



Columbus City Schools

Ad Hoc Committee Meeting – 1/9/16

Additional Questions (not addressed at meeting)

- In regard to the legacy buildings, will this plan include improvements and renovations? Some are old as 1917. **Yes – the plan is intended to include the following:**
 - **A plan for newly constructed and fully renovated facilities (what we've traditionally referred to as the Ohio School Facilities Commission (OSFC) – Facilities Master Plan (FMP))**
 - **A plan for Lifecycle Replacement of systems and components at existing facilities (sometimes this is referred to as deferred maintenance)**
 - **A plan for incremental renovations/improvements/enhancements at facilities that will likely focus on facilities that are later in the schedule/prioritization of the FMP. These projects might focus on capacity, technology, flexibility of space, safety & security, and a variety of other factors that we intend to present to the Ad Hoc committee for their review.**
- Can we get socioeconomic info by neighborhood? -> Thought: we should consider the power of language; use of work "lottery" seems like a gambling on kids' education. It is a huge turn off and makes parents worry. How can we talk about school choice? -> Also, many parents prefer pathways to feeder because feeder implies kids are livestock. I have received this feedback on many comm. over the last few years. ->Also, make sure charts use the same scale (ex: slide 3 of Facilities Master Plan Update) one chart goes to 60k and one to 50k - scale same especially on the same page. This will allow objective comparison.
- Are the consultants pulling data from local partners (i.e. Community Resource Partners, Celebrate One, etc.) to identify trends? Will that data include non-academic needs that may academic performance? (i.e. homelessness, food, employment). Possibly pull data on how millennials think, this could help with the direction of this group, since there are no youth representatives.

DeJong-Richter currently is not pulling data from these local partners to identify trends. Unless these organizations track services to clients by school district, it would be difficult determine if the clients they are serving are part of Columbus City Schools, as many of them service many surrounding communities. A follow up to this question, would be, if this data was available for CCS students, how could we use this information to make our planning process and facility plan better? We will review any survey feedback that the District has completed to date. However, the consultant has worked on many projects where a separate survey was conducted to get student input into the process.
- Have we looked at Des Moines City School's central model where kids stay in home schools and access resources in one central equitable place? **We do not have direct knowledge of how**



Des Moines Public Schools manage their special programming but we have discussed internally how we might deliver special programming to CCS students differently in the future. We have done some preliminary research of Des Moines Public Schools based upon the comment, and we are happy to research and report back on any district that is known to have a successful model we might replicate.

How was the sibling policy changed? **Prior to the School Choice Review Committee's decision to change the sibling placement procedure, after the initial lottery, available seats were filled straight down the waitlist. Siblings did not play into placements until after the summer deadline. The summer deadline was usually the 3rd week of June. At this point, students who were enrolled in a CCS school were no longer able to submit applications and no additional offers were able to be made that would move a non-sibling from one CCS school to another. Any seats left unfilled were then offered to siblings in the order they remained on the waitlist. (As a side note---families new to the District were able to submit applications until early August, but would only receive an offer if the waitlist was clear.)**

A decision was made based on the recommendations from the Review Committee to revise the procedure. Should any open spaces occur after the initial Lottery results but prior to the first full week of September, students on the Waitlist are made offers in the following order:

For All Elementary Schools and Conventional Middle and High Schools: Once the original lottery responses are processed, any seats not accepted will be offered to siblings on the waitlist in the order the siblings were drawn in the lottery. Once all siblings on the waitlist have been placed, the non-sibling waitlist will resume.

For Total Alternative Middle and High Schools: Once the original lottery responses are processed, any seats not accepted will be offered to siblings on the waitlist in an alternating pattern with the non-sibling waitlist in the order they were drawn in the lottery. There shall be no sibling priority for students placed via the selective admissions process should one be adopted.

Do we care about family involvement? **Yes.** Having a family become part of the neighborhood of the school that's chosen the first time. Siblings should be auto placed if we want families to invest in their school.

- How do you decide if a school is "full" for lottery purposes? Do they have to combine art and music rooms? Do they have to have 29 kids per class? **Currently, placements are made using the following criteria:**
 1. **For Kindergarten students, the number of available spaces for lottery placement shall not exceed 22 seats per classroom. This does not apply to 100 percent total lottery schools.**
 2. **For students in Grades 1 through 5, the number of available spaces for lottery placement is 25 minus the number of students promoted to the next grade level per classroom.**
 3. **For students in Grades 6 through 12, the number of spaces is based upon the number of core teachers assigned per grade level.**



