



FACILITIES MASTER PLAN

Executive Summary



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www.cssoh.us/fmp



Chapter 1: Introduction

Leadership Introduction Context

Leadership

BOARD OF EDUCATION

President - Jennifer Adair Vice President - Ramona R. Reyes Michael Cole Eric S. Brown Christina Vera Carol Beckerle Dr. Tina D. Pierce



				FMP ROLE
CORE FAC	LITIES MASTER PLANNING (FMP) TEAM			
Dennis Paber Robin Randa	n Legat Architects II Legat Architects	Misty Nichols	Supervisor, Policy and Government Affairs	
Sana Khwaja Ross Jacksor	Legat Architects	Maurice Oldham	Senior Executive Director, Business	Led FMP
Dr. David Jan	nes Deputy Superintendent, Operations	Bob Mickley	Supervisor, Real Estate and Shared	Process
Alex Trevino	Director of Capital improvements	Terri Berchak	Terri Berchak Segment Audit Manager	
	IPROVEMENTS TEAM			
Alex Trevino	Director of Capital Improvements	Linda Ergeson	Project Manager	FMP
Lori Seeger	Project Manager	Annslee Stevenson	Project Manager	Management
Kurt Keaton	Project Manager	Brandie Bronston	Construction Contract Manager	
ACADEMIC	STEAM			Resource for FMP
Kenton Lee	Executive Director, Accelerated &	Kyra Schloenbach	Chief, Academic Services	Team, developed
Extended Learning				Academic Design Principles
THE FACILI	ITIES MASTER PLAN COMMITTEE			
	REGIONAL CO-CHAIRS	STUDENT LEADS	FAMILY AMBASSADOR LEADS	
COMMITTEE	CHAIR, JIM NEGRON			Volunteers
REGION 1	Lee Cole, Margarita Revilla, James White	Sania Hanks	Gina Shimer	that facilitated
REGION 2	Charity Martin-King, Jawanza Moore	Madison Hughes	Kay Collins	community voice,
REGION 3	Julialynne Walker, Mike Alcock, Sheila Eubanks	Sesily Wanjema	Lavina Meeks	provided general
REGION 4	Stephen Hardwick, Thomas Knostman	Safia Munywoki	Carissa Izzo	for plan
REGION 5	Dimaris Medina, Tiffany White	Hafsa Musa	Kiara Benson	
REGION 6	Manney Clarke, Delena Scales	Carl Moorer Jr.	Tricia Porostosky	
NEIGHBOR	HOOD SCHOOLS DEVELOPMENT PLANNI	NG TEAM (NSDP)		
Brandon Cha	ppman Columbus Public Health	Jeffrey Mohrman	Einance Fund Capital Corporation	Volunteers that
Autumn Glov	ver Second Co-Chair, OhioHealth	James Russell	The Pizzuti Companies	work with the
Dr. Patrick He	erak The Ohio State University,	Scott Ulrich	Columbus Public Health	school, providing
Anthony	Department of Engineering Education	Jenniter Weaver	FKP Cannon Design Chase Bapk	for first phase of
Robert Leiah	ty Merion Village Association	Curtiss Williams	Co-Chair, Central Ohio Community	Segment Plan

Brandon Chapman	Columbus Public Health	Jeffrey Mohrma
Autumn Glover	Second Co-Chair, OhioHealth	James Russell
Dr. Patrick Herak	The Ohio State University,	Scott Ulrich
	Department of Engineering Education	Jennifer Weave
Anthony Jones	AJC Solutions	Erica Wicks
Robert Leighty	Merion Village Association	Curtiss Williams

Finance Fund Capital Corporation	
The Pizzuti Companies	
Columbus Public Health	5
FKP Cannon Design	1
Chase Bank	1
Co-Chair, Central Ohio Community	
Improvement Corporation	
	Finance Fund Capital Corporation The Pizzuti Companies Columbus Public Health FKP Cannon Design Chase Bank Co-Chair, Central Ohio Community Improvement Corporation

Introduction

INITIAL STATEMENT

The 2022 Facilities Master Plan for Columbus City Schools achieves the following goals:

- Assesses the current facilities
- Addresses the needs of the community
- Outlines the future of the district

STATISTICS AND VISION

Columbus City Schools is the largest school district in Ohio.



The mission of Columbus City Schools:

"Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community."

This mission, along with the Portrait of a Graduate, guided the community-centric process of developing a plan for the future of Columbus City Schools.

STRATEGIC PLAN

In 2019, Columbus City Schools implemented a strategic plan called "The Power of One" to

"...establish and define the district's goals and direction for the next several years."

COMMUNITY, COMMUNITY, COMMUNITY

The Facilities Master Plan Committee led an extensive multiyear-long community engagement process facilitated by Legat Architects. The process- and data-driven recommendations are summarized in this document. Community members and volunteers on both the Facilities Master Plan Committee (FMP) and the Neighborhood School Development Partnership (NSDP) were instrumental in developing the recommendations for the Board of Education.

