



MEETING NOTES

Meeting Notes are not official until voted on by the Board of Education at its following Regular Meeting.

1. The meeting called to order at 6:30 p.m.
2. Members present: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst (via Zoom)
3. The Pledge of Allegiance to the Flag
4. The Board of Education approved the following resolution:

RESOLUTION SUSPENDING POLICY BD-SCHOOL BOARD MEETINGS

WHEREAS, The Ohio General Assembly enacted H. B. 51 and the law became effective on February 17, 2022;

WHEREAS, H. B. 51 allows a public body, including a board of education, to temporarily meet remotely until June 30, 2022;

NOW, THEREFORE, the Hilliard City Schools District Board of Education hereby temporarily suspends **the last sentence of** the policy BD-School Board Meetings and **the second to last** sentence in policy BDDF.

5. The Board of Education adopted the agenda as presented.
6. Approve the following Certified Personnel action:

Employments – Administrative contracts for the 2022/2023 school year, as indicated below:
Snyder, Scott M, Principal, HTH, three-year contract, effective 07/25/2022

Mr. Vorst asked Mr. Stewart to elaborate on this hire. Mr. Stewart responded that he was thrilled to introduce our selection, Mr. Snyder, for the next principal at Hilliard Tharp Sixth Grade School. We had a lot of internal and external candidates interested in this position. Mr. Snyder went through two rounds of interviews, and both committees were blown away by his interview. Mr. Snyder is a long-time employee of the district who spent many years as a teacher at Tharp. The recurring theme throughout his interview process was what a phenomenal teacher he was in the classroom, and as we know, great teachers make great principals.

Mr. Snyder thanked Mr. Stewart and the board for this opportunity. My family and I are extremely excited.

7. New Curriculum Revision Process – Cori Kindl, Executive Director of Curriculum

Due to various reasons, Mr. Stewart noted that we had not revised the curriculum for several years. Therefore, the first step in doing so was to revise the process. Mrs. Kindl has worked diligently to modify this process, which we believe will yield great results.

Mrs. Kindl stated that she had been the Executive Director of Curriculum for about a year. One of my first goals was to determine where we are with the curriculum and our revision process. I spent much of the fall consulting with other districts, the Educational Service Center, and reviewing our board policies about curriculum and instruction.

We began the process by defining “why.” Why is it important that we evaluate and revise our curriculum? The goal of curriculum revision is to define and communicate what all students will know and be able to do at each grade level and within each course of a content area in order to be Ready for Tomorrow! Therefore, it is extremely important to define and have a clear process while reviewing each content area. We have begun our first review process with English Language Arts and will cycle through health, math, social studies, and science throughout the next few years.

The importance of a process is to implement board policy and provide clarity, consistency, and thoroughness. This process captures and implements all board policies sequentially and categorically and provides a clear understanding to all stakeholders as to the work that is done. In addition, we are beginning a multi-year revision cycle for many content areas. So, we must follow a consistent process each time. Finally, outlining a process ensures that we have captured the essential components of a curriculum revision.

Often, the word curriculum is used to capture everything, but there are three main focus areas of a curriculum revision process. First and foremost, everything we do in the classroom begins with the learning standards. The learning standards identify what students should know and be able to do. Secondly, the curriculum defines the instruction, techniques, resources, and materials used to teach the learning standards. And finally, we use assessments to measure how students learn and progress through the standards.

We developed a five-step curriculum review process:

- Step 1: Curriculum revision and course of study development
- Step 2: Resource alignment and allocation
- Step 3: Board adoption (*included in step 1 and 2*)
- Step 4: Professional development
- Step 5: Curriculum implementation and evaluation

Curriculum Revision and Course of Study Development

This phase began with forming a comprehensive committee of various educators representing all grade levels and buildings, special education, gifted education, EL education, etc. The next step is seeking stakeholder input and analyzing data, research, and best practices. Our stakeholders include parents, students, and teachers. We created a survey for a parent to share their ideas. We will also create a vision statement or philosophy for the content area. Finally, we will make sure the course of study includes the learning standards provided by the Ohio Department of Education (ODE) and examine our resources to ensure we provide our teachers with appropriate materials to teach those standards.

After developing the course of study, we will present the revised curriculum to the board that will include stakeholder information and feedback, best practices, our vision and philosophy, and instructional objectives and commitments. The course of study will show the alignment and progression of the learning standards. There will be a review period following the presentation, as outlined in board

policy, with possible adoption at the next board meeting. After the board adopts the course of study, we will move to phase two.

Parent Information and Involvement

Parent involvement is important and happens in two phases. At the beginning of the process, we will survey parents to seek input on what is essential to their child’s education within the content area being reviewed. Then, parents will have the opportunity to hear the board presentation and access the information on the district’s website. In addition, we want to provide an easier way for parents to navigate the website to see what their students are learning in each course at each grade level.

Mrs. Long asked if parents would receive the curriculum revision information at the board meeting only, or will you present it in another format to the parents? Mrs. Kindl explained that parents would be given the opportunity to respond to a survey initially. Then, once the course of study is revised, parents will be notified through District eNews of the board presentation, and the information will be posted on the district website. In addition, parents can review and contact my office if they have any questions or concerns before board adoption.

Mrs. Long also asked how long this review process would take. Mrs. Kindl replied that it would take about a year from parent survey to implementation. Again, this is our first review using this process. We began the ELA review in January 2022 and hope to present the revision to you in January 2023. After adopting the course of study, we will start phase two - resource alignment.

Mrs. Crowley added that she has participated on curriculum review committees in her school district, and the process usually takes four years. So, this one year is a short timeline. Mrs. Kindl explained that they are not rushing the process and will adjust the timeline if necessary.

Resource Alignment and Allocation

Once the course of study is adopted, we will evaluate our existing resources for that content area within each grade level. For example, our Core 95 curriculum is our most recently adopted resource. We will research evidence-based, innovative resources to determine if there is a primary resource we need to purchase. We will complete an RFP process and evaluate/pilot the product. Once the committee selects a resource, we will seek board adoption. We will only be looking at purchasing a new primary resource that would better support our teachers in teaching the learning standards.

Professional Development

Once the course of study and resources are board adopted, we will move on to professional development. We will ensure all teachers in that content area receive professional development on the changes. We will do a “cross-walk” between the old and new course of studies highlighting any instructional, best practice, resource, and assessment changes.

