



FACILITIES COMMITTEE

Mike McDonough, Deputy Superintendent
Thursday, April 20, 2023, 3:00 PM, Central Office

HILLIARD CITY SCHOOL DISTRICT
OPERATIONS DEPARTMENT

Committee Members

Brian Perry, Board of Education
Zach Vorst, Board of Education
Mike McDonough, Deputy Superintendent
Mark Dudgeon, Chief Operating Officer
Rich Boettner, Chief Technology Officer

Derek Farwick, Accountant
Mark Tremayne, Director Innovation & Extended Learning
Matt Middleton, Principal Hilliard Darby High School
Cort Hamilton, Assistant Principal Hilliard Bradley High School
Matthew Sparks, Principal Beacon Elementary

MINUTES

1. Master Facilities Plan Update

Mike McDonough explained that we would have an update to the entire Board with more detail on Monday but he invited Lee Hwang and Tracy Richter today. They are helping out with the facilitation of the study we are doing. They will talk through where we are and where we are headed so far. Mike explained that this is our second phase of this process. We started in the fall of 2019 then when COVID hit we put things on pause. What resulted from phase 1 was the expansion of all-day kindergarten in all of our buildings and also the preschool expansion which we opened this fall. As we kicked back off last spring, we wanted to take a more comprehensive look and really provide the Board with a road map for the next 15 to 20 years in terms of our facilities. We have done some community engagement earlier this year and have just started working with Tracy and some of his team on an educational adequacy. Mike turned it over to Lee and Tracy.

Lee explained that we started Phase II of the Master Facilities Plan last spring. We held a couple steering committee meetings where we gathered data and shared it with the steering committee. The data included information about the facilities and enrollment projections, housing projections, student generation rates and things like that. All of this data is available on the MFP website at hilliardschools.org/mfp.

We have also done a community questionnaire that is like an educational framework. The questions asked are guidelines for the master planning effort. Looking at whether or not there is an appetite for grade configuration changes, should we renovate or build additions versus moving boundaries to utilize the schools a little better. The results of that questionnaire are on the website as well. We had almost 850 respondents, which is about twice as much as we had in Phase I. The feedback and the results were very similar. In the first phase, a lot of people would rather us do renovations versus replacing schools, maybe build additions versus moving boundaries. We have some leeway in terms of when we actually get to options to really take a good look at what we can do to make Hilliard schools the best they can be.

As we started moving into this year, we were about to go into a steering committee, but looking at some of the data, the condition of the facilities, mainly pretty good around the school district. Then we started looking at the ages of facilities and on average the ages of facilities here are about 37 years old, with the oldest being 67 and 65 years old at Station and JW Reason. Looking at the layouts of those older facilities, you start to think about the educational program and how that is delivered and then the adequacy of those facilities. Do the spaces actually fit what the district is trying to do in

terms of providing that education and those programs? After taking a hard look, we decided that we will pause the master facilities plan and bring in Tracy and HPM to start looking at educational adequacy. Last month they had a team do a walk-through assessment of all the facilities to record the spaces, sizes, type of technology and things like that. Tracy will go a little further into detail and explain the process.

Tracy explained that the educational adequacy piece is really trying to measure how the building space types and what is in the building fit the educational delivery model today and what you want to deliver in the future. Anywhere from your core academics to specialized programs.

Some easy examples are like if you want to generate a good STEM program, do you have the right science spaces? Do you have the right resource spaces? Do you have those kinds of things in space to do? Adequacy is really wrapped around different categories. One is around space. Space can include size, type, adjacency, use and there are a couple other factors in there.

Another category is building systems. Building systems can be described as electrical and plumbing. We are going in and looking at spaces. Does the kindergarten room have a bathroom? Do art rooms have sinks? They just go down the list. It can be electrical. We will look to see if the district standard is four quad outlets and there are two quad outlets. There are two outlets on every plug-in. We think that power is probably important in today's world and education. The distinguisher between condition and adequacy is when we are walking into a space, and I don't mean to say this in a bad way, but if there is a sink in an art room, I don't care if it works. That is a condition assessment. I am just concerned that you have a sink in there.

The other thing we look at is technology. What is your standard technology delivery model in the classroom? Is it LED screens? Is it projectors? What is it and do you have the capability to handle that in the classroom? We look at wireless access points. We are looking at technology from that same point. We look at things like safety and security. Entry points in a school? Do you have a double entry? Do you have the ring bell system? Do you have card access and is that your standard?

What we are trying to do is measure to a standard that you want to be today or you want to be in the future and then you measure the building against it. Within that, you weight it. Hilliard may think that technology is the highest weighted adequacy component you should do. I'm just making that up right now. We still have some data to look at before we get to that kind of weight. As you go through that, you can score a building much like you score on a condition assessment. You can say that at some point this is what this building measures to. Typically, it is a 100-point scale. For condition, the higher the number for condition the worse the building is. Adequacy is different. It actually just flips it over. The higher the adequacy score, the better the building is. What we have evolved adequacy to is really a good, useful tool in that we want to involve adequacy so it can be a useful tool to decision makers in the district, but not just a data point that is trying to tell you something.

What we have done in the evolution of adequacy is made sure that what we collect is a cost estimate, a cost-available data point. I know when I walk into a room and you don't have LED screens and that is your standard, we can cost LED screens. We can cost a sink and try to leave out those subjective things. I have seen adequacy reports where they want to know the color. When I walk into a room, I don't know what yellow means. It doesn't make any sense to me. It has to be as objective as we can make it and to let the assessor walk the building as objectively as they can and not have to use any subjectivity because we all have bias and we have backgrounds in education. Everybody has been to school. Everybody has a perception of space. You want to make it as

objective as possible and make it be almost to a yes or no that they have it or they don't have it. They can cost it or they can't.

