

# **FACILITY MASTER PLAN (FMP)**

## **Envision Phase**

### **SECOND ROUND - REGIONAL COMMUNITY ENGAGEMENT SUMMARY**

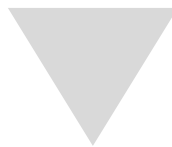
The information herein is a bulleted summary of the second round of regional community engagement discussions for the Columbus City Schools Facility Master Plan.

This second round was entitled the **Envision Phase**, which is the second of a 5-step community engagement process scheduled from April 2021 to November 2021.

The discussions were held virtually via the Zoom platform and included introductions by Board of Education Members and Area 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 three specific pillars of the Portrait of a Graduate: Adaptability, Communication, and Global Empathy.

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.



## Region 1: West – Wednesday, May 19, 2021

► 7:30 p.m.

How can corridors and cafeterias become Adaptable and Agile learning spaces?	What kinds of flexible furniture are needed to improve and Focus Communication in the classroom, STEM laboratories, and libraries?
<ul style="list-style-type: none"> <li>➤ How can corridors and cafeterias become Adaptable and Agile learning spaces?</li> <li>➤ Existing hallways would need to be wider to be utilized for learning</li> <li>➤ Cafeteria/auditorium has to be big enough to be multiflexible/multipurpose</li> <li>➤ Make cafeterias warm and welcoming with ability to sit outside (atrium)</li> <li>➤ Floor seating</li> <li>➤ Booths like restaurants</li> <li>➤ Old buildings need to be refurbished to become flexible to live up to the vision of the cultural change</li> <li>➤ Movable walls</li> <li>➤ Spontaneous interaction / conversation in corridors would require a culture shift - only 4 minutes to move between classes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Table/chairs need to be very durable and on wheels</li> <li>➤ Having lofts, if ceiling is high enough</li> <li>➤ Tables need to be able to be arranged in angles/wedges</li> <li>➤ Furniture needs to be of variable heights to accommodate people of different sizes/abilities</li> <li>➤ Round tables that are family style</li> <li>➤ Chairs that are comfortable</li> <li>➤ Flexible areas that accommodate solo and group seating</li> <li>➤ Create STEM labs with project based learning</li> <li>➤ Libraries that serve as learning environments</li> <li>➤ Large glass windows that allow teachers line of sight for different groups</li> <li>➤ Spaces need to match student learning needs</li> <li>➤ Make sure furniture allows both teachers and students to be mobile / flexible</li> <li>➤ Pedals under desk that allow kids to be mobile</li> <li>➤ Learning happens on white walls</li> </ul>

### Where and how would your community use outdoor classroom facilities to teach Global Empathy and Environmental Stewardship?

- Incorporate community gardens/courtyards
- Interactive spaces where teachers can hold lessons
- More and different types of outdoor spaces
- Nature preserves/walking trails
- Have building reflect culture where students come from
- Incorporate murals and colors
- Create permanent space to incorporate community
- Provide flexible spaces that are warm and welcoming
- Roof garden at Linden-McKinley
- promote the social / emotional learning aspects of gardens

**Region 1: West** *(continued)***Community Thoughts:**

- Libraries are too important to be rolled in/out.
- Some of these ideas would require a huge shift in school culture, not just the buildings.
- Maybe have less -populated schools with more facilities to activate change to create more space.
- Make sure schools are equitable (some schools are more conducive for these changes). ALL CCS students should have the same opportunities.

**Questions:**

- Confused with the connection between empathy and stewardship (maybe SEL related)
- Why do teachers need to have desks?