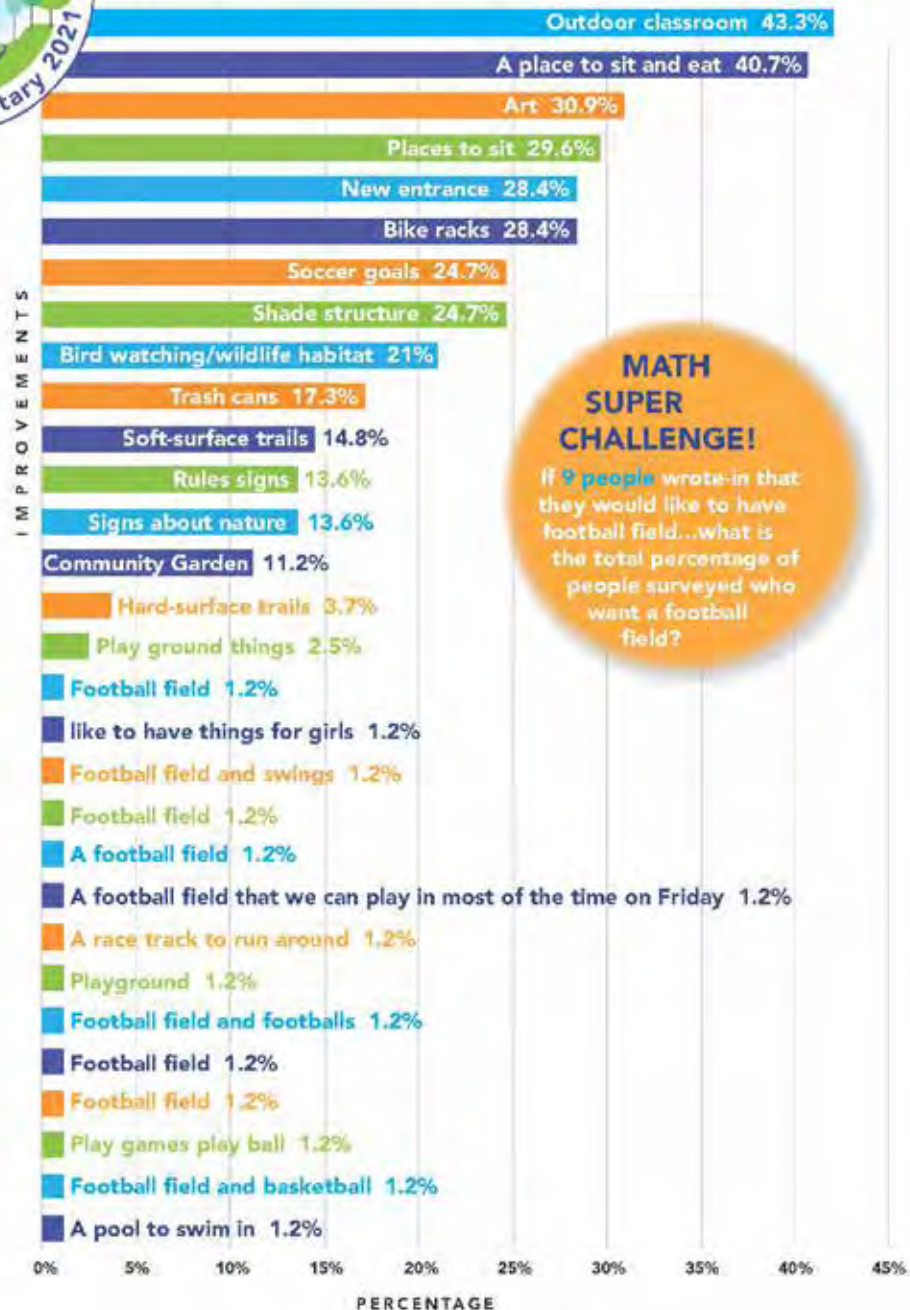
SURVEY RESULTS

Student Opinion Survey

For a complete list of responses, see Appendix A



What would improve your schoolyard most?



MATH SUPER CHALLENGE!

If 9 people wrote-in that they would like to have football field...what is the total percentage of people surveyed who want a football field?

Survey Results!

81

participants took the survey

57% were 5th-grade students

40% were 4th-grade students

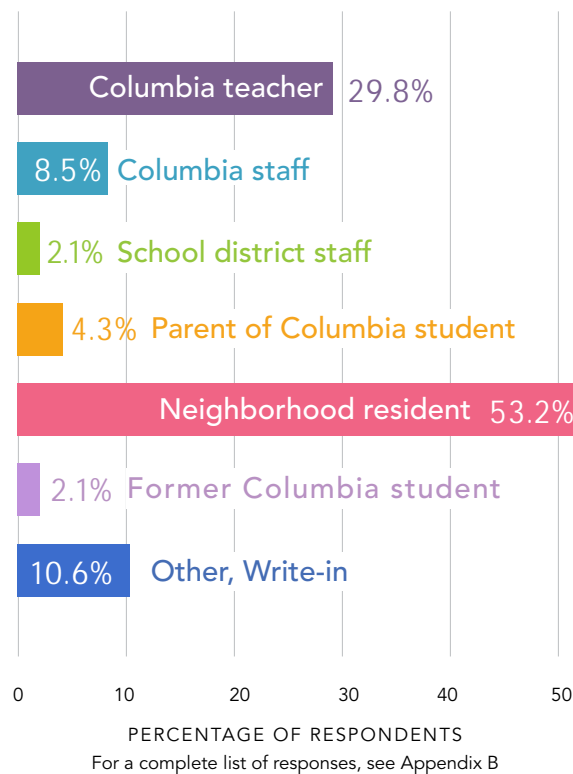
47

COMMUNITY MEMBERS
AND TEACHERS
RESPONDED

SURVEY RESULTS

Community Opinion Survey COMMUNITY MEMBERS AND TEACHERS

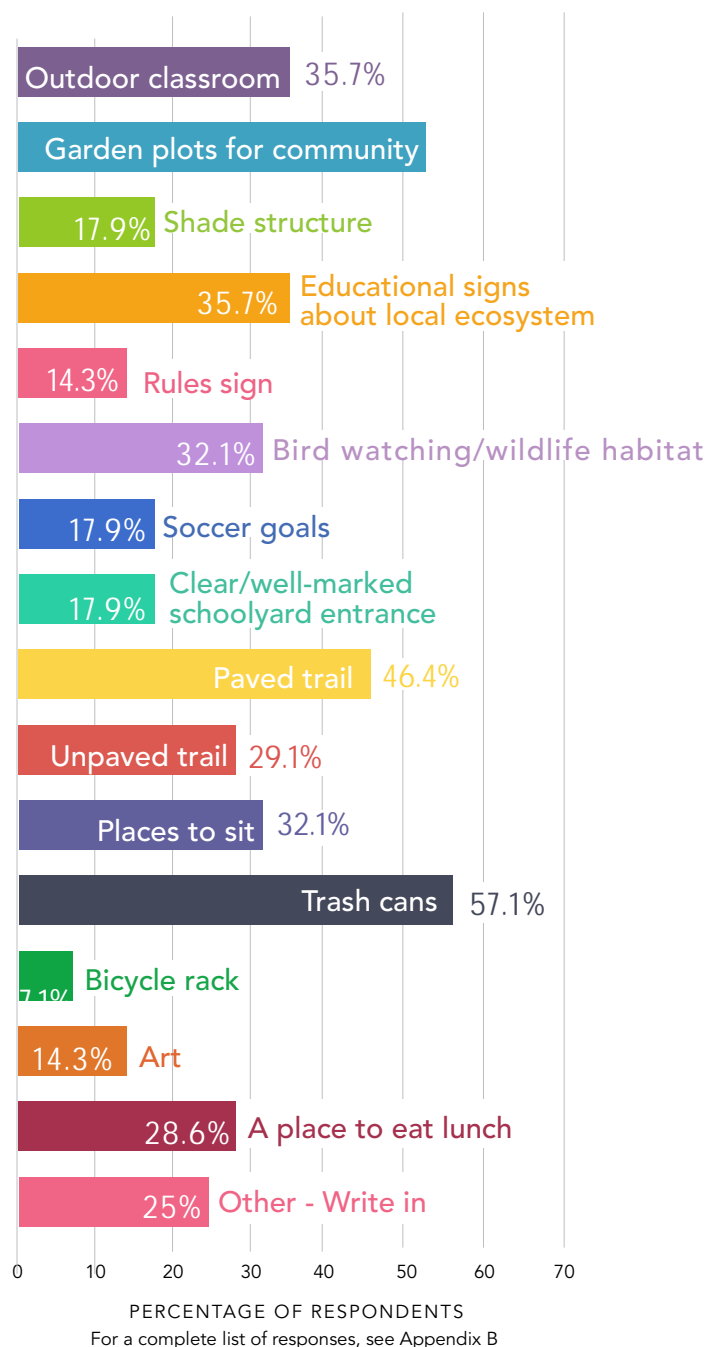
What's your connection to Columbia Elementary School?



"Grew up in the community and currently live in the community. I am a botanist and organic farmer. Would love to be a major player in this program. :)"

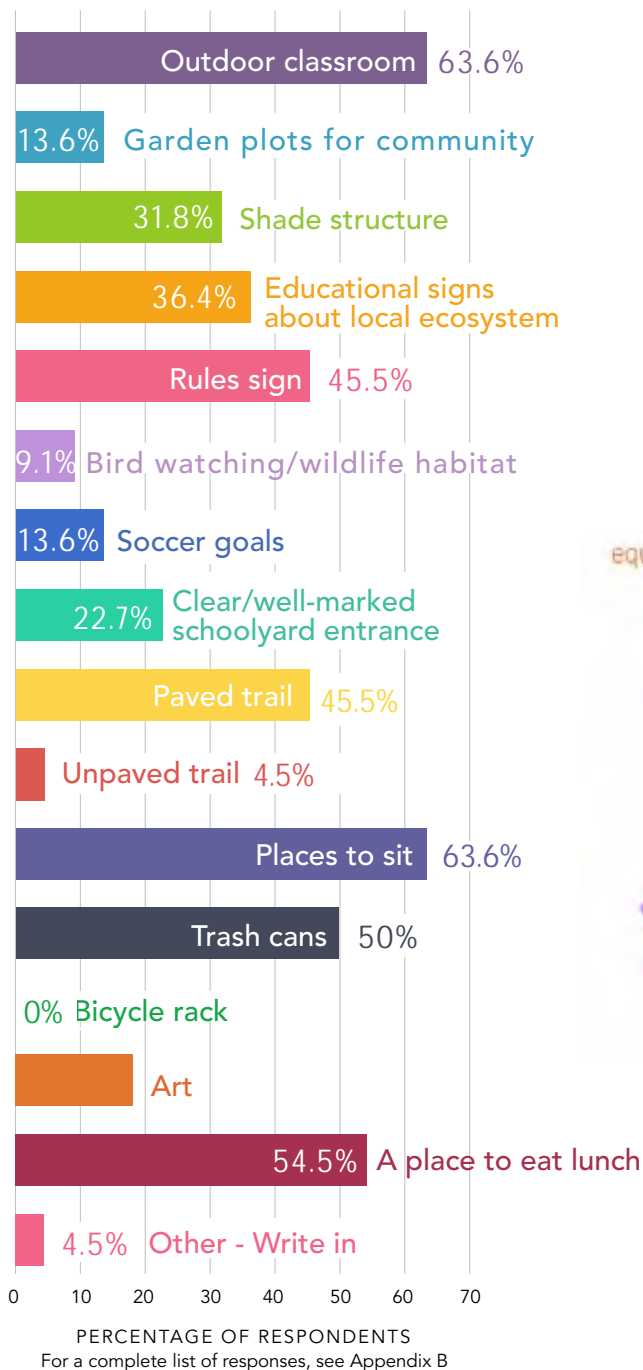
"It would be a great opportunity to sow edible landscapes for the kids and community to be food secure. The kids would love to interface with nature and keep control of their food and health."

From a neighborhood perspective, what would improve the schoolyard most?