Implementation and Evaluation

Teachers will begin teaching the revised curriculum and measuring its effectiveness. We will continue monitoring student data to determine if our students are growing, learning, and achieving. We will seek feedback from our teachers to determine if the new curriculum and resources enable them to teach effectively and meet the needs of all students. We will also hold instructional rounds to observe teaching and learning in action like we did earlier this school year with the new Core 95 program. It was great for the administration to see teaching in action. We saw a lot of finger stretching and manipulatives used consistently across the district.

Mrs. Crowley expressed her excitement about the process. She has participated in curriculum revision in South Western and worked on ODE’s model curriculum for science, but she has never seen such a clear and precise process. She stated that Mrs. Kindl’s vision and organization are such an asset to this district.

Mr. Vorst seconded what Mrs. Crowley said. He thinks the process seems thorough and well thought out. He likes that the district is seeking input from parents, teachers, and basically anyone in the district. He appreciates that she has reached out to so many folks. He asked if there was a specific line item in the budget for any costs that might be accrued from changes in the curriculum. Mr. Wilson stated that he added \$1 million to each year of the five-year forecast for any costs associated with curriculum changes. Mr. Vorst asked if those dollars come from the general fund, and Mr. Wilson replied yes.

8. ELA Curriculum Revision Update – Cori Kindl, Executive Director of Curriculum

We thought this subject was a good place to start our revision cycle, given our recent implementation of Core 95. The learning standards have not changed, although ODE is in the process of revising the ELA standards for kindergarten.

Phase I Curriculum Revision and Course of Study Development

Our first step was to form a K-12 committee. We sent applications to all teachers across the district to encourage participation and seek diverse representation. As we formed the committee, we put out the parent survey to find out what is important to them within the ELA curriculum. The parent survey went out in January. Respondents could identify themselves if they wanted, but it was important for us to know the grade levels of their children. The survey included two fundamental questions. One, what’s important to you as a parent for your child’s ELA curriculum? And do you have any suggestions or recommendations for the revision committee to consider? We received four hundred responses from parents, which was encouraging for us. Overwhelmingly, the parent responses were complimentary, which was amazing considering the difficult time caused by the pandemic. During our course of study presentation, we will synthesize the parent feedback, but here are a few of the main themes:

- An overwhelming appreciation of our teachers
- Support and requests for a variety of diverse texts and authors, including a balance of modern and classic literature
- Requests for an emphasis on foundational skills, such as phonics, grammar, and handwriting
- Age appropriateness
- Fostering a love of reading and critical thinking
- College readiness

Mr. Perry asked what grade levels the parents represented. Mrs. Kindl responded that she didn’t have the information but could quickly get it to the board.

We selected sixty-five teachers of the more than seventy who applied to serve on the committee. The committee includes classroom teachers from every grade level, EL teachers, innovation and discovery specialists, gifted teachers, special education teachers, and principals. They are a passionate, dedicated group that began meeting in March. After creating the committee, we surveyed our teachers with the same questions as the parent survey. We also led a few student focus groups – meeting with students from across the district in all grade levels. We asked the students what they like about reading and writing, what is challenging to them, and what suggestions they have for the committee to consider.

On March 2, we launched our ELA curriculum revision committee. We had a full-day professional development day for the following work:

1. Reviewed stakeholder feedback
 - Parent survey
 - Teacher survey
 - Student focus groups
2. Examined current student data (*how are our students learning and growing*)
 - ELA state assessments
 - STAR early literacy
 - STAR reading
 - Acadience
3. Research/best practices
 - Ohio’s Plan to Raise Literacy Achievement (*an excellent guiding document from ODE*)
 - Science of reading
 - Evidenced-based instructional practices
 - College and career readiness
4. ELA vision
 - Reflections from the PD and synthesized key takeaways

Next Steps

The committee will meet at Hilliard U on May 3 to begin revising the course of study. The committee will consider the following:

- ELA vision statement
- Instructional commitments
- Learning standards
- Scope and sequence
- Instructional frameworks
- Assessment practices

The committee will continue their work over the summer by revising the graded (kindergarten, 1st grade, 2nd grade, etc.) course of study:

- Grade level standards
- Learning progressions
- Curriculum map (*a year-at-a-glance of standards taught each quarter*)
- Resources
- Assessment

Mr. Stewart stated that Mrs. Kindl had done a fantastic job. Mrs. Kindl and her team executed the launch meeting exceptionally well. It was the first time since the pandemic that we could get this many people in one room, but the energy and excitement in the room were astounding.

Mrs. Murdoch commented that she has been asking for curriculum information since she was elected. I love that you include all kinds of stakeholders. I also love that you will be posting a lot of this on the webpage. However, I think we need more transparency. I heard from some parents who got the survey

that they wished it was there because they didn't know how to respond to what changes they wanted since they didn't know what was already in the curriculum. I believe being transparent like this will make us so much better.

Mrs. Long asked how much time teachers are giving to the committee – what's the workload on top of their typical day? Mrs. Kindl replied that the time commitment was explained through the application process. We have been intentional about using their contact PD days – meaning we get substitutes for their classroom while they do committee work. They also knew there would be some summer work.

Mrs. Murdoch added that the fact you received more applications than spaces says a lot too.

Mrs. Crowley asked how much the dyslexia law would affect this committee. Mrs. Kindl replied that the science of reading information came out of the dyslexia work. We will provide teachers with professional development around best practices in the science of reading that includes comprehension, word identification, and phonemic awareness. Jackie Noland, Elementary Teacher Leader, who was leading the elementary band of this work, is OG certified and has received a lot of professional development on dyslexia. Mrs. Crowley added that the budget is important. They have been looking into buying decodables, and they are not cheap. If you need a visitor in the summer, I'm happy to come.

Mr. Perry asked if we would be releasing the evidence-based sources we are using. Mrs. Kindl responded that the course of study document would synthesize all of the research used to develop the course of study. For example, we are pulling a lot of information from ODE's Ohio's Plan to Raise Literacy Achievement document. Mr. Perry appreciates that the committee is looking at research to craft the best possible curriculum and releasing the source we are using.

Mr. Perry asked for a brief explanation of the last curriculum review process compared to this new one. Mr. Stewart replied that it had been long enough that we needed to create a new process.

Mrs. Kindl added that even though we have not had a formalized K-12 process, we have revised our curriculum as each learning standard (usually for a small grade group) has been changed or updated. Therefore, what we are teaching is based on the current learning standards published by ODE.

Mr. Vorst asked about the goal of the curriculum revision and how the goal will be measured. Mrs. Kindl replied that our goal is to ensure that we identify, define, and communicate what our kids need to know and be able to do within each grade level, within each course, and within each content area to be ready for tomorrow. We will use our assessments to determine if we are effective in teaching the standards and how we are teaching them. As always, we will use our quarterly student data to determine if our kids are learning and growing. We will also ask teachers for their feedback on whether they can teach these standards in a rigorous, relevant way that provides readiness for our students. We will also conduct instructional rounds to observe the curriculum in action in classrooms.

