

# **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 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?
<ul style="list-style-type: none"> <li>+ after living through remote learning, we have an understanding that being in classroom is important</li> <li>+ teachers work exceptionally hard at making a connection with students</li> <li>+ awards, public praise for staff and students</li> <li>+ academic rigor – students are getting a quality education</li> <li>+ OSU is in backyard – how can CCS better utilize this resource?</li> <li>+ City Year and other community organizations are very interactive well-accepted – how can we better utilize these resources?</li> <li>+ Values represented by teaching faculty</li> <li>+ make it work, improvisation</li> <li>+ good technology but update / repair more frequently</li> <li>+ great staff that works well together</li> <li>+ relationships, PT supervisors</li> <li>+ smaller community, staff and family connection</li> <li>+ vertical alignment in pathways / curriculum</li> <li>+ diversity in technology in each school, but not across district</li> <li>+ continuum of services (providing all programs at all levels {ESL for example})</li> <li>+ support for students with disabilities</li> <li>+ PK / early learning</li> <li>+ sports bring people together – we need to keep our facilities to a high standard</li> <li>+ 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</li> <li>+ teachers share outside resources</li> <li>+ PLP and communication (easy to find information)</li> <li>+ Eastgate’s Social / Emotional Program</li> <li>+ Eastgate is clean and safe</li> <li>+ Schools that provide lots of room for students to collaborate</li> <li>+ flexible camera system</li> <li>+ music room and gym located away from other classrooms; does not interfere with other classes</li> </ul>	<ul style="list-style-type: none"> <li>– general appeal → negative for Hilliard – Bradley</li> <li>– inconsistencies → building systems</li> <li>– athletic facilities lacking</li> <li>– lack of common space / space for innovation</li> <li>– open enrollment, lack of opportunity</li> <li>– loss of diversity</li> <li>– general facility upgrades needed</li> <li>– valuable real estate could influence school closing</li> <li>– Decisions are made of changes that require quick change → more options are needed</li> <li>– start earlier with decisions but take your time</li> <li>– fire doors are dangerous</li> <li>– HVAC</li> <li>– more restrooms</li> <li>– inequitable access</li> <li>– trauma training</li> <li>– on-going technical training</li> <li>– all documents translated in relevant languages</li> <li>– lack of tutors</li> <li>– lack of connection, top to bottom</li> <li>– old / exposed piping</li> <li>– lack of support for languages</li> <li>– feeder patterns are inconsistent</li> <li>– lack of transportation</li> <li>– classroom size (SF) not equitable</li> <li>– Concerns that decisions made today will not continue into future.</li> <li>– Concerns with corporate culture.</li> </ul>

**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