LIVING DOCUMENT

This master plan stems from a community-driven process that began in 2019 and continued through 2022. Master plans are living documents meant to be reviewed and revisited periodically as the school district adapts and evolves.

PRIORITIES

Five priorities below summarize the key elements of the Portrait of a Graduate and CCS Strategic Plan. These priorities will help guide the ongoing work for Columbus City Schools.

PRIORITY 1: WHOLE CHILD FOCUSED

Columbus City Schools will design and implement curriculum with a holistic approach, so that students find their education more relevant, rewarding, and rigorous.

PRIORITY 2: EQUITABLE OPPORTUNITIES FOR ALL

Columbus City Schools will ensure equitable outcomes for all students and employees in order to create communities that promote excellence, personal and professional growth, and a culture of belonging.

PRIORITY 3: STRONG LEARNING COMMUNITIES IN EVERY REGION

Columbus City Schools will strengthen a high quality, interdependent set of learning communities so that within and among these centers of growth are reliable sources of support, identity, and hope.

PRIORITY 4: AUTHENTIC ENGAGEMENT

Columbus City Schools will actively engage all stakeholders to ensure that every experience with the district engenders mutual trust, develops quality relationships, and strengthens collective support for the benefit of its students.

PRIORITY 5: FOUNDATIONAL SYSTEMS OF SUPPORT

Columbus City Schools will identify strategic objectives within its business and operations teams to provide a foundation of support that enables the organization to produce its targeted student outcomes.

Chapter 1: Introduction

Context

2002 FACILITES MASTER PLAN

In 2002, Columbus City School (CCS) introduced a comprehensive Facilities Master Plan forged by a cooperative effort between the district and the community. It aimed to foster increased achievement by providing appropriate accommodations for students and academic programs, thereby building foundations for learning.

Since then, 46 district schools serving more than 22,000 students within Segments 1, 2, and 3 of the 2002 Facilities Master Plan were renovated or improved.



INNOVATIVE LEARNING OPPORTUNITIES FROM NEW FACILITIES MASTER PLAN

The 2022 FMP documented in these pages illustrates a regional, community-led and engaging process where students, parents, teachers, CCS staff, volunteers, community partners, and the entire community were invited to participate. This approach differed from the 2002 FMP.



PORTRAIT OF A GRADUATE

CCS partnered with Battelle for Kids to develop the Portrait of a Graduate. Together, they identified six key attributes (Adaptability, Communication, Creativity, Critical Thinking, Global Empathy, and Technology) to prepare students for success. These attributes were used for inspiration and guidance during the FMP process.



STUDENTS LEADING THE WAY

Students at every high school and middle school participated in the FMP process. "Students Leading the Way" was taken to heart and every decision made was through the lens of students' needs.



WHAT THE CCS FMP IS AND IS NOT

The 2022 CCS FMP is a comprehensive study Columbus City Schools facilities and how well they support the district's educational vision for all students. Each community member who took part in the engagement process received the graphic below. This is to emphasize what the plan intends to fulfill, and what the plan does not intended to fulfill. This communicative document clarifies that the facility master plan is a districtwide vision rather than a detailed look at academic programs and specific schools.

THE CCS FMP IS... THE CCS FMP IS NOT... short-term solutions creating student-led learning environments achieving consensus on a 12- to 15-year the status quo plan reflecting and supporting the vision of building materials and colors Portrait of a Graduate furniture selection attaining a transformational change, a generational investment choosing building systems and aligning utilization and enrollment for all components regions locating schools in an equitable way faculty allocation creating the most cost-effective plan to receive co-funding from the State of Ohio

COLUMBUS CITY SCHOOLS FACILITIES MASTER PLAN CELEBRATES STUDENT VOICES

The core values of this master plan are based on listening to the community and, most importantly, the priorities of students in the district. The Mission and Vision Statement of Columbus City Schools emphasizes the collective student voice. The school district created the Portrait of a Graduate and the Academic Design Principles, and these documents became the framework and guideposts for the master plan.

SUMMARY OF A DAY IN THE LIFE

To clarify the students' needs, the following diagram illustrates current conditions in the Columbus City Schools' facilities and the students' and educators' hopes and dreams for the future.

Data and research comes from *Learning by Design*: Love, Play, Engage, Create by Nair, Doctori, & Elmore in collaboration with Battelle for Kids.

WHAT OUR STUDENTS **HAVE TODAY...**



- Controlled access with contained learning
- Sameness •
- Standardization •
- A place where they HAVE to be - a facility based on a factory setting
- Promotes uniform ٠ outcomes





Access To Learning

DAI

IN

THE

LIFE

Learning **Environments**

Performance

Place

Outcome









- Open access to expand learning
 - Varied spaces and content for different learning styles and personalities
 - Individualization
 - Provide a place where they WANT to be - a facility designed to support learning
 - Promote unique and individualized opportunities and outcomes

Facilities Master Plan Summary

11

OFCC GUIDELINES AND RULES

Ohio Facilities Construction Commission's (OFCC) guidelines set the co-funding requirements and areas for each of the grade-level facilities including number of students and square footage per student. The Classroom Facilities Assistance Program (CFAP) is based on the assessed property valuation per student. That property wealth factor determines the state and local share of the cost of the projects and sets the population of the schools. Previously co-funded sites must meet the minimum total enrollment set by the OFCC.