The next level is that we have determined that there are buildings that have a maximum score. So even on 100-point scale, there are school buildings that could never achieve 100. But the differentiator of how you get to that and how do you decide the maximum score of the school is that you have to determine what is not reasonable construction to get you to the adequacy point.

For instance, we can say that your standard is 750 square-foot classrooms and I walk into a building that has 650 square-foot classrooms. There is not a reasonable construction standard or constructability standard that can get those rooms all to the 750. Let's say the space type is 10% of your adequacy. That building could probably only ever get a 90.

Whatever the maximum score is, anything under that that hits up that can get you the maximum score is a cost element. Something we can cost which we can combine with your condition to give you a total cost of what a building could look like. Then decision makers, like board members, can look to say, when they are in the decision-making mode and when we are in the options development mode, we can go to the building and say you can put this much money into this building for the roof, windows, flooring and all the systems and you can adequately get this building to a 75. That is all it is ever going to get to.

Then it has to be a decision point for you. It is a decision point to say at what point is the Board and the educators of this district going to tolerate a building that can only meet a certain standard. It will help your decision making.

Now, how do you get around that? You can make additions. I use Brown as a great example. That is an older building, you don't just knock out walls in a Brown type of building to make rooms bigger for different types of spaces. You could walk in say, well, I have enough land here I can build an addition so I can make classrooms to their right standard. I have constructability I can do, but in an adequacy, what we are trying to do, much like condition, is do a like to like. If I can replace it within its likeness in a reasonable construction manner, then it can get points. If it can't get there, it is going to be things like the non-constructability factors, things like class size or room size.

There are things like room types. We talked a lot about art rooms. There are districts out there who their standard delivery model for elementary art is art on a cart. But there are districts who say we want to offer full on art and full fine arts in our elementary schools. We walk into buildings that have converted a classroom into an art room. Think about this as an assessor walking into the building. How would you evaluate that room? I can either mark it as a really bad art room or I can mark it as no art room in the building because that was originally used for a classroom. And now an elementary grade is taking capacity out of your building too, because art rooms don't carry capacity at elementary schools so it has made your building more inadequate. I am not going to cost a new art room because that would just mean I am sticking something outside the building. A new art room is a non-constructible within its like form.

I would say that because you don't have these types of space types in the weighting category, whatever space types and space size or whatever it is, means it just deducts off its maximum score. Everything else under that, whether it is the technology or double entry vestibules, are constructible things. We would even consider a double entry to be a constructible standard because it doesn't increase square footage to a significant amount.

As you go through all those things, we can cost those things to give them what is a total condition index and it gives you a fuller picture for what you want to do. That is what the adequacy provides.

I will tell you that ten years ago, even our adequacy reports were probably inadequate compared to what we are doing today. We work with the AMERESCO software, which you guys already own, to build the tools. We can store the data there and we know how to integrate it into their system. For us it is just a natural progression of what we do. It is better than it has ever been and districts are getting so much more value out of an adequacy because it can cost and it can give you a decision-making tool instead of just being a factor that, I'm not exactly sure what an 88 out of 100 means because I don't need to know what that means.

I will tell you that in this district in particular, this is my home school district, so it is almost prototypical about how adequacy can be defined because you do have buildings out there that will never reach 100. They are just not possible. My kids went to Station. They love Station but I will tell you they don't talk about the building. Station would never be a 100 and that is not a shout at the building. It was constructed 65 years ago.

I think we are making it very clear in our communications that the adequacy of the building doesn't reflect on what is going on in the building. It just reflects how the building is supporting what you are trying to do. We think it is a really good, useful tool in decision making.

While we are walking the buildings, we are also doing an in-depth capacity. We are doing just a tad deeper dive in this, overlaying master schedules on the floor plans and trying to determine programmatically how you are using your buildings from a utilization standpoint. Just another point of data. We are able to do that and then wrap it into what we have been working on with you for a year and a half to then start to walk through the options phase.

Mike McDonough said the options phase is what we will enter into in the fall. That is probably the most critical phase for us and as we were getting ready to go into that phase, we have great information on the condition of the building. We have great demographic information. You heard our enrollment projections and some of the subdivision yield information last month.

We just felt like that adequacy piece, in order for us to truly evaluate what should the option be for every building, we just felt like this adequacy study was going to be critical. Now having all three of those components together, we feel like we can not only get something in front of you guys for next spring to consider for potentially next fall, but something that could bode well for the next 15 to 20 years as a road map for us in terms of how we want to address facilities.

I do think it is important to note too, that in some shape or form, we have worked with both Tracy and Lee for eight years. When we did the facilities task force years and years ago, Tracy and Lee were with the same company at the time. They came in and that is the project that ultimately led to the construction of Memorial. They helped us with that. As time has gone on and they moved on to other projects, we have been able to wrangle them back in to continue to work with us which has been great because they know us so well. They know our data. They have a vested interest in the success of what we are trying to do so I want to publicly thank them for that as well. I don't know if there are questions. We will obviously go to a little more detail on Monday.

Mr. Vorst asked how many other districts have you guys done this? Tracy answered, I have been in this business 25 years so...Mr. Vorst said like in the last 10 years? Tracy answered, adequacy? We have probably done 30 or 40.

Mr. Vorst then asked, and the ones that got your report and then spent money to improve their adequacy, what kind of benefits did they see from that? Was it parent support? Was it staff satisfaction? Was it test scores? What were the benefits?

Tracy said the component here is that you get a positive outcome from a facility master planning standpoint in that people know you are addressing the education component. I have said this for years, there is not a taxpayer out there that likes to spend money on school facilities, but they will support it if there is an educational benefit to it. I believe that and I believe that about Hilliard. If you can show that this will improve the educational experience of your children.