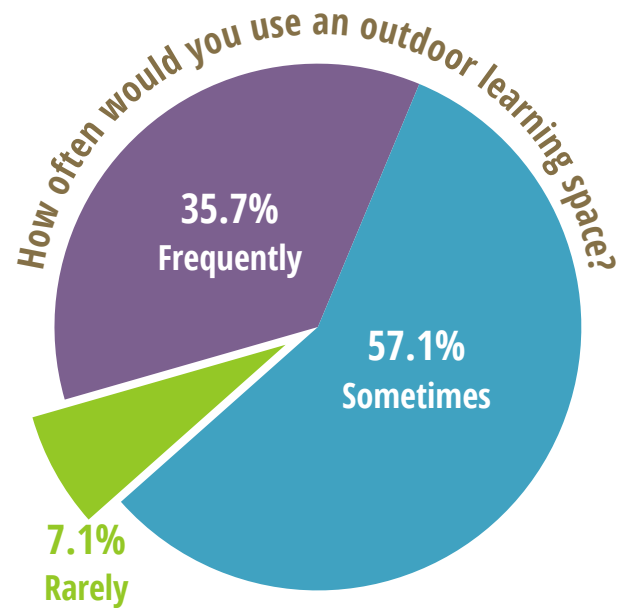


“Upkeep and overall care. I prefer unpacked trails to keep it a natural look and more of a hike for the kids. And making sure it’s actually utilized for the kids with seminars or workshops etc.”

From a school perspective, what would improve the schoolyard most?



QUESTIONS FOR TEACHERS



What would you need to be able to teach outside?



“A permanent location. Seating for teachers and students. Some type of ‘cart’ to place necessary materials for that day and lesson. Nature itself will provide the other elements.”

Sun Market

Several public outreach events were held in cooperation with the school and the community to spread awareness of and solicit feedback for the proposed community schoolyard at Columbia Elementary School. The first of these events leveraged an existing community farmers market at nearby Columbia Drive United Methodist Church. Known as the Sun Market, this locally organized market is designed to “cultivate opportunities of collective economics” (eatfromthefarms.com) with particular emphasis on historically marginalized farmers and small business owners, including women, Black, Asian and Pacific Islander, and other people of color.

Park Pride was invited to table at the event for the final three Saturdays of the 2021 season, September 11, 18, and 25. The Sun Market provided an opportunity to share a map of the project location, discuss the purpose of the project, and invite passers-by to take the survey. There, Park Pride representatives engaged one-on-one with interested residents and collected over a dozen survey results.



Above: The Park Pride booth was stationed at the Sun Market for three consecutive Saturdays in September 2021

Above Right: The dioramas created by Columbia Elementary pre-K and Kindergarteners.

Student Curriculum

Student participation in the planning and design process was critical to the success of this effort. Park Pride and its partners worked with the school administration and teachers to develop educational materials for pre-K and kindergarten students as well as fourth and fifth graders.



Kindergarten and pre-K students modeled dioramas of their ideal park environments using materials such as paper, clay, feathers, stones, paint, and pipe cleaners. These park models served as an exercise in developing motor skills and creativity. Materials for the dioramas were provided by a grant awarded by the national Cities Connecting Children to Nature initiative.

A cohort of twelve fourth and fifth graders also participated in the design process with a series of two activities that built on one another. The first activity, held on Friday, October 22, focused on site analysis and map reading. The students met outside on the large field with teachers,



Above: Students met outdoors to analyze the site and make observations before the design workshop the following week.

Right: Students got creative while staying on budget at the design workshop, held in the school cafeteria.

representatives from Park Pride, Trust for Public Land, Children & Nature Network, and community members. Each student was given a field notebook and colorful pens. New and historic maps of the Toney Garden neighborhood were spread out on the table. First, the students learned about the idea of shared community use of the schoolyard and the profession of landscape architecture. The students were then shown how the neighborhood developed over time, and cartography symbols like topo lines were discussed so that they could interpret the maps and aerial images. Next, the students analyzed the site by standing at the forest edge and writing and drawing their observations in their notebooks. Students observed many things, including the creek, the shapes of different leaves, the vines growing up the trees, pollution, and birds. We finished by sharing the results of the student and community surveys with the students so they could think about how those different ideas might fit on the site.

The second activity, held the following Friday, October 29, was structured as a participatory design workshop. Tables in



the cafeteria were set up with maps of the school property, markers, a budget worksheet, play money, trace paper, and scale cut-out templates of possible schoolyard features. Each cut-out template was assigned a price, and students had to track how much they had spent using the budget worksheet and their play money. The students were divided into two teams of six (boys vs girls in this case), and each team was given \$1,000 of play money, which they could not exceed. Teams then worked together over the course of an hour to negotiate, develop, and finalize their designs.



Above: Play money was emblazoned with the likenesses of school administrators and teachers.

Below: Cookies and milk are staged outside the school for distribution.

Clear themes emerged from each group. The girls team focused more on art and performance spaces, whereas the boys were more interested in recreation and group gathering spaces. Both groups showed interest in interacting with nature through features such as “exploration art” (a feature the girls team developed), a bird observation area, and streamside fishing spot (a feature the boys team developed). Many of these features made it into the final vision plan presented in this document.



Milk and Cookies

On November 12 and 13, the draft schoolyard plan was publicized to the school and community using locally sourced cookies and plant-based milks and coffee as enticement. On November 12, each student at Columbia Elementary School received a fresh homemade cookie along with a flyer to bring home to their parents. The flyer contained a QR code to the website, where the draft plan could be reviewed, along with a link to a feedback survey. Cookies and iced coffees were also distributed to teachers and staff along with the survey to give input on the draft plan.

On November 13, about a dozen community members, as well as School Board member Deirdre Pierce, joined members of the steering committee and Park Pride outside the school to view and comment on the draft plan. Cookies and coffee were provided, and links to the digital survey were distributed.

In all, the draft plan survey garnered only 6 responses. Though the small sample size makes it difficult to draw conclusions, all the comments were constructive and built upon the concepts shown in the preliminary plan. The results of the survey, which was open from November 12 – December 1, can be viewed in the appendices.





Final Community Presentation

On December 9, 2021, the final vision plan for the Columbia Elementary Schoolyard was presented on the Zoom platform. The meeting was attended by 15 community members and was recorded to post on the website. After the presentation, a survey was opened to solicit feedback on the vision plan and remained active until early January 2022. This survey only received one response, in which a community member expressed concern about the potential for criminal activity on the trail. Again, due to the low sample size, it is difficult to draw general conclusions about the overall community response to the plan.

Left: S'more-flavored cookies were one of the many choices available at the Milk and Cookies event

Above: DeKalb School Board Member Deirdre Pierce stopped by to see the plans and ask questions during the public Milk & Cookies event on November 13.

Trail Construction

As a footnote to this chapter, it should be acknowledged that DCSD invested in blazing and opening a nature trail along the creek in December 2021. The project also included improvements to the condition of the culvert beneath Toney Drive, as well as sidewalk and fence replacement along Toney. Invasive species were also removed from the forest understory, opening views. Anecdotal evidence suggests that the trail is regularly used by Columbia Elementary School teachers and students, as well as community members.

Additionally, the trail is attracting volunteer supporters. The Environmental Protection Agency, who learned of the project through the Sun Market, showed up for a trail maintenance workday in early May 2022 and are working on a partnership with the school to bring their environmental testing truck to share with the students at Columbia.

Draft Plan Feedback

A small number of people responded to a follow-up survey requesting feedback on a first draft of the vision plan. The school staff who participated provided ideas about how they might use the flexible outdoor learning areas, including for outdoor reading time and for helping pre-K students learn to distinguish between living and non-living things. They also identified extra features that could support their outdoor education strategies, like bird houses, examples of different types of rock, informational signage, a large compass rose painted on the ground, and space to make chalk drawings.

Survey participants were also asked to rate how likely they are to use various vision plan features. These scores probably do not represent the broader community since there

were so few responses, but it is interesting to note that those who participated were less interested in caring for a community garden plot and more interested in using the nature trail, seeing outdoor art displays, and caring for the creek by picking up trash, reporting issues, and joining volunteer clean-up days. Responses were mixed on whether they would use striped athletic fields for team sports.

Finally, respondents chose which educational signage topics they would most like to learn and teach about. Trees and plants, gardening and healthy eating, birds, and invertebrates (insects, spiders, crawfish, etc.) were the most popular options. For a complete list of responses, see Appendix C.



Above and opposite: survey handout for providing feedback on the draft vision plan



Columbia Elementary School is exploring improving the schoolyard to better serve its students and its neighbors. The goal is that students can use the greenspace during school hours, and the public can enjoy the trails and garden while school is closed, including on weekends and school holidays.

There are 10.5 acres at the Columbia Schoolyard, including the area along the stream that is unused. A community member had the idea to open this area as a nature study area for students and a walking trail for neighbors. The students at Columbia have been working on designs for schoolyard park as class projects.

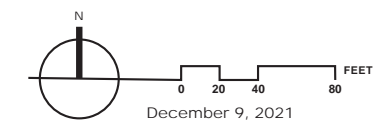
We want to know what you think of this draft plan! What can be improved? Is there something we missed? Let us know by filling out the survey before it closes on December 1!

columbiaelementary.wixsite.com/schoolyard





Facilitated by Park Pride



Vision Plan

At the time of this writing, there is no district-wide policy for shared community use of school property outside school hours. DeKalb County School District (DCSD) does, however, make select facilities available for lease if the use “is consistent with the Board’s policies and administrative regulations and does not interfere with the activities of our schools or school-related support groups.”

In the recent past, DCSD and DeKalb County Department of Recreation, Parks, and Cultural Affairs (DRPCA) had a shared use agreement that was centered on use of school facilities such as sports fields for county-sponsored recreational programming. This agreement involved the exchange of funds between the County to the School District to support additional maintenance required due to increased use of school facilities. At the onset of the Great Recession in the late 2000s, this agreement was abandoned as budgets contracted and forced a realignment of priorities. This shared use model may be helpful to examine as a precedent for policy makers interested in exploring future shared use opportunities.

It is important to note here that the primary purpose of DCSD facilities is to provide

space to educate students, not to provide space for community recreation. This plan is aspirational in the sense that it proposes improvements that benefit students but can also facilitate increased community use of the campus outside of school hours.

It is also worth restating that this plan does not represent a commitment from DRPCA to construct or maintain any of the improvements recommended herein. Any such arrangement would need to be formalized through an intergovernmental agreement between DCSD and DRPCA. Further understanding of issues related to liability, safety, and maintenance will be necessary to formalize this kind of shared community use.

Based on public opinion gathered throughout the visioning process, a final vision plan was created for shared community use at Columbia Elementary School. The vision plan has been divided into potential projects and described below. Project priorities and approximate cost (2021) for each project is included in the Projects & Budget section. Projects can be undertaken separately, in groups, or all at once depending on funding and need.

Photo: Evie Bradley, USFWS





Photo: Jared Green, USFWS

Outdoor Learning

The COVID-19 pandemic was enormously disruptive to schools and educational programs nationwide. In 2020 and 2021, schools shut down and were replaced by online classrooms and at-home learning. This put a colossal strain on caregivers and teachers as a massive adjustment to the teaching profession occurred overnight. This sea change in the delivery of education led to a reexamination of the classroom and the exploration of outdoor spaces as places where students could meet in-person in a low-risk environment for disease transmission. In response, this plan shows a variety of opportunities for outdoor learning areas that can be used by teachers for learning and discovery in the school landscape.

The existing teaching garden at the front of the school, managed by Partners in Action for Healthy Living (PAHL), is expanded and enhanced with flexible platform seating and a rainwater catchment system that ties into the existing gutters on the outside of the school building. This space can teach about healthy eating habits and food, while also sparking interest in engineering, water management, and conservation.

The courtyard space north of the main façade also provides an opportunity for both

outdoor learning and dining. The area is already beautifully shaded by mature canopy trees, making it a cool and comfortable space to sit near the building. Increasing use of this space may be accomplished simply by adding more tables with seating to the area, or by constructing platform seating. This plan also shows a carnivorous plant garden in this area, which can be affordably constructed in a shallow plastic swimming pool as a class project. We recommend contacting the education center at the Atlanta Botanical Garden to learn more about these interesting plants and their habitats.

