FACILITY MASTER PLAN (FMP)

FIRST ROUND - REGIONAL COMMUNITY ENGAGEMENT SUMMARY

The information herein is a bulleted summary of the first round of regional community engagement discussions for the Columbus City Schools Facility Master Plan. This first round was entitled the Gather Phase, which is the first of a 5-step community engagement process scheduled from April 2021 to November 2021.

The discussions were virtual Zoom format and included introductions by Board of Education Members and Regional Superintendents, a brief presentation by the Legat Architects consultant team followed by a 30-minute break-out session hosted by Regional Co-chairs, in which the community members discussed what is working and not working for them in Columbus City Schools. After the discussion, a member of each session was asked to report out to the group at large. This document is the summary of those reports.

The following are questions and responses that were shared by all six regional discussions.

What aspects of your schools do you feel are successful for education?

+ availability of pathways and choices

+ communication from teachers to student to parent has improved

+ proud of the cultural and ethnic diversity

+ the dedication, commitment, level of engagement, concern, and care of the teaching staff

+ the resiliency of the students to adapt to amazing and challenging change

What aspects of your schools do you feel are barriers for education?

- lacking in sensory or interventions spaces

- the status and the state of the schools are not equitable across all regions

- inequality in facility improvements from region to region

The following is a question shared by all six regional discussions.

How can we continue to enhance schools for ALL learners?

Region 1: West - Thursday, April 22, 2021
► 5:30 p.m. - 7:00 p.m.

What aspects of your schools do you feel are successful for education?	What aspects of your schools do you feel are barriers for education?
+ High Schools are seen as beacons/icons of their respective communities + great individual programs (but not at every school) + exceptional faculty and leadership + auditorium at Briggs will be beautiful + people diversity: prepared for a global society + outdoor spaces and breakout spaces for individual well being + trauma informed practices into daily practices + school improvement practices + college career pathways + family involvement + many of the schools have large windows to allow for sunlight in the classrooms + Binns Elementary → applauded / cheerful	− building trades incubator space − access to program due to transportation / access to opportunity − west side high schools have not been renovated or re-built in last 20 years, last region in CCS to have a plan for new or renovated schools − programs/curricula move to other schools − consistency of timing − language barriers for New Americans trying to enroll in our schools − prioritizing intervention, not responding with consequence − modernizing technology beyond SmartBoards and Chromebooks / What is out there now? − no services for new Americans (Wedgewood) How do we aid new Americans in communication − not very flexible → classrooms to summer school − need for places to calm, especially at elementary − families are not taking advantage of resources – why? − color theory needs to be incorporated into the schools: what are trigger colors, what are calming colors? − having all of 1 color throughout the schools is too institutional and uninviting − HVAC, lack of AC − challenges of cultural competencies → support all people and all diverse learning styles − schools should not look like prisons − the schools in this neighborhood should be a building trades incubator − neighborhood has filled in with houses that are crowding existing school buildings → makes transportation very challenging

Questions that arose during discussion:

- What can be done in the buildings to encourage students to stay awake/alert?
- What are the plans / designs for upgrading the buildings?
- What is the timeline?
- Will this process involve getting feedback from each particular building's staff?
- How will buildings be given equitable opportunities to have access to state of the art facilities?
- Is there a mental professional a part of the planning, to address Social Emotional Learning (SEL)?

Region 2: East - Monday, April 19, 2021
► 7:30 p.m. - 9:00 p.m.

What aspects of your schools do you feel are successful for education?	What aspects of your schools do you feel are barriers for education?
+ early learning engagement + family atmosphere and diversity → interaction with all races + ESL availability + Scottwood ES retains its students and teachers + disability services at early learning + teacher involvement (teachers being there and exhibiting caring behavior for students) + buildings are physically inviting and safe + early childhood education supports students and graduation rates	− teachers work off carts → music teacher doesn't have dedicated space − negative aesthetic → negative student reaction − equity and access to education − more classes that spark student interest − policies and local politics – inequity between regions − high schools could be bigger to allow for more classes and opportunities for students − gentrification and red lining has affected our schools − HVAC, need AC − class sizes: too many students in too small of spaces − social / emotional needs cannot be met with the spaces we currently have − students do not take teachers seriously − no place for counseling − facilities look like prisons − our students feel inferior when they pull into the parking lot in comparison to peers at surrounding schools − our brand is being attacked by families migrating to the suburban schools − we are losing students

Questions that arose during discussion:

- How can we move to the next level with technology when the school facilities themselves are so far behind?
- Will consolidation improve our schools?
- Maybe there are too many schools?
- Can students have a more active hand in their health? Perhaps teaching students how to prepare their own meals?
- Can we create communication centers w/ old or abandoned facilities?

Region 3: South - Wednesday, April 21, 2021
► 5:30 p.m. - 7:00 p.m.