What it has done, is it has been able to identify those types of space types that you don't have. For instance, your special education delivery model for in your buildings is sporadic at best. That is not a reflection of your program. I have a son who went through your IEP program who was basically functioning illiterate at 4th grade and was college ready by 9th grade. It is not a reflection of the program. It is actually a real shout out to your Special Education program because they are overcoming space needs to get their program delivered. It is not that they are bad spaces. They are just inconsistent across the board and that is okay to identify. That tells me as I go out and talk to the parents who have kids that have an IEP in the district, that we have paid attention to these space types. All of a sudden, you have a group of people that could support the plan because they know that you are going to address those things in your plan.

That is an example, but I think that has been the biggest benefit. It is great that you run an adequacy on eye washes in science rooms. That is great that you collect that data. I think for me, it is more about the space types and how many spaces you have for the programs that you are trying to serve.

With any good facility master plan, is the programmatic piece and it is across the board for education, special education, fine arts, athletics and career tech. It is how you deliver those models. That is what people want from your district. If I have the ability in an adequacy study to say, programmatically, if I want to look at fine arts, tell me the inadequacy with fine arts. You now have a tool to sort out fine arts and you could see the inadequate spaces and inadequacies of all this. To me, that is a good answer for parents. That has been the answer for everybody.

I think it gets them over the obstacle of just the price tag in their head. Because whatever you ask for, and we have been a very supportive community. I believe we have been from that perspective, but also, everybody is getting a little tax weary. Being able to know, even though I don't have kids in this district, that you are going to programmatically take care of this district, any master plan would be great. I think that is the benefit and to get the conversation focused on programming improvements of space, rather than just condition.

Lee added, generally speaking, when you talk about adequacy it is really starting to address the hurdles and challenges that the educators have in the facilities themselves. If you remove those challenges for teachers and educators, it is going to be that much easier for them to deliver the program that much better for the students. They are doing a great job now, but they also have to work around all these challenges within the classroom. That is really part of what it becomes. Ten to fifteen years ago we didn't have iPhones. Some of these buildings were built over 37 years ago, so imagine the programs back then and what they were using versus what we are trying to do now with STEM and STEAM, or I think they even call it STREAM now. There is a lot going on these days that these spaces just can't handle.

Mr. Perry said, just like you said, there isn't a taxpayer out there who wants to spend money. But

there is also not a taxpayer out there who is already spending money and then going into a building and saying where is my money going and why is it going there?

Do we have a breakdown from the parental survey of building by building where the parents come from? Lee answered yes, it is toward the end of the report.

Mr. Perry said if you go to Ridgewood, they will tell you they don't have seats. They will say we have trailers parked out back. They will tell you it is adequacy and space. And that comes down to a lot of things. That depends on will we redistrict? Do we add new buildings somewhere? Do we do both? Or do we add an addition? They will tell you building by building what the inadequacies are. They walk into JW and say the lighting is bad and the heat doesn't work. Brown says the roof makes too much noise in the rain and they know exactly where the inadequacies are in each one of those buildings. It is priority with the funding that we have. If the heat doesn't work, the library is not getting renovated. If the water doesn't turn on, we may not need that extra science room.

We know for a fact that when you have smaller classrooms and better facilities, you'll have better educational outcomes. They are just going to be able to focus on what we have to focus on. That is part of it. Figuring out what needs to shift and where and make sure it is even.

We have some buildings, that is why we stuck Alton Darby and Darby Creek together, same exact footprint. We had some classes, I think there were like 600 people in one building, and 300 some in the other one. We were able to kind of shuffle those around and stick them together to even those numbers out. We had five empty classrooms in one building and overcapacity in the other building that is using storage closets for classrooms. Same exact building. Which one of those can have a better educational outcome where one teacher has twenty-seven kids to differentiate and grade and the other one has fifteen. This all comes back down to facilities. How do we align those things?

Tracy said what adequacy will do is create equity and equity doesn't mean one to one. It never has. But what it does mean is that if we can measure a building, let's say your building has a 600 capacity. A 600 capacity should have an art room, should have a music room, should have this many special education rooms, whatever it is, it should have this size of cafeteria. The data will show you, as you walk into a building, that an equitable delivery model for a school of that capacity would make a lot of sense.

There are programmatic things you change because obviously you don't put low incident in every elementary because it is too difficult and there are not enough students to populate that. It is very hard to get to what the capacity of the building is in utilization of the building. The typical has been how many seats do I have and how many kids do I have? The problem with that is, let's just say your standard class size is 25 and I have 62 kids in a cohort. I am not going to do 25, 25, and 12. I am going to do 20, 21, and 21. That means that I have 13 empty seats in 3rd grade. I am not going to put a 4th grader in that seat and I am not going to put a second grader in that seat.

When we did this in Worthington in 2014, our first time in Worthington, they said they had an 82% utilization elementary school. When we did the room-by-room utilization, they had one empty classroom in Worthington schools at the elementary grade level at 82% because kids don't come in perfect packages of 25.

So, the decision at like a Darby Creek and Alton Darby, in order to kind of stabilize that kind of room utilization, those are the options you explore, because utilization of the facility is an adequacy component. How a building is being used should be part of your measurement, and because when

you are not using a building sufficiently and you are not using classroom space efficiently, which is 65% of your footprint, then something is being done that is throwing that off. It is not pointing a finger. It just could be an operational thing that has occurred because of either cohorts or grade configuration changes or program changes that have happened overtime. You do this to modify that.

Mr. Vorst asked where typically is the best bang for your buck? Tracy answered, I think that, and this is something you guys do well already, I think technology brings you to standards that you couldn't reach before from a space perspective. Technology can allow you to make the world your classroom a little better. How you deliver your technology, how the kids receive technology and how your teachers receive technology, you can outdistance some space deficiencies through technology. I think that is one way.

I do think that there are some efficiencies, and again it really depends on your condition. It is tough to say because the problem with, if I would say that constructing a new building to replace some of the things you have out there might give you more bang for your buck, but to do an elementary school is 40 million in today's world and you've only got so many 40 millions out there, that may not be the best bang for your buck, even though it may be the best bang for you building that facility.