STUDENT CAPACITY

The Legat Architects team conducted research pertaining to the high school student capacity regionally and across the state to determine where CCS high schools were in comparison. The graphs below summarize these findings.



STATE CO-FUNDING



OHIO WILL NOT CO-FUND

< 1200	< 800	< 600	
Students	Students	Students	
At High School	At Middle School	At Elementary School	











Chapter 2: Community Engagement Process

FMP Community Engagement Overview Gather Envision Define Preparations Anticipate Consider Transform Engagement Summary

Community Engagement Process

6-STEP PROCESS



FMP COMMUNITY ENGAGEMENT OVERVIEW

The community engagement process led by the Facilities Master Planning Committee began in March 2021 and was completed in December 2021. Due to district policy and safety regulations around the pandemic, the first three phases of engagement were led virtually. In contrast, the final three phases of engagement were primarily in-person.

Columbus City Schools made the decision to take a regional approach composing the Facilities Master Planning Committee with regional leadership including regional co-chairs, student leads, and family ambassador leads to facilitate the discussions of its buildings and facilities. Names of the volunteer leadership are listed by region on page 7. A series of boot camps and training sessions outlined the process and managed outcomes.

ON COMMUNITY ENGAGEMENT

"The purpose is to bring more voices, more ideas, more innovation to our conversation... Keeping equity at the center of the conversation to make sure every neighborhood, every region, and every school building gets what they need to meet the full vision of academic success."

- President Jennifer Adair



ENGAGEMENT STATISTICS

36

Each region had separate community

engagement meetings, totaling 36 meetings in each region.

ENGAGEMENT MEETINGS

	3	Training Sessions
	6	Regional Meetings
9	1	Committee Meeting
Ø	6	Regional Meetings
¥	1	Committee Meeting
	6	Regional Meetings
	1	Committee Meeting
	2	Training Sessions
	6	Regional Meetings
9	2	All Regions Meetings
	1	Committee Meeting
	1	Training Session
e	6	Regional Meetings
U	2	All Regions Meetings
	1	Committee Meeting
0	6	Regional Meetings
	2	All Regions Meetings
	1	Committee Meeting

OTHER ENGAGEMENT MEETINGS

3	Virtual Family Engagement Sessions	Apr. 2021, Oct. 2021, Dec. 2021
6	Board Listening Sessions	
46	Student Engagements	Jul. 2021 - Dec. 2021
1	Blend Ed Teachers	Jul. 2021 - Dec. 2021
12	CCS Employee Engagement Sessions	Nov. 2021 - Dec. 2021

VISION BOARDS

The Portrait of a Graduate's six attributes are the guiding principles for the master plan and engagement process. Images and words selected by district students were composed on six poster boards to illustrate how each attribute can be embodied in future learning environments.





OVERVIEW

The first step in the collaborative process is to gather all possible information about the district. This includes surveying all buildings' physical condition and educational adequacy (*see Appendix 1*) as well as conducting surveys for the community to answer and discuss. General scripts were given for each meeting.

More in-depth information on each regional meeting can be found in Appendix 2.

FACTS			
PHASE		DATE	ATTENDEES
1: GATHER	REGION 1	4.19.21	41
	REGION 2	4.19.21	42
	REGION 3	4.21.21	46
AFRIL 2021	REGION 4	4.21.21	66
FORMAT	REGION 5	4.22.21	49
ZOOM	REGION 6	4.22.21	55

GOALS

- Review previous studies and capital improvement projects
- Assess educational adequacy of facilities through observations, surveys, and meetings
- Observe how teachers, staff, parents, and students are engaging with their existing environments
- Collect existing data, history, and drawings of facilities
 and sites

SUMMARY OF PRESENTATION

- Introductions by BOE members and regional superintendents
- Presentation by the Legat Architects team
- Breakout Session hosted by regional co-chairs

SESSION QUESTIONS AND SUMMARY BETWEEN REGIONS

"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
- Pride in 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 challenging change

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

- The lack of sensory or intervention spaces
- The status and the state of the schools are not equitable across all regions
- Inequality in facility improvements from region to region

OUTCOMES

• During discussions, the strategy of the master plan process will be different than previous processes for CCS



ASSESSMENTS

During the summer of 2021, the Legat Architects team completed the educational adequacy evaluation report, which evaluates the general condition of the facility and the educational adequacy of the facility with the Portrait of a Graduate as a guideline.

Full assessments of each school can be found in Appendix 1.



STUDENT ENGAGEMENT ACTIVITY

Students were involved throughout the community engagement process. During this student engagement activity, a series of images was given to students. They were tasked to share what they thought would make them successful in school and what they wanted out of their school facility. An example of what transpired from this student engagement is summarized below.