What aspects of your schools do you feel are successful for education?	What aspects of your schools do you feel are barriers for education?
+ after living through remote learning, we have an understanding that being in classroom is important + teachers work exceptionally hard at making a connection with students + awards, public praise for staff and students + academic rigor – students are getting a quality education + OSU is in backyard – how can CCS better utilize this resource? + City Year and other community organizations are very interactive well-accepted – how can we better utilize these resources? + Values represented by teaching faculty + make it work, improvisation + good technology but update / repair more frequently + great staff that works well together + relationships, PT supervisors + smaller community, staff and family connection + vertical alignment in pathways / curriculum + diversity in technology in each school, but not across district + continuum of services (providing all programs at all levels {ESL for example}) + support for students with disabilities + PK / early learning + sports bring people together – we need to keep our facilities to a high standard + South HS: good to keep 7th and 8th grade separate from HS makes great use of the building without exposing Jr. High students to older influences + teachers share outside resources + PLP and communication (easy to find information) + Eastgate's Social / Emotional Program + Eastgate is clean and safe + Schools that provide lots of room for students to collaborate + flexible camera system + music room and gym located away from other classrooms; does not interfere with other classes	− general appeal → negative for Hilliard – Bradley − inconsistencies → building systems − athletic facilities lacking − lack of common space / space for innovation − open enrollment, lack of opportunity − loss of diversity − general facility upgrades needed − valuable real estate could influence school closing − Decisions are made of changes that require quick change → more options are needed − start earlier with decisions but take your time − fire doors are dangerous − HVAC − more restrooms − inequitable access − trauma training − on-going technical training − all documents translated in relevant languages − lack of tutors − lack of connection, top to bottom − old / exposed piping − lack of support for languages − feeder patterns are inconsistent − lack of transportation − classroom size (SF) not equitable − Concerns that decisions made today will not continue into future. − Concerns with corporate culture.

Questions that arose during discussion:

- What is tension between Schools of Choice, Neighborhood Schools, and Community Schools?
- Is this going to drive the thought of school closures?
- What could be factors in considering school closures?
- Have you thought about a world language school for elementary (intermediate)?

(Region 3: continued)

- The plans central focus is on physical improvements and facility upgrades, but investments in climate and culture is equally valuable as evidenced in the behavior data. As a parent, we would like to see this continued pattern and investments in programming to further enrich Siebert ES.
- How can we be more consistent in our programs, and resources across schools and the district?
- Why do offer bids to the lowest bidder even it may not be the most quality works?
- Will students learn how to play again?
- Buildings are physically unsafe → configuration

Region 4: Northwest - Wednesday, April 21, 2021
▶ 7:30 p.m. - 9:00 p.m.

What aspects of your schools do you feel are successful for education?	What aspects of your schools do you feel are barriers for education?
+ parent involvement	− lack of outdoor learning
+ teacher involvement → student success	− lack of after-school involvement
+ good, flexible learning spaces	− nature, recycling, nutrition education is needed
+ updated technology for students	− HVAC
+ local communities and connections, but not true everywhere	− older bldgs. w/ group shared spaces – music and art
+ spacious classrooms with w/ windows	− lack of parking
+ large common spaces	− inequitable technology from school to school
+ renovated science labs	− number of students per square foot
+ excellent green spaces	− carry community involvement from kindergarten onwards
+ updated historic bldgs.	− limited area for student services (guidance, etc.)
+ proximity to community amenities	− lack of restrooms or restrooms in poor conditions
+ continuing ethnic diversity	− overly open classrooms can be challenging for different learners
+ teachers, families, human connection	− over capacity at newly renovated building
+ course offerings	− large class sizes
+ student adaptation → teacher adjusted	− music / choir share space; instrumental music in hallways
+ MD / SE program availability	− we should not have to make due – we should be able to provide what is needed for a premium education
+ student opportunity programs	− ESL is not at all schools
+ support services	− no continuation of services through feeder pattern - vertical alignment from top to bottom
+ teacher retention	− oddly shaped or small spaces
+ very high student retention	− no proper lighting or ventilation
+ generational tradition – families want to be here	− library needs to be quiet
+ exciting and competitive extracurriculars	− non-flexible furniture
	− ADA accessibility
	− building capacity
	− limited pre-k
	− transportation challenges regarding scheduling
	− lack of space for itinerant staff
	− windows are old or inoperable so there is no ventilation or fresh air
	− need different types of space
	− more school community centers
	− stop using neighbors as a barrier
	− attitude towards deferred maintenance
	− -buying new, not repairing
	− no cohesion between City departments and CCS
	− too many High schools
	− bigger / nicer athletics facilities for schools to share
	− forecasting of enrollment and attendance patterns
	− community involvement
	− teachers involved in space design
	− there are so few buildings in this area that have been updated
	− shared gyms / lunchrooms
	− designated Music Spaces
	− computer lab w/ STEM
	− conference Rooms