Moving downslope to the center plateau, flexible learning spaces become less architectural and more naturalistic, consisting mainly of paved surfaces partially enclosed with boulders and offering views of the surrounding area. Boulders offer flexible seating options for students and may be of different types (sandstone, granite, bluestone, etc) to facilitate geological learning. Additionally, this plan takes advantage of the sloping topography on the south end of the field to construct a small stage with terraced seating, connected to the ramp descending from the school parking lot. This small amphitheater-like construct would provide flexible space for spectating field sports and performances, as well as outdoor classroom space. Lastly,

Photo: USFWS, Mountain-Prairie



Photo: Sophie Trowbridge, USFWS



a viewing platform takes advantage of the topography in a different way on the western edge of the field by facilitating views of the tree canopy and stream further downslope. This space offers a rare opportunity for students to observe the forest from a different perspective, peering directly into the treetops.

The creek banks offer a third place for outdoor learning. This plan shows several gathering areas that can be used for classroom activities, spaced along the nature trail. Starting from the north end of the trail at Toney Drive, a collection of temporary art made from natural materials is

shown alongside a circular assembly space. Moving south, a stream study platform offers teachers a place to engage directly with the creek. Built-in storage cabinets double as seating, which can contain water sampling equipment, bug nets, or other helpful items to reduce the burden of having teachers and students transport supplies every visit. Further down the trail is a small learning circle, which may facilitate additional gathering, observation, and discussion. Lastly, at the southern end of the trail is a bird habitat area with a built-in wildlife viewing area (or bird blind), as well as suggested space for bird feeders or houses that can be designed and monitored by classes.



Photo: Michael Halicki, Park Pride

Environmental art on the trails at Atlanta's Blue Heron Nature Preserve.

Inspiration and Art

In addition to outdoor learning, this plan recommends creative elements to improve the aesthetic and inspirational qualities of campus. The first and most visible recommendation is to commission a mural on the large retaining wall at the north end of campus. This concrete wall is currently unadorned and presents a stark and imposing face at the emergency access drive. The art here could be co-created by students with the help of a professional artist. It may include inspirational messaging, culturally relevant imagery, bright colors, and recognizable forms to inspire pride of place.

As mentioned previously, this plan also shows temporary student-created "exploration art" made from natural materials that can be placed in the landscape along the trail. These natural works may be left to decompose over time in the woodland, or rotated periodically to refresh the display for parent-teacher events. For inspiration, we recommend researching artists such as Andy Goldsworthy and Pearl Fryar, or reaching out directly to Atlanta galleries such as ZuCot Gallery to connect with local Black nature-inspired artists.

Below: Mural, created by artist Muhammad Suber in concert with the students of Sarah Smith Elementary School, depicts the international heritage of the school's student body on its basketball court.



Photo: Muhammad Suber, artistinus.com

Nature Trail and Sidewalks

As the original inspiration for this planning effort, the nature trail along the creek holds special significance in this plan. It is also unique among the new features depicted in this plan because it has already been constructed by the DeKalb School District. Made of natural materials, such as mulch or crushed stone, the trail provides formal access for students and neighbors to traverse this area of campus, which had previously been difficult to enter and navigate due to vegetative overgrowth. Since construction, this area of campus has opened significantly with clear sightlines and an open understory. Although invasive English ivy still threatens the canopy trees in this area, significant progress has been made to restore the forest to a healthy condition.

In addition to the trail itself, this plan recommends larger gathering areas at both ends to help with corralling groups of students on their way to the creek. These trailheads may incorporate seating as well

as bicycle racks, trash cans, and signage indicating shared community use. As much as practical, trails should be designed to accommodate individuals with mobility challenges by providing hand rails, ramps, and landings where needed, as well as benches placed at strategic intervals to allow individuals to rest.

This plan also recommends additional paved sidewalks and walkways throughout the campus. In particular, it is recommended to bring formal connectivity from the school to the nature trail. Presently, there is no sidewalk along Columbia Woods Drive, forcing trail users to walk in the street on their way to the trailhead. Similarly, there is no access from the north end of campus, which is entirely fenced, to the Toney Drive trailhead. This plan shows paved walkways extending from the campus to each of the trailheads to encourage use of the nature trail by teachers.



Photo: Brad Greenlee

The retaining wall facing Toney Drive presents an opportunity for community members and students to work together in creating a personalized artwork for the neighborhood.



Also worth mentioning is the continuation of the paved ramp along the eastern edge of the playing field to connect with the existing stairs that lead from the school building to the playground. This recommendation is less to do with safety and more to provide a formal edge to the toe of the slope and facilitate circulation through the site.

Community Garden

The most popular item requested by the surrounding neighbors was a community garden for residents to use. Located away from the school building at the south end of the field, this garden receives ample sunlight and is close to the street to provide easy access. It is recommended that raised garden beds be enclosed with a suitable fence to delineate the garden boundary. In addition to community-managed plots, the garden may also include a shed to store gardening supplies, trash cans, a compost bin, seating, and signage that clearly states the rules and contact information for those who are interested in a plot.



Volunteers prepare garden beds in Atlanta's community gardens. Below: split rail fencing encloses the garden at Blue Heron Nature Preserve.



Photo: Park Pride

Importantly, the community garden is located in a spot that maintenance and support vehicles use to access the field. It is therefore recommended that the garden be arranged in such a way as not to exclude authorized vehicular access. Removable bollards, curb, or other devices should be considered along the roadway to prevent property damage caused by unauthorized vehicles intruding on the site.



Photo: Park Pride



Photo: Park Pride

Field Sports and Stage

The large open field at Columbia Elementary provides an excellent opportunity for organized or pick-up games of soccer, football, ultimate frisbee, and even baseball or softball (owing to an old backstop in the area). The field could be striped at reasonable cost should a more formal recreation experience be desired. Likewise, portable field goals and soccer nets would raise the playability of this space without spending a great deal of money.

Mentioned previously in this chapter (see Outdoor Learning), an adjacent paved stage with terraced seating going upslope to the existing ramp on the east edge of the field can be used for performances, or for spectating sports. The space may facilitate the creation of dance videos for social media, theatrical productions, musical performances, classroom lectures, or simply relaxing in the dappled shade cast by nearby trees.

Both spaces would be suitable for shared community use outside of school hours with the addition of appropriate signage and site furnishings.

Rainwater Capture

During planning, the school was experiencing flooding issues in and around the main school entrance. This was caused by clogged drain inlets that overflowed onto the sidewalk and flowed to the front doors. Since the completion of this plan, the school district has unclogged the drain and taken measures to stabilize the slope leading to the drain to prevent future clogging. This has largely been successful, and the flooding has ceased to be a problem.

However, this plan also proposes a system of rain gardens and other rainwater diversion tactics to act as additional flood prevention measures as well as educational opportunities for students. The plan recommends diverting rainwater from the gutters to a network of surface features that would slow down the water and allow it to filter into the earth rather than be washed into underground pipes. The teaching garden in the front courtyard provides another opportunity for rainwater capture by storing it for future use in above ground cisterns for irrigation.



Educational signage at Lindsay Street Park in Atlanta. Photo above, Park Pride





Above: construction and tree planting at
Mattie Freeland Park, 2021
Right: proposed community garden site

Projects & Budget

Project Breakdown

The vision plan may be completed all at once or it may be divided into projects (right) and completed in phases. Projects could also be grouped. Ultimately, the construction process will be contingent upon funding. Several funding possibilities are available, including multiple non-profit grants, funding from the DeKalb County School District, the DRPCA budget, and additional dollars identified by the community and/or other advocacy organizations. The vision project for Columbia Schoolyard will likely be completed with the support of multiple funding sources.

- 1** Community garden
- 2** Mural
- 3** Sidewalks & Signage
- 4** Green Infrastructure
- 5** Outdoor Learning Areas
- 6** Nature Trail



Opinion of Probable Costs by Project, January 2022

COMMUNITY GARDEN						
Item	Unit	Qty	Cost/Unit	Extended Cost	Notes	
Demo/site prep	ALLOW	1	\$5,000	\$5,000	Erosion & sediment control/rough grading/tree protection	
Mulch pathways and surfacing	SF	2,500	\$1	\$2,500		
Raised planting beds	EA	10	\$500	\$5,000	Beds can be built from donated materials and built by volunteers for cost savings	
Split rail fencing	LF	250	\$25	\$6,250		
Water service/meter	ALLOW	1	\$8,000	\$8,000	New water hydrant, meter, backflow preventer & service line	
Arbor	ALLOW	1	\$3,500	\$3,500		
Compost bins (cedar)	EA	3	\$115	\$345		
Seating/picnic tables	ALLOW	1	\$3,000	\$3,000		
Waste receptacles	EA	1	\$1,000	\$1,000		
Tool shed	EA	1	\$2,500	\$2,500		
Design & Engineering	15%			\$5,564	Plan 15% of total budget for design & engineering fees	
Contingency	20%			\$8,532	Plan for a contingency budget of 20%	
TOTAL				\$51,191		

MURAL						
Item	Unit	Qty	Cost/Unit	Extended Cost	Notes	
Mural on retaining wall	SF	2,844	\$30	\$85,320	Cost of art varies. Consult with reputable muralist to understand costs	
Contingency	20%			\$17,064	Plan for a contingency budget of 20%	
TOTAL				\$102,384		

SIDEWALKS & SIGNAGE

Item	Unit	Qty	Cost/Unit	Extended Cost	Notes
Demo/site prep	ALLOW	1	\$5,000	\$5,000	Erosion & sediment control (per mobilization)
Schoolyard signage	ALLOW	1	\$7,500	\$7,500	Identification and rules signage at three points of entry
Bollards	EA	5	\$2,500	\$12,500	Bollards as needed to exclude vehicular access to playing field
Sidewalk along Columbia Woods Drive	LF	530	\$40	\$21,200	Concrete sidewalk
Interior walkway	SF	1,575	\$7	\$11,025	Concrete walkway connecting bottom of existing ramp with bottom of existing stair
Walkway to nature trail	SF	1,150	\$7	\$8,050	Concrete walkway/ramp connecting bottom of existing stair with north nature trailhead
Ramp railing	LF	140	\$99	\$13,860	Steel pipe railing, 3-rail, galvanized 1-1/4" dia
Design & Engineering	15%			\$11,870	Plan 15% of total budget for design & engineering fees
Contingency	20%			\$18,201	Plan for a contingency budget of 20%
TOTAL				\$109,206	

GREEN INFRASTRUCTURE

Item	Unit	Qty	Cost/Unit	Extended Cost	Notes
Demo/site prep	ALLOW	1	\$5,000	\$5,000	Erosion & sediment control (per mobilization)
Rain garden system	SF	1800	\$20	\$36,000	Rain garden system to educate, beautify, and intercept/infiltrate runoff before it pools near school entrance
Carnivorous plant garden	ALLOW	1	\$1,500	\$1,500	Can be done for less if built in a kiddie swimming pool, just make sure they get plenty of sun & water
Rainwater harvest tanks	EA	2	\$3,500	\$7,000	Tanks should be tied into gutter system near teaching garden
Design & Engineering	15%			\$7,425	Plan 15% of total budget for design & engineering fees
Contingency	20%			\$11,385	Plan for a contingency budget of 20%
TOTAL				\$56,925	

OUTDOOR LEARNING AREAS						
Item	Unit	Qty	Cost/Unit	Extended Cost	Notes	
Demo/site prep	ALLOW	1	\$5,000	\$5,000	Erosion & sediment control (per mobilization)	
Wooden deck platforms	SF	300	\$25	\$7,500	Wooden platforms of varying heights and widths that can provide flexible space suitable for both seating and work surfaces	
Paved surface with boulders	ALLOW	3	\$6,500	\$19,500	4" thick concrete paved area with boulders to create flexible seating/enclosure of space/retaining walls as needed	
Learning circle	ALLOW	1	\$9,500	\$9,500	4" thick concrete paved area enclosed with masonry seat walls with granite veneer and caps	
Picnic tables in courtyard	EA	10	\$850	\$8,500	Colorful and organized picnic tables in school courtyard	
Terrace seating & stage	ALLOW	1	\$31,000	\$31,000	4" thick concrete paved "stage" (approx 300 sf) with three terraces created with natural boulders that form a retaining edge. Central concrete walkway includes paved steps and metal handrails to connect the terrace levels to the stage	
Design & Engineering	15%			\$12,150	Plan 15% of total budget for design & engineering fees	
Contingency	20%			\$18,630	Plan for a contingency budget of 20%	
TOTAL				\$111,780		

NATURE TRAIL					
Item	Unit	Qty	Cost/Unit	Extended Cost	Notes
Demo/site prep	ALLOW	1	\$5,000	\$5,000	Erosion & sediment control/rough grading/tree protection
Trailheads	ALLOW	2	\$7,500	\$15,000	4" thick concrete paved area enclosed with masonry seat walls with granite veneer and caps
Benches	EA	3	\$1,200	\$3,600	
Waste receptacles	EA	2	\$1,000	\$2,000	
Bird blind	ALLOW	1	\$3,500	\$3,500	
Stream study platform	ALLOW	1	\$18,000	\$18,000	Streamside platform with anti-slip metal grating deck, built-in lockable storage, and armoring the stream bank with large boulders to facilitate access to the water
Learning circle	ALLOW	1	\$9,500	\$9,500	4" thick concrete paved area enclosed with masonry seat walls with granite veneer and caps
Design & Engineering	15%			\$8,490	Plan 15% of total budget for design & engineering fees
Contingency	20%			\$13,018	Plan for a contingency budget of 20%
TOTAL				\$78,108	
GRAND TOTAL				\$509,594	

The budgets presented here are intended to provide a starting point for fundraising and advocacy efforts and were compiled without the benefit of detailed design, survey, geotechnical, and other site conditions, which may change significantly the cost of any project. Park Pride makes no guarantee or warranty as to their accuracy.