It is really tough, but I do think that there are going to be some necessary needs in your options as you are exploring either reclamation of space or renovation of space into something that it isn't today and then building something that you need, might be an appropriate action.

It could be that you are going to wipe out some gymnasiums or your cafeterias. Those really small cafeterias you have in some of your prototype elementaries and make it more of your STEM space or something like that and just build a new cafeteria. That would seem to make a lot of sense instead of trying to expand the cafeteria and retrofit it to something that might be wonky.

It might be best to say we need a cafeteria here and we are going to renovate this space to be either more classrooms or expand the gymnasiums or something like that. I think those can create huge benefits. You can replace more of those high use spaces and then rebuild them because even though the equipment for the kitchen is expensive, the space type is not expensive. The big widespan, high roof is a lot cheaper than building classrooms. I think this district will likely explore those options in order to not have to replace so much.

Lee agreed and said it will really come down to more of a case-by-case basis in terms of what is the best bang for your buck. Like he said before, if you have an elementary building where the condition is at 65 percent or something higher, but then you also layer on top of that the adequacy of the facility, that may be your best bang for your buck to rebuild that facility because you will never get to that adequacy number you want. Then it comes down to the direction the district wants to move as well, with their programs and their delivery model and those sorts of factors.

Mr. McDonough said having the facility database show when a building comes back and the max it can get is 65% and we can look at the facility condition index for that building and say that over the next 20 years we see \$20 million worth of improvements. Now you have some tough decisions to make around that facility. Do we want to improve all of those things and make it adequate? Now we are looking at the cost of a new building. I think layering all of these things together leads to some great conversations, and certainly there is going to be more work identified than we will ever have the money for, but that is where the prioritization comes in.

Lee said especially with those older facilities. Once you start having different systems that are put in at different times and you have different systems failing one after another, then you are just constantly putting money right back into it and you know those systems just don't last as long as a brand-new system as a whole.

Tracy added, I do think that Hilliard is a bit of a tweener right now, between your size and age and your investments already. This district has done a wonderful job, and it is obvious to the community. A roof replacement system and asphalt parking lot replacement systems systematically done the right way. It is visible. It is done in a way that people see the result but the other point is that you have 35-year-old buildings that have 30-year roofs on them that probably have a 50-year lifespan. You have done a really good job of maintaining buildings to a point where you are going to get to the end of life and have systems that outlive its end of life. Every school district that is good stewards of their money finds themselves in that tweener position.

You are not pressed in enrollment and you are not going to be, even though that is a myth out there. I live in Hilliard; I talk to people. They see stuff being built here and there, and they are wondering, oh my gosh. It is just not the reality of what is out there.

Being a tweener doesn't mean that it is bad. It actually means you have probably done really well. You do need a 20-year plan out there. I think it will help you as a Board, predict budget cycles. If you guys can't afford in 2024 to go after a \$150 million bond then you go after 75. Then you figure out if 75 gets us to this point when is our next 75 and how precedent is that 75 and more importantly, I know what is in that next 75. It actually prepares the Board a lot better to make those short-term and long-term budget decisions and just prepare for those days.

Lee explained that with the master plan laying out the road map for the next 5 or 10 years, that is true. However, if some of the decisions are to build a new facility or replace a facility, that is an impact over the next 30 to 50 years you are going to have that building to maintain. There are some big decisions that will need to be made. With adequacy layered on top of what we already have is going to really change the conversations that we have in the options work session. In the first phase, it was mostly looking at condition, looking at enrollment and the impacts down the road. Now that we have this adequacy piece, it is really going to make us think a little differently.

We have the rest of the schedule coming in the fall. Before, the meetings were pretty far apart, maybe one or two months apart. Now that we are doing the adequacy, we are able to condense the rest of the schedule to have a more regular cadence. I think it will be helpful to the committees and everyone involved.

Mr. Vorst asked how many people do you have on the committee? Mr. McDonough answered that we have between 40 and 50 people. As we head into the fall, my goal is to confirm with the folks that have been on it if they want to continue but also recruiting additional folks from multiple different lenses. Community members that don't have kids, community members that have kids, business owners, and so on. We have tried to keep a wide representation on there because we know when we go out to the voters, that is who is going to be voting so we can't just have all parents of elementary kiddos. We need to have wide range of folks on there.

Lee added we have a couple of students on the committee and they bring a really nice, fresh perspective and sometimes can keep the adults in check too.

Mr. Perry said in Worthington they asked the students what we need or what we don't need. They

are going to do a whole high school with no lockers because the students said we don't ever use them. We don't need them. So, a whole school is being built with not a single locker in it.

Tracy said there is an interesting anecdotal thing he wanted to share. When you guys opened up the new middle school, I went over as a citizen interested in what I do, just kept my mouth shut and listened to parents and students talking as I was walking along. One of the first things I saw was a student at a locker with his mom and dad. He was turning the knob on his locker. His mom did it and said, "That is kind of tight. That will loosen up as you use it." He looked at her and said, "Mom, I will never use this locker." When I look down the hallway, I am thinking there is a lot of money in lockers here. I am not being critical of it, but the fact of the matter is that it is not a very common thing to put in schools anymore. If you do, they are amusement park lockers. They all have a code to punch in, put your stuff in for a minute, punch your code out and you are done. I think having the students on the committee is a great idea. We really do get a perspective as a user.

2. Summer Project Update

Mark Dudgeon went through the Capital Projects document and highlighted some of the projects. We have a lot of work scheduled for the summer. Some of our work, especially our mechanical system upgrades and some of our improvements, we are still at the mercy of long lead times and equipment availability.

Starting off at the top, Hoffman Trails parking lot replacement. We appreciate the support of the Board to approve that contract the other night so that contractor is in the process of receiving their purchase order and they will be ready to go just as soon as school is out.