9. Five-year forecast 2022-2026 – Brian Wilson, Treasurer

Mr. Wilson stated that this is his seventeenth year of doing a five-year forecast for Hilliard City Schools. Based on the assumptions in the forecast and the world's environment, there are times you know the forecast is accurate or in a state of flux that adds a degree of uncertainty, making the forecast less accurate. This is one of those times the forecast is less accurate. Although, we have a significant cash

carry-over that gives us the luxury of not needing to be on the ballot until 2024. Also, we don't have any major decisions we need to make based on this forecast.

Total revenue for FY2022 is \$215,715,048. Property taxes make up \$141.6 million of the total revenue, of which \$130 million in real estate (residential, commercial, industrial). There is also \$11.7 million in public utility personal property (i.e., utility lines for AEP). As you can see, that is 66% of the pie (chart).

Unrestricted and restricted grants-in-aid represent our state school foundation dollars of \$49.7 million. This includes casino tax of roughly \$880,000 and about \$1.6 million in student wellness and success funds. Last year those dollars were in a separate fund, but now they are part of the general fund. The new formula no longer flows community schools, open enrollment, STEM schools, or special education scholarships through our funding. Therefore, this reduces our state school funding revenue and expenses by \$4.7 million.

Property tax allocation is 6% of the pie (chart) which is about \$12.5 million. This includes the homestead rollback on residential property taxes.

Finally, all other revenue (5%) of \$11.9 million includes tuition of approximately \$700,000, interest income of roughly \$660,000, and roughly \$9.4 million in payment-in-lieu of taxes.

The chart of total revenue from October versus now shows some decent changes in 2022 in the total revenue estimate. The two major factors causing the changes in 2022 and 2023 are growth in new residential properties and public utility property values coming in higher than expected in 2021 and the timing of the payment of 2022 property taxes. Payments in lieu of taxes are higher than expected in 2022 but drop significantly in all future years because of HB 126. HB 126 changes negotiations on industrial property values moving forward. It's still too early to tell how these changes will impact us, but I'm reasonably sure they will negatively impact us moving forward.

The difference between the October forecast and this forecast is less than \$500,000 annually. ODE could not use the new funding model until the first payment in January (six months through the year). So, we are pretty happy with how close they track. As you look at the increasing slope between FY2025 and FY2026, it gives the impression we will see a significant change in funding in FY2026, but it is only a 2.4% increase from FY2022. Conservatively, our enrollment will grow 2.6% in the same period. So on a per-student basis, we will receive less funding in five years if this forecast holds true. Although FY2026 is two-state budgets away, I doubt this will be our funding number in that year. With two state budgets and a possible recession between now and FY2026, your guess is as good as mine on where our state funding will be at that point.

I estimated new construction for residential and agricultural values would grow by less than 1%, but they actually increased by 1.5%, which is wonderful because we get new dollars on new growth. New growth in commercial is less than I projected, but the public utility personal property tax values were greater than projected. We could generate more dollars in FY2023, but it depends on collecting some delinquent taxes. As I mentioned earlier, the decline is a timing issue with the collection of taxes for the current year. More people than usual paid their taxes in January. This is probably due to businesses looking at their tax liability and wanting to move it to one year over another. As you can see, the numbers return to normal in FY2024.

I'm conservative with my estimated growth in property values, especially when we know, several large residential developments are coming online. It's just a matter of how quickly they are developed. This will help us.

As you can see, we will be deficit spending in FY2023, which is similar to the October forecast. Our cash reserve allows us to wait until 2024 before going on the ballot, but a deficit between expenditures and revenues is undoubtedly a concern. In addition, the expenditures accelerate in FY2023 as the online teachers, who were paid using federal dollars this year, return to the general fund next year.

As I mentioned in Mrs. Kindl's presentation, I added \$1 million annually beginning in FY2023 for curriculum materials. I also estimated a 4% increase in the cost of our health insurance program for next year. I changed it to a 10% increase based on our claims experience through the first quarter of this year. Hopefully, it will have calmed down by October 2022.

Currently, we have a policy that states we should maintain a 10% cash reserve. I would advocate that we maintain a 20% cash reserve to get us through uncertain economic times similar to what we are currently experiencing. As you can see by this slide, we maintain a 20% cash reserve through FY2024. Therefore, if we are on the ballot in FY2024, revenue will not impact the forecast until FY2025.

This slide shows the surplus for the current year and the increasing deficit for each year after that. With our cash reserve, we can easily absorb the deficit in FY2023 and FY2024, but it becomes unmanageable beginning in FY2025. So in looking at this slide, you may not think so, but overall we are in pretty good shape.

On the revenue side, I am most concerned with the state school funding formula and collection rate of property taxes. We're at \$130 million for real estate collection. If the collection rate were to drop by only 1%, we would receive \$1.3 million less; a significant amount. Our health insurance growth rate will always be a concern on the expenditure side. I am also worried about how we adapt in FY2024 and FY2025 to not having the resources provided by the federal government to help with COVID issues.

Finally, I always have concerns, and we have always adapted to address the issues at the time. So we will get through all of this.

Mrs. Murdoch commented that we were trying to pull forward some capital expenses to take advantage of them being cheaper now than they will be in the next couple of years and additional labor shortages we predict for future years. Is there anything else we can do to mitigate those potential issues? We talked about labor being an issue with Intel coming in, and your guess is as good as mine as to what inflation will look like in a few years. Mr. Wilson replied that Intel coming in is great, but they will use a lot of construction workers. It will be interesting to see what comes from the Master Facilities Plan, but we can't push that process any faster. With the economy as uncertain as it is, I believe some teachers are deciding to work another year or two, which will certainly impact our forecast.

Mrs. Crowley asked if we wait until 2024 to go on the ballot, what kind of a dire situation will we be in if it doesn't pass? Mr. Wilson responded that it would be a challenge. It will be similar to the challenges we had in 2008 – 2011.

Mrs. Long asked when the facilities task force would report out. Mr. McDonough replied it would be in early 2024.