Appendices

APPENDIX A: STUDENT SURVEY RESULTS

APPENDIX B: COMMUNITY SURVEY RESULTS

APPENDIX C: DRAFT PLAN SURVEY RESULTS

APPENDIX D: FINAL PLAN SURVEY RESULTS

APPENDIX E: LETTERS OF SUPPORT FOR VISIONING

Appendix A

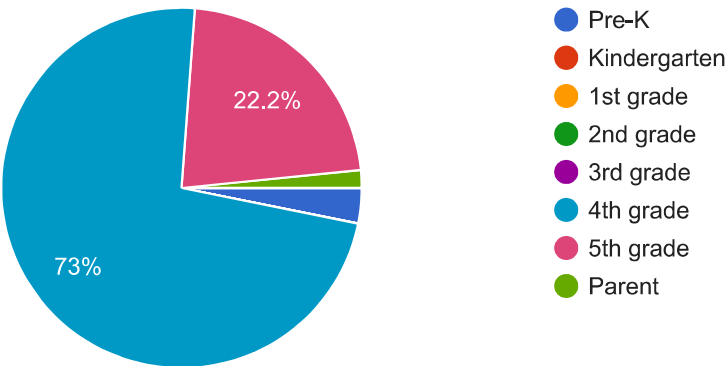
STUDENT SURVEY

OPENED SEPTEMBER 28, 2021, CLOSED OCTOBER 25, 2021

Note: Any identifying information of respondents has been redacted

What grade are you in?

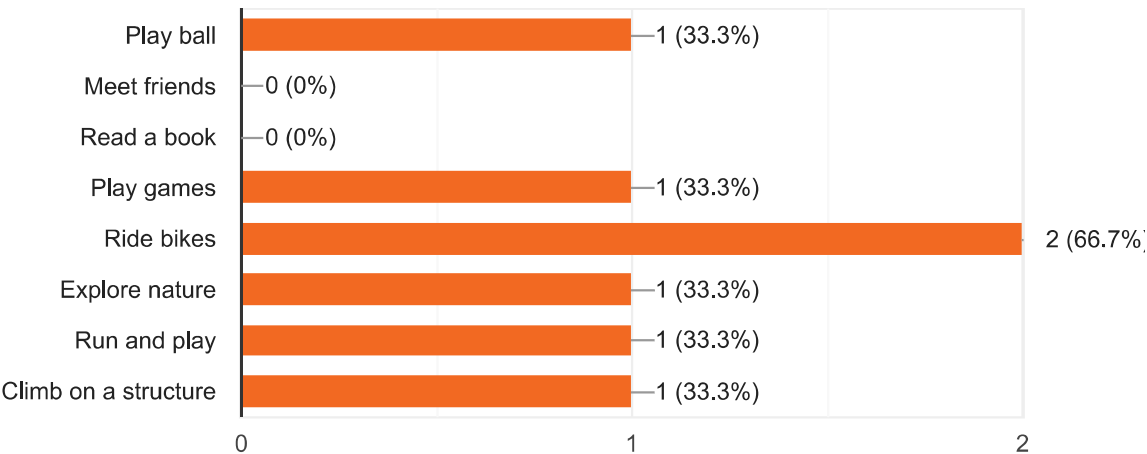
63 responses



Schoolyard Activities

Select your favorite things to do in a community schoolyard!

3 responses

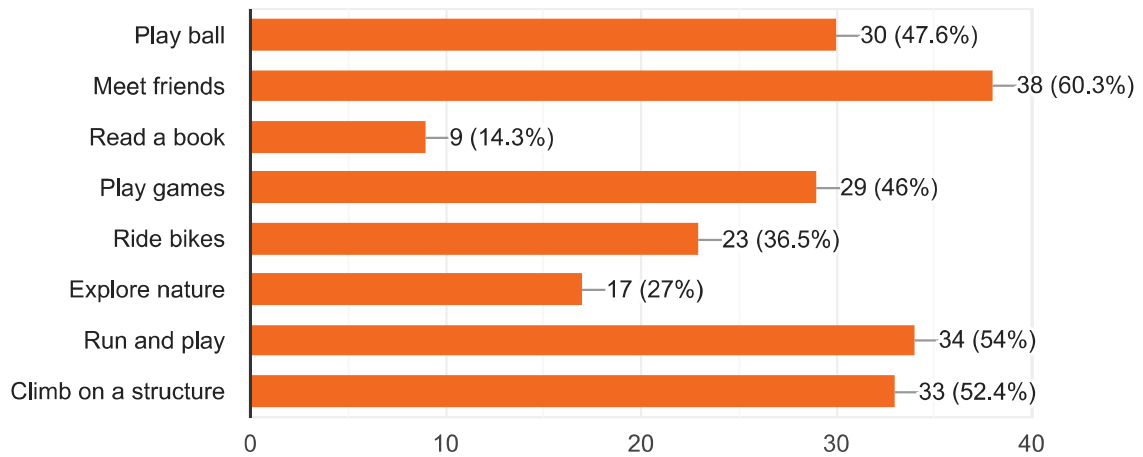


Schoolyard Activities



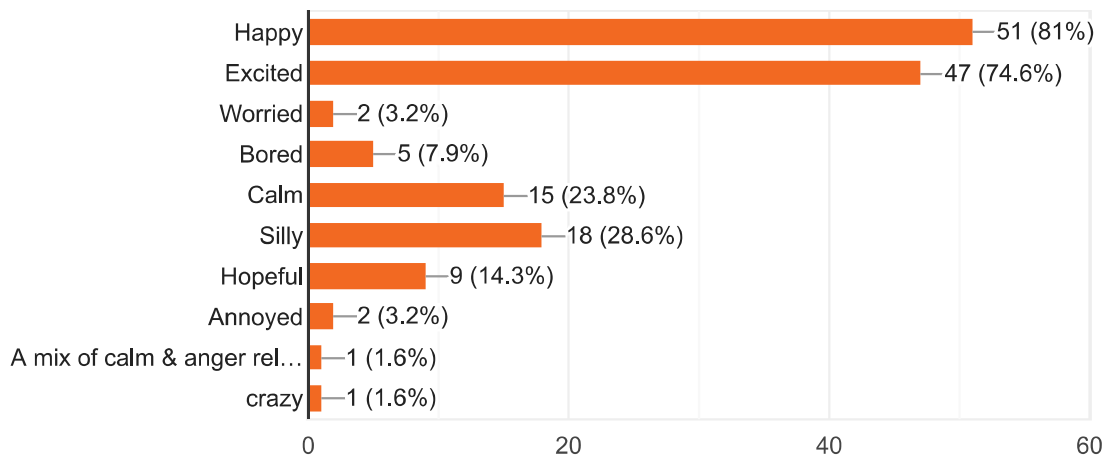
Select your favorite things to do in a community schoolyard!

63 responses



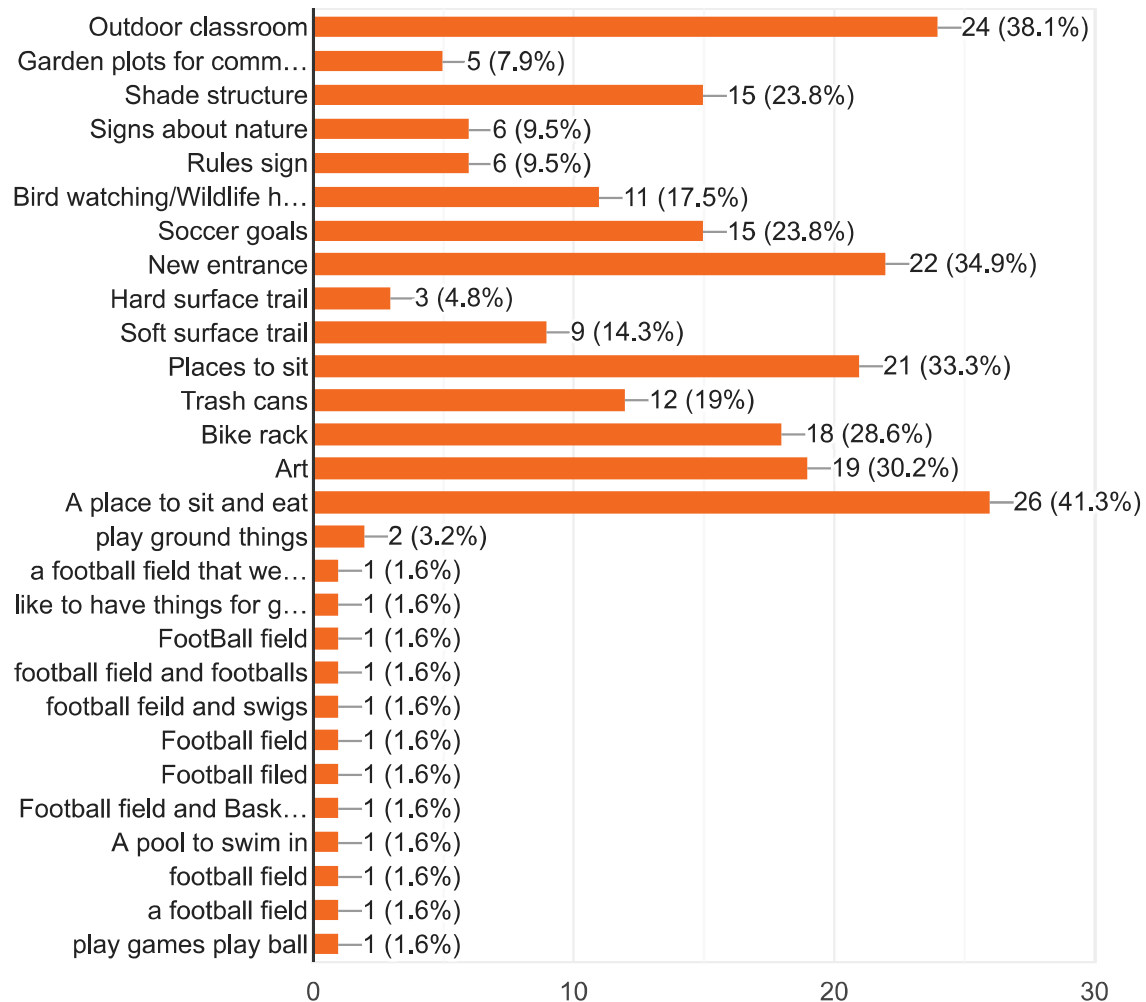
How do you feel when you're outdoors at school? You can check more than one box.