COLUMBUS

FACILITIES MASTER PLAN STUDENT, TEACHER AND STAFF ENGAGEMENT



 Cozy places - window seat picture - places to sit in the sun with some privacy
 Large open places - learning stair pictures - inside amphitheater Easy Access - everything accessible even the outdoors with a garage door Natural Light - bright, inviting spaces maximize outdoor views and light Technology – easy to access, flexible, small group and large group Movable and Plexible spaces – garage doors between interior spaces, a variety of furniture Science and STEM spaces - places to do robotics and science, hands on learning
 Outdoor Learning - outdoor classrooms that are already set up and ready to use





OVERVIEW

During the Envision phase, data from the Gather phase is used to frame the discussions around how successes can be elevated and barriers can be addressed within the facilities. A series of images were presented to establish the goals and aspirations for future learning environments, as well as how those environments could support the Portrait of a Graduate.

More in-depth information on each regional meeting can be found in Appendix 2.

FACTS

EES

GOALS

- Establish goals and expectations
- Explore mission and how it can embody place
- Portrait of a Graduate attributes
- Imagine the potential of the district

SUMMARY OF PRESENTATION

- Introductions by BOE members and regional superintendents
- Presentation by the Legat Architects team
- Breakout session hosted by regional co-chairs

SESSION QUESTIONS AND RESULTS BETWEEN REGIONS

"How can corridors and cafeterias become adaptable and agile learning spaces?"

- Widen hallways
- Use space like airport terminals
- Need ability to change environment

"What kinds of flexible furniture are needed to improve and focus communication in the classroom, STEM laboratories, and libraries?"

- Seating that allows adults to see kids at eye level
- Flexible accommodate students of all sizes
- Seating should be movable
- Quiet reading spaces
- Needs to be washable / cleanable
- Durable furniture / texture
- Comfortable seating
- Create more space in the classroom

"Where and how would your community use outdoor classroom facilities to teach global empathy and environmental stewardship?"

- Multiple types of outdoor spaces that can be as flexible as indoor spaces
- Unused schools can be adapted to greenhouses / community gardens
- Garage door access with supervision
- Outdoor multi functional and multi use

OUTCOMES

- Understanding that successes within the existing facilities were hindered because of the current conditions
- Existing facilities do not lend themselves to student success under the realm of the Portrait of a Graduate

PORTRAIT OF A GRADUATE ATTRIBUTES

The first three attributes below led the discussions in the Envision phase, comparing existing facilities to the aspirations, goals, and mission of Columbus City Schools. Community conversations centered around these attributes and how they will shape the future of school facilities. These attributes were selected because of their more conceptual nature.



ADAPTABILITY

- Agile education without walls and with movable adjustable furniture, rooms and walls, they are easily moved and adapted
- **Diverse** introverted and extroverted places for individual, small group and large group learning

COMMUNICATION

- Expressive set the stage for sharing information on stage, in class, and online without boundaries
- **Focused** inspiring listening and absorbing information in a soothing environment with fewer distractions

GLOBAL EMPATHY

- Welcoming every family and every student should feel welcome in their school and ownership of their learning
- Sustainable environmental responsibility for the world will be on display through material selection, indoor air quality, and daylighting



OVERVIEW

The third phase defines the current and future attributes and needs to support the Portrait of a Graduate.

More in-depth information on each regional meeting can be found in Appendix 2.

FACTS

PHASE		DATE	ATTENDEES
3: DEFINE	REGION 1	6.24.21	22
	REGION 2	6.24.21	16
	REGION 3	6.21.21	32
	REGION 4	6.21.21	38
FORMAT	REGION 5	6.23.21	24
ZOOM	REGION 6	6.23.21	19

GOALS

- Prioritize needs and wants for future facilities
- Document the current and future programs and needs
- Describe and qualify the mission and goals for each type of space Portrait of a Graduate

SUMMARY OF PRESENTATION

- Introductions by BOE members and regional superintendents
- Presentation by the Legat Architects team
- Breakout session hosted by regional co-chairs

SESSION QUESTIONS AND RESULTS BETWEEN REGIONS

"Thinking beyond classrooms, what types of settings inspire you to think creatively?"

- Nature; bring the outside in
- Creative environments with a variety of sights and sounds
- Reflective
- Immersive spaces that promote movement

"Part of critical thinking is to challenge previous assumptions and connect unlike ideas. What are the characteristics of spaces needed to support critical thinking?"

- Safe and comfortable places for sharing thoughts and ideas
- Flexible spaces that are reset quickly and easily
- An environment for all learning styles to work together

"Given the fast pace of technological change, how can we plan spaces to accommodate this fast-paced change?"

- Provide abundant infrastructure planning for the future
- Flexible adaptable spaces that accommodate diversity
- Empower teachers and staff with training

OUTCOMES

- Understanding that successes within the existing facilities were hindered because of the current conditions.
- Existing facilities do not lend themselves to student success under the realm of the Portrait of a Graduate

PORTRAIT OF A GRADUATE ATTRIBUTES

The last three attributes are discussed in this phase to support these spaces in school facilities. What would these spaces look like and how would they work? Each survey question was aligned with one of the attributes.