Hilliard Darby and Heritage Middle School are due for chiller replacements as well as part of some of our mechanical improvements. Right now, that equipment is expected to be delivered later in the summer, so we are going to push that to that holiday break installation. We will be past cooling season by then as well, so we can minimize impacts there.

Ridgewood Elementary, we are in the process of finalizing an agreement with Prater Engineering. We will be bringing that to the Board for the design phase of the Ridgewood Elementary HVAC replacement. That is going to be a two-phase project. We will begin design phase in the near future.

Districtwide, we are working on some additional HVAC improvements, some fans, some motors, things that we can do now as a gap strategy to keep our systems going for another 5 or 6 years. That is at JW Reason, Weaver Middle School and Beacon Elementary.

Dropping down to the Site Improvement bucket, we have phase two of the playground at the preschool. That will close out that project that is scheduled for this summer as well.

Further down with regards to our partners in athletics, some of the big things there, gym floor restoration at all three high schools is scheduled to start in early June. Piggybacking on that work, Mike and I right now are in the preliminary stages of getting scoreboards lined up for those gymnasiums as well. We are being told that that can still happen this summer. We are going to meet with our athletic directors next week to finalize what that looks like. The other big thing in that bucket there that is also on the agenda is a status update of the Darby weight room or the Darby performance center project.

With regards to technology, the big thing that is happening there, as you are aware, we were awarded a grant for a new visitor management system. Rich Boettner and I are working with a team of folks to begin interviewing the companies that have submitted proposals to us for that. We have

it narrowed down to two, maybe three companies that we are going to interview based on the qualifications that they submitted and are hoping in the next few weeks to be able to award a contract to a company to begin doing that work. Mr. Vorst asked if that can be done over the summer? Mark Dudgeon answered yes, it is primarily software so impacts will be minimal, even if that carries into the beginning of next school year. It is mostly installation of kiosks. The biggest thing there is going to be onboarding the administrators and the schools to get them trained on how that system will work.

Mike McDonough added, and also the community. Folks that have been going into the same building for 10 years because they have had multiple kids going through the elementary, now all of a sudden have an added layer maybe the first time they come back that they haven't been exposed to before. It is just that education piece that I think will promote more safety with them.

Mark Dudgeon said we will be able to provide a more defined timeline, once we award a contract to a provider and we can keep them on the agenda as a standing update.

Mark Dudgeon went on to talk about a couple of special projects that we have out there. We are doing a new walk-in cooler at Beacon this summer. We have received the remaining quotes that we need for that and we are also working on some new serving lines at a few of our elementary schools right now. We are trying to determine what lead times are going to be for that equipment as well. Obviously partnering with Aramark on that.

The other big thing that is there on our special project bucket is another item that is on the agenda here. That is an update on the work at Beacon and that very special partnership that we are building with Amazon.

Mr. Vorst asked if we could talk about that. Mike McDonough answered that it is coming up on the agenda for us to talk about in just a minute.

Mr. Vorst then asked about scoreboards. Is there a functionality issue? Is there just something really cool about the new ones? Mike McDonough answered that they are primarily at the end of life. We are having a hard time finding parts. Keith Rabley is one of our maintenance guys. He is a magician on eBay. He finds parts on eBay to fix scoreboards. It is just that it is time to refresh those.

Mr. Vorst asked, do you guys foresee any, you mentioned at Ridgewood there is an HVAC issue, any more 7-figure HVAC replacements coming down the road? Mike McDonough said if you look at our facility database, mechanicals is by far the biggest liability that we have. When you have, and it goes back to the conversation we just had with Tracy and Lee, when you have some of the facilities as old as ours are, when you start to replace systems and those types of things, even if it is just a cooling tower at Darby, it is approaching \$1,000,000. Those systems and those major components are high dollar figures. Certainly, we want to make sure that we plan for those accordingly which is why we are doing the multi-phase process with Ridgewood.

Mr. Perry said that was the same thing that stuck out to him too, the Ridgewood number. That is a major investment in the school building. I know we need it because, it is like a catch twenty-two. If you don't invest in the schools that are older and whatnot, it just keeps getting worse. But then that is a major investment in a school that I would look at being in replacement territory sometime soon to say we are putting a bunch of money in and then we are going to tear it out.

Mark Dudgeon shared that there is a nice thing about this mechanical equipment. There are

opportunities that if we get to where we decide to move on with a certain school, we can still use this equipment and repurpose it in other locations as a gap strategy to buy us ten or fifteen years on another system.

An example of that, just as I was leaving Columbus State, we were repurposing chillers and boilers from our Delaware campus to downtown because they still had ten years of life in them. We weren't sending them to the scrap yard. Instead, we were using them to plug a gap to where we could get the rest of the remaining life out of that equipment. We will still go into that mindset as we do these mechanical projects.

I mentioned several elementary schools, similar things that we are doing there. We were able to spend a couple \$100,000 at five elementary schools with new pumps and replacing some seals to buy us another seven or eight years on that equipment. Mechanical equipment is not getting cheaper. It is not getting here any quicker. Our guys are doing a great job of coming up with solutions.

Mr. Perry said that is good that you can repurpose that. Ridgewood, I like the location of where it is but the building itself just needs some major work. Another thing I was going to mention too, on the tech side of it, anything up with the Board microphones? Can we get those looked at? Those have never worked since we got the new ones.

Mike McDonough said we thought wireless would be the way to go since we are transporting all over. The new wireless mics have not worked since we got them. As soon as you get a bunch of cell phones in the room they signal back. It is the same thing we experience with the scoreboards. We are looking at going back to wired microphones for the Board although setup is a little more intensive.

Mr. Vorst asked how do you guys decide how much money goes into each of those buckets? Mike McDonough answered we have a couple of different things. Obviously, we use the facility database to help guide us in terms of selecting projects. Annually, we will look at what are the top identified liabilities in that database. We will meet with our team and decide what preventive maintenance we can do to extend.