Mr. Perry asked Mrs. Crowley if she was in Hilliard from 2008-2011. Mrs. Crowley said no. Mr. Perry stated he was a senior in high school and ran for a school board member seat in 2011. He noted the district had a wage and step increase freeze. He stated that if an issue wouldn't pass in 2024, it looks like our cash reserve would get us to the next ballot opportunity. He also supports a 20% cash reserve based on operating expenses. Mr. Wilson explained that policy currently states a 10% cash reserve because of our struggles in 2008-2011. Mr. Perry asked what happens if we change policy and cannot maintain a 20% reserve. Mr. Wilson replied that he and the superintendent would provide the board with a plan for getting back to the 20%.

Mr. Perry asked for a breakdown of residential and commercial tax revenue. Mr. Wilson replied it's close to 75% from residential and 25% from commercial. Mr. Perry also asked if they could get the tax revenue broken by political subdivision. This information may help us when working with these organizations (City of Hilliard, Columbus, townships, etc.). Finally, he commended Mr. Wilson on the district's fiscal responsibility for allowing the district to remain off the ballot for eight years. We had planned to be on the ballot in 2020, but due to our cash reserve, we didn't have to ask for additional money when folks were struggling financially through the pandemic.

10. Bus Routing Optimization Study Findings – Cliff Hetzel, Chief Operating Officer


Mr. Stewart introduced Andi Cunningham, Cathy Redding, and Ryan Young (Transportation Coordinator and Assistant Coordinators) to the board. He reminded the board that they were the heroes that kept us in school during the last surge in COVID cases. Andi Cunningham added that our staff – bus drivers and aides – carried us through that tough time. So, when you see a bus driver or aide, please let them know how much we appreciate their efforts. Mrs. Murdoch asked Andi to pass on their thanks and appreciation.

While working through this difficult time the past two years, we thought it was time to review our routing and see if we could become even more efficient. As a result, we are working with AlphaRoute to evaluate and optimize our routing system. Transfinder is our routing system, and AlphaRoute has shared some innovative thoughts on optimizing our routes and improving efficiency. Transfinder is connected to our student database and our Zonar system (GPS) that keeps track of where our buses are.

Hilliard City School's Transportation Department provides a critical function in delivering students to their related programming. However, the impact of COVID-19 and demand from the Professional Driving Industry have depleted qualified driver pools in Central Ohio and beyond. This requires a continuous eye on improvement.

This project's overarching goal was to optimize 2021-22 Hilliard City School bus routes to reduce the required number of buses as much as possible. In addition, potential policy and practice changes were explored with district staff to attempt to lower the bus count further to ensure that there are more than enough drivers to perform the required levels of service, both this year and into the future.


Hilliard City Schools is currently staffed with enough bus drivers to perform daily home-to-school transport. Thus, unlike in the case of districts with severe driver shortages, the focus of this project has been as much about evaluating the current HCSD routing system as it is about generating a more optimal system.



DISTRICT HIGHLIGHTS

Hilliard City Schools Transportation (HCSDT) leadership constitutes more than 75 years of direct experience.

- HCSDT performs in the top quartile of central Ohio – evidence to follow.
- HCSDT services the needs of nearly 17,000 students.
- HCSDT provides 62 shuttles daily to support our Innovation programming at the ILC and HUB for secondary students – this is something not all Districts do.
- HCSDT provides services to roughly 550 special needs students. Each bus also includes an Aide for support – this is something not all Districts do.
- HCSDT does not commingle MS w/HS – this is something not all Districts do.
- HCSDT provides a First Time Rider orientation at the start of each year for students and their parents.
 - HCSDT provides routing services throughout the summer in support of Summer School and Bridge Programming; as well as for the summer food service program that feeds the youth of our community while school is not in session.
- While challenged with Driver Shortages and limited subs like many Districts, HCSDT has been fully operational throughout all pandemic challenges and uncertainties.



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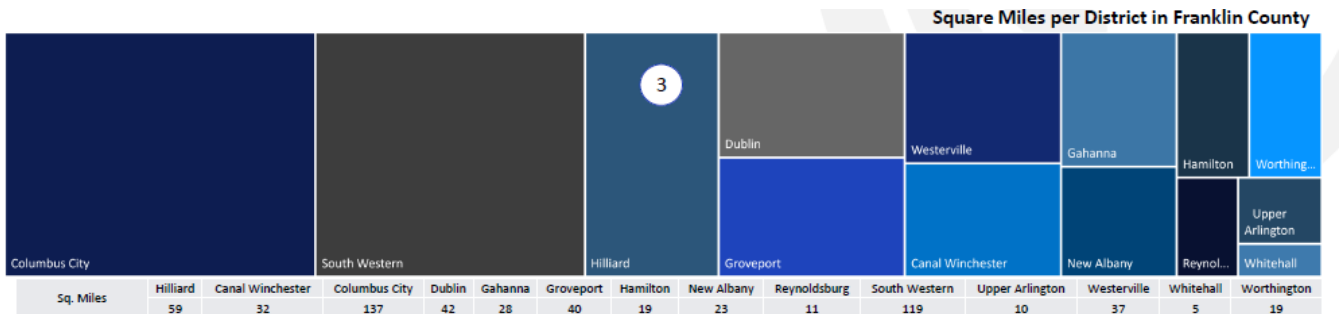
In preparation for our project with AlphaRoute, we created the following chart showing the number of routes at each building.

BUILDING	ENROLLMENT (BUSES)	7:00 AM			8:00 AM			9:00 AM			10:00 AM			11:00 AM			12 NOON			1:00 PM			2:00 PM			3:00 PM			4:00 PM		
		0	15	30	45	0	15	30	45	0	15	30	45	0	15	30	45	0	15	30	45	0	15	30	45	0	15	30	45		
1 HBR	1693 (19)	2	20																						32						
2 HDB	1612 (14)	2																													
3 HDV	1876 (15)	2																													
4 ILC																															
5 HIMS	821 (22)				45																				40						
6 MMS	751 (17)		2																												
7 WMS	895 (14)		4																												
8 HST	746 (28)																														
9 HTH	496 (9)																														
10 ADE	505 (14)								50 #																			30			
11 AVY	377 (2)																														
12 BCN	447 (5)																														
13 BRN	444 (8)																														
14 BRT	434 (12)								X																			X			
15 DCR	498 (14)								05 #																			45			
16 HCR	511 (7)																														
17 HTE	508 (6)																														
18 HZN	548 (7)																														
19 JWR	492 (7)																														
20 NOR	455 (12)								X																			X			
21 RGW	573 (9)																														
22 SDE	370 (5)																														
23 WSH	441 (4)																														
24 HPS	379 (9)								05 #							50				05								45			

In addition, we created the following factors for them to consider in their evaluation of our system:

1. Tiers make for efficiency of resources/what time window makes for an effective Tier?
2. Does having a drop-off for Britton and Norwich at the same time work?