CRITICAL THINKING

Spaces that are:

- Safe and comfortable
- Flexible/easy to reset
- Accommodating all learning styles
 working together

TECHNOLOGY

Adapt to change by:

- Planning for future infrastructure
- Ensuring spaces are flexible and diverse
- Training teachers/staff

CREATIVITY

Spaces that are:

- Inspired by nature
- Provide creative sensory environments
- Reflect/inspire community
- Immersive/promote movement

Preparations for Next Phases

COLUMBUS

WHAT OUR STUDENTS HAVE TODAY ..

Controlled access with

contained learning

A place where they HAVE

to be - a facility based on a

factory setting

Promotes uniform outcome

DRAFT

Summer 2021 consisted of:

- Surveying all buildings (found in Appendix 1)
- Preparation for the coming phases

DRAFT

treasury and the

Total Enrolment

< 50,000

66666

• Developing flyers, booklets, fact sheets, and agendas as part of the planning for the in-person engagement

the new

LARGEST SCHOOL DISTRICT

110 Current academic facilities

Buildings New in

Renovated not

Included in Fi4P

Nadia II



Chapter 2: Community Engagement Process

COLUMBUS

-

Student Capacity

100.000+

WORK FUNDED

FACILITY

MASTER PLAN FACT SHEET **FMP PROJECTED TIMELINE**

CURRENT ENROLLMENT

FACILITIES MASTER PLAN



REGIONAL CO-CHAIR BOOT CAMPS

As part of the transition to meeting in person, the planning team met with co-chairs and family ambassadors three times to re orient and train the volunteers for the next three phases. This included:

- **September 2:** A tour of Wickliffe Elementary School to emphasize how educational programming drives facility design
- **September 14:** To review survey questions for regional community discussions with a small group activity
- September 21: Dry run of the phase 4 regional meetings

WICKLIFFE ELEMENTARY SCHOOL

The tour of Upper Arlington's Wickliffe Progressive Elementary School with the co-chairs and family ambassadors was to understand a real-life example of what Columbus City Schools could be. The activity was to tour the facility and make a TikTok to see what space inspired people the most.



Facilities Master Plan Summary



OVERVIEW

This phase included additional community engagement sessions both summarizing the first three steps of the master plan and touring existing school buildings. Representatives toured and evaluated more recent schools including those more aligned with the Portrait of a Graduate attributes, as well as more traditional buildings. An online/printable survey was conducted to understand the potential of both types of schools. During these sessions, an emphasis was placed on understanding how important a learning space is to a student's future success, and what it means for a building to be educationally adequate.

FACTS

PHASE 4: ANTICIPATE		WHEN SEPT. 2021	FORMAT IN PERSON	
	DATE	LOCATIONS	AT	TENDEES
REGION 1	9.29.21	Shady Lane ES to Sherwood	MS	15
REGION 2	9.27.21	Liberty ES to Independence HS		12
REGION 3	10.06.21	Shady Lane ES to Sherwood MS		7
REGION 4	10.07.21	Huy ES to Medina MS		11
REGION 5	9.28.21	Huy ES to Medina MS		11
REGION 6	9.30.21	Huy ES to Medina MS		6
ALL REGIONS	10.02.21	Columbus Metropolitan Libr Northside Branch	ary -	5
ALL REGIONS	10.06.21	Main Metropolitan Librar	У	3



GOALS

- Process and analyze the data
- Identify the need

SUMMARY OF MEETING

- Introductions by BOE members and regional superintendents
- Co-chairs presenting activity and survey
- Touring buildings
- Community discussion

OUTCOMES

- Existing school visits
- On-site survey results
- Community discussion

COMMUNITY ENGAGEMENT SURVEY AND MEETINGS

1. W 2. W 3. W 4. W	ihat is your name? Ihat is your manu?chool in? (1, 2, 3, 4, 5, 6) That school are you surveying? (School 1, School 2)
Compa	re and contrast student-centered learning environments to help re-imagine our
schools	as world-class opportunities.
Adaptal	bility: "Our students will be agile in thoughts and actions, responding to positive and
negative	e feedback while balancing diverse views to reach workable solutions."
1.	Where do we see evidence in this facility to support the growth of Adaptability in the
2 3.	students? What opportunities are present to support the growth of Adaptability in the students? How would you rate Adaptability in this facility? (1 being highest, 3 being lowest)
Commu	nication: "Our students will effectively express thoughts and ideas using oral, written, and
nonverb	al skills while being active listeners able to decipher meaning and intention."
1.	Where do we see evidence in this facility to support the growth of Communication in the
2	What opportunities are present to support the growth of Communication in the students?
3	How would you rate Communication in this facility? (I being highest, 3 being lowest)
Global E	Empathy: "Our students will value and engage diverse cultures and unique perspectives
through	mutual respect and open dialogue while taking action to make the world more equitable
and incl	usive."
1.	Where do we see evidence in this facility to support the growth of Global Empathy in the
2	What opportunities are present to support the growth of Global Empathy in the students?
3	How would you rate Global Empathy in this facility? (I being highest, 3 being lowest)
Critical	Thinking: "Our students will analyze and apply evidence-based reasoning to understand
'big pict	ure' challenges and how solutions affect other parts of a system."
1.	Where do we see evidence in this facility to support the growth of Critical Thinking in the
2	What opportunities are present to support the growth of Critical Thinking in the students?
3.	How would you rate Critical Thinking in this facility? (I being highest, 3 being lowest)
Technol commui world."	ogy: "Our students will leverage traditional and emerging technology to consume, create, iicate, and connect while practicing responsible citizenship in an increasingly digital
1.	Where do we see evidence in this facility to support the growth of Technology in the
2	What opportunities are present to support the growth of Technology in the students?
3.	How would you rate Technology in this facility? (1 being highest, 3 being lowest)
Creativi	ty: "Our students will be imaginative and explore original ideas and innovative solutions by
transcer	iding traditional thoughts, patterns, and relationships."
	Where do we see evidence in this facility to support the growth of Creativity in the