63 responses



Now think about your schoolyard. What would improve your schoolyard most? You can check up to five boxes.

63 responses



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Google Forms



Appendix B

COMMUNITY SURVEY

OPENED SEPTEMBER 11, 2021, CLOSED NOVEMBER 1, 2021

Note: Any identifying information of respondents has been redacted

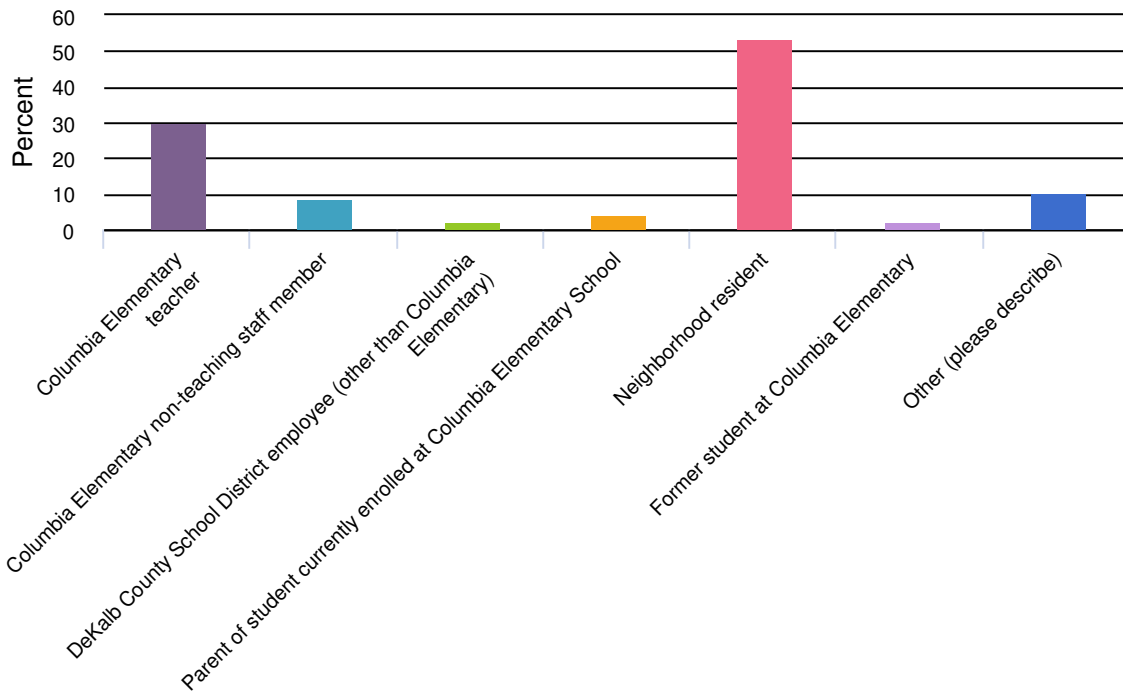
Report for Columbia Elementary Grown Up Survey








Response Counts

Completion Rate:	100%	<div></div>	
	Complete	<div></div>	47

Totals: 47

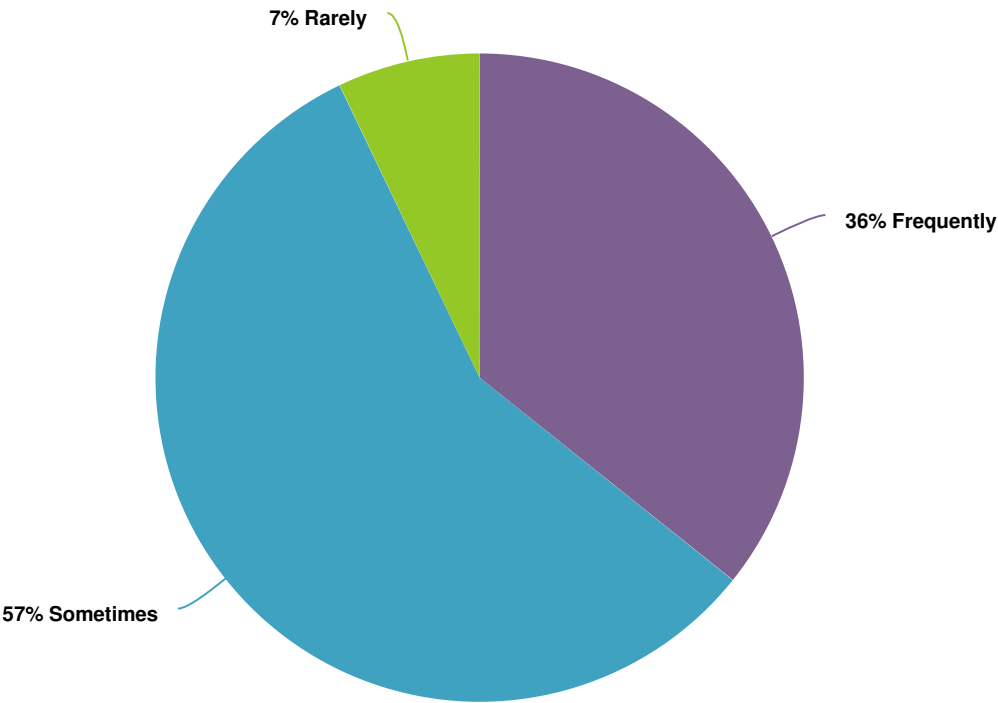
1. What's your connection to Columbia Elementary School? Please check all that currently apply.



Value		Percent	Responses
Columbia Elementary teacher		29.8%	14
Columbia Elementary non-teaching staff member		8.5%	4
DeKalb County School District employee (other than Columbia Elementary)		2.1%	1
Parent of student currently enrolled at Columbia Elementary School		4.3%	2
Neighborhood resident		53.2%	25
Former student at Columbia Elementary		2.1%	1
Other (please describe)		10.6%	5

Other (please describe)	Count
APS School District Employee	1
Principal	1
Sister attended Columbia Elementary	1
believer	1
former member of Columbia Elem PTA	1
Totals	5

2. If there were a place to hold some of your classes outside, how often do you think you would use it?



Value		Percent	Responses
Frequently	<div><div></div></div>	35.7%	5
Sometimes	<div><div></div></div>	57.1%	8
Rarely	<div><div></div></div>	7.1%	1

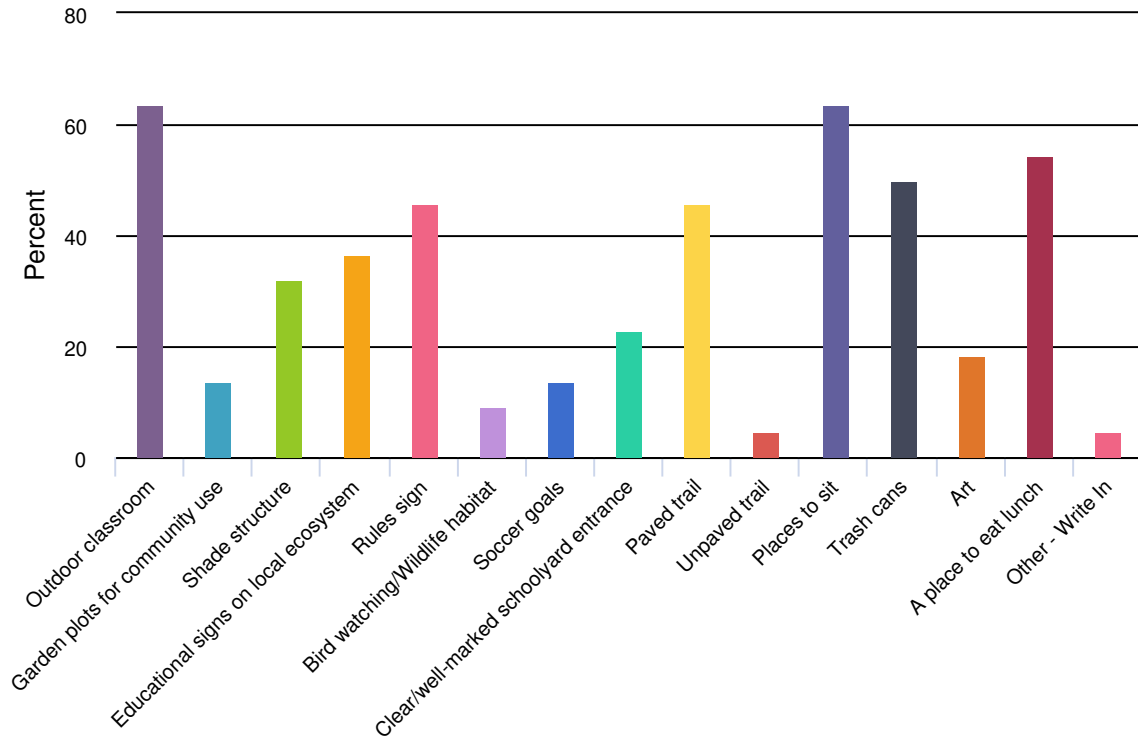
Totals: 14
















3. If applicable, what would you need to be able to teach outside?



ResponseID	Response
3	Weather resistant seating and covering.
5	An area for students to sit (table or benches)
6	Clean area
7	Nature drawing
8	Technology such as laptops, cameras, and some equipment.
9	benches and tables
10	somewhere to sit/write on
18	Tables/benches - clean areas to sit, well lit
23	A nice, calm place to sit. Somewhere that is not too distracting but invites students to learn.
24	Tables Chairs/Benches Trash cans Place to hold materials on a windy day Large weatherproof tent/covering so learning can happen at all time rain/shine/ wind
25	A permanent location. Seating for teachers and students. Some type of "cart" to place necessary materials for that day and lesson. Nature itself will provide the other elements.

4. From a school perspective, what would improve the schoolyard most?
(check up to five choices)



Value		Percent	Responses
Outdoor classroom		63.6%	14
Garden plots for community use		13.6%	3
Shade structure		31.8%	7
Educational signs on local ecosystem		36.4%	8
Rules sign		45.5%	10
Bird watching/Wildlife habitat		9.1%	2
Soccer goals		13.6%	3
Clear/well-marked schoolyard entrance		22.7%	5
Paved trail		45.5%	10
Unpaved trail		4.5%	1
Places to sit		63.6%	14
Trash cans		50.0%	11
Art		18.2%	4
A place to eat lunch		54.5%	12
Other - Write In		4.5%	1

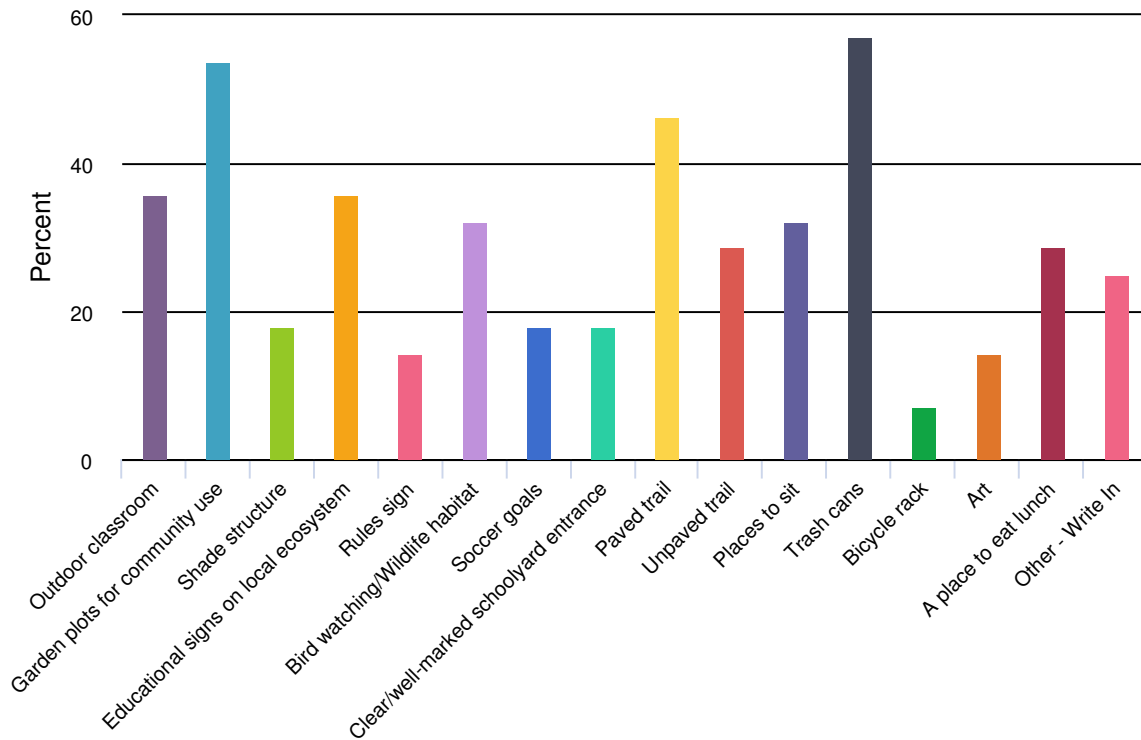
Other - Write In

















Count

EVERYTHING except rules sign, soccer goals, and clear entrance, plus green house, potting station, and more :) 1