3. We need to build in shuttles during the day to illustrate the Tier they represent and determine if we need all of them.
4. We need to identify after-school requests to see if time exists to meet demand successfully.
5. What does the increased car traffic on each site create in additional time by overcrowding and reduced access?
6. Does having high school and middle school 25 minutes apart help at all?
7. How do the 17 non-Hilliard (Private) schools best fit into the schedule?
8. How strategic can we be with special needs routing?



Central Ohio Profile*

(14 Districts that provide transportation)

- Third largest in geographical area – 59 square miles (as shown in the chart above)
- Third largest number of bus routes at 136 (reduced to 131 for the 2021-2022 school year)
- Seventh highest in Miles per bus per day at 57.8**
- Fifth highest in Miles per bus per year at 10,404
- Fourth highest in number of students transported at 7,790
- Second lowest cost per bus (includes all costs such as personnel, maintenance, supplies, fuel, insurance, etc.)
- Fourth lowest cost per mile
- Sixth lowest cost per student

*2020-2021 information pulled from the Reimbursement Analysis Reports on ODE’s website.

**Mr. Hetzel noted this information helps research the possibility of using electric buses. An electric bus can travel 150 miles on a standard overnight charge.

AlphaRoutes algorithms were developed at MIT and first implemented in Boston Public Schools (BPS). In 2017, BPS cut its fleet by 50 buses using the new algorithms.

They have spun off from **Dynamic Ideas**, an MIT-founded company with a 20-year track record of using machine learning and operations research to solve complex problems across industries. Their team includes **PhDs, MBAs, and software engineers** with extensive management and academic experience. They have managed over \$400M budgets and published over 200 papers. They were finalists for the **Edelman Award for Operations Research** and have been featured in **The Wall Street Journal**.

They are currently working with Columbus City Schools and Cincinnati Public Schools. Last summer, AlphaRoute reduced Columbus’ fleet from 704 to 558. Likewise, they reduced Cincinnati’s fleet this spring despite adding over 3,000 riders.

AlphaRoute is the only vendor capable of such route optimization due to its unique algorithms. The key differentiator in their approach is their ability to very quickly build multiple routing scenarios for each school and then evaluate millions of run-pair permutations to produce an overall routing solution mathematically proven to use the lowest bus count possible.

AlphaRoute also provides bell-time optimization services, software, what-if scenario modeling, and school choice/assignment analyses.

Typically, individual school-level bus routes (runs) are created by staff who focus only on their schools, compounds, etc. These runs often evolve from the previous year's routing solution, meaning changes and improvements are merely incremental. Once finalized, the school-level routes are passed onto a run-pairing step, at which point the fleet schedule comes together when other district staff (usually expert routers) combine runs into individual bus itineraries.

The incentive in the first step is to create optimized routes for individual schools, but the most efficient set of routes for a given school is often not the best set of routes for the system as a whole. The fleet scheduling staff is left to do whatever they can with the runs they have, without the ability or time to make significant adjustments. They can and do make modifications but usually only to construct pairings and make minor improvements to offset some of the inefficiency they have been handed.

AlphaRoute uses advanced mathematical modeling and machine learning principles to quickly build multiple, efficient route sets at the school level. This allows our algorithm to choose a route set for each school that optimizes the entire district, not just an individual school.

Essentially, the traditional approach treats run generation and run pairing as two distinct, sequential steps. AlphaRoute's approach connects these two steps in one iterative process to ensure an optimal result. The process involves a massive amount of computation—millions of permutations are considered—but it only takes hours, if not minutes. As a result, AlphaRoute routinely reduces bus fleets by 10-30%.

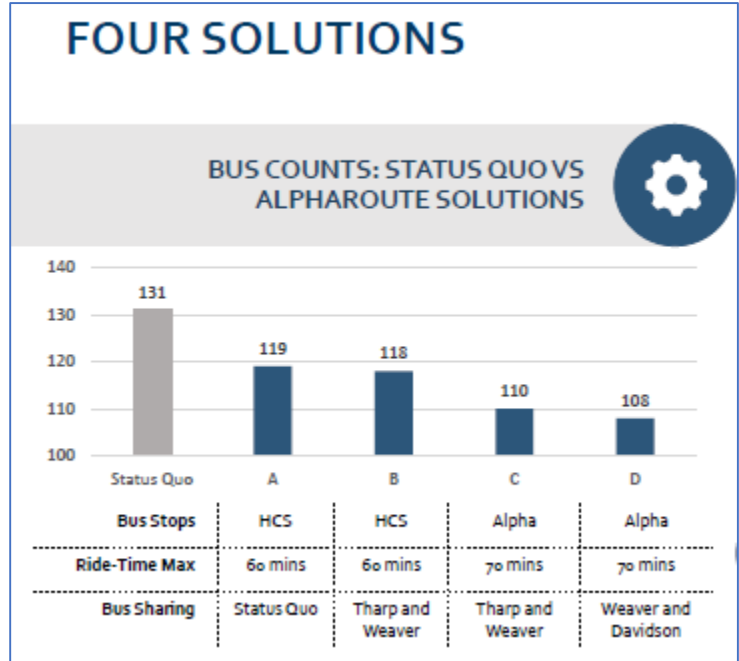
After reviewing our current routes, AlphaRoute noted the following observations:

- Extremely low average walk-to-stop distance of 0.09 miles (*ODE's standard is 0.5 miles*)
 - This is among the lowest we have ever seen
 - Increasing this would easily reduce the bus count
- Limited integration between special education and general education students
 - In many cases, these limitations are understandable
- Routing to Briar Patch – far out of district / other Private School considerations
- Not allowing bus sharing between middle and high schools
- Transporting students across zones (*for various reasons such as specific programs and overflow due to high enrollment*)

AlphaRoute believes they can reduce our routes from 131 to 119 using our status quo (bus stops and current parameters). They provided four different solutions. If we combined our Tharp and Weaver routes, we could reduce the number of routes to 118.

If we would use their recommended solutions, such as combining school routes and increasing the “ride-time maximum” by 10 minutes, we could reduce the number of routes to 110 or 108 (as shown in the chart).

All solutions include roughly 12,000 students and follow existing HCS rules, policies, and practices.



At this point, we are comfortable with starting with our status quo. It would be a significant step forward, but a complete overhaul could be extremely challenging for many reasons. Reducing our fleet by 12 buses (131 to 119)

would be a significant impact. If we see progress after taking this first step, I can see value in continuing to work with them. This could give us a pathway to continuous improvement.

The chart on the right shows the metrics used for each option (A-D).