students?
 What opportunities are present to support the growth of **Creativity** in the students?
 What ould you rate **Creativity** in this facility? (I being highest, 3 being lowest)







Facilities Master Plan Summary



OVERVIEW

This phase of the master plan was the most interactive. All participants collaborated through a simulation exercise to place the existing student population in new and existing elementary, middle, and high schools in the district. The simulation challenged participants with existing parameters, site conditions, and OFCC funding standards. Engagement sessions developed a variety of concepts that were remarkably similar in informing decision points and highlighting the district's bigger picture for the future.

FACTS

PHASE 5: CONSIL	DERO	WHEN CT. 2021	FORMAT IN PERSON	
	DATE	LOCATION	ATTENDEES	
REGION 1	10.21.21	West HS	18	
REGION 2	10.20.21	Independence HS	0	
REGION 3	11.01.21	East HS	15	
REGION 4	10.25.21	Centennial HS	38	
REGION 5	10.18.21	Northland HS	9	
REGION 6	10.27.21	Linden-McKinley HS	16	
ALL REGIONS	10.23.21	Main Metropolitan Library	12	
ALL REGIONS	10.27.21	Main Metropolitan Library	14	

OOOOOOOOOOOOODOOODDOODCCODC

GOALS

- Initiate solutions to the issues and challenges derived from previous three phases
- Gather feedback on possibilities

SUMMARY OF MEETING

- Introductions by BOE members and regional superintendents
- Presentation by planning team
- Community participation in the simulation exercise

OUTCOMES

- Community awareness of challenges ahead for the district
- Variety of simulation solutions
- On average, there were three result boards for each grade band at each engagement session
- Over 47 student simulation engagement sessions
- Results of the simulations provided hundreds of data points to influence the Transform phase

HIGH SCHOOL GRADE BAND EXAMPLE SIMULATION AND RULES





CONSIDER PHASE: ENGAGEMENT MEETINGS WITH STUDENTS AND COMMUNITY

KARKING LOT COVID Resoccess & Capacity (sharts.ut) HON DO YOU BULD A CLOUDE N A MILLE SOME? ARE ANY OHIO CHOW DIREOS BULOWN BIG GORDES? ARE THEY DONG WELL? What about neighborhood dynamics







Chapter 2: Community Engagement Process





Facilities Master Plan Summary



OVERVIEW

The sixth phase of the master plan analyzes the community feedback from the simulations run in the Consider phase. The results of this analysis are used to craft three scenarios for each of the grade bands: elementary, middle, and high school, shown in the following page. The community had a chance to comment on the pros and cons of each concept and cast their opinions through a recommendation form. The findings and data generated in this phase were then taken into consideration by the FMP committee.

Themes discussed in Phase 6 include:

- Bigger schools = more opportunities
- Districtwide equity
- More competitive with surrounding districts
- Leverage existing real estate resources for new facilities

FACTS

PHASE 6: TRANSFORM		WHEN DEC. 2021		FORMAT PERSON
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	DATE	LOCATIO	N	ATTENDEES
REGION 1	12.08.21	Briggs HS		25
REGION 2	12.09.21	Walnut Ridge	HS	6
REGION 3	12.02.21	Marion-Frankli	Marion-Franklin HS	
REGION 4	12.01.21	Whetstone H	Whetstone HS	
REGION 5	12.06.21	Mifflin HS	Mifflin HS	
REGION 6	11.30.21	Columbus Altern HS	Columbus Alternative HS	
ALL REGIONS	12.04.21	Main Metropo Library	Main Metropolitan Library	
ALL REGIONS	12.08.21	Main Metropolitan Library		20



GOALS

- Summarize engagement process
- Understand the data and themes from Phase 5

SUMMARY OF PRESENTATION

- Presentation of data by the planning team
- Recommendations from community on concepts

