

FACILITY MASTER PLAN (FMP)

Define Phase

THIRD ROUND - REGIONAL COMMUNITY ENGAGEMENT SUMMARY

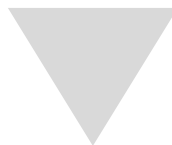
The information herein is a bulleted summary of the first round of regional community engagement discussions for the Columbus City Schools Facility Master Plan.

This second round was entitled the **Define Phase**, which is the third 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.



Region 1: West – Thursday, June 24, 2021

▶ 5:30 p.m.

Thinking beyond classrooms, what types of settings inspire you to think creatively?	What are the characteristics of spaces needed to support critical thinking?
<ul style="list-style-type: none"> ➤ Museums ➤ Light and airy spaces ➤ Lots of windows ➤ Natural sunlight ➤ Lots of color/art ➤ Spaces where you can get your hands dirty ➤ Spaces that are open where you have room to take risks, fail, and retry ➤ Variety of unique architectural spaces (small, large, that doesn't look alike) ➤ Variety of postures (stand, sit, sprawl out on floor) ➤ Variety of textures/colors ➤ Variety of lights (dim, bright) ➤ Flexible walls (ability to move and write on) ➤ Things that appeal to the senses 	<ul style="list-style-type: none"> ➤ Variety of spaces for different types of students (those that need chaos vs quiet to mull over) ➤ Spaces that foster community and safety (i.e., where students can participate meaningfully) ➤ Spaces that avoid hindrances (noise or overt chaos) ➤ Alternative seating (floor, stools, cushions, standing desks) ➤ Incorporating outdoors as a way to learn (e.g., older students reading to younger) ➤ Balance space and lighting ➤ Spaces for students to pace if needed ➤ More creative opportunities (get out of building, chance to engage with/be exposed to other students)

Given the fast pace of technological change, how can we plan spaces to accommodate this fast-paced change?
<ul style="list-style-type: none"> ➤ Need more charging stations/outlets ➤ Flexibility in technology ➤ Education on what tech is available and an opportunity for it to be tested to determine if it's useful ➤ Incorporate television labs, green spaces, and radio labs ➤ Determine/provide tech that is needed for students on career pathways ➤ High speed wireless internet access in all school spaces ➤ Cabling easily accessible for replacement/enhancement ➤ Flexible designs that can accommodate virtual reality stations

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

- Student representative observed that in elementary school her classrooms had themes/characters that inspired creativity. However, in her high school there are no windows and the classrooms are monochrome, none of which inspire creativity.
- The group spoke on how displaying student artwork in elementary school fosters ownership and is representative of the artists. At the high school level this concept is less practiced, leading to less ownership and engagement with the environment.
- The group brought up things that distract from creativity: (1) obnoxious smells, (2) buildings in disrepair.
- Groups expressed some confusion around question 2 on critical thinking and question 3 on technology.
- Be aware of students who get overstimulated/overwhelmed.
- Acknowledged loss of kinesthetic thinking as students move from elementary school to middle school then high school.
- The lack of internet access outside of the school buildings/school day needs to be addressed. Possible formalize city partnership to meet the need.
- Teachers need to be prepared to utilize the spaces.

Questions:

- How do teachers supervise "new" spaces?
- What are the teacher's responsibilities in using the space so that they won't default to what was done previously?