

FACILITY MASTER PLAN (FMP)

Define Phase

THIRD ROUND - REGIONAL COMMUNITY ENGAGEMENT SUMMARY

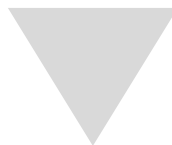
The information herein is a bulleted summary of the first round of regional community engagement discussions for the Columbus City Schools Facility Master Plan.

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 3: Central City/South – Monday, June 21, 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"> ➤ Being in nature/outdoors/wide open spaces ➤ Lots of windows/light ➤ Smells and soothing sounds delivered through the facility ➤ Bright lighting ➤ Color ➤ Being immersed in scene/image ➤ Nationwide Atrium ➤ Allow students to access creativity through existing measure (e.g., AMC Theaters) ➤ Bringing art into building ➤ Museums ➤ Spaces that are comfortable and permit you to try and fail (e.g., COSI) ➤ Landscaping ➤ Multiple forms of stimuli (music, artwork) ➤ Hands on projects ➤ Emotionally safe places (can wander without ridicule) 	<ul style="list-style-type: none"> ➤ Like office space concept with ample space for each student to have technology and paper ➤ Temperature control (not too hot or cold) ➤ Easy access to classroom tools/equipment (e.g., laptops) ➤ Space for small group settings that can then be transformed for the larger group to come together to share ideas ➤ Flexible rooms that allow for independent and group work ➤ Room arrangements that allow for easy transitions ➤ Choice boards ➤ Walls that are white boards ➤ Being able to explore the space/move about ➤ Being able to explore different learning styles (individual vs. group) ➤ Illusive art (e.g., young lady/older woman) ➤ Having artwork and other inspiring pieces ➤ Dedicating wall space to the "Question of the Day" or "Take it to the Wall" to express emotions ➤ Having small private spaces ➤ Integrate building into instruction (e.g., walls can move) to demonstrate critical thinking

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

- Anticipate the future needs of the school buildings
- Not locking into a particular instructional type/need so you can instead consistently update (e.g., OSU renovating building in quadrants)
- Ensuring school's Wi-Fi doesn't crash
- Making technology (e.g., laptops) just as accessible as text books
- Needs to be adaptable/accessible (holograms, inspirational thinking, kiosk that offers SEL/tutors)
- Anticipate having to take care of/maintain technology
- Accessible screen/cables/walls that can be upgraded

Region 3: Central City/South *(continued)***Community Thoughts:**

- Co-chair requested that Legat provide "next steps" that can be shared with community in preparation of upcoming meetings.
- Prior to the start of the meeting there was a discussion on text, email and messenger reminders regarding upcoming meetings.
- Acknowledged lack of creativity has an impact.
- Caution about spaces becoming distracting by being too open.
- School Board Member Carol Beckerle acknowledged that CCS has a culture problem due to a lack of fidelity, which the facilities could help to address.
- It was noted that buildings that make children feel emotionally safe ties in the whole child trauma informed/restorative justice practice.
- Fifth grade teacher expressed the challenge in getting her students to be creative because they want to be told what to do and how to do something.
- Acknowledged that funding is an issue
- Donte Woods-Spikes shared that as an instructional assistant with CCS he has been tasked to fix things, but not engage with the students in a creative way. He expressed that based on the work assigned to him he knows that the teachers are being assigned much more without accommodations. As a result of his experience he does not plan to return to CCS as an employee, but expressed gratitude in the FMP process in the hope that it may address some of his concerns.

Question:

- How do you change school buildings that don't have outdoor space to give the feel that they do?