OUTCOMES

• Review consensus-led decisions from Phase 5

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12 RECO	MHENDATI	ON	
and the second	fut Choice	2nd Choice	3rd Choice
Concept 1	0	0	0
Concept 2	0	0	0
Concept 3	0	0	0
	tut Choice	2nd Choice	3rd Choice
Concept 1	0	0	0
Sciencepe 1			
Concept 2	0	0	0
Concept 2 Concept 3	00	00	00
Concept 2 Concept 3 K-5 RECO	MHENDAT		00
Concept 2 Concept 3 K-5 RECO	MHENDAT Int Choice	ON 2nd Choice	O D Jrd Cheice
Concept 2 Concept 3 K-5 RECO Concept 1	MHENDAT ht Choice	ON 2nd Choice	O O O O O O O O O O O O O O O O O O O
Concept 2 Concept 3 K-5 RECO Concept 1 Concept 2	MHENDAT ht Choice	O O 2nd Choice	O O O

Chapter 2: Community Engagement Process



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TRANSFORM PHASE: ENGAGEMENT MEETINGS WITH COMMUNITY













TRANSFORM PHASE: RESULTS AND FEEDBACK FROM COMMUNITY









Engagement Summary

SUMMARY

Throughout the engagement, the staff, students, and wider community all participated in the six-step master planning process as outlined in this document. From surveys to simulations, a wide variety of tools were used to gather the critical feedback necessary. This transparent process will lead to facilities better supporting the Portrait of a Graduate attributes and future student success.

112 **Engagement Activities** 1,947 + **Participants**

COMMUNITY ATTENDANCE SUMMARY

	FORMAT	ATTENDANCE
PHASE 1	ZOOM	208
PHASE 2	ZOOM	151
PHASE 3	ZOOM	151
PHASE 4	IN PERSON	70
PHASE 5	IN PERSON	122
PHASE 6	IN PERSON	197

OTHER INTERNAL MEETINGS

38	(Weekly) Meetings with Core Planning Team	Mar. 2021 - Dec. 2021
22	(Weekly) Leadership Strategy Meetings	Aug. 2021 - Dec. 2021
6	(Monthly) Board Meetings	Sept. 2021 - Feb. 2021
6	(Bi-weekly) Academics Services Meetings	Sept. 2021 - Nov. 2021

GATHER PHASE

- Regional community conversations

ENVISION PHASE

- Regional community conversations
- Explored three pillars of Portrait of Graduate
- (Adaptability, Communication, Global Empathy)
- Breakout session questions
- Committee meeting summary

DEFINE PHASE

- Explored three pillars of Portrait of Graduate (Creativity, Critical Thinking, Technology) Breakout session questions

ANTICIPATE PHASE

- Process and analyze the data
 Identify the need
 OUTCOMES
 Existing school visits
 On- site survey results
 Community discussion

CONSIDER PHASE

GOALS

- Community discussi Run the simulations

TRANSFORM PHASE

GOALS

- Summarize engagement process
- ACTIONS
- Community discussions on concepts Review consensus- led decisions from Phase 5

INTENTIONAL ENGAGEMENT

- Students Participated

 - 20 High Schools
 - 21 Middle Schools



934

3

24

Staff Member Participated

- Virtual Family Engagement Sessions
- Other Engagements
 - Community Organizations Engagement Meetings
 - Kaleidoscope
 - Clintonville Go Public
 - Ethiopian Tewahedo Social Services
 - Child Evangelism Fellowship (Ohio)
 - Nationwide Children's Hospital
 - Career & Community Resource Community Coordinators
 - CCS Principals' Cabinet
 - Ohio State University Landscape Architecture Class

Community feedback is essential in guiding the direction of the district's Facilities Master Plan. The three concepts below illustrate each grade band and are guideposts to the recommendations from the FMP Committee. The concepts are documented in the following pages.

TOTAL TALLY VIA RECOMMENDATION FORMCONCEPTS123

PK-5	38	58	31	46%
G-8	41	52	32	42%
9-12	45	38	41	36%



ELEMENTARY SCHOOL CONCEPT



MIDDLE SCHOOL CONCEPT



HIGH SCHOOL CONCEPT





Chapter 3: Recommendations

Recommendations from FMP Committee Recommendations from NSDP Recommendations from BOE Next Steps

Recommendations from Facilities Master Plan (FMP) Committee

RECOMMENDATIONS FROM COMMITTEE

Once community engagement concluded in December of 2021, the planning team met with the committee, NSDP, and the BOE to go through and discuss the recommendations that resulted from Phase 6.

The facility master planning process has shown that Columbus City Schools has too many schools to support the current student population.

Current individual facility student population does not meet the current OFCC requirements for funding.

Columbus City Schools students have expressed a need for improved facilities that support the six attributes of the Portrait of a Graduate.

To support these three results of the FMP, we recommend fewer and larger school facilities to support the goals in the Portrait of a Graduate. In summary, we recommend:



The FMP Committee acknowledges that these figures are based on the current student enrollment and are subject to change according to future enrollment projections.