Metric	A	B	C	D
Bus Count	119	118	110	108
Run Count	438	436	422	414
Avg. Ride-Time	20	20	20	18
Max Ride-Time	66	70.5	69	69
Avg. Walk-to-Stop	0.1	0.1	0.18	0.18
Students per Run	54.4	54.6	56	57.5
Runs per Bus	3.68	3.69	3.84	3.83
Bus Stops	HCS	HCS	Alpha	Alpha
Bus Sharing	Status Quo	Tharp and Weaver	Tharp and Weaver	Weaver and Davidson

Our next steps:

1. Implement Option A – Data integration will begin in May
2. Finalize updated routing in July
3. Bus stops will be presented to the board in August (as usual)
4. Our projected annual savings is \$50,000 per bus (12 buses = \$600,000)
5. At the end of the next school year, we review and evaluate options B-D and other opportunities.

Mrs. Murdoch asked that if we found, we had capacity on our buses, would it make sense to look at our walk zones, especially for elementary students. She believes some of our students are walking more

than two miles – maybe within two miles as the crow flies, but the walk time could be doubled when you consider sidewalks and walk paths. Could we review some of those and possibly add some bus riders at the elementary schools? Mr. Hetzel replied we could have that conversation. Right now, we stand firm with ODE’s two-mile walk zone and half-mile walk to a bus stop. However, we can certainly explore that option and determine the impact of reducing the walk zones.

Mrs. Long asked if we are in a contract to purchase a certain number of buses every year. Mr. Hetzel said that our practice is to purchase ten to fifteen buses each year depending on whether we need traditional or special needs buses. However, we have consistently been buying 12 buses for at least the last decade. Mrs. Cunningham added that our fleet is in good shape. We currently have one hundred fifty-eight buses, and the life of a bus is about ten years. She said that one of our ten-year-old buses could have close to two hundred thousand miles.

Mr. Vorst asked what our current average and maximum ride times are. Mr. Hetzel said our average ride time is roughly eighteen to twenty minutes, and we try to limit the maximum ride time to sixty minutes. Technically or legally, there is no limit on the ride time, but we have chosen to try to limit it to sixty minutes. Our longer ride times are typically on buses transporting to special programs or private schools.

Mr. Vorst also asked if our buses do double runs. Mr. Hetzel and Mrs. Cunningham replied that all of the buses transporting to our Hilliard schools have a secondary and an elementary run. Our only routes that are not two-tiered are to private schools.

Mr. Vorst asked how much AlphaRoute’s services cost. Mr. Hetzel responded that the cost was \$120,000 for their complete service solution. Reducing our fleet by one or two buses will cover this cost, so we felt it was a good investment. This is a one-time cost, but we would pay a significantly less maintenance fee in the future. Mr. Vorst added that basically, their improvements are made by route optimization and possibly reducing the number of stops. Mr. Hetzel said they might decrease the number of stops and reconfigure how the buses go to the schools. They are looking at it from a different viewpoint. We are not anticipating significant adjustments from what parents are accustomed to, but we wanted to make you aware we are making some tweaks for next school year. We will provide more details when we present the bus stop information in August.

Mrs. Murdoch asked if reducing the number of buses would cause difficulty with maintenance or repairs, considering the current supply chain issues. Mr. Hetzel explained that we have twenty sub buses for use when a regular route bus needs maintenance or repairs and will continue to keep several backup buses. In addition, our mechanics maintain a good inventory of parts and equipment, so we have not experienced any issues due to lack of supplies. Mrs. Murdoch stated this makes what you did keeping us in school even more heroic.

Mrs. Long expressed concern about major changes to many of our bus routes. She asked if it would be possible to change just a few routes at a time to make the transition easier. She wondered if AlphaRoute has taken our major, multilane roads (Hilliard Rome Rd) into consideration, making sure students are crossing five lanes of traffic. Mr. Hetzel explained that since we will implement Option A (status quo), the routes will be similar to this year’s routes. Therefore, there won’t be any huge changes for drivers. Mrs. Cunningham and Mr. Young added that we don’t have students cross any more than two lanes of traffic, and this will not change. Mrs. Cunningham also said that it’s good to have fresh eyes look at our routes, especially since we haven’t made any significant changes for about eight years.

Mr. Perry added his thanks and appreciation to our transportation staff. Our staff kept us in school while other districts had to cancel classes due to driver shortages. He then asked if we have any operation cost data for electric versus traditional fueled buses. Mr. Hetzel said comparative data is available and thinks it could be more cost-efficient to use electric buses in our system. At this time, no one in Ohio is using electric school buses. We are working with the EPA and AEP for grant money to help purchase a few electric buses (each bus costs more than \$300,000). We understand that electric buses have 40% fewer parts in them. Mr. Perry expressed interest in using solar power like a district in northwestern Ohio.

11. Summer Project Update – Mike McDonough, Deputy Superintendent /Cliff Hetzel, Chief Operating Officer

The capital project list in tonight’s packet is similar to the document you received in February and March with updated cost information. One change is the cost of the Heritage Middle School parking lot. In February, the estimated cost was \$1.3 million, and now the actual cost of \$956,096.50 has been added. Mr. McDonough said that he believes our partnerships and project timing have helped us navigate the rising costs. For example, we were worried about the cost of the preschool addition. However, because the project was done during the school year, the project came in significantly under budget. Therefore, we can replace the playground equipment and surface.

Mr. McDonough noted that since Mr. Wilson was able to use general fund dollars to purchase new school buses and technology updates, we could use the whole permanent improvement dollars for these summer projects.

Mrs. Murdoch said they’ve done a great job with the expenses.

12. The Board of Education approved granting a utility Easement & Right of Way to AEP Ohio for electric and other current/future energy or communication purposes. This Easement is for additional service to the Pre School addition located at 2730 Alton Darby Creek Road, Hilliard, OH 43026. See Exhibit A.

Mr. Hetzel explained that the pole that services Alton Darby Elementary is full, so we requested additional service. This easement gives AEP access to install the necessary equipment to provide us the additional service. Mr. Vorst asked if AEP would cover the cost. Mr. Hetzel replied that we would cover the cost as part of the preschool addition.

13. The Board of Education approved granting a Right of Entry to the City of Hilliard for the purposes of connecting the Darby High School service driveway to the existing Heritage Trail. See Exhibit A.

Mrs. Murdoch asked if the City of Hilliard had requested this connection. Mr. Hetzel replied that the City of Hilliard asked for the link to help move people through town. We were hesitant, but they have committed to providing clean-up of the area. Darby staff stated there are already many people traveling through the site.