Questions that arose during discussion:

- Why do this without fruition? Do the plan!
- More parking or more green space? How can we find a proper mix of both?
- Colerain – kids need updates more than others, so is it worth updating such an old building?
- How can CCS improve relationships with Columbus Rec and Parks? CCS does not have a swim program?
- How are people appointed to FMP committee?
- Why aren't there more connections to nature (i.e. Land Lab, like New Albany) where kids can be in nature for science classes?
- How can we drive a sense of continuity/community throughout the student career across schools and a loss of locality?
- Why are we meeting - is there a timeline to reconstruct schools? What is the priority or how is it being determined? How are we planning to leverage what we have learned during Covid to provide more non-traditional or other opportunities to our students?
- OSFC/OSCC what rules of theirs do we have to follow? How struck are the rules if we are using state funds?
- How can we better attack the vast inequities found within the district? Every single student ought to have a learning environment like Ecole Kenwood yet we have students in buildings that are over 100 years old. Why did it take a world-wide pandemic to finally get to 1:1 and how will we maintain it now that we have achieved it? What is the plan to attack the unconscious bias that permeates through the district (and city for that matter)?
- What is your plan for deferred maintenance, ADA compliance?
- IDEAS FOR THE FUTURE: multi-functional room; more outside opportunities to get outside (outdoor learning opportunities; reliable HVAC; more engagement with the outdoors/nature/recycling; training healthy meals with the food services folks; involvement with after school programs.
- What funding is available?
- The last time we had a large facilities master plan meeting session, there was so much discussion about closing low capacity schools, combining certain area schools to form larger state-of the art spaces, but hardly any of those plans that were discussed actually happened. Is that what we can expect again?
- What are the communication plans for the master plan?
- What do we really want here? Where do we want to go? Do we just want to tweak the buildings we have, or are we open to a real future vision of something world class and want to work toward that in a step by step manner? Can we involve educators in the design of new classrooms?

Region 5: Northeast - Monday, April 19, 2021
► 5:30 p.m. - 7:00 p.m.

What aspects of your schools do you feel are successful for education?	What aspects of your schools do you feel are barriers for education?
+ students feel valued and safe + updated labs and building systems + attention to address diversity + staff goes above and beyond	– inequitable infrastructure and updates – some buildings are outgrown – need to improve grade banding – small rooms – mice – lacking in specialty spaces/ intervention – not enough infrastructure in place to support upgrades: if you are going to make a room a STEM space, the proper utilities are needed – gym / cafeteria shared → lack of flexibility

Questions that arose during discussion:

- How innovative can we be with our learning spaces? Will we be given the liberty to teach in an innovative manner or will be innovative manner or will we be held to a more traditional style of teaching?
- Where do we go from here?

Region 6: Central City/Lottery Schools - Thursday, April 22, 2021
► 7:30 p.m. - 9:00 p.m.

What aspects of your schools do you feel are successful for education?	What aspects of your schools do you feel are barriers for education?
+ great parent support, creative teachers, resilient students + programming, ELC, partnerships, mastery academy + interdisciplinary teacher program availability + non-gender restrooms / privacy + specialized programming + arts involvement + cross core curricular programming + welcoming environment + AIMS (allows for kids to come alive through arts) + Fort Hayes – welcoming + Linden-McKinley – open community, STEM focus is growing + CAHS – IB curriculum, new theatre opportunities, the teachers + Agriculture program w/Linden McKinley Stem and St. Stephen's Community House	− access to high level learning − transportation / limited parking − HVAC − mental health spaces, trauma informed program − narrow hallways − STEM / STEAM schools need required equipment − information overload − general disrepair − gym / cafeteria shared space − lack of ADA access (not just for students, but staff, families and volunteers as well) − volunteer collaborations should be encouraged − better power and Wi-Fi − lights, windows − at home resources for technology − social emotional focus − buildings should reflect culture of students − wellness rooms for staff members, self-care for teachers − sensory rooms − new facilities/facility additions should have incorporated room to grow − gardens at all facilities − space for visual and performing arts − lack of pedestrian connectivity, provide for students or staff that can or want to walk to school − art and music rooms should not be shared − class sizes are too big − athletics facilities need to compete w/ suburbs → Africentric should be the model − mold / mildew / poor systems in locker rooms − building should be a display space to celebrate the students − lack of maker spaces − classes to enhance real world − buildings look like prisons − -ADA access for family members who attend conferences/open house / community members who come to volunteer − lack of proper space, ventilation, storage for programming

Questions that arose during discussion:

• What are the decisions to be made (e.g., is every school being assessed for rehab/move/new build)? What are the criteria for these decisions? Will school rehabs/new builds be LEED or other green building certified? Will arts and/or sports facilities be considered as part of individual school updates or separate from them?
• How is it decided which schools receive funding and plans for renovation or rebuild?
• How can we incorporate food education and services within the schools?