Also, as part of the five-year forecast, we always provide a 5-year lookout in terms of what we have identified as the next five years based off the input of our guys and input of the facility database. Certainly, there are times where things get pushed ahead of other things but if you dig into that report, and we are getting ready to provide Brian with that updated five-year forecast from an operations standpoint, we have projects identified for the next five years.

We try to stick to that, but there have been times where, I believe at Darby, there was some of the HVAC work that we did two summers ago. That was supposed to happen later, but it failed so it trumped everything and moved ahead. We try to keep consistent. We think this year we have some rotations, especially with roofs and paving and those types of things.

Mr. Vorst said, obviously, prioritized needs, but when things are kind of on that want side of need or wanted, I just wasn't sure how you decide.

Mark Dudgeon said there is an element too, of looking through the risk lens. Where is the risk? Then, of course, we want to make sure we are aligning our dollars and our work in a way that correctly supports the success. Dry buildings are key to supporting student success, so naturally, our

roofs and our windows are going to rise to the top. It is a constant reprioritization of the list, just depending on those failure points and the risk.

3. Darby Weight Room Update

Mike explained that the Darby weight room has been a topic in this committee for quite a while. Without going into the entire history of that project, a couple of years ago, the team from Darby presented to this committee as kind of a foreshadowing of a project that they were getting ready to embark upon in terms of fundraising to build a new athletic performance facility, a new weight room. Similar to what Davidson did a number of years ago. The rationale behind that is as you build buildings, you learn from previous mistakes. Bradley's weight room was addressed when that construction was done. Darby made a lot of headway. They fundraised quite a bit, probably in the neighborhood of \$160,000 to \$175,000. They were stalling out in terms of reaching what would be needed to completely construct the facility.

As you guys know, Chris hosts a lot of events, whether it is district wrestling, district track, and through doing that and some of the other things, he has been able to build up his athletic budget quite a bit. About a year ago, we met Chris and decided that we would allow some district dollars to be utilized for this project. Once we made that decision, the process in which that construction takes place becomes drastically different than a booster funded project. You now have to follow all of the bid processes, all of those things, and unfortunately the cost of construction has skyrocketed as well.

We have a couple of different quotes that have been out there between the fall to now, anywhere from \$480,000 to \$580,000 to construct something like this. If you saw the list of exclusions that are in that, we are probably looking at double that, maybe close to double that price just to get the exclusions included. We are talking site prep, sanitary sewer, water, all of the different things that are not accounted for in that construction cost.

We have been working with our architect, Fanning Howey. We had a meeting last week with the City of Hilliard to start, from their perspective, to see what they are going to need from us from a permitting standpoint. How could we tie in if we do decide to do bathrooms and water in this facility? We are starting to get some of those preliminary answers.

The document you see on the screen here kind of captures the conversation that we had with the City of Hilliard last week. I won't go through it line item by line item, but we were encouraged by a couple of things.

One, that the zoning process should be pretty straightforward and the tap fees are minimal. However, there are quite a bit of requirements in terms of tying into and we have to do some investigation in terms of are we going to tie into the fire loop that is there or can we tie into that fire loop that is there or what sanitary sewer line are we going to tap into?

Bruce, our architect, did a little further work. He estimates that if we do provide water to this facility, it is going to add an additional \$140,000 to \$182,000 to the project. Now you can see, even at that low end of those numbers I quoted you, the \$480,000 now goes up to potentially \$660,000.

We are starting to work with some of the architects within Fanning Howey to put together what a site package may look like. We are trying to get an all-in cost here so that we can put this out to bid and get a better idea of what this total project is going to cost and also to make some tough decisions on what do we want to include or what do we need to include moving forward. I would imagine that there is going to be a continuation on this topic. It is something that we are really

wanting to help Darby out with and get this done. We will want to make sure before we put anything out on the street to bid that we have all the answers and we know from a funding perspective what that liability is.

Mike McDonough added, I will tell you, in June, you are going to hear from Davidson. They want to build a hitting facility. They are starting that process. These things are cyclical. Long before either of you were in the district, Chris Fugitt built a hitting facility at Darby, privately funded, so Davidson is trying to go down that road as well. We will have a group from Davidson at our June meeting to talk a little bit about that.

I just wanted to put this in front of you to let you know that this is not something that we are just letting sit on the back burner. We are actively working with our architect and with the City of Hilliard and now moving to the City of Columbus to see what all is going to be entailed and what costs are going to be associated with it. When you hear folks say, and I know exactly, I had a conversation probably about a month ago, we are not just not building the facility; we don't have the funds or all the answers that we need.

Matt Middleton asked if the tapping into the water is something you can come back and do later? Can you rough-in for bathrooms? Can you do all that stuff and then is it something that if we just don't have the funds right now, we want to get this built because we need to accommodate our kids? Is it something that we can come back and do later?

Mike McDonough said when we get the answer of what line we would tie into, I think yes, because there is the potential that we would need to tie into the building. If that is the case, with foundations and that type of thing, I would be hesitant to do it after the fact. Matt Middleton said that makes sense.

Mark Dudgeon said what we have actually discussed with Fanning Howey is in reverse and instead doing the tap now and then doing everything in the building later. We have to do the tap now, because when the plans go for plan review, we can't do a tap later and then come back and say now we want to add a bathroom. We would have to tear up the floors and do all of that.

We are doing a cost analysis. We want to get as much of the package that we can get within our means that we have to work with and coming up with creative options and how we do that. If there is going to be a phased approach, it will likely be do the tap now, rough-in and then come back and do everything else later. It can't necessarily be don't do anything to the point now and come back later. It would be too disruptive. Matt Middleton again said that makes sense.

Mark Dudgeon said plans go for plan review, they are already there. We pull the permits and we decide where we are going to tap that fire loop.