Totals 1

5. From a neighborhood perspective, what would improve the schoolyard most? (check up to five choices)



Value		Percent	Responses
Outdoor classroom		35.7%	10
Garden plots for community use		53.6%	15
Shade structure		17.9%	5
Educational signs on local ecosystem		35.7%	10
Rules sign		14.3%	4
Bird watching/Wildlife habitat		32.1%	9
Soccer goals		17.9%	5
Clear/well-marked schoolyard entrance		17.9%	5
Paved trail		46.4%	13
Unpaved trail		28.6%	8
Places to sit		32.1%	9
Trash cans		57.1%	16
Bicycle rack		7.1%	2
Art		14.3%	4
A place to eat lunch		28.6%	8
Other - Write In		25.0%	7

Other - Write In	Count
Also would like to see bird watching/wildlife habitat, soccer goals, clear/well-marked schoolyard entrance, paved trail, places to sit, trash cans	1
Also would like to see soccer goals, clear/well-marked schoolyard entrance, paved and unpaved trails, places to site, trashcans, bicycle racks, art, a place to eat lunch	1
Bird watching/wildlife habitat, trash cans, edible native landscape, and compost bins	1
EVERYTHING except rules sign, soccer goals, and clear entrance, plus green house, potting station, and more :)	1
Playground with basketball court	1
Public Safety contact accessible "on site calling".	1
Skate ramps, disc golf	1
Totals	7

6. What concerns, if any, do you have with the community schoolyard?



ResponseID	Response
1	Upkeep and overall care. I prefer unpacked trails to keep it a natural look and more of a hike for the kids. And making sure it's actually utilized for the kids with seminars or workshops etc.
2	community members destroying the property
3	Cleanliness
5	Other than maintenance - none!
6	The Community not respecting the area. Everyone cleaning up after themselves.
7	the safety of the students and staff.
8	Eco friendly.
10	NA
16	Just that it's a safe, clean, beautiful space for the kids and the staff. Extra points for beautifying the community, too.
19	security concerns
20	The environment should always be kept. Pollution is bad for everyone, while a clean place is good for everyone
23	none

ResponseID	Response
25	The overall upkeep of the schoolyard over a period of time, is a concern.
29	I would like to one day take my classes on the nature trail to align with Science instruction.
30	DCSS help keep it maintained.
31	None just allowing the community to be apart.
32	people that don't care about our community and the damage that they may cost our community
36	I worry that the schoolyard will fall into disrepair, and/or that community members who are accustomed to using that space for less above-board activities will not respect the new direction of the space.
37	I would love to see our community grow! My only concern would be that the schoolyard be used inappropriately. By members outside of our community
38	Safety from crime
39	As long as there is neighborhood watch or school security guards from time to time no concerns.
40	None as long as there is neighborhood watch, school security guard, or police from time to time (even during the summer months) to avoid crime.
41	For it to be clean and not full of trash
42	Littering on the trail. Making sure the parks and recreation dept keep it in good repair
43	Security. Cleanliness. Upkeep. Sometimes organizations build things like this then abandon it, leaving it broken and unusable.
44	Too much noise in the area (like loud music)
45	Security, sanitation, and homeless congregating.
46	That it appears to have become a dumping ground.

7. Anything else we should know?



ResponseID	Response
2	no
3	No, everything is great.
8	Interactive !!!
10	NA
13	Grew up in the community and currently live in the community. I am a botanist and organic farmer. Would love to be a major player in this program. :)
14	It would be a great opportunity to sow edible landscapes for the kids and community to be food secure. The kids would love to interface with nature and keep control of their food and health.
15	Will need lighting for security! Trash bins. School entrance from the playground.
21	There should be a liaison person to connect with businesses and churches in the area! I am a certified Earth Keeper!
23	n/a
25	Thank you for having an interest in what the teachers and students would like to see. My students were excited to have some representation in the whole process.

ResponseID	Response
26	Please research Exchange Park old baseball fields - near the lake & Exchange Park Intergenerational Center.
30	Not at this time
31	No
37	This area is growing. And we have to catch up with the rapid growth going around in the neighborhoods. Otherwise we will be left behind. A park sounds like a great idea to start from. And you have my total support.
38	Please include education on the importance of keeping our waterways clean and healthy.
41	Thank you so much for doing this
42	Great odea
43	The community needs viable greenspace.
45	Lighting and security are important
46	Great idea to open this space up to the adjacent community.

Appendix C

DRAFT PLAN SURVEY

OPENED NOVEMBER 12, 2021, CLOSED DECEMBER 1, 2021

Note: Any identifying information of respondents has been redacted

Report for Columbia Elementary

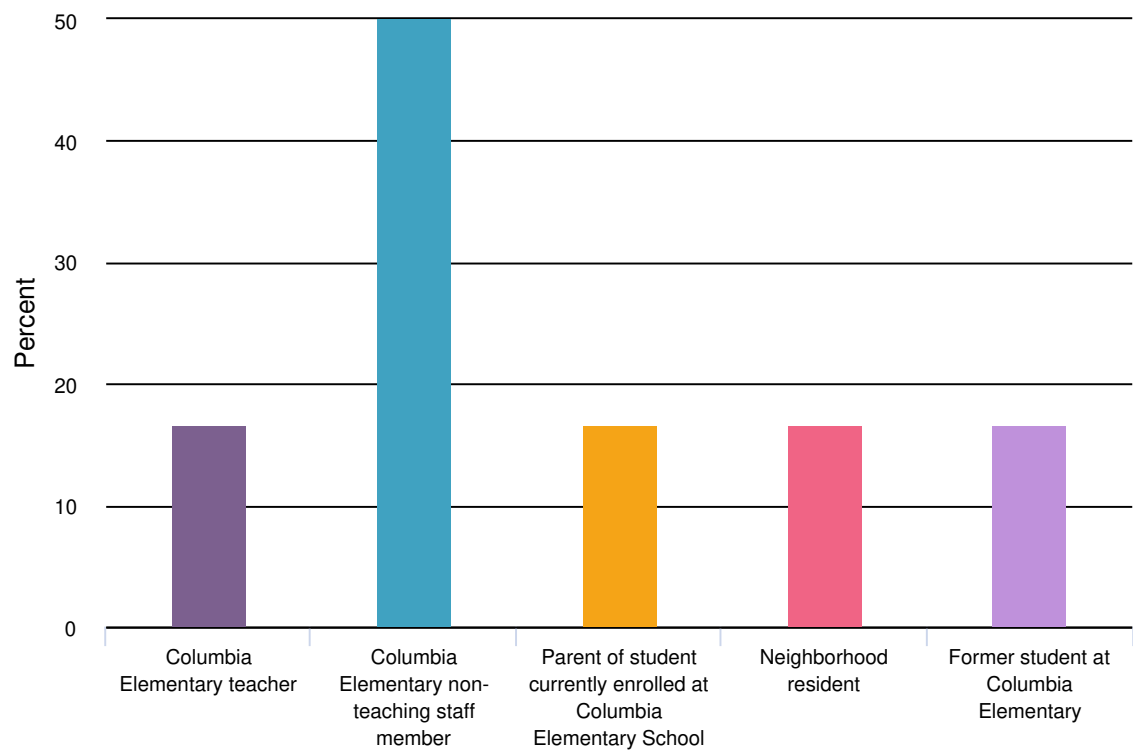
Draft Plan Feedback

Response Counts

Completion Rate:	100%	<div></div>	
	Complete	<div></div>	6

Totals: 6

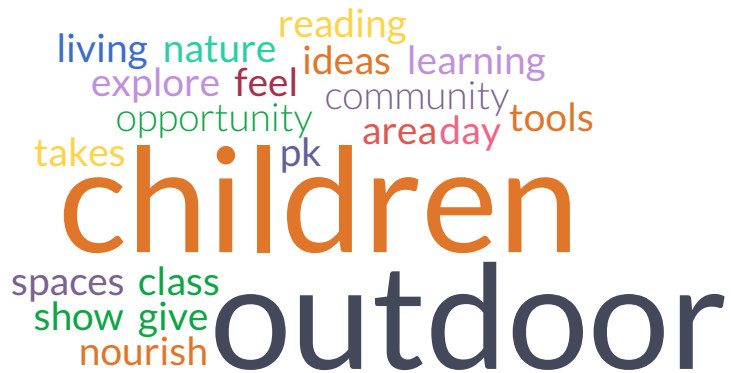
1. What's your connection to Columbia Elementary School? Please check all that currently apply.



Value		Percent	Responses
Columbia Elementary teacher	<div><div></div></div>	16.7%	1
Columbia Elementary non-teaching staff member	<div><div></div></div>	50.0%	3
Parent of student currently enrolled at Columbia Elementary School	<div><div></div></div>	16.7%	1
Neighborhood resident	<div><div></div></div>	16.7%	1
Former student at Columbia Elementary	<div><div></div></div>	16.7%	1

Other (please describe)	Count
Totals	0

2. We show most of the outdoor learning areas as flexible spaces for hands-on investigation and observation. Some provide informal seating on boulders or steps but are not set up for lecture-style learning. Please share your thoughts on how you might like to use this more flexible kind of outdoor learning area.



ResponseID	Response
1	This area could be used to explore living and non living things for my Pk class. Also an area for outdoor reading.
2	I feel that the children will have the opportunity to become one with nature and the tools that it takes to nourish an outdoor community. This will give the children something to look forward to each day.
6	I would allow the children the opportunity to show me their ideas for using the learning spaces.

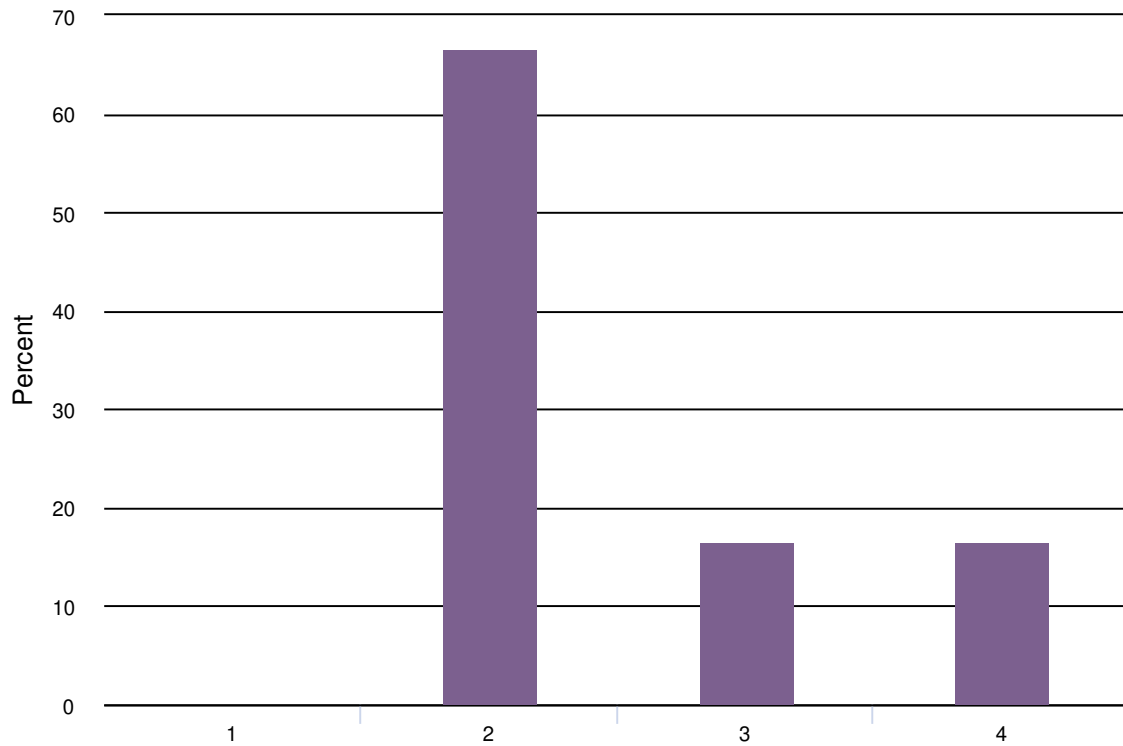
3. Outdoor spaces can be used to learn about streams, geology, biology, orienteering, erosion, nature, trees, science, math, and more. Is there anything we could add nearby to outdoor learning areas that would help demonstrate or reinforce potential lessons? Examples might be boulders of different kinds of rock, birdhouses, signage, painted compass rose on the ground, spaces for chalk drawing, etc.