Meeting #1	Dec. 20, 2021	Committee meeting, closing remarks, deliberating results
Meeting #2	Jan. 10, 2022	Committee meeting, discussing results and moving forward
Meeting #3	Feb. 1, 2022	Recommendation presentation to the board



Chapter 2: Community Engagement Process



ADVISORY ITEMS

We recommend that some of the buildings be placed so as to create flexibility to allow the district to host multiple citywide programs in the same facility.

We also recommend the school board moves forward with the equity-focused programming solutions throughout the district and other parking lot issues as listed below:

- Lottery Schools
- Open Enrollment
- Immersive Languages
- Informal Learning
- Gifted Programs
- Athletics
- Arts
- Charter Schools
- Safety and Security
- International Programs
- Transportation
- Adult Education
- Career Tech
- Early Learning
- Special Education
- Feeder Systems
- Whole-Child Focus
- Social-Emotional Learning
- Special Programs and Specialty Schools

COMMUNITY AND STRATEGIC PARTNERSHIPS

- Local and Regional Businesses or Corporations
- Recreation Centers
- Aquatics Centers
- Libraries
- Performing Arts Centers
- Food Pantries
- Community Health Centers
- Support the whole child and whole family

Recommendations from Neighborhood School Development Partnership (NSDP)

OVERVIEW

The FMP team engaged with the Neighborhood School Development Partnership (NSDP) in February, March, and April 2022 to further develop the recommendation provided from the FMP Committee. NSDP is a volunteer, independent panel created by the Columbus Board of Education. It is charged with overseeing all districts construction projects within the Facilities Master Plan and to make recommendations to the Columbus Board of Education prior to a vote to appropriate funds.

The Segment 4 plan was developed from:

- Assessment data (see Appendix 1)
- Site criteria
- FMP recommendations (see pages 38,39)

Refer to Appendix 3 for full Segment 4 plan

NSDP Meetings				
Meeting #1	Feb. 24, 2022	Summary of FMP Process		
Meeting #2	Mar. 24, 2022	Presented Segment 4 plan		
Meeting #3	Apr. 28, 2022	NSDP voted on plan to present to the board		







Ability to develop the new school while continuing operations at the existing facility during construction

SEGMENT 4 LOCATION



Offer the ability to use the current school as swing space for future projects

IIGH SCHOO

HIGH SCHOOL #

MIDDLE SCHOOL #1

LEMENTARY

IENTARY SCHOOL #2



Chapter 2: Community Engagement Process

***SEEK ADDITIONAL FUNDING**



SEGMENT 4 DESIGN SCHEDULE							
	2023	2024 2025		2026	2027		
HS #1	DESIGN	CONSTRUCTION					
HS #2	DESIGN	CON	CONSTRUCTION				
MS #1		DESIGN	CONSTRUCTION				
ES #1	DESIGN	CONSTRUCTION					
ES #2		DESIGN	CONSTRUCTION				

SEGMENT 4 PROJECT COST SUMMARY		
	TOTAL LOCAL COST	TOTAL PROJECT COST
HS #1: Current Site of Marion-Franklin High School/Beery Middle School	\$84,514,953.90	\$111,086,002.71
HS #2: Current Site of Beechcroft High School	\$99,955,893.38	\$132,038,799.11
MS #1: Current Site of Mifflin Middle School	\$49,374,445.52	\$63,649,497.88
ES #1 : Current Site of Winterset Elementary School	\$18,166,437.88	\$25,952,054.11
ES #2: Current Site of Eakin Elementary School	\$18,167.891.48	\$25,954,130.68
TOTAL		\$332,726,353.81
TOTAL CCS SEGMENT COST W/ DEMO		\$270,179,622.14
INFLATION (COMP) YR 1	7%	\$18,912,573.55
PROGRAM CONTINGENCY	5%	\$13,508,981.11
PROGRAM ADMINISTRATION	0.5%	\$1,350,898.11
	NEW TOTAL	\$303,952,074.91

***SEEK ADDITIONAL FUNDING**



Chapter 2: Community Engagement Process

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POTENTIAL DEVELOPMENT PLAN TO ACHIEVE FMP RECOMMENDATION					
SEGMENT 4 SEGMENT 5 SEGMENT 6 SEGMENT 7					
NUMBER OF NEW HIGH SCHOOLS	2	2	1	1	6
NUMBER OF NEW MIDDLE SCHOOLS	1	1	2	2	6
NUMBER OF NEW ELEMENTARY SCHOOLS	2	2	2	1	7
TOTAL NUMBER OF NEW BUILDINGS554					

Resolution to the Board Of Education



https://go.boarddocs.com/oh/columbus/Board.nsf/goto?open&login&id=9VEGP8664C7E#

Next Steps

- Future engagement led by the academic team and state allocated educational planner
- Collaboration with local city agencies and academic institutions and corporate partnerships
- Community will be asked to support by way of vote in November 2022

LIVING DOCUMENT

Master plans are living documents meant to be reviewed and revisited periodically as the school district adapts and evolves over time. Variables that are constantly changing are:

- Cost of construction
- Student enrollment
- Academic programming