Mr. Vorst said, not to point the finger or place any blame on anybody, but what would have been the best way to do this if this kind of thing ever comes up again? Mike McDonough answered the best way is to have a booster group that is going to raise \$1,000,000 for you for something like this or make it a part of some type of a bond package as having an athletic improvement component in some kind of bond. That is my initial gut reaction.

Mr. Vorst said to make sure that a group of parents that want to do this is to say "Hey, it is great that you are doing this, but nothing is going to happen unless you get X dollars." I think that wasn't done.

Mike McDonough said I think honestly one of the biggest challenges with this, and I hate to always blame the same thing, but the cost of this type of facility pre-COVID was probably like Davidson built theirs for \$300,000 all in. It has doubled or tripled in cost since COVID and that is just unfortunate. Where they were at pre- COVID in terms of fundraising, they probably had half of what they have now so there was nothing they could have done.

Matt Middleton said this process started right before COVID. I know living in Olentangy, it was the same thing when my son was coming through baseball and they are starting to bring it back up. It is an indoor facility, those type of things were all coming. The Kirkham Builders, who did Liberty's hitting facility and Orange got them involved. I know they have been involved a little bit with some of the things here. The facility that we are even looking at building is nothing compared to what Liberty and Orange have as far as size goes and the price has doubled what they did theirs for pre-COVID. It has just been, I don't think there is any pointing fingers. I think Mike is right. You can only have so much help, and then we were trying to have a retired teacher trying to help. God love him. He did a great job but it takes a village. It can't just be one person. I think it started out four or five people and then I think the head coaches saw what it was like and said I need to step back. It just became a difficult job to do.

Mr. McDonough said from our perspective, if money were no object this thing would have been built years ago but we have to make those tough decisions on the warm, safe and dry. If a roof is failing, we have to put a million dollars in a roof before we can put in a weight room. Mr. Vorst said everybody loves a weight room, but it is a want.

Matt Middleton said I know it's a different district. The one thing that Olentangy's get away with is the fact they end up having a percentage and they find a bank and get a loan and a lot of it is put on from their boosters. They will put down 30 or 40 then they rent it and it pays for it. Most of them are now paid off. That is how they have to do it. Same thing with their turf. You are constantly there. It is non-stop. They do a good job because they can get them built really quick. Once that happens, you have to find a way to pay off that loan. Now Olentangy is back and doing it. They are going to partner with Olentangy Little League. They want to do two turf infields and a hitting facility. Olentangy Little League said we can give you \$70,000 a year. That is not their rent, that is just, well basically it is rent, but that is going to pay for all the facilities.

Mr. Perry said from a functional standpoint, going forward to when we do have these nice to haves versus these need to haves, we are talking about equity and equality throughout the district, and I want the turf too. We know why Davidson didn't do turf because Brian didn't want the turf for a long time, Brian White not Brian Wilson. When we have these nice to haves versus need to haves, we have to really work on taking a second to pause and say what is a booster funded thing by the school and what is going to look like favoritism in the schools because now you have two buildings with great weight rooms and one without it. When we start looking at these things across the board, we have to make it very clear, Davidson fundraised and they did it themselves. If Darby wants to do that, Darby has to do it. Or, if we are going to do it districtwide, we press pause until we can do all three middles, all three highs, to make sure it doesn't look like Washington got something that Scioto Darby didn't get that Horizon has because we get that all the time. Why do they have a Chinese class at Scioto Darby but they don't have one at my school. Looking at this kind of thing, especially when it comes to facilities, making a point to say let's hold on so we can do it for all three. Otherwise, it looks like now we have two schools that have a weight room and one that doesn't have one. Well, they have weight room but...

Matt Middleton said this is just me and it may not be everybody else. I am telling you this as the

principal at Darby. I always use the example "Equal is not fair and fair is not equal." I am even to the point where it just gets to where it is just a rotational thing, but that is out there to the community of everyone involved. I get it, Davidson is the older building so if Davidson needs something they get it first. Then it just goes on rotation. If they are going to get it, yes, I want it but I don't mind waiting another year on a rotational basis to get it. I think if we were to do something like that, I think that just needs to be the message out into the community where if Davidson does get it, I know enough to tell my Darby community members not to worry about it. This is what they needed. We are going to get it. It is just on a rotation.

Mr. Perry said either they raised the funds for themselves or theirs broke first, but explain why we are doing that. If we are just giving away stuff to some people and not others and we don't explain why. I experienced that. I was a Darby graduate. I experienced that every day, all the time. Why did Bradley have something? Why does Davidson have something we don't have it? Everyone at Darby has a complex about this. You know what I am talking about. If one of the schools get something, the other two want it. I want to be cognizant of that.

Mr. Vorst asked first of all, do we have the option to do a private partnership with like Westwood or the Bo Dome or something like that, where kids could go there to do hitting during the winter, as opposed to building a whole new facility of our own?

Matt Middleton said we do utilize the Dome. One of the things that is big for me is it gets kids home sooner. If we had to be in the fieldhouse, let's say February, because that is what having that hitting facility for Darby baseball has done, is that they don't need the fieldhouse for as long because they don't need to hit in there so they can utilize that for like an hour. My point is we can get all those kids home sooner so we don't have to necessarily have that rotation of, okay, you get this from 3:00 to 5:00, you get it from 5:00 to 7:00 and you get it from 7:00 to 9:00. If you are in that 7:00 to 9:00 group, you are not getting home until 9:00 and then there is transportation too. The Bo Dome, I think our baseball team utilized once a week for three weeks and that was just to basically be able to get a full field to be able to long toss and throw to get your arms in shape. You can't really do that when it is 25 degrees. It is capacity, getting kids home sooner and not being out there for four hours.

Mr. Vorst said I think you are right. If we go down this road of building something like that, these are things that we have to have explored and have discussions about before we spend all that money. I would assume there would be some sort of multi-purpose space. It wouldn't be just for baseball and softball. It would be lacrosse or whatever else is allowed to be in there.