14. The Board of Education approved the following resolution:

WAIVING COMPETITIVE PROCUREMENT BASED ON URGENT NECESSITY AND PUBLIC EXIGENCY AND APPROVING THE SELECTION OF TRANE U.S., INC. AND BUILDING CONTROLS INTEGRATORS, LLC FOR THE DISTRICT’S CENTRAL OFFICE RTU REPLACEMENT PROJECT

The Superintendent and Treasurer recommend that the Board declare an urgent necessity and public exigency, waive competitive bidding, and approve the selection of Trane U.S.A. Inc. (“Trane”) and Building Controls Integrators (“BCI), for the installation, setup, commissioning of fifteen unitary gas/electric rooftop units and related control setups and other improvements at the Central Office Building (the “Project”).

Rationale:

1. The District has identified a need to replace the rooftop units at the Central Office in order to increase the air filtration in the building to Minimum Efficiency Reporting Value (MERV) 13 standards as part of a multi-layered strategy to combat the impact of COVID-19.
2. Trane U.S. Inc. is an experienced contractor with HVAC equipment installation and has provided a proposal for the installation of the roof top units in the amount of \$269,824.00. Pricing for the Project is consistent with pricing provided by Trane to the Omnia National Purchasing Cooperative under Omnia Contract Number USC 15-JLP-023. Based on experience in procurement, the Superintendent, Treasurer, and Chief Operating Officer believe Trane’s proposal to be reasonable and of an appropriately competitive nature.
3. BCI is an experienced contractor with HVAC equipment installation and has provided an estimate for the installation and programming of the controls for the roof top units in the amount of \$34,664.00. Based on experience in procurement, the Superintendent, Treasurer, and Chief Operating Office believe BCI’s estimate to be reasonable and of an appropriately competitive nature.
4. The work for the Project needs to be completed as soon as possible as HVAC equipment is a critical component of the District’s operations. Based on information solicited by the District, materials and equipment must be ordered immediately as there is an unprecedented lead time for HVAC equipment due to severe supply chain disruptions. Bidding the work will delay Project completion and will not guarantee that lower bids will be received for the work, especially in light of the material and labor shortages and increased costs as a result of COVID-19 and other global factors. This situation presents an urgent necessity and public exigency to complete the Project
5. Based on this urgent need to procure both Trane and BCI within a timely manner in order to purchase the equipment and begin the work on the Project, the Superintendent recommends waiving competitive bidding based upon the urgent necessity exception in ORC Section 3313.46, and authorize the negotiation and execution of agreements with both Trane and BCI.
6. These improvements may be funded in whole or in part with federal ESSER grant funding. Accordingly, this procurement also complies with noncompetitive procurement under 2 CFR § 200.320(c)(3) because the above-described facts constitute a public exigency.
7. Moreover, the procurement of Trane complies with procurement requirements under 2 CFR § 200.318(e), which encourages non-federal entities to enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement

or use of common or shared goods and services. Pricing under this procurement was obtained through the OMNIA Purchasing Cooperative contract number USC 15-JLP-023.

8. The Superintendent also requests authority for the Superintendent, Treasurer, and/or Chief Operating Officer to enter change orders on behalf of the Board in a total amount not to exceed 10% of the Project sum. Change orders in excess of that aggregate amount will be brought to the Board for its approval.

The Board of Education resolves as follows:

1. Based upon the information provided and exercising the authority given in ORC 3313.46, the Board declares an urgent necessity and waives competitive bidding in order to move forward with the Project.
2. Additionally, the Board recognizes that the facts giving rise to the urgent necessity constitute a public exigency under 2 CFR § 200.320(c)(3), and declares a public exigency, and authorizes the use of noncompetitive procurement.
3. The Board approves the selection of Trane to provide the work and authorizes the Superintendent, Treasurer, and Chief Operations Officer to work with legal counsel to negotiate and execute a contract and any supporting documents with Trane in an amount not-to-exceed \$269,824.00, and any other documents necessary to effectuate the intent of this resolution.
4. The Board approves the selection of BCI to provide the work and authorizes the Superintendent and Treasurer to work with legal counsel to negotiate and execute a contract and any supporting documents with BCI in an amount not-to-exceed \$34,664.00, and any other documents necessary to effectuate the intent of this resolution.
5. The Board grants authority for the Superintendent, Treasurer, and/or Chief Operating Officer to enter change orders on behalf of the Board in a total amount not to exceed 10% of the Project sum. Change orders in excess of that aggregate amount will be brought to the Board for its approval.
6. This resolution will remain in effect indefinitely until changed or revoked by the Board.

Mr. Vorst asked if this would suspend our requirement for getting a competitive bid. Mr. Hetzel explained that he has worked with legal counsel on the conflicting federal and state regulations with the use of ESSER funds. Although we did not go through the formal competitive bidding process, we did receive quotes for this project. There are many nuances, like prevailing wages, to using these funds (federal ESSER dollars) to support some of our indoor air quality improvements.

Mrs. Murdoch commented that this was a good use of ESSER funds.

15. The Board of Education approved the following resolution:

WAIVING COMPETITIVE PROCUREMENT BASED ON URGENT NECESSITY AND PUBLIC EXIGENCY AND APPROVING THE SELECTION OF WEBER-HUFF, BUILDING CONTROLS INTEGRATORS, AND ALL HOURS MECHANICAL FOR THE DISTRICT’S HEAT PUMP REPLACEMENT PROJECT AT THE HUB BUILDING

The Superintendent and Treasurer recommend that the Board declare an urgent necessity and public exigency, waive competitive bidding, and approve the selection of Weber-Huff, Inc. (“Weber-Huff”), All Hours Mechanical (“AHM”), and Building Controls Integrators (“BCI), for the installation, setup, commissioning of fifty-four TCH series horizontal water source heat pumps, related control setups, and other improvements at HUB Building (the “Project”).