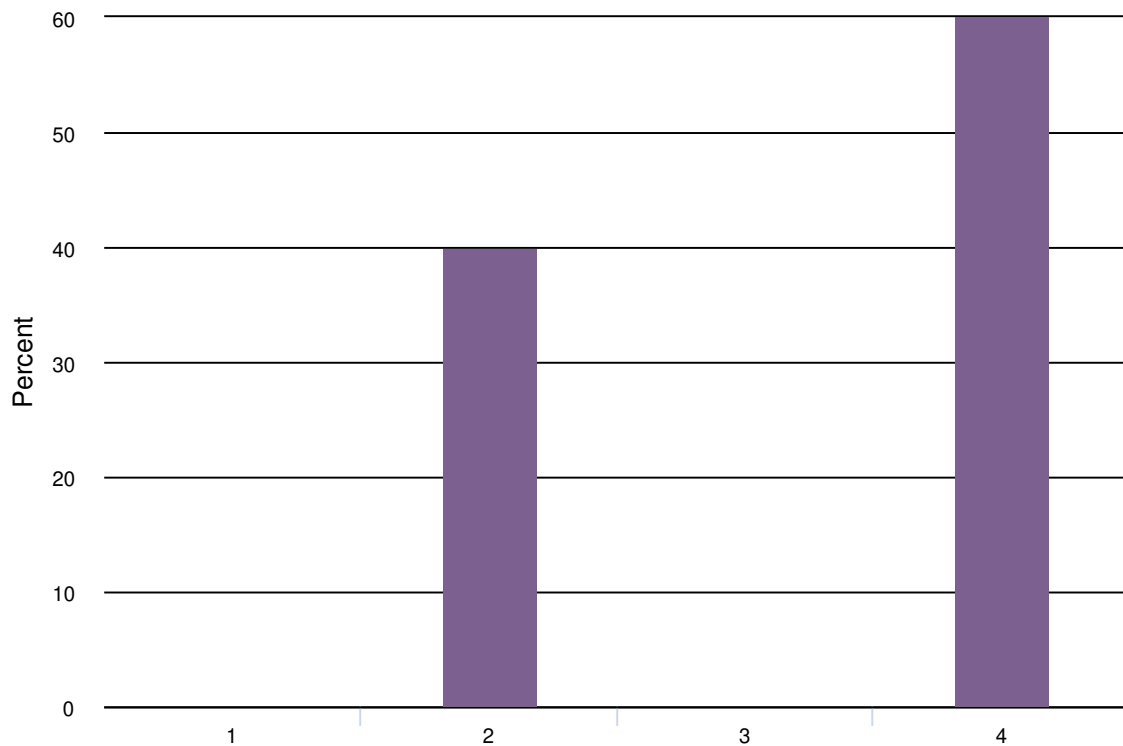
A word cloud visualization of the responses. The words are arranged in a cluster, with 'spaces' in orange at the top left, 'chalk' in green in the center, and 'drawing' in blue at the bottom left. Other words include 'birdhouses', 'amazing', 'kinds', 'rose', 'signage', 'compass', and 'rocks' in various colors and sizes, scattered around the main words.

ResponseID	Response
1	I like the different kinds of rocks, birdhouses, signage and compass rose
2	Spaces for chalk drawing!
6	Spaces for chalk drawing would be amazing!!

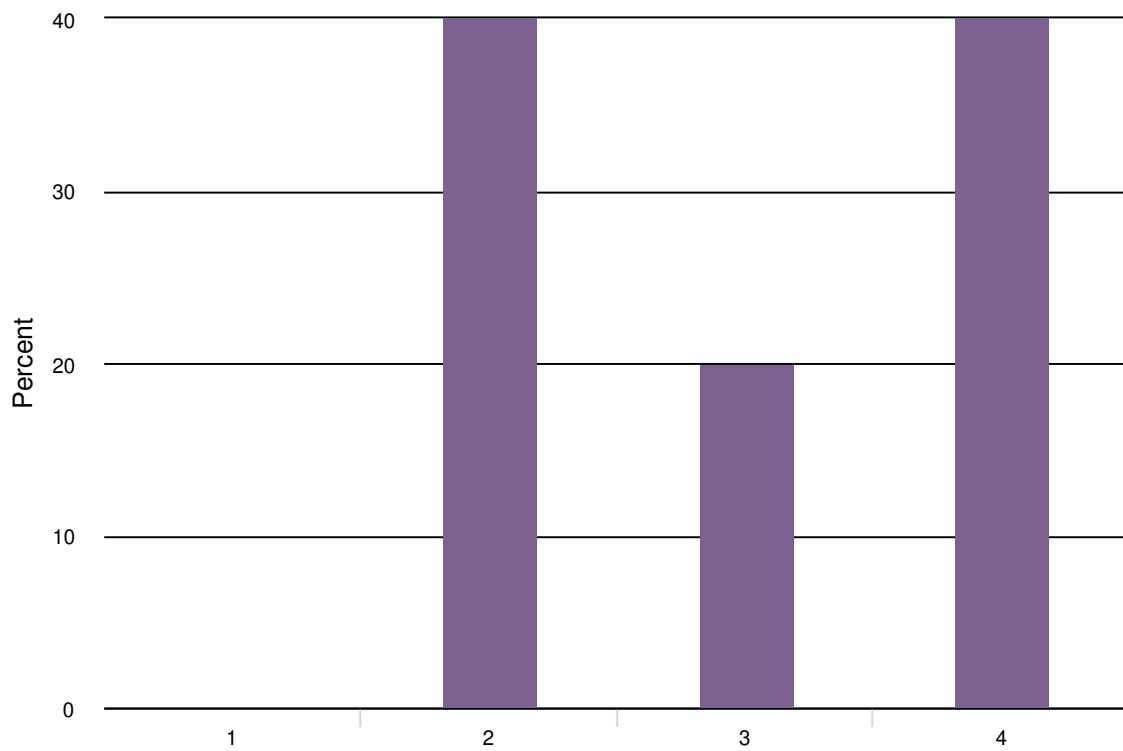
4. If a community garden is constructed at Columbia, as shown in the draft plan, how likely would you be to sign up to care for a plot?



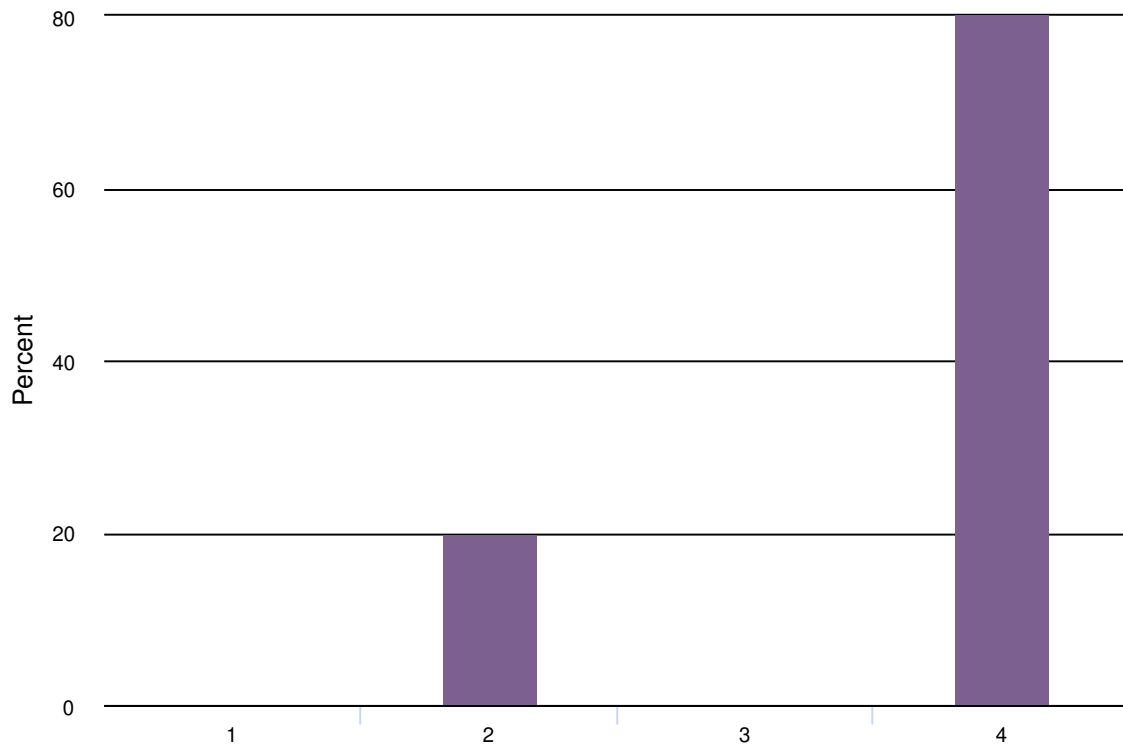
5. If a nature trail were constructed through the woods along the creek, as shown in the draft plan, how likely would you be to use it?



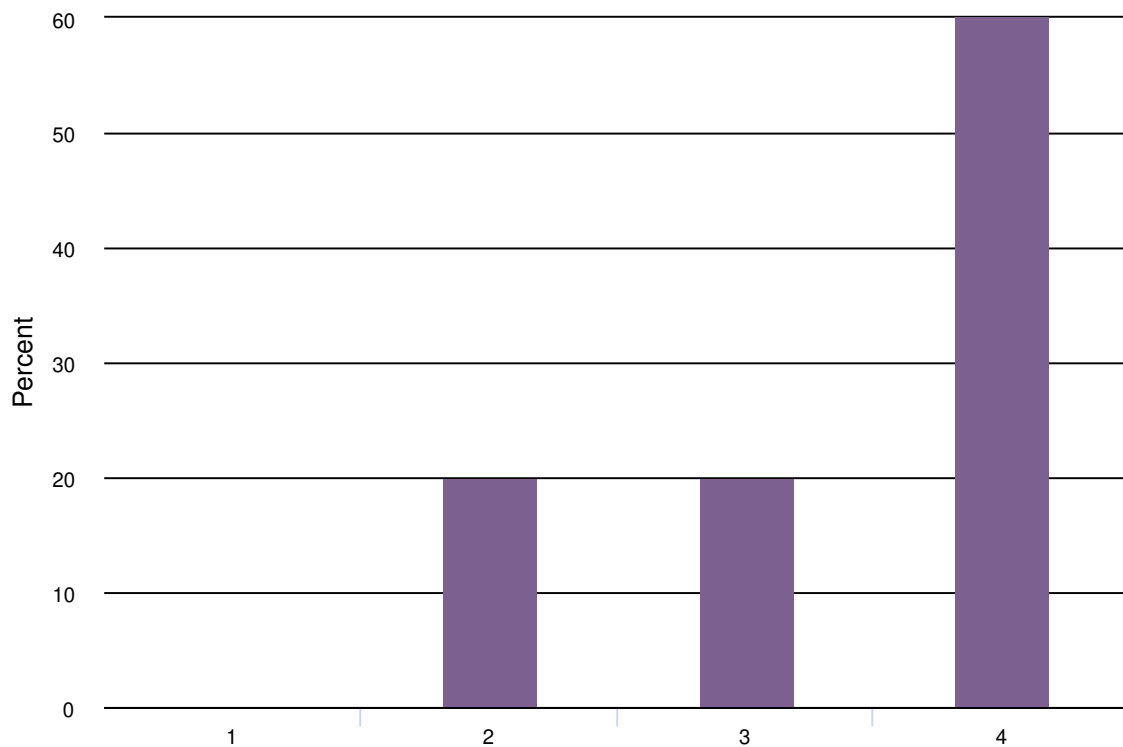
6. Students were interested in striping the field for team sports. If the large field were striped and opened for shared community use, as shown in the draft plan, how likely would you be to use it?