Mr. Vorst asked when are we going to start hearing about this or is it just in the talking phase right now? Matt Middleton asked Mr. Vorst if he was talking about Davidson? Mr. Vorst answered yes.

Mike McDonough said they will probably come in June and talk a little about it. They have a pretty motivated booster president that is part of our Master Facilities group too. She is on it.

4. Mike McDonough said this is just a real quick update regarding Beacon. I know you probably saw on the district website in February-ish there was a third-grade class that had read something about finding a solution to a problem that you currently face and I will let Matt talk a little bit about what the class did.

Matt Sparks explained that the class read an article about kids that were change makers and they wanted to be change makers. They identified the problem. That was our forty-year-old fence that separates our playground to the road. They went out and took pictures, they analyzed it, they

discussed it and they had seminars about it. It was really cool! They came up with what they think would solve it or reasons why we needed to update our fence. They invited Mr. Stewart and Mr. McDonough was there. I think most people in this room were there. It was really great! It was one of those things where they got done with their presentation and David said, "Well, these things take time. If you don't see a fence tomorrow, don't worry." That is how the fence part of this started. It was just kids. One kid told Dave, or was it you? I see elk out back and I don't want him getting up. They are seven. It was really neat to see kids passionate about something, find real world problems. I always appreciate our administration. That was one phone call and Dave said, "I will have five people there. We are coming."

Then, kind of separate from that, we found a way to marry that together. Amazon Web Systems is building a facility in one of our neighborhoods. We met with two guys from Amazon. Part of their job, Mark you might want to speak to this.

Mark Tremayne said I have a pretty regular cadence connecting with Amazon. They asked what can they do at Beacon? It was the perfect storm because those kids had that idea so I said, "Well, there's some low hanging fruit right away that you could come in and do" because they are building another data facility at Darby Glen. They are going to come into that neighborhood. Sometimes the community members feel like that is a disruption so they want to get in front of that as a system and a company. They were looking to do some goodwill in the community. I brought that to Tim Harmon with AWS. He brought another team member and listened to what Matt just described. They said they would help us fix that fence in addition to some other things. We have been working with the operations team and Mike.

Mark Tremayne added, it is a nice opportunity to do something so those kids can see the fruits of their project come to fruition and then also get some things for the district.

Matt Sparks said Amazon's point person, Tim, is meeting with my PTO next week just to kind of get in front of them as well. Not only on what they can do at school, but a lot of those people live in the communities affected. I know they have plans to plant trees in the neighborhood to displace the trees they are taking out. They have plans to spruce up a park in the neighborhood as well, unrelated to school. They are also funding some upgrades. We talked about one of the great things about the neighborhood school like ours is that it is right there. Kids access it all year long, all day long, even when we are not out and how that playground gets used a lot because there are just people right there. So, they are going to help us with a new piece of equipment for our playground and I believe resurfacing our playground. They are going to help us on that.

Mike McDonough said they basically said put together a list. Mark has been putting together a list of things we would like to do there. They specifically wanted to target Beacon just because of the proximity of the new data center they are building there. Matt Sparks said things that kids and community members would see.

Mike McDonough said we have a couple guys on our team getting quotes on a fence, quotes on playground equipment and some resurfacing on the playground. Mark is putting together a proposal. We will be getting back together with Tim and their team. I know that Amazon, Tim, is planning to meet with kids as well, to hear the presentation from them. Matt Sparks said that will be during the first week in May. Mike McDonough said great story, great partnership!

Matt Sparks said we got to tell the kids we are getting a fence this week. Mark, Mike and Dave came out to tell the kids. It was really cool! The teacher got all choked up.

Mike McDonough said that is a brief update we wanted to give. I am sure as some of these things get more solidified, we will try to get something in front of the Board. Mr. Perry said when we do that we will try to see if we can reschedule our meeting and do it at Beacon. Mr. McDonough said even if we did it here and brought some of the kids over.

Mr. Vorst asked do you have anything on the electric buses? Mark Dudgeon said we got word about a week and a half ago that the buses were about two weeks out. Charging stations are all set up. Once the buses are delivered, we will have to connect the charging stations to the buses through the app but the charging stations are functional right now. It is just a matter of time right now until they show up. Once they show up, our mechanics will go through a training process with the manufacturer to get up to date on everything they need to do. Our new transportation coordinator will begin the process of coordinating meetings with Hilliard public safety officials. There is one other private academy in the area that has received one bus, so Hilliard is the first public school district in the state to receive this quantity of buses. The other school was Zenith Academy. They received one bus. They have already received theirs. Dublin schools qualified for the money as well. They have not officially ordered their buses. AEP obviously is very excited about this and our transportation folks are working to build that momentum around them as well.

Mr. Perry asked if there is a noise the bus makes for safety reasons. Mr. McDonough answered zero. Mr. Vorst asked if it is as quiet as a golf cart? Mike McDonough said they brought one here last year when we were going through this process and we went on a ride on it. I said if I'm a driver, there is no way I want to drive that because the engine drowns out some of the kid noise.

Mr. Perry asked if it makes an external noise for the kids so they don't get run over by the bus. Mike McDonough answered, I don't know about that. Mark Dudgeon said I'm not sure. It will have all the same features and markings as a traditional diesel fuel bus but as far as any other upgrades, I am not that familiar yet. Mr. Perry said there was a school district in California that had them and they made some kind of pinging noise just so kids could hear it and not get squished by the bus. Mike McDonough said when our buses back up they do make some noise.

Mr. Perry asked if the minute those things hit the hit the streets will you let us know? That has been a passion product of mine for several years. I am thrilled that we are doing it. Mark Dudgeon answered yes, for sure.

5. Next Meeting

Our next meeting is scheduled for Thursday, June 1, 2023 at 3:00pm.