Rationale:

1. The District has identified a need to replace the heat pumps at the HUB building in order to increase air quality and air filtration in the building to Minimum Efficiency Reporting Value (MERV) 13 standards as part of a multi-layered strategy to combat the impact of COVID-19.
2. Weber-Huff is an experienced HVAC equipment supplier and has provided a proposal to provide fifty-four TCH series horizontal water source heat pumps in the amount of \$119,416.00. Based on experience in procurement, the Superintendent, Treasurer, and Chief Operating Office believe Weber-Huff’s estimate to be reasonable and of an appropriately competitive nature.
3. AHM is an experienced HVAC contractor and has provided an estimate for the installation of the heat pumps in the amount of \$357,000.00. Based on experience in procurement, the Superintendent, Treasurer, and Chief Operating Office believe AHM’s estimate to be reasonable and of an appropriately competitive nature.
4. BCI is an experienced HVAC contractor and has provided an estimate for the installation and programming of the controls for the heat pumps in the amount of \$100,623.00. Based on experience in procurement, the Superintendent, Treasurer, and Chief Operating Office believe BCI’s estimate to be reasonable and of an appropriately competitive nature.
5. The work for the Project needs to be completed as soon as possible as HVAC equipment is a critical component of the District’s operations. Based on information solicited by the District, materials and equipment must be ordered immediately as there is an unprecedented lead time for HVAC equipment due to severe supply chain disruptions. Bidding the work will delay Project completion and will not guarantee that lower bids will be received for the work, especially in light of the material and labor shortages and increased costs as a result of COVID-19 and other global factors. This situation presents an urgent necessity and public exigency to complete the Project
6. Based on this urgent need to procure Weber-Huff, AHM, and BCI within a timely manner in order to purchase the equipment and begin the work on the Project, the Superintendent recommends waiving competitive bidding based upon the urgent necessity exception in ORC Section 3313.46, and authorize the negotiation and execution of agreements with Weber-Huff, AHM, and BCI.
7. These improvements may be funded in whole or in part with federal ESSER grant funding. Accordingly, this procurement also complies with noncompetitive procurement under 2 CFR § 200.320(c)(3) because the above-described facts constitute a public exigency.
8. The Superintendent also requests authority for the Superintendent, Treasurer, and/or Chief Operating Officer to enter change orders on behalf of the Board in a total amount not to exceed

10% of the Project sum. Change orders in excess of that aggregate amount will be brought to the Board for its approval.

The Board of Education resolves as follows:

1. Based upon the information provided and exercising the authority given in ORC 3313.46, the Board declares an urgent necessity and waives competitive bidding in order to move forward with the Project.
2. Additionally, the Board recognizes that the facts giving rise to the urgent necessity constitute a public exigency under 2 CFR § 200.320(c)(3), and declares a public exigency, and authorizes the use of noncompetitive procurement.
3. The Board approves the selection of Weber-Huff to provide the equipment and authorizes the Superintendent and Treasurer to work with legal counsel to negotiate and execute a contract and any supporting documents with Weber-Huff in an amount not-to-exceed \$119,416.00, and any other documents necessary to effectuate the intent of this resolution.
4. The Board approves the selection of AHM to provide the work and authorizes the Superintendent and Treasurer to work with legal counsel to negotiate and execute a contract and any supporting documents with AHM in an amount not-to-exceed \$357,000.00, and any other documents necessary to effectuate the intent of this resolution.
5. The Board approves the selection of BCI to provide the work and authorizes the Superintendent and Treasurer to work with legal counsel to negotiate and execute a contract and any supporting documents with BCI in an amount not-to-exceed \$100,623.00, and any other documents necessary to effectuate the intent of this resolution.
6. The Board grants authority for the Superintendent, Treasurer, and/or Chief Operating Officer to enter change orders on behalf of the Board in a total amount not to exceed 10% of the Project sum.
7. This resolution will remain in effect indefinitely until changed or revoked by the Board.

This is the same issue as the previous resolution with using ESSER funds. Mr. Perry thanked Mr. Hetzel for including the final point in this resolution – *This resolution will remain in effect indefinitely until changed or revoked by the Board.*

16. Superintendent’s Update

a. OSBA – Legislative Platform

Mr. Stewart stated that Mrs. Long requested this item. Mrs. Long said she reached out to OSBA to understand what is being asked of us as a board. We vote on this platform each year at the Capital Conference. It is quite an event with all districts represented. She said similar resolutions had been brought from the floor, and she wants to make sure everyone understands what we are asking to do. She got an example of one from 2020 from Cleveland Heights. The resolution will be signed by all five board members if there is agreement with the resolution.

Mrs. Murdoch said she provided some thought starters and wonders if anyone has anything to add or what would be the next steps. Should we put our thoughts into this sort of format?

Mrs. Crowley asked if this was about the parent bill of rights. Mrs. Murdoch responded it's more about recognizing that the schools want to work with parents. We want to be transparent. She believes OSBA should be lobbying the state legislature for things like the curriculum presentation heard tonight.

Mr. Perry noted that this came from different school districts and asked which one. Mrs. Murdoch replied that it came from multiple districts, primarily northeastern Ohio. Mrs. Long asked if any of those districts had voted on any resolutions. Mrs. Murdoch said she could follow up with some of them. Mrs. Long said she saw something very different and wants to ensure they're not sending them an operational path. Mrs. Murdoch believes the people who brought the resolutions forward in those other districts were trying to get ahead of the 616 thing and say, " Here is what we want to do as a district." This is what we want you to lobby for as opposed to letting the legislature run free and tell us what they want us to do.

Mrs. Crowley asked if anything from this platform came from any local parents. Mrs. Murdoch replied that this is from other school boards. She has had conversations with local parents on some of the same bullet points. She said we could certainly get some community input. Mrs. Crowley said it would be good to get feedback from our community.

Mrs. Long said if they have already brought it, we will be voting on it at the OSBA Capital Conference in November. She noted that it only takes one district to bring the issue forward.

Mr. Perry asked if this would be an internal or external advocacy group. Usually, our board has followed the mantra of doing things our way in our district. For example, we crafted and adopted a resolution on celebrating diversity. We did not lobby the legislature. He wonders what the legislation they are advocating for would entail. Mr. Perry is not in favor of the state restricting local control.

Mrs. Long said it goes back to what we want OSBA to advocate for and the platform we got this year is statewide issues. We will have three readings, and there will be town halls. So, if another district has brought this forward, we can give input at that point. Mrs. Long asked if everyone was okay with this path. Mrs. Murdoch stated she could follow up and see if any district has brought anything forward. Mrs. Murdoch said she liked the idea of getting ahead of 616 instead of having it pushed down.

Mrs. Long recommended everyone attend the Capital Conference to experience this process.

b. Graduation

Mr. Stewart noted that our graduations are on May 25, 26, and 27. He asked if all board members planned to attend each graduation. All but Mr. Vorst, due to military deployment, plan to participate in each graduation.

Mrs. Long explained that we hang a plaque containing the current board members and former members who approved the project following a construction project. She asked if all existing members agreed to continue this tradition. All members agreed.

17. Mr. Perry moved, and Mrs. Long seconded that the Board of Education caucus to executive session to investigate complaints against a public employee or official. Time: 8:32 p.m.

There will be no action following the executive session.