- What are your plans do deal with the over enrollment of Clinton Elementary for the 2016-2017 school year? Is there a plan? **The Ad Hoc will be making recommendations per their timeline, but implementation of any of those options the Board adopts will not occur in time to effect permanent resolution of issues such as the over enrollment of a particular building. Administration is developing temporary solutions for the next academic year where over enrollment is anticipated.**
- Where does technology infrastructure fit within the facilities plan? Where does consideration of community partnership/ use of buildings fit into the plan? **The infrastructure in the building is solid, and the wireless is already paid for and will be complete by the end of the year. Over the next two years, we will be upgrading the bandwidth from 1-10G. We will be using these upgraded specifications in our new buildings AND will continue to adapt to advancing technology.**

Community partnerships will be vital to the continued success of CCS both in terms of our programming and our facilities. Some of our current partnerships include the OSU Schoenbaum Family Center, Nationwide Children’s Hospital, Columbus Metropolitan Libraries, CDC Headstart, and YMCA (just to name a few). We currently share space/resources primarily through leases and shared use agreements (SUA). While these partnerships are likely to evolve over time, to the greatest extent possible we will need to identify the services and providers that we believe will be vital to our students’ success. Some examples of current spaces/services that are provided that are beyond the typical school program that we know have been successful for the district include: student health and wellness services, Pre-Kindergarten / Early Childhood education, food pantry services and clothing bank services.
- How many students participate in college classes? % of them that have or close to an associate's degree along with high school diploma? **The number of students taking college courses for the 2015 fall term was approximately 486 students.**



- How many vacant buildings are there? Where are they located?

CCS - Vacant Buildings (As of January 27, 2016)

Building	PLANNING AREA (CCS)	2016 USE (CCS)	ADDRESS (CCS)	ZIP CODE
Clarfield	South	Vacant	3220 Groveport	43207
Deshler	South	Vacant	1234 E. Deshler	43206
Douglas	Center City	Vacant	43 Douglas	43205
Everett	Northwest	Vacant	100 W. Fourth	43201
Fort Hayes (14 buildings)	Northwest	Vacant		
Franklin Annex	Center City	Vacant	1390 Bryden	43205
Indianola MS	Northwest	Vacant	420 E. 19th Ave.	43201
Linden Park	Northeast	Vacant	1400 Myrtle	43211
Monroe	South	Vacant	474 N. Monroe	43203
Neil Avenue	Northwest	Vacant	2571 Neil Ave.	43202
SECC	South	Vacant	3500 Alum Crest	43207
Shepard Center	East	Vacant	873 Walcutt	43219
Starling MS (old)	West	Vacant	120 S. Central	43222
Stockbridge	South	Vacant	3350 Champion	43207
Wedgewood MS (old)	West	Vacant	3771 Eakin Rd	43228
Vacant Buildings In Contract to be Sold				
Heyl	South	In Contract	760 Reinhard	43206
Pilgrim	Center City	In Contract	440 Taylor	43203

- Can we get neighborhood data showing enrollment in district broken down by neighborhood "choice (alternative schools and by charter, private, and home school)? **YES**
- Could we add to the by school reference in the back of the book -> enrollment for each school capacity (number of students it can have enrolled) of the school, # of freshmen's



graduating seniors and 2019 enrollment projection by school? **Most of this data will be in the Report.**

- Has CCS abandoned the concept of neighborhood schools like in the 60s where every school offered the same quality of education and curriculum? **No.**
- What are the number of students going to suburban schools by Westerville, Gahanna, Reynoldsburg, Bexley, Pickerington, Canal Winchester, Hilliard, Arlington, that live in Columbus? **We do not have the data for students who attend other school districts.**
- Do you realize how bizarre the bussing/ lottery is? Forced bussing has been the single biggest tragedy.
- In urban education in the United States and specifically Columbus - Quote from a Columbus area school superintendent.
- We should strive that every school delivers the same high quality education and resources and move away from lottery schools.
- A 2015 Nationwide study found that Austin, Texas was the most economically segregated metro area in the USA. Columbus was #2! Busing and the devastation to the CSS is the biggest factor.
- Most single family home development/ subdivisions came to a gridding halt after bussing in the late 70s and early 80s. The vast majority of new construction in CSS since then has been multi-family. Put the \$\$ into education and not lotteries and transportation.
- Promote PTA (parent involvement) at every school - Recognition.
- Stop marketing CAHS as the BEST HS; labels other HS as lesser than; negative.
- Basically, lottery process is the "Luck of the Draw", Academics, Parent Involvement, Positive Behavior, etc. has nothing to do with it and it should.
- Continue Ad Hoc Meeting on Sat. instead of during the week.
- Optimal feeder pattern education for parents with special needs, ESL, gifted other than school choice information sessions.
- Can we choose a different term other than "lottery" as it gives the appearance of gambling with education?
- Can you give us all materials electronically before the meeting? I would prefer this over paper copies. This would also let us send questions to you in advance. (This includes PowerPoints).
- Site map for all feeder patterns
- Could we visit in various older schools for community dialogues? Will give taskforce members the opportunity to see firsthand what exist today and levels of improvements required in legacy schools.