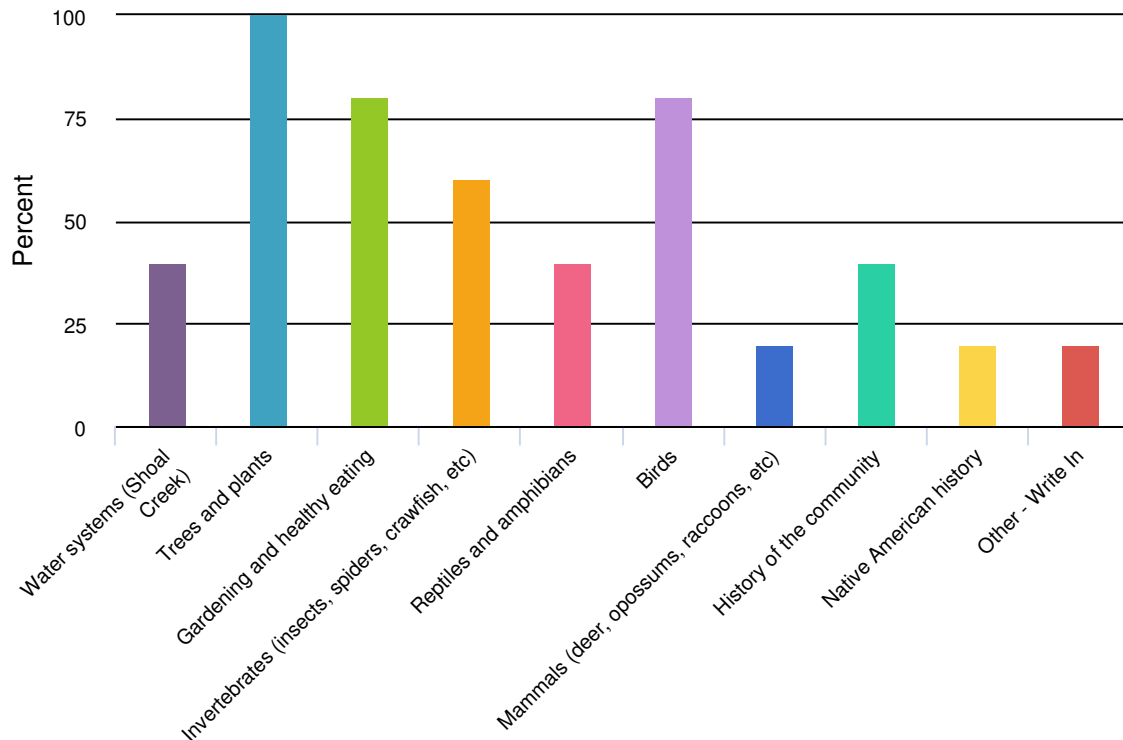
7. Students were interested in an outdoor art area. Two suggestions in the draft plan are: 1) a mural on the tall wall in back of the school and 2) an art area off the nature trail near the creek. Would you be interested in seeing these kinds of art displays as part of the schoolyard?













8. We have heard concerns from community members about potential misuse or abuse of shared community space on Columbia's campus. How willing would you be to help care for the shared space by picking up trash, reporting issues, and participating in volunteer clean up days along the creek?



9. If educational signage is installed, what would you want it to discuss?
What would you be interested in learning (or teaching) more about?



Value		Percent	Responses
Water systems (Shoal Creek)		40.0%	2
Trees and plants		100.0%	5
Gardening and healthy eating		80.0%	4
Invertebrates (insects, spiders, crawfish, etc)		60.0%	3
Reptiles and amphibians		40.0%	2
Birds		80.0%	4
Mammals (deer, opossums, raccoons, etc)		20.0%	1
History of the community		40.0%	2
Native American history		20.0%	1
Other - Write In		20.0%	1

Other - Write In	Count
CES History	1
Totals	1

10. Is there anything else we should know? Feel free to expand on a question we've already asked or tell us about something else.

No data: No responses found for this question.

ResponseID

Response

Appendix D

**FINAL PLAN SURVEY
OPENED DECEMBER 9, 2021, CLOSED JANUARY 3, 2022**

Note: Any identifying information of respondents has been redacted

Report for Columbia Elementary Vision Plan Feedback

Response Counts

Completion Rate:	100%	<div></div>	
	Complete	<div></div>	1

Totals: 1

What's your connection to Columbia Elementary School? Please check all that currently apply.

Value	Percent	Responses
Neighborhood resident	100.0%	1
Other (please describe)		Count
Totals	0	

Please give any feedback you have on the Columbia Elementary Schoolyard vision plan.

ResponseID	Response
1	Will there be 24 hour security? This plan invites homeless, drug dealing, underage drinking, and other criminal activity. On paper it seems like a great idea. Is there a plan to use evergreens to keep the homes along the creek from being watched by people on the path and bird blind?

Appendix E

LETTERS OF SUPPORT

SUPERINTENDENT CHERYL WATSON-HARRIS, JULY 7, 2021

PRINCIPAL RAYMOND STANLEY & COLUMBIA FACULTY AND STAFF, JULY 30, 2021



Mrs. Cheryl Watson-Harris, Superintendent

Mrs. Vickie B. Turner, Board Chair
Mr. Dijon DaCosta, Vice Chair
Mrs. Anna Hill
Mr. Marshall D. Orson
Mrs. Deirdre Pierce
Mrs. Allyson Gevertz
Dr. Joyce Morley

July 7, 2021

To whom it may concern:

As Superintendent of the DeKalb County School District, I am honored to support Gabby Atsepoyi's application for a Park Visioning grant with Park Pride. Being awarded this funding would allow her to advance her efforts of improving the Columbia Elementary trail. With a focus of providing a green schoolyard for the students of Columbia Elementary, she will help create more spaces for our children, teachers, and community members to learn, explore, play and enjoy.

As a state leader in Science Technology Engineering Mathematics (STEM) education, the DeKalb County School District takes pride in our agricultural collaborations. Educational partnerships such as these extend real experiential learning and offer opportunities to create educational programming to greater engage students. Our goal is to continue to empower and prepare our students now to positively impact their local and global communities in the future.

We are committed to collaborating with Gabby Atsepoyi to assist in her efforts to bring this amazing vision to reality. Here is to a brighter future for our DeKalb County students and stakeholders as we invest in the future together.

Sincerely,

A handwritten signature in black ink, appearing to read "Cheryl Watson-Harris", with a long, flowing underline.

Cheryl Watson-Harris
Superintendent



To: Whom it may concern

From: *Raymond Stanley*

Date: July 30, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

The benefits the new greenspace will offer our neighborhood and our environment are meaningful to me: increased opportunities for children and adults to interact with the natural world, additional outdoor learning space for the school, a healthier ecosystem as we protect the creek from pollution, and strengthened social ties that can grow from the shared space.

Designing and caring for this trail, the creek, and the surrounding forest will take lots of participants, and we are fortunate that there are already committed non-profit organizations, neighborhood associations, and nearby residents involved with this endeavor at Columbia Elementary. I look forward to being part of this group that will maintain, use, and program the new community greenspace.

Sincerely,



To: Whom it may concern

From: *Monique Evans Newsome*

Date: July 28, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,

Monique Evans Newsome



To: Whom it may concern

From: *Katherine Roundtree*

Date: July 28, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,

Katherine Roundtree



To: Whom it may concern

From:

Date: July 28, 2021

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Sincerely,





To: Whom it may concern

From: *Amberly Henry*

Date: July 28, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,





To: Whom it may concern

From: *Stephanie E. Keeling*

Date: July 28, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,

Stephanie E. Keeling



To: Whom it may concern

From: Regina (Welch) Bridges

Date: July 30, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,



To: Whom it may concern

From: Ayisha Boddie

Date: July 28, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,

A. Boddie

To whom it may concern,

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's Creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

The benefits the new greenspace will offer our neighborhood and our environment are meaningful to me: increased opportunities for children and adults to interact with the natural world, additional outdoor learning space for the school, a healthier ecosystem as we protect the creek from pollution, and strengthened social ties that can grow from the shared space.

Designing and caring for this trail, the creek, and the surrounding forest will take lots of participants, and we are fortunate that there are already committed non-profit organizations, neighborhood associations, and nearby residents involved at Columbia. I look forward to being part of this group that will maintain, use, and program the new community greenspace.

Sincerely,

A handwritten signature in blue ink that reads "Derhyl Middleton". The signature is fluid and cursive, with the first name being more prominent.

Derhyl Middleton

7/30/2021



To: Whom it may concern

From: *Brenton B. Noel*

Date: July 30, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,

Brenton B. Noel



To: Whom it may concern

From: Bridget Rogers

Date: July 28, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,





To: Whom it may concern

From: Jasmin Donaldson

Date: July 28, 2021

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Sincerely,

J. Donaldson



To: Whom it may concern

From: Malinda McMeans

Date: July 28, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,

Malinda McMeans

Mr. Raymond E. Stanley
Principal



Nia W

To: Whom it may concern

From: Nia Williams

Date: July 30, 2021

As a staff member at Columbia Elementary, I am one of many people who have a stake in formalizing Columbia Elementary's creekside/nature trail and ensuring that a wider group of users have access to it. As Park Pride undergoes a visioning process at the school, I look forward to improving and protecting this important greenspace, and intend to support this effort throughout the visioning process and in the years that follow.

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Sincerely,

Nia Williams



To: Whom it may concern

From: Lasha Anderson

Date: July 30, 2021

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Sincerely,





To: Whom it may concern

From: *Paula Johnson*

Date: July 30, 2021

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Sincerely,

Paula Johnson



To: Whom it may concern

From: *Omie R. Pressley*

Date: July 30, 2021

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Sincerely,

Omie R. Pressley



To: Whom it may concern

From: Reagin Turner

Date: July 30, 2021

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Sincerely,





To: Whom it may concern

From: Kalena Marshall

Date: July 30, 2021

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Sincerely,

Kalena Marshall



To: Whom it may concern

From:

Date: July 30, 2021

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Sincerely,





To: Whom it may concern

From: **Henrietta Powell**

Date: July 30, 2021

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Sincerely,

A handwritten signature in black ink that reads 'Henrietta Powell'.



To: Whom it may concern

From: *Inaambura Newman*

Date: July 30, 2021

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Sincerely,

I. Newman



To: Whom it may concern

From: *Ayanna Adams*

Date: July 28, 2021

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Sincerely,

Ayanna Adams



To: Whom it may concern

From: ANNA KAYBOURN

Date: July 30, 2021

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Sincerely,

Anna Kaybourn

Mr. Raymond E. Stanley
Principal



To: Whom it may concern

From: Qiana Bennett

Date: July 30, 2021

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Sincerely,

Qiana D. Bennett



To: Whom it may concern

From: *Candace Hardy*

Date: July 30, 2021

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Sincerely,

Candace Hardy

*This document and materials created for this 2022
visioning process are available online at
<https://parkpride.org/we-can-help/park-visioning/>*

*These materials will also be archived at the Kenan
Research Center, Atlanta History Center. Appointments
can be made at 404.814.4040 or by emailing
reference@atlantahistorycenter.com*



P. O. Box 4936
Atlanta, GA 30302
parkpride.org